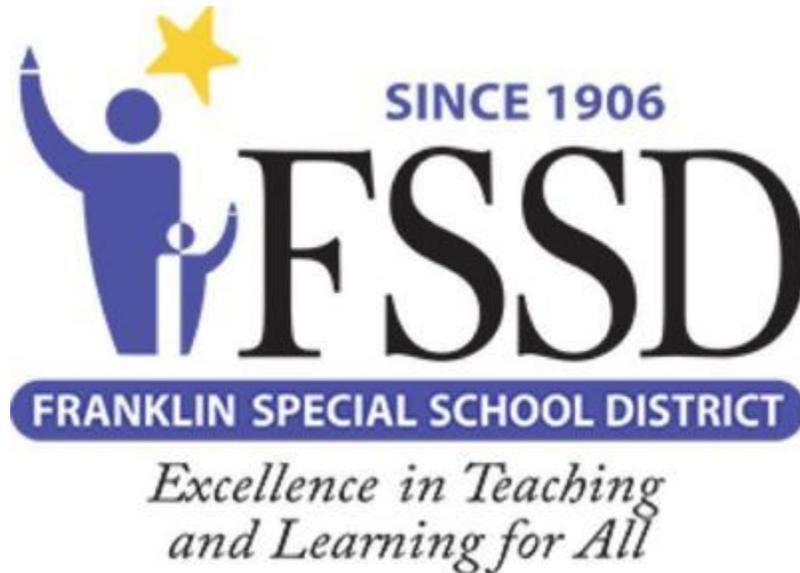


Franklin Special School District



Return to Learn 2020

Scenarios for the Reopening of Schools

(2020-2021)

(Last updated: 07/23/20)

Scenario 1: Most Students Attend In Person *Teaching and Learning*

Plan Component	Action Steps
Attendance	<ul style="list-style-type: none"> ● The district will follow guidance from the Tennessee Department of Education as to how attendance will be coded for students who are unable to return to school or whose parents choose to not send them to school.
Instructional Technology	<p>Device Information:</p> <ul style="list-style-type: none"> ● All students/parents will follow the Guidelines for Technology Use. ● All students and parents will sign the Network and Internet User Agreement and the Student Expectations for Chromebook/Tablet Use. ● All students will be 1:1 with a device: <ul style="list-style-type: none"> ○ Students may take home K-4 devices once a week Monday - Thursday. Devices should be charged before being sent home with students and should be transported in cases provided by the district. ○ Students will take home 5-8 devices. Devices should be transported from class to class and to and from home in the case provided by the district. Devices should be charged each night by the student and ready to go when the student arrives at school. Each core content classroom will have one charger for emergency use. ○ Virtual students will check out their devices from their assigned school and should communicate with the school if they have technical issues. ● Schools will contact families during the first week of school to ensure they have internet connectivity. Schools will work with families that need support in this area. FSSD is committed to providing an internet connectivity plan for all students. ● Students' use of devices will be monitored through GoGuardian, a system designed to help keep students on-task, safe, and away from inappropriate content. ● Students in computer labs or Morning and After-School Care (MAC) will wash hands or use hand sanitizer before handling classroom-shared devices. Devices will be cleaned with CDC-approved cleaners after each use and at the end of the day before charging. ● School administrators will determine who will clean devices at the end of the school day.
Work Expectations	<ul style="list-style-type: none"> ● Teachers and paraprofessionals will attend mandatory school-based staff and faculty meeting(s) prior to school reopening to review reopening guidelines, procedures and associated health protocols.

- Teachers will follow district pacing guides (revised by teams of FSSD teachers in June/July 2020 to address key missed standards from 2019-2020).
- Teachers will prepare substitute lessons plans and store them in a shared Google Drive that can be accessed by school administrators or team members.
- Teachers and paraprofessionals will use district-adopted digital resources regularly to provide a guaranteed, viable curriculum and to prepare for a potential all-virtual learning scenario.
- Select teachers who are unable to return to work may be selected to provide virtual instruction for students who are unable to return to school or whose parents choose to not send them to school

Work Expectations for:

Special Education Teachers

- With social distancing in place, special education teachers (including gifted) and related service providers will work with students in small groups to address specific needs, using established guidelines.
- Special education paraprofessionals will support students not receiving direct services, either in the general education classroom setting or in another setting supervised by the special education teacher.
- Special education teachers (including gifted) will provide inclusive services as much as possible, minimizing pull-out services. Special education teachers (including gifted) and related service providers will prepare and record lessons connected to specific goals and objectives for individual students to reinforce and support continued learning at home.

English Learner (EL) Teachers

- EL teachers will serve students in small group settings, as well as push into general education classrooms (as feasible according to social distancing protocols) based on the various student English language acquisition levels and content needs.

Related Arts Teachers

- Related arts teachers may deliver instruction in general education classrooms to minimize movement of students.
- Related arts teachers may provide instruction in other content areas as needed. Flexibility in assignment and schedule will be necessary to meet the needs of all students.

Honors Teachers

- To ensure social distancing, students may go to the library or other location with staff supervision and receive either in-person or virtual instruction for their Honors course(s).

	<ul style="list-style-type: none"> ● Honors teachers will use district-adopted digital resources regularly to prepare for a potential all-virtual learning scenario. ● Honors teachers will collaborate with other Honors teachers in grade-level Professional Learning Communities (PLCs) to ensure that all students in Honors classes receive equivalent instruction.
<p>Instruction</p>	<ul style="list-style-type: none"> ● Instruction will be provided in accordance with the COVID-19 Continuous Learning Plan (CLP) Policy 3.210. The CLP will include both traditional and virtual instructional models. ● The state-approved CLP will be placed on the district website and a copy will be made available to parents/guardians upon request. ● A procedure for monitoring the implementation of the CLP will be created and implemented. ● Student/teacher ratios will be in alignment with state law. ● Parents who choose the virtual learning option for their child commit to the full fall 2020 semester of virtual learning, with the opportunity to renew the virtual learning option for the spring 2020 semester. ● In each class teachers will assign seats to students. ● Opportunities for accessing instructional materials will be provided, including opportunities for students to download remote instruction materials or collect materials at the school. ● Instruction will support learning growth toward mastery of the Tennessee Academic Standards. ● Teachers will determine learning gaps that may have occurred due to lost instructional time in 2019-2020 and will attempt to fill those gaps. ● For each school, teachers in the same grade level/content area should make every effort to provide consistently-paced instruction using district-adopted resources and content that meets Tennessee Academic Standards. This provides secure instructional flow for students as it is possible students will require virtual instruction at some point even when schools are open. ● Elementary school administrators and teachers will pay close attention to foundational literacy skills and conceptual mathematics foundations. Instructional time/support may need to be adapted to extend literacy blocks and mathematics blocks. ● Teachers will make assignments available in Google Classroom for students who attend school in the traditional setting and for whom an extended absence is necessary due to COVID-19 exposure, COVID-19 symptoms or a positive COVID-19 test.
<p>Extracurricular Activities</p>	<ul style="list-style-type: none"> ● Students enrolled in FSSD virtual learning will be allowed to participate in all afterschool activities at their school.

<p>Communications</p>	<ul style="list-style-type: none"> ● Prior to opening, the district will inform its stakeholders of the reopening plan approved by the Board of Education, explaining the two options (traditional school and virtual learning) parents may choose under this plan. This communication will include health, safety, and attendance and academic expectations for students and families. For those who choose virtual learning under this plan, parents will be provided with expectations for remote learning. ● The district provides an online community resource directory for families to access resources such as free counseling services and legal aid, as well as local resources in the community for food, rent assistance, and financial support for utilities. ● The district will consider posting online and sending home resources for families experiencing domestic violence and homelessness. The district will reference the information and guidance from the Tennessee Department of Education’s COVID-19 Child Wellbeing Task Force. ● The district has created and will update as necessary a school/district-based information sheet to advise personnel of guidelines, reopening procedures, and associated health and wellness protocols. ● The district will transform the current COVID-19 related webpage (www.fssd.org/covid19) with resources and information into a webpage with back-to-school information, resources, guidelines, and updates included. ● The district will prepare handouts and school website updates (possibly a handbook addendum) for parents and school personnel regarding guidelines, reopening procedures, and associated health and wellness protocols to reinforce consistent messaging when reopening occurs. The district will provide updates, as needed. ● The district will create messaging templates (email, phone) for likely scenarios, such as the confirmed COVID-19 related illness of a student or staff member and affected students/classes, closure for cleaning, extended closure, illness threshold changes and associated increased/decreased health protocols.
<p>Assessment</p>	<ul style="list-style-type: none"> ● Teachers will possibly administer the state-provided “Optional Start of Year Checkpoint” assessment for grades three-eight in ELA/Math only (about 25 questions per assessment, designed to be done in the classroom, computer-based, and will be scored immediately). <ul style="list-style-type: none"> ○ <i>This optional assessment does not replace universal screeners and should not be used as a diagnostic. It is designed to show student progress toward the previous year’s standards and will utilize TCAP test items.</i> ● Students who receive virtual instruction will be administered the same common assessments as students who attend school in person, across all content areas.

**Scenario 1: Most Students Attend In Person
*Student, Staff, and Family Support***

Plan Component	Action Steps
Trauma Impact Support	<ul style="list-style-type: none"> ● School personnel will address the social emotional needs of students through existing Social Emotional Academic Learning (SEAL) strategies and practices as well as new approaches tailored to the pandemic (ongoing professional learning will be provided). ● Schools will connect students, staff, and families with counseling and non-academic services and resources as needed. ● School counseling plans will reflect the current need to address COVID-19-related SEL and trauma- informed practices for students, families and district personnel for the 2020-2021 school year. ● The district assembles, identifies and reviews processes for students, families, and staff to access health and wellness support services (i.e. coordinated school health, school-based mental health liaison, family resource center, school nurse, McKinney-Vento liaison, and community mental and physical health agencies).
Student Programming	<ul style="list-style-type: none"> ● Schools will maximize and enhance existing Social Emotional Academic Learning (SEAL) practices and strategies, with consideration as to which would best support students as they return to school following the extended closure/coronavirus pandemic. ● Clubs and fine arts groups may continue or resume when safety and social distancing protocols can be implemented. ● Sports may continue or resume at the discretion of state guidelines and/or conference requirements.
Family Support	<ul style="list-style-type: none"> ● In the event of an extended closure the district will provide opportunities for training in the various digital platforms students will utilize for virtual learning.

Scenario 1: Most Students Attend In Person *Professional Learning*

Plan Component	Action Steps
Virtual Learning Pedagogy and Support	<ul style="list-style-type: none"> ● Teachers and paraprofessionals will have engaged in in-person and virtual professional learning (summer sessions, faculty meetings, early dismissal days, webinars, after school, recorded district PL sessions) provided by the district, to prepare for another potential extended closure: Google Classroom, Zoom, Screencastify, Flipgrid, digital components of the district-supported resources, such as Studies Weekly, Gallopade, STEMscopes, and Savvas Learning (Pearson) Science, etc. ● Instructional Technology Specialists will continue the Building Level Instructional Technology Leaders Program; these individuals will provide support as needed. ● Teachers and paraprofessionals will address social emotional needs of students (professional learning will have been and will continue to be provided). ● Teachers and paraprofessionals may utilize state-provided instructional/professional learning resources. ● Teachers will be provided professional learning on additional ways to connect with students in a non-digital distance learning environment, such as written instruction, academic feedback, and phone-based instruction in preparation for a potential all-virtual learning environment. ● Committees of multi-grade level teachers and instructional coaches collaborated to revise pacing guides for the 2020-2021 school year to address potential gaps due to extended closures and plan for additional scaffolds/learning supports throughout the school year. ● Support will be provided to teachers to help with data analysis of entry-year benchmarks, progress monitoring, and providing for both intervention and remediation (in person if feasible and/or virtually).
Social Emotional Learning	<ul style="list-style-type: none"> ● Teachers and paraprofessionals will have had the opportunity to participate in in-person and virtual professional learning with a focus on social emotional learning from providers including but not limited to The Nurture House, Mercy Community Healthcare, S.E.A.L Training from Thriving YOUiversity, and a licensed clinical social worker. ● Davis House will provide a webinar addressing the impact of COVID-19 on Child Abuse and Child Exploitation. This webinar will be made available to counselors, teachers, and parents.

Scenario 2: Most Students Learn Virtually *Teaching and Learning*

Plan Component	Action Steps
Attendance	<ul style="list-style-type: none"> ● Each school will take attendance daily. ● Teachers will take attendance for each virtual class using a variety of metrics. ● The district will issue procedures for how attendance will be entered into Skyward upon receiving guidance from the Tennessee Department of Education.
Work Expectations	<p>Planning for Instruction:</p> <ul style="list-style-type: none"> ● Via Zoom, teachers will host a student/parent orientation on how to access digital resources. ● Teacher teams will collaborate together at least once per week for one hour and will check in with school administration weekly. Both meetings will take place via Zoom. <ul style="list-style-type: none"> ○ With input from teacher teams, school administration will create a shared virtual master schedule to delineate Zoom meetings times for grade levels or schools. ● With district and school administrative support, teachers will create a daily schedule establishing the frequency and duration of class meetings and student expectations. <ul style="list-style-type: none"> ○ Students in grades one-eight will have access to six and one half hours of instructional time each school day. (State Board of Education 3.210) ○ Students in kindergarten will have access to four hours of instructional time each school day. (State Board of Education 3.210) ○ Students in pre-kindergarten will have access to four and one half hours of instructional time each school day. (State Board of Education 3.210) ● Each paraprofessional will be assigned to a teacher team and will participate in the weekly team collaboration and in the weekly check-in with school administrators via Zoom. <ul style="list-style-type: none"> ○ All job duties of each paraprofessional will be in support of the team to which he/she is assigned. ○ Paraprofessionals will provide support in Zoom meetings as determined by school administration. ● Students and parents will be provided with an explicit syllabus to potentially include: rubrics, deadlines, expectations for engagement, due dates, grading expectations, live class session times, teacher contact information, course pacing guides, directions for accessing digital resources, etc.

Implementing instruction:

- Teachers must be available for instruction/feedback/support during typical school hours Monday-Friday.
- Teachers will prepare digital substitute plans.
 - Options may include a Google Drive shared amongst teammates or a substitute plan Google Classroom (front loaded with assignments ready to be pushed out to students and shared with/usable by all teachers in a particular grade level).
 - Paraprofessionals may access substitute lesson plans to cover for teachers as needed.
- Paraprofessionals will fulfill job responsibilities during normal school hours Monday-Friday.
 - Paraprofessionals will receive communication regarding clocking in/clocking out.
- Teachers will teach new content, assess virtually (professional learning will be provided) and assign grades; students will upload work to Google Classroom.
- Teachers will provide a combination of real-time lessons via Zoom and pre-recorded lessons accessible on demand, to be pushed out through Google Classroom.
- At each school, a shared virtual master schedule will be created by administration for the scheduling, coordination, and deconfliction of Zoom meetings.
- Teacher teams will create instructional packets on a monthly basis as requested so that all students have access to the printed materials the district/school requires.
- Teachers and paraprofessionals will utilize district-supported resources (i-Ready, Imagine Learning, Achieve 3000, digital components of McGraw-Hill Wonders and StudySync ELA, etc.) whenever possible.
- Teachers will provide parent support and answer questions and emails within 24 hours (Monday – Friday).
- Teachers and paraprofessionals will continue to engage in professional learning on a variety of topics; digital options will be provided/communicated by the district.
- Teachers and paraprofessionals will address the social emotional needs of students (professional learning to be provided).
- School administrators will ensure all teachers and staff are aware of the child abuse law pertaining to traditional and online learning environments and have received mandated reporter training.
 - *Everyone in Tennessee is a mandated reporter under state law. Any person with reasonable cause to believe a child is being abused or neglected must, under the law, immediately report to the Tennessee Department of Children’s Services or to local law enforcement either by calling 877-237-0004 or reporting online on the secure site. More information on reporting and training can be found here: <https://www.tn.gov/dcs/program-areas/child-safety/reporting/faqs.html>*

	<p>Work Expectations for: Special Education Teachers</p> <ul style="list-style-type: none"> ● Special education teachers will provide students with disabilities access to instruction in a manner consistent with each student’s individualized education plan (IEP) or 504 plan. This may include socially distant on-campus instruction as appropriate. ● Special education teachers (including gifted) and related service providers will prepare, record and/or provide virtual lessons and/or support. ● Special education teachers (including gifted), related service providers, and consultants will check in with parents and general education teachers to support and provide modifications for grade-level content assignments as needed. ● Consultants (behavior and autism) will provide consultation services to general education teachers and parents. ● 504 case managers will check in with parents as needed to manage service plans. <p>English Learner (EL) Teachers</p> <ul style="list-style-type: none"> ● EL teachers will provide students who are English Learners access to instruction in a manner consistent with each student’s individualized learning plan (ILP) and with State Board English as a Second Language Program Policy 3.207. ● EL teachers will record and provide virtual lessons. ● When feasible, EL teachers will participate in grade level Professional Learning Communities (PLCs) for the purpose of planning instruction and monitoring student progress on Individual Learning Plans. <p>Related Arts Teachers</p> <ul style="list-style-type: none"> ● Related arts teachers will collaborate across schools to share best practices and lessons, ensuring the highest quality instruction in all areas. ● Related arts teachers will provide lessons to the school community and will meet with classes on a regular schedule set by administration. ● Related arts teachers will support instruction and the school community by maintaining contact with families in a variety of ways.
Instruction	<ul style="list-style-type: none"> ● Instruction will be provided in accordance with the COVID-19 Continuous Learning Plan (CLP) Policy 3.210. ● The state-approved CLP will be placed on the district website and a copy will be made available to parents/guardians upon request. ● Students in grades one-eight will have access to six and one half hours of instructional time. (State Board of Education 3.210)

	<ul style="list-style-type: none"> ● Students in kindergarten will have access to four hours of instructional time. (State Board of Education 3.210) ● A procedure for monitoring the implementation of the CLP will be created and implemented. ● Schools will follow a plan for providing remote instruction that is appropriate for teachers and students. Consideration will be given to those with limited connectivity capability. Opportunities for accessing materials will be provided - including opportunities for students to download remote instruction materials or collect materials at the school. ● Student/teacher ratios will be in alignment with state law. ● Instruction will support learning growth toward mastery of the Tennessee Academic Standards. ● Teachers will determine learning gaps that may have occurred due to lost instructional time in 2019-2020 and attempt to fill those gaps. ● For each school, teachers in the same grade level/content area should make every effort to provide consistently paced instruction using district adopted resources and content that meets Tennessee Academic Standards. This provides secure instructional flow for students as it is possible students require virtual instruction at some point even when schools are open. ● Instructional time/support may need to be adapted to extend literacy and mathematics instruction. ● Students will earn grades that will become part of their permanent academic record and students will receive report cards.
<p>Extracurricular Activities</p>	<ul style="list-style-type: none"> ● Students enrolled in FSSD virtual learning will be allowed to participate in all afterschool activities at their school.
<p>Instructional Technology</p>	<p>Device information:</p> <ul style="list-style-type: none"> ● All students/parents will follow the Guidelines for Technology Use. ● All students and parents will sign the Network and Internet User Agreement and the Student Expectations for Chromebook/Tablet Use. ● All students will be 1:1 with a device: <ul style="list-style-type: none"> ○ K-2 Chrome Tablets ○ 3-8 Chromebooks ● Internet access devices will be provided to areas/students in need. ● Students' use of devices will be monitored through GoGuardian. <p>Digital Instruction:</p> <ul style="list-style-type: none"> ● All district resources will be accessed by students via the Clever Platform to ensure copyright protection and ease of access.

	<ul style="list-style-type: none"> ● Students will be provided instruction in real-time via Zoom and through on-demand (recorded) lessons. ● Recorded lessons will be accessible via Zoom, Screencastify, and FlipGrid, or other district approved platforms and will be pushed out through Google Classroom. ● Schools will contact families during the first week of school to ensure they have internet connectivity. Schools will work with families that need support in this area. FSSD is committed to providing an internet connectivity plan for all students. <p>Support from Instructional Technology Specialists (ITSs):</p> <ul style="list-style-type: none"> ● ITSs will continue to provide instructional guides and troubleshooting documents for parents on the district website to support virtual learning; administrators will share this guidance with parents. ● ITSs will continue the Building Level Instructional Technology Leaders Program; these individuals will provide support as needed. ● ITSs will provide professional learning and support for teachers including but not limited to: <ul style="list-style-type: none"> ○ The use of online course materials and digital resources. ○ The process for student submission of completed work. ○ Training on how to engage learners of all ages in appropriate content instruction through digital platforms.
<p>Communications</p>	<ul style="list-style-type: none"> ● Prior to opening, the district will inform its stakeholders of the reopening plan approved by the Board of Education, explaining the virtual learning requirements, expectations, and how families may access the necessary resources. ● The district provides an online community resource directory for families to access resources such as free counseling services and legal aid, as well as local resources in the community for food, rent assistance, and financial support for utilities. ● The district will consider posting online and sending home resources for families experiencing domestic violence and homelessness. The district will reference the information and guidance from the Tennessee Department of Education’s COVID-19 Child Wellbeing Task Force. ● The district has created and will update, as necessary, a school/district-based information sheet to advise personnel of guidelines, procedures for those who will need to access the buildings, and associated health and wellness protocols. ● The district will transform the current COVID-19 related webpage (www.fssd.org/covid19) with resources and information into a reopening webpage with back-to-school information, guidelines, and requirements included. ● The district will prepare handouts and school website updates (possibly a handbook addendum) for parents and school personnel regarding guidelines, procedures, and

	<p>associated health and wellness protocols to reinforce consistent messaging when virtual reopening occurs. The district will provide updates as needed.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ● If feasible, universal screeners and diagnostics will be administered at school. If this is not feasible, these assessments will be rescheduled or possibly administered remotely. ● Progress monitoring assessments may be administered via Zoom with shared screens. ● Potentially, students in grades three-eight will take the “Optional Start of Year Checkpoint” assessment for grades three-eight in ELA/Math only (about 25 questions per assessment, designed to be done in one class session, and computer-based is scored immediately). <ul style="list-style-type: none"> ○ <i>This optional assessment does not replace universal screeners and should not be used as a diagnostic. It is designed to show student progress toward the previous year’s standards and will utilize TCAP test items.</i> ● Students who receive virtual instruction will be administered the same/comparable common assessments as other students in their assigned school across all content areas.

**Scenario 2: Most Students Learn Virtually
Student, Staff, and Family Support**

Plan Component	Action Steps
Trauma Impact Support	<ul style="list-style-type: none"> ● Schools will address the social emotional needs of students virtually (professional learning will be provided). ● Schools will connect students, staff, and families with virtual counseling and non-academic services and resources as needed. ● School Counseling plans will reflect the current need to address COVID-19-related SEL and trauma-informed practices for students, families and district personnel for the 2020-2021 school year.
Student Programming	<ul style="list-style-type: none"> ● Schools will maximize and enhance existing Social Emotional Academic Learning (SEAL) practices and strategies with consideration as to which would best support students during an extended closure/coronavirus pandemic; professional learning is being/will be provided. ● If feasible, clubs and fine arts groups will meet virtually. ● Athletes may be provided at-home conditioning plans by coaches.
Family Support	<ul style="list-style-type: none"> ● The district will provide opportunities for training in the various digital platforms students will utilize for virtual learning.

Scenario 2: Most Students Learn Virtually *Professional Learning*

Plan Component	Action Steps
State Requirements	<ul style="list-style-type: none"> ● All state requirements for professional learning will be met; for teachers, the requirement is 18 hours for the 2020-2021 school year. Teachers will fulfill this requirement by participating in virtual learning provided/suggested by the district. ● Paraprofessionals will complete the required professional learning/work days by attending virtual training, participating in meetings with school personnel outside of normal school hours, or other duties as assigned/approved by the administration.
Virtual Learning Pedagogy and Support	<ul style="list-style-type: none"> ● Teachers will teach new content and assess virtually (professional learning will be provided). ● Teachers and paraprofessionals will continue to engage in professional learning on a variety of topics; digital options to be provided/communicated by the district. ● Google Classrooms will be auto-created and will be used. ● Teachers and paraprofessionals will have engaged in in-person and virtual professional learning (summer sessions, faculty meetings, early dismissal days, webinars, after school, recorded district PL sessions) provided by the district, to prepare for another potential extended closure: Google Classroom, Zoom, Screencastify, Flipgrid, digital components of the district-supported resources, such as Studies Weekly, Gallopade, STEMscopes, and Savvas Learning (Pearson) Science, etc. ● Instructional Technology Specialists will continue the Building Level Instructional Technology Leaders Program; these individuals will provide support as needed. ● Teachers and paraprofessionals will address social emotional needs of students (professional learning will have been and will continue to be provided). ● Teachers and paraprofessionals may utilize state-provided instructional/professional learning resources. ● Teachers will be provided professional learning on additional ways to connect with students in a non-digital distance learning environment, such as written instruction, academic feedback, and phone-based instruction. ● Committees of multi-grade level teachers and instructional coaches collaborated to revise pacing guides for the 2020-2021 school year to address potential gaps due to extended closures and plan for additional scaffolds/learning supports throughout the school year.

	<ul style="list-style-type: none">• Support will be provided to teachers to help with data analysis of entry-year benchmarks, progress monitoring, and providing for both intervention and remediation (in person if feasible and/or virtually).
Social Emotional Learning	<ul style="list-style-type: none">• Teachers and paraprofessionals will have had the opportunity to participate in in-person and virtual professional learning with a focus on social emotional learning from providers including but not limited to The Nurture House, Mercy Community Healthcare, S.E.A.L Training from Thriving YOUiversity, and a licensed clinical social worker.• Davis House will provide a webinar addressing the impact of COVID-19 on Child Abuse and Child Exploitation. This webinar will be made available to counselors, teachers, and parents.

Operational Plan for Transportation, Food Service, Plant Operations, and Physical Health

Plan Component	Action Steps
Transportation	<p>Bus Drivers:</p> <ul style="list-style-type: none"> ● All school bus drivers have been instructed to stay home if they don't feel well or exhibit symptoms of COVID-19. All drivers will receive daily temperature screenings. Any driver with a fever will be referred for further screening, and an auxiliary driver will be assigned to that route. ● All drivers will be issued cloth / disposable face coverings and are required to wear them for the duration of each run. ● As part of their back-to-school professional learning, Transportation Team members will receive training on COVID-19 protocols such as enhanced cleaning procedures, recognizing signs of illness, and health privacy concerns. <p>Student Riders:</p> <ul style="list-style-type: none"> ● All riders will be expected to use hand sanitizer each time they board the bus. Hand sanitizer dispensers will be available on each bus. ● All riders will be required to wear a face covering for the duration of their bus ride. This requirement may be modified as developmentally appropriate. Students will be expected to provide their own face covering. ● Students will be assigned to no more than two riders per seat. ● All riders will be expected to follow all guidance and directions from their bus drivers, especially as it relates to assigned seating and physical distancing requirements. ● Siblings and members of the same immediate household will be directed to share a seat. ● Willful failure to abide by any of these guidelines may result in the suspension of bus privileges. <p>Parents and Guardians:</p> <ul style="list-style-type: none"> ● Parents and guardians are asked to reiterate the importance of these safety measures to their children. ● Parents and guardians are asked, when it is feasible and reasonable, to decrease the school bus load by driving their children to school and picking them up in the afternoon. <p>Sanitization of School Buses:</p> <ul style="list-style-type: none"> ● All active buses will receive sanitization on a daily basis, including high-touch surfaces after each route, using CDC/EPA registered sanitization products specifically approved for use against coronavirus.

	<ul style="list-style-type: none"> ● Transportation will purchase appropriate quantities of cleaners, sanitizers, hand sanitizer and other necessary supplies. ● On some routes, a second bus may follow to take on riders once the initial bus meets the passenger recommendation. However, consistent availability of this option cannot be assured. ● Weather permitting, the windows on the bus will be lowered to increase fresh air flow.
<p>Food Service</p>	<p>The Child Nutrition Program will be monitoring and following the current State of Tennessee and CDC guidelines:</p> <ul style="list-style-type: none"> ● Students will be required to wash/sanitize their hands before entering the serving line. ● Child Nutrition staff will wear gloves and masks at all times. ● Students will practice social distancing in the serving and eating areas. ● All individual food items will be wrapped. Fresh vegetables and premade salads will be available. Fruit serving options will vary by the age level of the students but will either be wrapped or served by staff. ● Touchless check-out through the point of sale has been put in place. Parents can add money to their children’s accounts online, limiting the need for money to be sent to school. ● Depending on the school, lunches will be consumed in different locations so social distancing can be maintained. Adjustments to offerings will be made for students with food allergies. ● Tables will be sanitized before the next group uses the table. ● Menus will be limited in choices for the immediate future to accommodate the availability of individually wrapped items.
<p>Plant Operations: Custodial, Maintenance, Landscaping</p>	<p>Custodial Services: The buildings will be cleaned and sanitized thoroughly prior to occupancy each day using CDC-approved sanitizers. All custodial team members are trained on the use and application of each chemical, as well as the frequency and areas they should be used. All custodial staff will use proper PPE during cleaning/sanitizing duties at all times. Specifically:</p> <ul style="list-style-type: none"> ● Entryways where students and staff enter will be sanitized prior to and after arrival each day. ● Entryways where visitors enter and interact with staff, such as screening stations, secure vestibules, and front office areas, will be sanitized frequently. ● Classroom high-touch surfaces, such as door handles/knobs, counters, restroom doors and fixtures, light switches, and stair railings will be sanitized between occupied times so as not to disrupt instructional time, however, with increased frequency. ● Restrooms will be sanitized with increased frequency to include entry doors, touch fixtures, paper and soap dispensers, and partition doors. ● Students are encouraged to bring their own water bottle. Water fountains will only be used to refill water bottles.

	<ul style="list-style-type: none"> ● Any area where students and staff frequently interact will take priority and be cleaned with increased frequency. ● High-touch surfaces, including desks, counters, and area rugs, will be sprayed down with CDC-approved sanitizer. ● Floors will be wet-mopped nightly using CDC-approved cleaner/sanitizer. <p>Maintenance Services:</p> <ul style="list-style-type: none"> ● Prior to student and staff occupancy, the HVAC systems in all facilities will be inspected for air quality, including the installation of new filters where applicable. ● Improvements to climate control systems, and operational schedules will be implemented to minimize transmission. This will include pre-occupancy flushing and air exchanges, consistent ventilation and temperature settings during occupancy, and post-occupancy flushing. <p>Landscaping Services:</p> <ul style="list-style-type: none"> ● Work schedule will remain the same. ● Team members to maintain CDC guidance and use of PPE as required by the District.
Physical Health	<p>Before anyone comes to the school campus, consider the following questions (CDC):</p> <ul style="list-style-type: none"> ● Have you been in close contact with a person with a confirmed diagnosis of COVID-19? ● Have you had an unusual cough or shortness of breath? ● Have you had a sore throat or other flu-like symptoms? ● Have you had a fever of 100 degrees or greater in the past 72 hours? ● Have you had a loss of sense of taste or smell? ● Have you had vomiting or diarrhea in the last 24 hours? <p>If you answer “yes” to any of these questions, do not report to campus. You are encouraged to follow-up with a healthcare provider. Staff should notify their supervisor or program director.</p> <p>Upon arrival to campus:</p> <ul style="list-style-type: none"> ● All students and staff will be screened prior to entry. They must wear a cloth/disposable face covering at the screening location. They will have their temperature taken with a non-contact thermometer and use hand sanitizer at screening stations prior to building entry. ● Students who have a temperature of 100F or greater will be supervised in a designated room where their temperature will be taken again with an ear or oral thermometer. Anyone who fails to meet the screening criteria or has a temperature reading of 100F or greater will not be allowed to enter the building or participate in any activities or meetings on campus. ● Students who do not pass the second screening process will be supervised in a designated room until a parent/guardian can pick them up.

	<ul style="list-style-type: none"> ● Parents/guardians should plan in advance for a designee to pick up children if needed. Children who do not pass the screenings must be picked up promptly (within the hour). ● Visitors who do not pass the initial screening will be asked to leave the campus, and staff members who do not pass the initial screening should notify their supervisor or program director. ● To minimize potential exposure, only authorized visitors are allowed entrance past the front office. School staff will receive students at screening stations to prevent unnecessary adult entry into the building. Visitors are restricted from entering the building during the school day unless the visit is deemed essential. (CDC) ● Your temperature will be checked if you are planning to stay on campus. If you are not staying on campus and are just making deliveries or pick-ups, you will not require a temperature screening. (CDC) <p>On-campus guidelines:</p> <ul style="list-style-type: none"> ● A disposable/cloth face covering must be worn by all staff, students and visitors while on school property except as follows: <ul style="list-style-type: none"> ○ when an individual cannot safely wear a disposable/cloth face covering. ○ while eating and drinking. ○ while indoors and maintaining social distancing, at the direction of FSSD staff. ○ while outdoors and maintaining social distancing, at the direction of FSSD staff. ● Group rosters will stay as consistent as possible and mixing of groups will be avoided when feasible. (CDC) ● Social distancing guidelines will be followed. (CDC) ● Hand washing/sanitizing will be observed upon arrival, after activities involving shared equipment, after use of restroom, before snacks/meals and in accordance with existing district guidelines for hygiene practices. (CDC) <p>Mass Gatherings/Assemblies and Field Trips:</p> <ul style="list-style-type: none"> ● Only essential mass gatherings will be held with social distancing in place. ● Only essential field trips will be approved on a case-by-case basis. <p>Supplies to aid in health and physical safety will be provided to schools.</p>
<p>FSSD COVID-19 Community Spread Metric Details</p>	<p>Once the indicated illness spread is reached at each level, a systematic review of local metrics will be conducted with Williamson County health officials, including illness spread by school zone, clustering data, and absenteeism of students and staff. This review will determine which instructional scenario will be used. FSSD will consult with public health officials prior to finalizing a decision to close a school or the district, and how to reopen, as well as any modifications made to the FSSD Return To Learn Plan.</p>

Minimal County Wide Spread (Less Than 0.5% Active COVID-19 Cases in Williamson County)

- Students on campus or online (parent choice).
- Proper hygiene and building cleaning practices emphasized.
- Nurses or designee (Coordinated School Health and/or Social Worker) to monitor reportable illness and encourage self-reporting. (CDC)
- Hand washing emphasized before and after classes/activities. (CDC)
- Social distancing maintained as feasible. (CDC)
- A disposable/cloth face covering must be worn by all staff, students and visitors while on school property except as follows:
 - when an individual cannot safely wear a disposable/cloth face covering.
 - while eating and drinking.
 - while maintaining social distancing indoors, at the direction of FSSD staff.
 - while maintaining social distancing outdoors, at the direction of FSSD staff.
- Staff, students, and visitors will be screened prior to building entry. (CDC)
- Educational and mass gathering spaces will be socially distanced.

Moderate County Wide Spread (Between 0.5% to 1% Active COVID-19 Cases in Williamson County).

Moderate spread may result in the following:

- Buildings at reduced capacity. Select small groups of students may attend on campus (e.g. some students with disabilities, English Learners, students requiring intense academic and/or behavioral intervention, and pre-K through second grade). Remote instruction will be in place for all other students.
- Proper hygiene and building cleaning practices emphasized.
- Nurses or designees (Coordinated School Health and/or Social Worker) to monitor reportable illness and encourage self-reporting. (CDC)
- Hand washing emphasized before and after classes/activities. (CDC)
- A disposable/cloth face covering must be worn by all staff, students and visitors while on school property except as follows:
 - when an individual cannot safely wear a disposable/cloth face covering.
 - while eating and drinking.
 - while indoors and maintaining social distancing, at the direction of FSSD staff.
 - while outdoors and maintaining social distancing, at the direction of FSSD staff.
- Educational and mass gathering spaces will be socially distanced.
- Staff, students, and visitors will be screened prior to building entry. (CDC)

Substantial County Wide Spread (Greater Than 1% Active COVID-19 Cases in Williamson County).

Substantial spread may result in the following:

	<ul style="list-style-type: none"> ● Select, small groups of students may attend on campus (e.g. some special education students, English Learners, students requiring intense academic and/or behavioral intervention). Virtual instruction will be in place for all other students. ● Proper hygiene and building cleaning practices emphasized for those on campus. ● Nurses or designee (Coordinated School Health and/or Social Worker) to monitor reportable illness and encourage self-reporting. (CDC) ● A disposable/cloth face covering must be worn by all staff, students and visitors while on school property except as follows: <ul style="list-style-type: none"> ○ when an individual cannot safely wear a disposable/cloth face covering. ○ while eating and drinking. ○ while indoors and maintaining social distancing, at the direction of FSSD staff. ○ while outdoors and maintaining social distancing, at the direction of FSSD staff. ● Staff, students, and visitors will be screened prior to building entry. (CDC)
<p>MAC</p>	<p>Before anyone comes to the school campus, consider the following questions (CDC):</p> <ul style="list-style-type: none"> ● Have you been in close contact with a person with a confirmed diagnosis of COVID-19? ● Have you had an unusual cough or shortness of breath? ● Have you had a sore throat or other flu-like symptoms? ● Have you had a fever of 100 degrees or greater in the past 72 hours? ● Have you had a loss of sense of taste or smell? ● Have you had vomiting or diarrhea in the last 24 hours? <p>If you answer “yes” to any of these questions, do not report to campus. You are encouraged to follow-up with a healthcare provider. Staff should notify their supervisor or program director.</p> <p>Upon arrival to campus:</p> <ul style="list-style-type: none"> ● All students and staff will be screened prior to entry. They must wear a cloth/disposable face covering at the screening location. They will have their temperature taken with a non-contact thermometer and use hand sanitizer at screening stations prior to building entry. ● Students who have a temperature of 100F or greater will be supervised in a designated room where their temperature will be taken again with an ear or oral thermometer. Anyone who fails to meet the screening criteria or has a temperature reading of 100F or greater will not be allowed to enter the building or participate in any activities or meetings on campus. ● Students who do not pass the second screening process will be supervised in a designated room until a parent/guardian can pick them up. ● Parents/guardians should plan in advance for a designee to pick up children if needed. Children who do not pass the screenings must be picked up promptly (within the hour).

	<ul style="list-style-type: none">● Visitors who do not pass the initial screening will be asked to leave the campus, and staff members who do not pass the initial screening should notify their supervisor or program director.● To minimize potential exposure, only authorized visitors are allowed entrance past the front office. School staff will receive students at screening stations to prevent unnecessary adult entry into the building. Visitors are restricted from entering the building during the school day unless the visit is deemed essential. (CDC)● Your temperature will be checked if you are planning to stay on campus. If you are not staying on campus and are just making deliveries or pick-ups, you will not require a temperature screening. (CDC) <p>On-campus guidelines:</p> <ul style="list-style-type: none">● A disposable/cloth face covering must be worn by all staff, students and visitors while on school property except as follows:<ul style="list-style-type: none">○ when an individual cannot safely wear a disposable/cloth face covering.○ while eating and drinking.○ while indoors and maintaining social distancing, at the direction of FSSD staff.○ while outdoors and maintaining social distancing, at the direction of FSSD staff.● Group rosters will stay as consistent as possible and mixing of groups will be avoided when feasible. (CDC)● Social distancing guidelines will be followed. (CDC)● Hand washing/sanitizing will be observed upon arrival, after activities involving shared equipment, after use of restroom, before snacks/meals and in accordance with existing district guidelines for hygiene practices. (CDC) <p>Mass Gatherings/Assemblies and Field Trips:</p> <ul style="list-style-type: none">● Only essential mass gatherings will be held with social distancing in place.● Only essential field trips will be approved on a case-by-case basis. <p>MAC employees will be provided supplies to aid in health and physical safety.</p>
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Franklin Special School District Illness Guidelines During COVID-19

Symptom/ Illness	Should NOT attend school/activity or work if:	May attend school/school-sponsored activity or work when:
Fever	<ul style="list-style-type: none"> • Temperature at 100° F or above 	<ul style="list-style-type: none"> • Temperature below 100 degrees without the use of a fever-reducing medication for 72 hours
Cough with no fever or other symptoms	<ul style="list-style-type: none"> • Frequent, uncontrollable, disruptive 	<ul style="list-style-type: none"> • Infrequent, non-disruptive, OR • Doctor release to return to school
Sore throat	<ul style="list-style-type: none"> • Sore throat with swollen lymph nodes, headache, nausea and/or fever • Positive strep culture 	<ul style="list-style-type: none"> • Resolution of accompanying symptoms at least 24 hours. Fever-free for 72 hours. • 24 hours on antibiotics if positive strep culture
Diarrhea or vomiting with no fever or other symptoms	<ul style="list-style-type: none"> • Two or more episodes of diarrhea and/or vomiting occur within 24 hours of school/activity/work start time 	<ul style="list-style-type: none"> • Free from diarrhea and/or vomiting for 24 hours
Rash/skin Infection with no fever or other symptoms	<ul style="list-style-type: none"> • Rash or signs of skin infection that have not been previously diagnosed or seen by a doctor 	<ul style="list-style-type: none"> • Rash-free OR • Written release from doctor
Conjunctivitis (pink eye) with no fever or other symptoms	<ul style="list-style-type: none"> • Redness, itching, swelling, discomfort, matted lashes and/or purulent discharge of eye(s) • Bacterial conjunctivitis diagnosis 	<ul style="list-style-type: none"> • Free of eye symptoms, OR • Doctor release to return to school • 24 hours on antibiotic drops if bacterial conjunctivitis

Symptoms of COVID-19	<p>Combination of 2 or more symptoms:</p> <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Muscle or body aches ● Sore throat ● New loss of taste or smell ● Nausea, vomiting, diarrhea or abdominal pain 	<ul style="list-style-type: none"> ● 10 days have passed since symptoms first appeared, and ● Symptom and fever-free for at least 72 hours, without the use of a fever-reducing medication, OR ● Doctor release to return indicating alternative diagnosis and fever-free for 72 hours
Positive COVID-19 test results	<ul style="list-style-type: none"> ● Positive COVID-19 diagnosis with or without symptoms ● Parent/guardian/staff must notify the school immediately upon receiving positive test results so contact tracing procedures can be initiated 	<ul style="list-style-type: none"> ● 10 days have passed since symptoms first appeared or positive test result, and ● Symptom and fever-free for at least 72 hours, without the use of a fever-reducing medication, OR ● TWO negative COVID-19 tests at least 24 hours apart plus symptom and fever-free for 72 hours
Known contact with person who tested positive or who has probable COVID-19	<ul style="list-style-type: none"> ● Exposed (within 6 feet for at least 10 minutes or live in the same household of a person with known or probable COVID-19) from 2 days before their symptom onset or positive test ● Notify school and consult your healthcare provider 	<ul style="list-style-type: none"> ● Must quarantine at home and monitor symptoms for 14 days after last exposure to COVID-19 contact, and ● No symptoms of COVID-19 have developed during the home quarantine period.

FSSD Response to a Reported Positive COVID-19 Case

- Each school/building will have a designated COVID-19 Response Coordinator.
- Staff and parents will be educated in the importance of promptly reporting a suspected or confirmed case of COVID-19, or known exposure to someone with a positive or probable COVID-19 test. HIPAA guidelines will be followed to maintain confidentiality.
- All staff and parents will be provided the “FSSD 2020-2021 Illness Guidelines.” These guidelines help direct parents and staff on school health protocols in the event COVID-19 symptoms are present.
- All reports of a positive COVID-19 case, whether self-reported or reported to the district by the local Health Department, are to be directed to the designated school/building COVID-19 Response Coordinator.
- The School/Building COVID-19 Response Coordinator will promptly notify the District COVID-19 Response Coordinators (District Safety Supervisor and District Nurse) of a positive case in schools. The FSSD Response Coordinators will notify the Williamson County Health Department (WCHD), school principal, and the Director of Schools.
- The district will assist the WCHD by identifying potential exposure contacts and building areas affected. Further, FSSD COVID-19 Response Coordinators will help notify staff, parents of students, and/or visitors who are identified as potential exposure contacts and what the next steps will be.
- All areas of the building that were impacted by the positive case will be closed and remain closed until sanitization, per CDC guidelines, is completed.
- The need to close a school or building for contact tracing, sanitization purposes, or due to multiple reported cases within a school will be determined by the Director of Schools in collaboration with local public health officials.
- Students or staff who are quarantined due to a positive test or due to a known exposure will be provided with information of available resources they may need during quarantine. FSSD Coordinator of School Health and the district social workers will be available to direct families to resources during the quarantine period.

Sample Virtual Learning Schedules for Elementary and Middle Schools

*The State Board of Education requires six and one half hours of access to instruction per day for virtual learners in grades one-eight (four and one half hours for pre-K students and four hours for kindergarten students). This is reflected in the sample schedules below. *Important to note: this does not mean four and one half, four, or six and one half hours of continuous online screentime for students; it may include math fluency practice, online teacher conferences, individual reading or writing assignments, and project-based learning, etc. Schedules may vary from school to school and grade to grade.*

Subject Area	Time on Task	Elementary Assignments
ELA*/Writing	120-150 minutes/day	<ul style="list-style-type: none"> Teacher assigned lessons from Wonders (following pacing guides) Live Zoom meetings/Pre-recorded videos (whole group and small group instruction/support) Imagine Learning (60 minutes/week) Independent reading
Math	60 minutes/day	<ul style="list-style-type: none"> Teacher assigned lessons from Ready Math (following pacing guides) Live Zoom meetings/Pre-recorded videos (whole group and small group instruction/support) iReady Math (45-60 minutes/week) Independent fluency practice
Science	30 minutes/day	<ul style="list-style-type: none"> Teacher assigned lessons from Stemscopes (following pacing guides) Live Zoom meetings/Pre-recorded videos (whole group and small group instruction)
Social Studies	30 minutes/day	<ul style="list-style-type: none"> Teacher assigned lessons from Studies Weekly (following pacing guides) Live Zoom meetings/Pre-recorded videos (whole group and small group instruction)
Special Areas	30 minutes/day	<ul style="list-style-type: none"> Teacher assigned lessons (following pacing guides where available)
Intervention	30-60 minutes/day	<ul style="list-style-type: none"> District-approved intervention resources Progress monitoring with designated measure/platform
Lunch/Recess/ Unstructured Activity	60 minutes/day	
Enrichment		<ul style="list-style-type: none"> Teacher provided choice boards
Total time on task 6.5 hours daily		

*ELA refers to English Language Arts

Academic Area	Time on Task	Intermediate/Middle School Assignments
ELA	60 minutes/day	<ul style="list-style-type: none"> • Teacher assigned lessons from district adopted resource (i.e. OpenUp, Pearson SAVVAS My Perspectives, McGraw Hill Study Sync,) • Live Zoom meetings/Pre-recorded videos (whole group, small group instruction/support) • Achieve 3000 • Independent reading/book studies
Math/ Algebra/ Geometry	60 minutes/day	<ul style="list-style-type: none"> • Teacher assigned lessons from district adopted resource (Ready Math, HMH) • Live Zoom meetings/Pre-recorded videos (whole group, small group instruction/support) • iReady • Independent math practice/fluency
Science	60 minutes/day	<ul style="list-style-type: none"> • Teacher assigned lessons from district adopted resource (Pearson Realize, Stemscopes, Discovery Education) • STEM/project-based learning activities
Social Studies	60 minutes/day	<ul style="list-style-type: none"> • Teacher assigned lessons from district adopted resource (Gallopade) • Project-based learning activities
Related Arts	60 minutes/day	Teacher assigned lesson following pacing guides
Intervention	30 minutes/day	The district approved intervention resources Progress monitoring with designated measure/platform (Renaissance, Aimsweb, iReady)
Enrichment	30 minutes/day	Teachers provided choice options
Lunch	30 minutes/day	
Total time on task 6.5 hours daily		

*ELA refers to English Language Arts