Agenda Request Form

Meeting Date	Agenda Item Number
July 9, 2020	I-2

Title

Approval of Cherokee County School District (CCSD) Reopening of School Plan for SY2020-21

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of Cherokee County School District (CCSD) Reopening of School Plan for SY2020-21

Summary Explanation and Background

With the continuation of the COVID-19 pandemic, CCSD staff has been extremely cautious but planful as it relates to the reopening of schools for SY2020-21. While its schools have been closed since Friday, March 13th and the 2019-20 school year completed in a remote learning model, staff has been involved this summer in developing a strategy to meet the educational needs of its students, while adhering to health and safety guidance promulgated by local, state and federal health officials and governmental officials.

In addition to staff members specifically assigned to oversee the reopening of school planning process, the Superintendent also appointed an Ad Hoc Reopening of School Advisory Committee consisting of staff, parents and community leaders for the purpose of discussing health agency guidance and providing feedback on the reopening of school; and, he appointed a task force led by the Office of Human Resources with CCSD employees and teachers from different divisions and school levels discussing and identifying appropriate safety protocols for employees as part of the reopening of schools.

At this time the School Board is asked to approve the Reopening of School Plan for SY2020-21, providing staff with the opportunity to gather student information and complete the course development for the two instructional models contained within the plan.

Priority Area

Organizational and Operational Effectiveness

Financial Impact

Funds have been included in the Superintendent's proposed FY2020-21 Budget

Exhibits: (List)

1) Reopening of School Plan for SY2020-21; 2) Reopening of School Plan FAQs

Source of Additional Information

Dr. Brian V. Hightower, Superintendent of Schools	770.479.1871
Dr. Debra Murdock, Chief Operating Officer	770.479.1871
Mike McGowan, Chief of Staff	770.479.1871

CCSD Reopening of School Plan

SY2020-21

DRAFT

Cherokee County School District

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INTRODUCTION

The vision statement of the Cherokee County School District (CCSD) states, "Together, we will prepare the emerging generation to confidently rise up to limitless learning potential and success." Utilizing a collaborative process involving CCSD staff and community input through the Superintendent's Reopening of School Ad Hoc Advisory Committee, we have developed a **Reopening of School Plan** to provide viable learning environments that allow for our students to achieve academic successes while emphasizing safety. The primary guidelines referenced in our plan are based on guidance from the Georgia Department of Education (GaDOE) and Department of Public Health (DPH). Staff also considered many additional resources including guidance from Centers for Disease Control and Prevention (CDC), as well as recommendations made by health agencies at the federal, state and local level.

SECTION 1:

MAKING A DECISION AND GETTING STARTED

CCSD Reopening of School Models

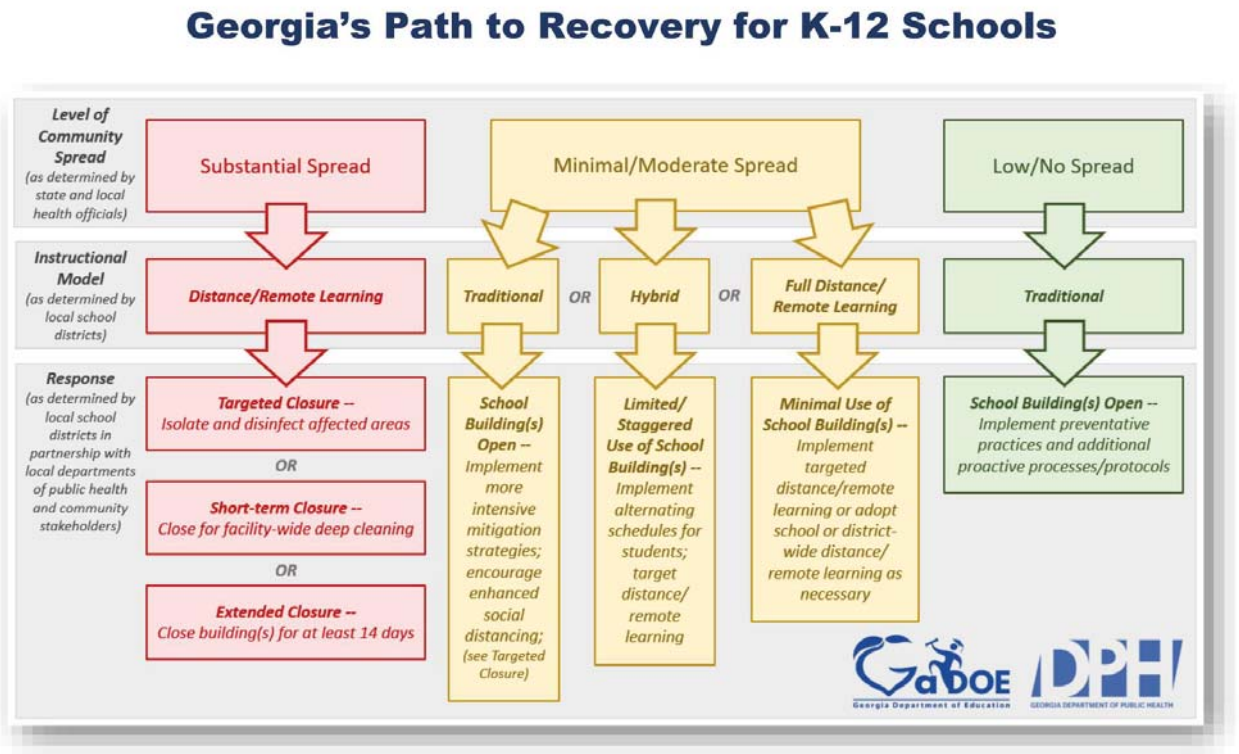
CCSD, utilizing relevant guidance, research and collaborative planning with partners has created a local plan that maximizes safety, learning opportunities and social and emotional protections for our students and staff. Through the combined efforts of CCSD staff, parents and community partners, this plan will allow Reopening of School options that meet the needs of our community. Parents/guardians will select a model for each of their children for returning to school by July 17. The educational delivery model chosen will be for the duration of the first nine-weeks for elementary school children (August 3-October 9) and the entire first semester for middle and high school students (August 3-December 18). Reference the *CCSD Reopening 2020* infograph (Appendix A) for a graphical representation of the reopening models.

Traditional In-Person Model	Digital Learning Model
• All students and staff will report to school on August 3rd in our Traditional In-Person Model. • A full schedule of course offerings will be available to students. • All students are eligible.	• Students will participate in a Digital Learning Model for instruction at home beginning August 3rd. • Staff will report to campuses. • Some course offerings may not be available in the Digital Learning Model. • Students in Kindergarten through Grade 12 and Special Education Pre-K are eligible.

As referenced earlier, GaDOE and DPH created a reopening of school guide, *Georgia's Path to Recovery for K-12 Schools* (Appendix B). The two charts below serve as primary resources to guide decision-making processes for local school districts as they plan for reopening schools in the Fall.

Addressing Community Spread in K-12 Schools		
Substantial Spread	**Minimal/Moderate Spread**	**Low/No Spread**
• Coordinate with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Schools that are closed, remain closed. Implement distance/remote learning (see *Serving School Meals* and *Supporting Teaching and Learning*). • Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations) For additional guidance on addressing community spread, see the CDC's Considerations for Schools	• Establish and maintain communication with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Implement **enhanced** social distancing measures (see *Transitioning, Large Group Gatherings, and Teaching and Learning*) • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Isolate and deep clean impacted classrooms and spaces • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations) *Districts have the authority and flexibility to close school buildings and utilize distance/remote learning as needed.*	• Establish and maintain communication with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations)

Source: Georgia's Path to Recovery for K-12 Schools | Georgia Department of Education and Georgia Department of Public Health



Source: Georgia's Path to Recovery for K-12 Schools | Georgia Department of Education and Georgia Department of Public Health

SECTION 2:

SAFETY OF STUDENTS, STAFF AND VISITORS

EMPLOYEE AND STUDENT SAFETY

VOLUNTEER AND VISITOR RESTRICTIONS

CCSD schools and district offices will have limited access for volunteers and visitors to reduce the risk of exposure to COVID-19 virus. Lunch and classroom visits will not be allowed during the first nine-weeks.

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

TRAVEL RESTRICTIONS

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

EMPLOYEE SCREENING AND PROTOCOLS

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

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

Employees who have a positive response to the self-screening will not report to work and are directed to contact their supervisor immediately. Please see the *COVID-19 Employee Self-Screening Guidelines* (Appendix D). More information regarding Back to Work Guidelines can be found in Appendix E, *Return to Work Guidance for Employees*.

HEALTH PROTOCOLS: EXPOSURE AND POTENTIAL SCHOOL CLOSING

EMPLOYEE HEALTH PROTOCOL

- If an employee becomes ill at work or is exhibiting symptoms of COVID-19 at work, they must notify their supervisor and go home immediately.
- Employees will then notify the Office of Human Resources which will work with appropriate health officials to provide guidance to employees on current protocols and requirements.
- Employees can utilize available accrued leave time. Employees must contact the Benefits Office for more information on available leave.

STUDENT HEALTH PROTOCOL

- If a student becomes ill at school or begins exhibiting symptoms of COVID-19, they must notify their teacher immediately.
- The student will be sent to the school nurse where screening and quarantine protocols will be administered.
- Parents/Guardians will be contacted immediately for student pick-up and information will be provided regarding contacting appropriate health officials.

COVID-19 CASES AND POTENTIAL SCHOOL CLOSURES

- Lead Nurses will immediately contact DPH upon confirmation or a potential exposure of a COVID-19 case for guidance and to begin contact tracing.
- CCSD will notify affected parents/guardians in the event of a positive COVID-19 case in the local school.
- Per current DPH guidance, CCSD can institute closures at the class, school, zone or district level depending upon student and staff exposures and positive COVID-19 cases with the following options:
    - Target closures within a school (i.e., individual classroom or impacted classrooms);
    - Short term closures; and/or,
    - Extended closures.

  **Closures will be addressed in a case-by-case manner.*

SOCIAL DISTANCING AND PERSONAL HYGIENE

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

- Staggering bell schedules to limit traffic congestion in hallways;
- Avoiding large gatherings and discouraging congregating of students and staff;
- Altering lunch schedules to minimize the number of students in one area;

- Establishing workspaces that promote social distancing;
- Washing hands frequently or using hand sanitizer when hand washing is not possible;
- Covering of nose and mouth when sneezing or coughing;
- Avoiding touching face;
- Avoiding greetings involving physical contact;
- Avoiding using shared equipment when possible; and,
- Wearing a face covering/mask when social distancing is not achievable or when working with the public.

PERSONAL PROTECTIVE EQUIPMENT (PPE)/FACILITY UPGRADES

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

Face Coverings/Masks: Face coverings are an important part of employee protection, as well as personal hygiene, social distancing and frequent cleaning efforts. Along with social distancing and good hygiene practices, face coverings can play a role in keeping CCSD schools safe.

- At this time, CCSD requires all employees to wear face coverings in situations where social distancing cannot be achieved. CCSD will provide all employees with up to two reusable cloth masks and/or a clear face shield upon request.
- At this time, CCSD encourages and recommends that students wear face coverings in situations where social distancing cannot be achieved. Guidance regarding student use of face coverings/masks will be modified if necessary. CCSD will provide every student with two reusable cloth masks upon request.

Additional PPE (Gloves/Aprons/etc.): PPE will be provided to staff members who need additional protections to fulfill job responsibilities.

- Nurses, cafeteria staff and personnel conducting temporal scans will be required to wear gloves.

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

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

**Please note that social distancing should still be practiced even with the use of gloves and face coverings/masks.*

Protective Barriers/Sneeze Guards: Plexiglass barriers have been installed in front and attendance offices, some workspaces, nurses' stations and at point-of-sale counters in cafeterias.

PLAYGROUNDS

Elementary schools will have the ability to schedule recess. All playgrounds will be disinfected twice daily with a CCSD supplied product.

PERSONAL WORKSPACE/CLASSROOM

All teachers and students will limit visits to other classrooms and work areas outside of their team or grade level. Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day. To promote the timely and effective cleaning of classrooms and high-touch areas, additional custodial support will be assigned to each school.

SHARED WORKSPACE

Employees are encouraged to disinfect their own workspace multiple times throughout the day. Cleaning supplies will be available to clean and disinfect frequently touched objects and surfaces such as telephones, desks, common supplies and keyboards.

MEETINGS/GATHERINGS

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

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

SECTION 3:

FACILITIES CLEANING AND DISINFECTION MEASURES

SCHOOL FACILITY PROTOCOLS

FACILITIES CLEANING

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

The ABM EnhancedClean program includes:

- Dedicated additional personnel to concentrate exclusively on cleaning high-touch areas with increased frequency daily at each school.
- Certified Disinfection Specialists will be employed at each school site.
- Electrostatic sprayers will be in use by employees at each school site.
- Additional ABM staff will be added to each school facility to enhance broader, nightly disinfecting of each facility.
- An ABM Bioremediation team will be in place to address any problem areas in the District that would require specialized treatment and broader disinfection protocols in a large area needing disinfection.
- ABM EnhancedClean program managers will direct additional resources and personnel to the daily cleaning focus points at each facility.
- Hospital grade EPA registered disinfectants will be used at each facility.

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

BUS DRIVERS/BUS PROTOCOLS

Bus drivers and/or transportation staff will clean and disinfect the buses after each route. Transportation staff, including bus drivers, will be required to wear mask/protective shields. Bus drivers will also have hand sanitizer available.

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

SECTION 4:

TEACHING AND LEARNING

TRADITIONAL IN-PERSON AND DIGITAL LEARNING MODELS

CCSD has created two models for the Reopening of School Plan including a Traditional In-Person Model and Digital Learning Model. Parents/guardians have the opportunity to select the return to school plan that works best for their family during the continued COVID-19 pandemic.

1. **Traditional In-Person Model**
   Students and staff will return to school on August 3, 2020 in a traditional model. Social distancing, the recommended use of PPE by students, and enhanced hygiene and cleaning/disinfecting protocols will be in place. After-school programs, recess, clubs and athletics will continue if practical with safety measures in place. Programming and student services will not be interrupted.

2. **Digital Learning Model**
   Students will begin Digital Learning on August 3, 2020. Staff will report to their assigned work locations each day. The Digital Learning Model will be staffed by CCSD teachers who will provide content via CANVAS, our Learning Management System, or through our selected vendor for instructional content for Grades 6-12, APEX. Students and staff will be expected to maintain a traditional work schedule for assignments, on-line meetings, and support. Programming and student services will be scheduled to the extent possible.

   Elementary Schools: Elementary school students participating in Digital Learning will be assigned a teacher who will serve for the entirety of the regular school day. Digital teachers will be covering Georgia Priority Standards and utilizing CANVAS. Students will be expected to attend scheduled digital classes, complete assigned work, and be an active participant in the digital learning environment. Specialized services such as Special Education, Gifted, ESOL and EIP will be delivered in the virtual learning environment but may require adjusted delivery models. More information regarding daily schedule expectations for students can be found in (Appendix F), *Grades K-2 Daily Schedule Expectations: Teacher and Student*, and (Appendix G), *Grades 3-5 Daily Schedule Expectations*.

   Middle/High School: Middle and high school students will have CCSD Digital Learning teachers. All online classroom instruction will utilize a combination of independent online work by the student and various real-time instructional opportunities including remediation and tutoring support with the dedicated CCSD teacher. The amount of real-time instruction will vary based upon the content being taught, as well as the grade level,

age and need of the individual student. Students who select the digital learning model will be enrolled in APEX and/or Georgia Virtual School (GAVS) courses. The Digital Learning Course Catalog can be reviewed in (Appendix H). A certified teacher will be assigned to ensure that each student is making progress in order to complete course work in a timely manner and to provide instruction and remediation as needed. Counselors will be available to assist students with course selections. More information regarding daily schedule expectations for students can be found in (Appendix I), *Grades 6-8 Daily Schedule Expectations*, and (Appendix J), *Grades 9-12 Daily Schedule Expectations.*

PROGRAMMING AND INSTRUCTIONAL SERVICES

Re-entry Plan: Staff members will gather data for students to determine student learning needs in planning for a successful re-entry.

Instructional Gaps: The Office of Curriculum and Instruction has created a 25-Day plan for remediation and assessment. The "First 25-Days Plan" will give teachers and staff time to assess student progress in order to plan best instructional procedures for students.

Priority Standards: Teachers will focus on CCSD Priority Standards in order to maximize instruction time for students.

Professional Learning: The Office of Curriculum and Instruction has created digital professional learning opportunities for teachers. Further opportunities for professional learning will focus on instructional best practices.

GRADING POLICY

Grading and Attendance

All student grading will be consistent with CCSD Policy and protocols no matter the instructional model chosen, Traditional In-Person or Digital Learning.

Completion Protocols

All students will be expected to follow the same grading and course work submission processes in both instructional models.

SECTION 5:

SCHOOL OPERATIONS AND STUDENT SERVICES

SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS AND STAFF

CCSD believes strongly in the importance of Social and Emotional supports for our students and staff. We know that Social and Emotional Learning (SEL) will be crucial in developing and sustaining relationships with students, re-engaging our learners, supporting our staff, and creating a strong, relevant foundation for academic learning and achievement. The American Academy of Pediatrics (AAP) strongly advocates that, "All policy considerations for the coming school year should start with a goal of having students physically present in the school" (AAP.org, 2020).

CCSD started an enhanced SEL Framework during SY2019-20 based on the Center for Academic, Social and Emotional Learning (CASEL) model. This framework focused on five core competencies including: Equity and Cultural Competency, Positive Behavior Framework, Mental Health and Suicide Prevention, Trauma-Informed Practices and Staff Well-Being and Self-Care. We believe focus on these competencies, including the rollout of a Positive Behavior Framework, SEL Curriculum for 6-12, Equity and Cultural Competency Training and an emphasis on Staff Care will be essential to our success in SY2020-21.



EXTRACURRICULAR ACTIVITIES AND AFTER-SCHOOL PROGRAMS

Elementary schools will offer After-School Programs (ASP) for families in need of after school care. Additionally, schools will continue to offer clubs and athletics adhering to CCSD Protocols based on guidance from Georgia Department of Education (GaDOE), Department of Public Health (DPH), Center for Disease Control and Prevention (CDC) and Georgia High School Athletic Association (GHSA).

STUDENT MEALS

To ensure proper social distancing, CCSD Nutrition Staff is prepared to offer both a traditional breakfast/lunch and "Grab-N-Go" options for students and staff. Seating in the cafeteria will be restricted. Elementary and middle school students will alternately have lunch in the cafeteria or their classroom, while high school students will have a half lunch/half study hall model to allow for additional space in the cafeteria.

HEALTH/NURSING SERVICES

Our Lead Nurses will serve as the professional link between CCSD and our local health agencies. The Lead Nurses will continue to provide oversight and training to our school nurses, as well as provide timely information to school staff and families on public health developments.

All CCSD School Nurses have received additional training to address COVID-19 concerns and will serve as the school's primary health agent in dealing with students and staff exhibiting COVID-19 symptoms. In addition to the aforementioned protocol for symptom checking, school nurses will utilize designated quarantine areas at each school to temporarily house students or staff who are ill or displaying symptoms.

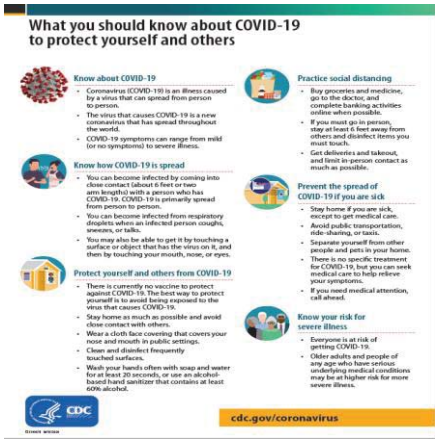
SCHOOL LOGISTICS AND EVENTS

CCSD will implement logistical plans in order to promote safe and healthy school environments. Until further notice, schools will implement the following in accordance with federal, state and local agency guidance:

- Assemblies and large group gatherings will be restricted.
- Field trips and travel will be suspended.
- Students will begin their day by reporting directly to their designated location (i.e., First Period Class, Homeroom).
- Meal schedules will be modified to limit the number of students in the cafeteria.
- Middle and high schools will implement a staggered bell schedule.
- Building volunteers and visitors will be limited.
- CCSD Curriculum Nights will be held virtually.

SIGNAGE FOR SCHOOLS AND OFFICES

All CCSD schools and offices have been provided with the following signage for information use:









SECTION 6:

TECHNOLOGY

Students who elect to enroll in the Digital Learning Model will have the opportunity to check-out computers and/or WIFI devices from the CCSD Office of Technology and Information Services through their home school once the District has determined need and availability. Beginning this school year, we are encouraging parents to consider purchasing a laptop for their students if they do not already have access to one at home. More information on The Office of Technology and Information Services laptop purchase guidance can be found in (Appendix K). Students will be responsible for the care of borrowed technology devices as defined in the *CCSD Technology Acceptable Use Guidelines* (Appendix L). The Office of Technology has created a guide to assist stakeholders with information regarding technology services (Appendix M).

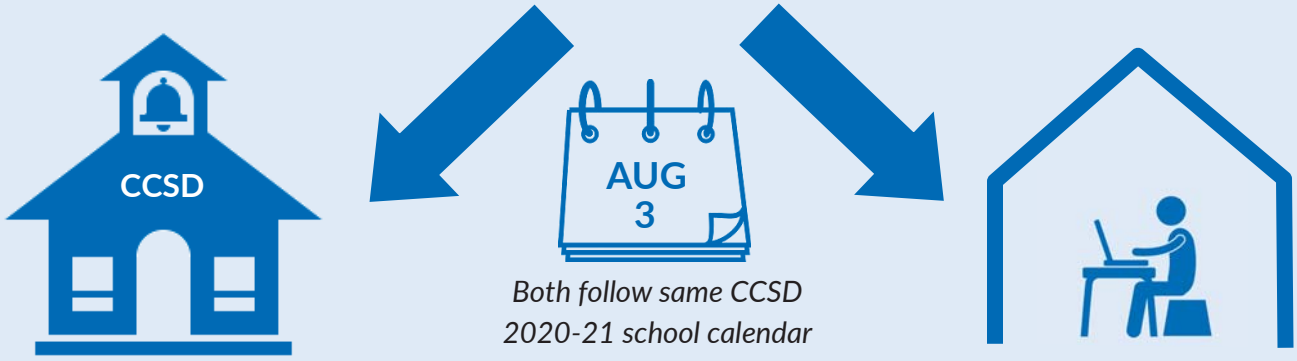
Additional information will be provided to parents/guardians of students who select the Digital Learning Model regarding technology resources.

APPENDIX A: CCSD REOPENING 2020 GRAPHIC

Cherokee County School District

Parents will select a model for each of their children by July 17; this choice will be for the duration of the first 9 weeks of school for K-5 (Aug. 3-Oct. 9— the midpoint of the semester) and the FULL semester for grades 6-12 (Aug. 3– Dec. 18).
Detailed information about these two options can be found at on our website (click for link):
2020 CCSD REOPENING PLAN and FREQUENTLY ASKED QUESTIONS

CCSD REOPENING 2020



Both follow same CCSD 2020-21 school calendar

TRADITIONAL IN-PERSON MODEL



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



Emphasis on hand-washing and social distancing whenever possible, as well as reducing large groups and gatherings

Modified lunch scheduling to reduce numbers of students and staff in cafeterias



Encouraging the use of masks or face coverings by staff and students, recognizing that not all are able to wear a mask throughout the day due to health or disability. Masks will be provided upon request (max of 2) or students may bring their own.





School buses will undergo daily cleanings and regular sanitizing.

DIGITAL LEARNING MODEL

ELEMENTARY

- Enhanced content from previous digital instruction
- Daily interaction with teacher(s)
- Regular teacher-led discussion and lecture via Microsoft Teams/Canvas video conferencing
- Expectations, grading policies and deadlines will be the same as in person, at school classes

MIDDLE/HIGH

- Limited course offerings for middle and high; students will utilize existing online courses through APEX with an assigned teacher to guide them
- Classes not available through APEX may be taken through state-run Georgia Virtual School (GAVS)

PANDEMIC PLANNING



To prepare for the reopening of school for 2020-21, the Superintendent of Schools appointed a committee made up of CCSD senior and school staff, parents and community partners in late May, while another committee worked specifically on personnel issues. These committees discussed numerous options for the school year and how to make learning in-person a safer option for students, teachers and staff. This input was combined with information and guidance from the Centers for Disease Control and Prevention (CDC), Georgia Department of Public Health (DPH) and Georgia Department of Education (DOE) to develop our plan to reopen. These plans are all subject to change depending on the status of orders from State and Federal Government.

APPENDIX B: GEORGIA'S PATH TO RECOVERY FOR K-12 SCHOOLS

Georgia's Path to Recovery for K-12 Schools



Considerations and Recommendations for Georgia's Schools

The Georgia Department of Education, in partnership with the Georgia Department of Public Health, has developed guidance to support districts and communities in determining their plans and strategies for reopening schools. *Georgia's Path to Recovery for K-12 Schools* provides a tiered approach with clear, actionable steps that are advisable before students and employees return to school buildings, along with guidance that is applicable throughout the 2020-2021 school year.

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it's designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

Georgia's Path to Recovery for K-12 Schools focuses heavily on the health and physical requirements necessary for reopening school buildings. The Georgia Department of Education will continue to provide guidance and recommendations to districts and schools on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees.

Georgia's Path to Recovery for K-12 Schools provides considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

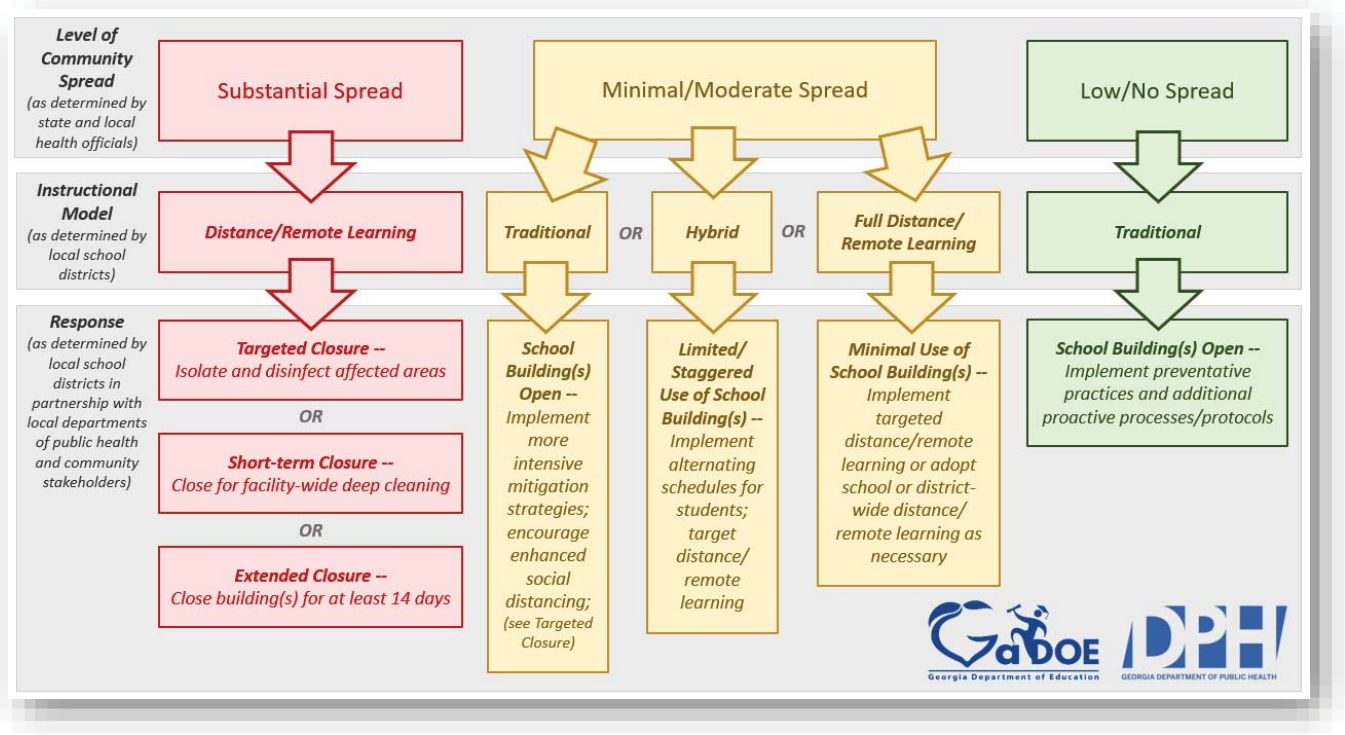
Addressing Community Spread in K-12 Schools

Substantial Spread	Minimal/Moderate Spread	Low/No Spread
• Coordinate with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Schools that are closed, remain closed. Implement distance/remote learning (see *Serving School Meals* and *Supporting Teaching and Learning*). • Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations) For additional guidance on addressing community spread, see the CDC's Considerations for Schools	• Establish and maintain communication with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Implement **enhanced** social distancing measures (see *Transitioning, Large Group Gatherings, and Teaching and Learning*) • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Isolate and deep clean impacted classrooms and spaces • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations) *Districts have the authority and flexibility to close school buildings and utilize distance/remote learning as needed.*	• Establish and maintain communication with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations)

Definitions

Face Coverings 	Recommendations regarding face coverings differ based on the level of community spread and can be found throughout this document. Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. > CDC Guidance	**Hand Sanitizer** 	Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children. > CDC Guidance	**Clean/Disinfect** 	Ensure safe and correct application of disinfectants and keep out of reach of children. > CDC Guidance

Georgia's Path to Recovery for K-12 Schools



School District Decision Tree

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

Georgia's Path to Recovery for K-12 Schools

Level of Community Spread (as determined by state and local health officials)	**Substantial Spread** RECOMMENDATIONS	**Minimal/Moderate Spread** RECOMMENDATIONS	**Low/No Spread** RECOMMENDATIONS
Practicing Prevention 	**District/School Considerations:** • Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Encourage COVID-19 testing CDC Guidance • How to Protect Yourself and Others • COVID-19 Symptoms • COVID-19 and Children • Communication Tools Georgia Department of Public Health website | Find COVID-19 testing sites CDC COVID-19 Self-Checker Georgia's COVID-19 Hotline • Call: **844-442-2681** Crisis Contacts • Support for people in distress, prevention and crisis resources Return to School • Launching a Return to School Committee • Roadmap for Wellness Georgia Department of Economic Development • State's PPE Suppliers List Georgia Department of Administrative Services • Statewide contracts for supplies/equipment	**District/School Considerations:** • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Provide masks and other appropriate PPE to staff • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Take steps to ensure all water systems and features are safe • Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown	**District/School Considerations:** • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Allow staff to wear face masks/covering, and other appropriate PPE as desired • Take steps to ensure all water systems and features are safe • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown Return to School • Roadmap for Facilities

Transporting Students 	**School buildings are closed**; buses used to deliver meals to students and families **District/School Considerations:** • Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's work of meals every Monday)[2] *[2]Subject to future USDA meal waiver approval*	**District/School Considerations:** • Provide hand sanitizer for students and bus drivers • Provide face masks for bus drivers; allow students to wear face masks/coverings • Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) • Eliminate field trips • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households CDC Guidance • What Bus Operators Need to Know	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Providing hand sanitizer for students and bus drivers o Allowing bus drivers and students to wear face masks/coverings o Limiting field trips (to areas of limited/low transmission) o Inspecting buses prior to students returning and as part of a regular rotation o Cleaning and disinfecting frequently touched surfaces on the bus at least daily o Airing out buses when not in use
Entering School Buildings[3]  *[3]**School Calendars:** Local school districts have authority over school calendars – meaning they have full authority to set start and end dates, holidays/breaks, and school hours, provided instructional requirements are met.*	**School buildings are closed**; districts should require only that *essential staff* report in-person to carry out functions that are *absolutely necessary*. **District/School Considerations:** • District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures GaDOE Guidance • In-person Reporting and Employee Safety Guidance Georgia Department of Public Health Guidance • Pick-up of Essential Items	**District/School Considerations:** • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Mark spaced lines to enter the building and designate entrance and exit flow paths • Screen students and staff (to the extent practicable): o Take temperatures ideally before entering buildings o Isolate and send home if internal temperature over 100.4°F (38°C) o Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Provide hand sanitizer for students and staff o Limit unnecessary congregations of students and staff o Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols o Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*) o Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. American Health Care Association • COVID-19 Screening Checklist for Visitors Society for Human Resources Management (SHRM) • Coronavirus Warning Poster for Entrances

Serving Meals 	**School buildings are closed.** **District/School Considerations:** • Practice established social distancing protocols to the greatest extent practicable • Provide PPE to participating staff • Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)[2] • Distribute printed instructional packets/ materials and district/school communications along with meals GaDOE Guidance • Employee Safety Guidance for School Nutrition Programs *[2]Subject to future USDA meal waiver approval*	**District/School Considerations:** • Allow student hand washing before and after meal service • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use • Conduct cleaning of cafeterias and high-touch surfaces throughout the school day Alternative Serving Models: • Serving meals in classrooms • Serving meals in cafeterias with: o Spaced serving lines (marked on floors) o Spaced seating (utilize outdoor space as practicable and appropriate) o Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) o Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Providing hand sanitizer for students and staff o Allowing students and staff to wear face masks/coverings while in large group gatherings o Conducting cleaning of cafeterias and high-touch surfaces throughout the school day
Transitioning 	**School buildings are closed.**	**District/School Considerations:** • Limit mixing between groups (to the extent practicable) • For class changes and other transitions throughout the school day: o Provide additional time for transitions (utilizing state seat time waiver to extend transition period) o Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students o Plan staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time o Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Allowing students and staff to wear face masks/coverings while in large group gatherings o Conducting cleaning of hallways and high-touch surfaces throughout the school day o Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)

Conducting Large Group Gatherings 	**School building are closed.** Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order	**District/School Considerations:** • Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order • Discourage the congregation of students in parking lots and common areas • Stagger the schedule for large group gatherings (i.e. recess and school meals) • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Follow *Georgia High School Association* guidelines for sporting events and practices	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Providing hand sanitizer for students and staff o Allowing students and staff to wear face masks/coverings o Limiting unnecessary congregations of students and staff o Follow *Georgia High School Association* guidelines for sporting events and practices
Supporting Teaching and Learning 	**School buildings are closed.** **District/School Considerations:** • Implement a robust Distance Learning Plan • Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points Resources • Digital Learning Plan template (MDE) • Deploying Devices, Ensuring Connectivity, and Expanding Access (GaDOE) • Distance Learning Resources (GaDOE) • Return to School Roadmap for Technology • Individualized Digital Learning Plan for students with disabilities (GaDOE) • Educator's Guide to Safe and Effective Video Conferencing (Education Week) • Public WiFi locations across Georgia	**District/School Considerations:** • Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses or enroll students through the Georgia Virtual School (schools earn FTE while student stays at their home school) Traditional Instructional Model • *Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision.* • Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Limit physical interaction through partner or group work • Establish distance between the teacher's desk/board and students' desks • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing Hybrid Instructional Models • *Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on*	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Providing hand sanitizer for students and staff o Conducting cleaning of classrooms and high-touch surfaces each day o Limiting physical interaction through partner or group work o Surveying families' interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction • Establish an academic baseline: o Administer formative assessments toward the start of the school year o GaDOE provides: ▪ GKIDS 2.0 (kindergarten) ▪ Keenville (grades 1 and 2) ▪ BEACON (grades 3-8) o Conduct meetings with teachers to identify where students are academically • Discuss the shared experience: o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series) o Helping Children Cope with Changes o Talking to Children about COVID-19 o Teaching Through a Pandemic

Supporting Teaching and Learning *(cont.)* 	Professional Learning for Teachers • Making the Shift to Online Teaching and Learning • Supporting Students with Disabilities Online American School Counselor Association • School Counseling During COVID-19: Online Lessons and Resources School Library Media Specialists • School Media Specialists Can Help During Crisis (School Library Journal) • Digital Resource Ideas (GLMA)	*daily routines and social interactions to address their individual learning needs.* • *A/B schedules* o *Alternating Days:* Group A Students -- Monday/Wednesday and Group B Students -- Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable o *Alternating Weeks*: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable o *Half Days:* AM/PM Schedule – prioritize students on free and reduced breakfast for AM section; shared lunch; end of the day meal for PM students; using certification flexibility to relocate teachers as needed and allowable • *Targeted Distance/Remote Learning* o *Elementary Face-to-Face with Secondary Distance Learning:* Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see *Serving Meals* under *Substantial Spread* for preparing/delivering school meals for students who are remote learning.	• Target interventions and supports: o Provide additional instructional supports to: ▪ students at-risk of not graduating on time ▪ students with disabilities (compensatory services) ▪ students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.) ▪ other students identified as being behind academically by teachers and parents. o Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.) • Address learning loss: o Help students catch up/get ahead through the Georgia Virtual School o Provide extended learning opportunities through before/after school programs, Saturday school, etc. • Prepare for potential future distance/remote learning by increasing current blended learning: o Develop a digital learning plan o Integrate virtual learning practices: ▪ digitizing lessons ▪ requiring a certain number of online assignments for each grading period o Provide virtual learning-specific professional learning for educators: ▪ Making the Shift to Online Teaching and Learning ▪ Supporting Students with Disabilities Online o Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar Return to School • Roadmap for School Operations and Instruction

Protecting Vulnerable Populations[1]	School buildings are closed. See *Entering School Buildings* for district/school staff guidance. **District/School Considerations:** • Employ additional nurses, health care aides, and full-time substitute employees Society for Human Resources Management (SHRM) • Employment FAQ • What to Do When Scared Workers Don't Report to Work Due to COVID-19 • Where can I find government and other reliable resources for workplace issues related to the coronavirus? National Association of School Nurses • Role of school nurses, providing care, and participating in return to school planning	**District/School Considerations:** • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances • Offer an Employee Assistance Program to all staff members	**District/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Establish a point-of-contact with the local health department o Identify local COVID-19 testing sites o Provide hand sanitizer for students and staff o Provide PPE to vulnerable students and staff as appropriate o Allow vulnerable students to complete their coursework virtually o Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) o Establish a process for regular check-ins with vulnerable students and staff o Allow an early transition for vulnerable students to go to classes o Limit large group gatherings/ Interactions for vulnerable students and staff

[1] ***Vulnerable Populations*** -- *Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.*

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



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

District/School Considerations:

- Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- School nurses and other healthcare providers should use *Standard and Transmission-Based Precautions* when caring for sick people. See: *What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID19 Infection*
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met state DPH criteria to discontinue home isolation
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.

CDC Guidance

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



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

Richard Woods, State School Superintendent

For additional information, go to:

GaDOE.org/coronavirus | Georgia Department of Public Health

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

Cherokee County School District

COVID-19 Guidelines and Best Practices for Visitors & Volunteers for Preventing and Reducing the Spread of Respiratory Illness

Promote Behaviors that Reduce the Chance of Illness

- **DO NOT** enter any CCSD facility without participating in a temporal screening at each location's visitor receiving area. In an effort to maximize protecting our students and staff, visitors will have limited access to the facility.
- **DO NOT** enter a CCSD facility if you exhibit signs of illness such as fever, shortness of breath and/or persistent cough.
- Practice social distancing. Stay at least six feet (about 2 arms' length) from other people.
- Required to wear a mask or cloth face covering which covers both nose and mouth when social distancing is not possible.

Practice Healthy Hygiene

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

Maintain a Healthy Environment

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

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

APPENDIX D: EMPLOYEE SELF-SCREENING GUIDELINES

Cherokee County School District

COVID-19 Employee Self-Screening Guidelines

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

- Do you have a fever (100.4°F or higher), or a sense of having a fever (e.g. chills, body aches?)
- Do you have a positive or pending case for COVID-19?
- Do you have a new or worsening cough that you cannot attribute to another health condition?
- Do you have new or worsening shortness of breath that you cannot attribute to another health condition?
- Do you have a sore throat that you cannot attribute to another health condition?
- Do you have a headache that you cannot attribute to another health condition?
- Do you have a loss or change in your sense of smell or taste?
- Do you have nausea, vomiting or diarrhea that you cannot attribute to another health condition?
- Have you traveled to a COVID-19 Advisory Area in the last 14 days (as defined by the CDC)?

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

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

APPENDIX E: RETURN TO WORK GUIDANCE FOR EMPLOYEES

Return to Work Guidance for Employees



Cherokee County School District



Welcome Back!

As we return to work and begin a “new normal” in our schools and worksites, we understand that some employees may be concerned about their safety as well as their ability to adapt to the changes in guidelines, procedures and practices being implemented in the workplace. We want to reassure all employees that we are taking the well-being of our employees seriously.

Note: The following slides contain guidelines and expectations for employees returning to work. Employees will receive additional communication if or when guidance changes.

What we are doing:

- All employees and visitors entering our buildings will be screened for COVID-19 symptoms and possible exposure.
- Common areas and frequently touched surfaces are being cleaned daily. Cleaning supplies will be available, and employees are encouraged to clean and disinfect workspaces throughout the workday.
- Hand sanitizer is provided throughout the building.
- Posters are displayed with reminders on how to prevent the spread of germs.
- Cough & sneeze guards are being installed in strategic areas to prevent the spread of germs.
- Appropriate personal protective equipment (PPE) will be available for all employees to help prevent the spread of disease.



Cherokee County
School District

What you can do:

- Stay home or go home if you are sick.
- Maintain social distancing practices in the workplace.
- Follow cleaning product instructions when cleaning your work areas.
- Wash your hands frequently, or use hand sanitizer when hand washing is not possible.
- Cover your nose and mouth when sneezing or coughing.
- Avoid touching your face.
- Wear a face covering if social distancing is not achievable or when working with the public.
- Avoid greetings involving physical contact.
- Avoid using other employees' phones, desks, offices or other work tools and equipment, when possible.
- Talk to your manager if you have concerns specific to your circumstances, such as a health condition that places you or someone in your household at high risk.
- Refrain from eating lunch or congregating in groups or areas where social distancing can't be achieved.
- Be kind. Understand that this is a stressful time for everyone.



Cherokee County
School District

Frequently Asked Questions



Can I continue to work from home?

We expect all employees to report to work at our business location unless there is a legitimate reason for continued telework, such as an employee with a compromised immune system or caregiving responsibilities that prevent the employee from returning to the workplace temporarily. You should discuss your specific circumstances with your supervisor.



Is it safe to return to work?

We are taking every precaution to ensure our workplace is safe. We are following federal health and safety guidelines as well as guidance from our state and local governments. We are implementing practices such as health screenings and social distancing practices to keep our workplace healthy.

Cherokee County
School District

Frequently Asked Questions, cont.



Do I have to answer medical questions when reporting to work?

All employees and visitors will be required to answer questions regarding COVID-19 symptoms and be temporal scanned when entering our buildings. Individuals who refuse to answer health screening questions will not be permitted access. Employees will be marked with an unexcused absence in these circumstances and may be subject to disciplinary action. Please reference School Board Policy GBRI regarding use of paid and unpaid leave for unexcused absences.



What should I do if I feel sick?

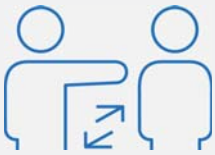
Employees who feel ill should notify their supervisor and not report to work. If you are already at work and begin feeling sick, you should notify your supervisor and go home immediately. Employees can utilize accrued leave that may be available. Contact the Benefits Office for more information on available leave.

Frequently Asked Questions, cont.



Do I have to wear a mask at work?

CCSD employees who can't achieve social distancing during the work day who have frequent person-to-person contact are required to wear a mask or face covering. Employees may choose to wear a CCSD-provided mask or bring their own face covering if they desire. If you have a medical condition that restricts you from wearing a mask or face covering, please speak with Human Resources.



Will we continue to have in-person meetings?

In order to promote social distancing in the workplace, some meetings will need to be restructured. You may be asked to attend an in-person meeting with limited attendees in a space that is large enough to allow for distancing between participants. In addition, some meetings will include a virtual option for employees to participate from their personal workspace. The meeting organizer and your supervisor can provide you with guidance specific to attendance protocol.

Frequently Asked Questions, cont.



What should I do if I have tested positive for COVID-19 or may have been exposed to someone who has tested positive for COVID-19 ?

Despite all precautionary measures, there is always a risk of exposure to communicable diseases that reach the workplace. Should an employee test positive for COVID-19 and/or be exposed to others who have tested positive for COVID-19, they should immediately contact their supervisor. The supervisor will notify the Office of Human Resources who will work with appropriate health officials to provide guidance to employees on current protocols and requirements.

APPENDIX F: GRADES K-2 DAILY SCHEDULE EXPECTATIONS: TEACHER AND STUDENT

Cherokee County School District
Grades K-2 Daily Schedule Expectations: Teacher and Student

** Instructional videos need to have teacher's voice and/or facial video leading and engaging students*
** Flipped lesson design*
** Jigsawing flipped lessons among the PLC recommended*
** Assignments should provide students with high quality, engaging, standards-based instruction.*
** Length of the assignment should be appropriate to the course, the age, and needs of the student*
** **Subject minutes are averages per day***

Daily Schedule – 135 minutes of academics + Specials and Special Programs

- **ELA daily** (70 minutes maximum daily; 50 minutes maximum on days without small group instruction)

  Opening
  - Daily Morning or Weekly Message (approx. 1 minute daily)
  - Phonics/Fundations
  - Read-aloud/Shared Read (identify teaching focus prior to reading)
    - brief picture book or portion from chapter book
  - Introduce or restate standards aligned learning target for the week in student friendly terminology

  Work Session:
  - **Using RCD as a Guide**
    - **Mini-lesson- either reading or writing depending on RCD Task**
      - Introduce task using gradual release with I Do, We Do, You Do
      - Use priority calendar and RCD Weekly Planner to guide assignments
      - Reader/writer response when appropriate so that student is writing daily
    - Independent Reading with RAZ Kids (approx. 8-10 minutes daily)
      - 1 book per day with listening, reading, and quiz
    - Virtual Reading Groups (20 minutes) (2 groups -10 min per group)
      - live lessons with small groups (a minimum of 2X per week/group)
      - Please see attached information to support Virtual Reading Group
    - EIP small group sessions minimum of two times per week

  Closing:
  - Synchronous Daily Wrap-Up
  - Summarize Learning
  - Allow for share time or Q&A

- **Math** (**60** minutes maximum per day)
  - iReady (15 minutes daily)

  Opening: Number Sense Routines/Ready Lesson
  - Whole group instruction (**15** minutes daily) **Follow Ready Lesson Progression beginning with Lesson Zero**
    - Recorded, engaging lessons
    - Wednesday: Real-world, hands-on application

  Work Session:
  - Virtual Small Math Groups (20-30 minutes)
    - Live lessons with small groups (once per week/group); AND/OR
    - Conferencing 1:1

    - EIP small group sessions two times per week (3 times a week but dependent on case load)
- **Science/SS** (20 minutes)
    - alternate subjects every other week (if possible)

K-2 Sample Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Message (1 minute)	Morning Message (1 minute)	Morning Message (1 minute)	Morning Message (1 minute)	Morning Message (1 minute)
ELA	**ELA**	**FLEX Schedule**	**ELA**	**ELA**
Read-aloud with mini-lesson (10 minutes)	Read-aloud with mini-lesson (10 minutes)	o PLC o Team planning o Collaboration with co-teachers o Conferencing o RTI o Individual conferences/ assessments	Read-aloud with mini-lesson (10 minutes)	Read-aloud with mini-lesson (10 minutes)
Writing (15 minutes) o mini-lesson o narrative, opinion, informational (follow curriculum map/RCD unit) o can be reader response	Writing (15 minutes) o mini-lesson o narrative, opinion, informational (follow curriculum map/RCD unit) o can be reader response		Writing (15 minutes) o mini-lesson o narrative, opinion, informational (follow curriculum map/RCD unit) o can be reader response	Writing (15 minutes) o mini-lesson o narrative, opinion, informational (follow curriculum map/RCD unit) o can be reader response
Phonics/Word Study (15 minutes)	Phonics/Word Study (15 minutes)		Phonics/Word Study (15 minutes)	Phonics/Word Study (15 minutes)
Independent Reading on RAZ-Kids (8-10 minutes) o one book per day with listening, reading, quiz; OR o 20 minutes per day for high-level readers	Independent Reading on RAZ-Kids (8-10 minutes) o one book per day with listening, reading, quiz; OR o 20 minutes per day for high-level readers	Independent Reading on RAZ-Kids (8-10 minutes) o one book per day with listening, reading, quiz; OR o 20 minutes per day for high-level readers	Independent Reading on RAZ-Kids (8-10 minutes) o one book per day with listening, reading, quiz; OR o 20 minutes per day for high-level readers	Independent Reading on RAZ-Kids (8-10 minutes) o one book per day with listening, reading, quiz; OR o 20 minutes per day for high-level readers
(15-20 minutes) o One guided reading group o 1:1 conferencing as needed	(15-20 minutes) o One guided reading group o 1:1 conferencing as needed		(15-20 minutes) o One guided reading group o 1:1 conferencing as needed	(15-20 minutes) o One guided reading group o 1:1 conferencing as needed
MATH	**MATH**	**MATH**	**MATH**	**MATH**
Opening: Number Sense Routines/Ready Lesson (15 minutes)	Opening: Number Sense Routines/Ready Lesson (15 minutes)	Independent Math on iReady (15 minutes)	Opening: Number Sense Routines/Ready Lesson (15 minutes)	Opening: Number Sense Routines/Ready Lesson (15 minutes)
Whole group instruction (10 minutes)	Whole group instruction (10 minutes)	Real-world, hands-on application opportunities	Whole group instruction (10 minutes)	Whole group instruction (10 minutes)
Work Session: (30 minutes) o One Virtual math group o Student Ready Practice o 1:1 conferencing as needed	Work Session: 30 minutes) o One Virtual math group o 1:1 conferencing as needed		Work Session: (30 minutes) o One Virtual math group o Student Ready Practice o 1:1 conferencing as needed	Work Session: (30 minutes) o One Virtual math group o Student Ready Practice o 1:1 conferencing as needed
SCIENCE/SS	**SCIENCE/SS**	**SCIENCE/SS**	**SCIENCE/SS**	**SCIENCE/SS**
(20 minutes) o *Alternate subjects every other week (if possible)*	(20 minutes) o *Alternate subjects every other week (if possible)*	Virtual field trip, research and/or optional projects	(20 minutes) o *Alternate subjects every other week (if possible)*	(20 minutes) o *Alternate subjects every other week (if possible)*

SPECIALS (alternated)	**SPECIALS** (alternated)	**SPECIALS** (alternated)	**SPECIALS** (alternated)	**SPECIALS** (alternated)

K-2 Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Message (recorded; ex: Flipgrid for morning meeting)	1 minute	1 minute	1 minute	1 minute	1 minute
Read-aloud (recorded)	5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
Reading mini-lesson (live or recorded)	5 minutes	5 minutes		5 minutes	5 minutes
Independent Reading (ex: RAZ-Kids)	8-10 minutes	8-10 minutes	8-10 minutes	8-10 minutes	8-10 minutes
Brain Break	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**
Phonics (live or recorded)	15 minutes	15 minutes		15 minutes	15 minutes
Writing mini-lesson (live or recorded)	5 minutes	5 minutes		5 minutes	5 minutes
Writing applied practice (teacher can schedule live instruction)	10 minutes	10 minutes	Complete any unfinished writing task	10 minutes	10 minutes
Brain Break	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**
Math whole group instruction (live or recorded)	10 minutes	10 minutes		10 minutes	10 minutes
Math applied practice (independent)	10 minutes	10 minutes	Complete any unfinished math Task and problem solving task	10 minutes	10 minutes
iReady	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Brain Break	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**	**Brain Break**
Small groups (live)	ELA 15-20 minutes	EIP 20-30 minutes	EIP or ESOL as needed	Math 15-20 minutes	EIP 20-30 minutes
SS/Science (recorded)	20minutes	20minutes	Optional	20minutes	20minutes
Specials	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes

- The student schedule will be presented within daily modules.
  - Students may take breaks between tasks
  - Brain breaks will be promoted
- Wednesday schedule is lighter due to Faculty Flex Day
  - Individual conferences/assessments

APPENDIX G: GRADES 3-5 DAILY SCHEDULE EXPECTATIONS

Cherokee County School District
Grades 3-5 Daily Schedule Expectations

** Instructional videos need to have teacher's voice and/or facial video leading and engaging students*
** Flipped lesson design*
** Jigsawing flipped lessons among the PLC recommended*
** Assignments should provide students with high quality, engaging, standards-based instruction.*
** Length of the assignment should be appropriate to the course, the age, and needs of the student*
** **Subject minutes are averages per day***

Daily Schedule – 150 minutes of academics + Specials and Special Programs

- **ELA Daily Instruction (60 minutes maximum daily)**
  - **Opening**
    - Introduce/review Learning Target in student friendly vocabulary (RCD Engaging Scenario/priority standard)
    - Read-aloud/close read/shared read
      - brief picture book or portion from chapter book
    - Word Study
  - **Work Session**
    - RCD Instruction
      - Mini-lesson reading and/or writing- Use Priority Focus Standard Calendar and RCD Weekly Planner to guide instruction
        - Task work
        - Writing Instruction
        - Reading/writing response where appropriate
      - Virtual Differentiated Reading Groups
      - Independent reading with RAZ
  - **Closing**
    - Synchronous Daily Wrap-up/Q&A
    - Summarize learning for the day

    - **Every other day** (approximately 25 minutes)
      - Synchronous Days (Monday/Thursday): live or recorded lessons
      - Asynchronous Days (Tuesday/Friday): Applied Practice and/or RCD Performance Tasks; individual/small group conferences and small groups
      - Flex Day (Wednesday): Continued work on RCD Tasks; teacher feedback

3-5 Grade ELA Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Day ***60 minutes maximum; breakdown of times is flexible*** • Read Aloud/shared read/close read (10 minutes) • Word Study (10 minutes) • Live or recorded lesson based on RCD Curriculum Map (10 minutes) • Independent reading practice (15 minutes) • Live or recorded lesson based on RCD Writing topic (15 minutes) • Closing • Synchronous daily wrap-up/Q&A • Summarize learning	**Asynchronous Day** ***60 minutes maximum; breakdown of times is flexible*** • Read Aloud (10 minutes) • Class meeting to clarify RCD task expectations. (5-10 minutes) • Students: o work on RCD Unit task (40 minutes) • **Teacher**: o Small Group Instruction (30 minutes) o Individual Writing conferences and feedback (10 minutes) • Closing • Synchronous daily wrap-up/Q&A • Summarize learning	**Flex Day** • PLC Groups • Collaboration • Provide feedback to students • Remediation • Conferencing with students	**Synchronous Day** ***60 minutes maximum; breakdown of times is flexible*** • Read Aloud/shared read/close read (10 minutes) • Word Study (10 minutes) • Live or recorded lesson based on RCD Map (10 minutes) • Independent reading practice (15 minutes) • Live or recorded lesson based on RCD Writing topic; adding to topic; help with completion of the task by Friday (15 minutes) • Closing • Synchronous daily wrap-up/Q&A • Summarize learning	**Asynchronous Day** ***60 minutes maximum; breakdown of times is flexible*** • Read Aloud (10 minutes) • Class meeting to clarify RCD task expectations. (5-10 minutes) • Students: o work on RCD Unit task (40 minutes) • **Teacher**: o Small Group Instruction (30 minutes) o Individual Writing conferences and feedback (10 minutes) • Closing • Synchronous daily wrap-up/Q&A • Summarize learning

- **Math** (60 minutes maximum) **Live sessions with students should occur daily either whole or small group**
  - **Every other day**
    - **Synchronous Days** (Monday/Thursday): live or recorded lessons
    - **Asynchronous Days** (Tuesday/Friday): applied practice and/or performance tasks, **and individual/small group conferences and small groups occur daily (M,T,T, F)**
    - **Flex Day** (Wednesday): real-world, hands-on application, Problem solving tasks practice and application: teacher feedback
  - **Once a week minimum** (sample schedule below shows an option for two)
    - Live lessons with small groups
    - Conferencing 1:1
  - *Daily iReady not included in the 45-minute math block time*

3-5 Math Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Day ***45 minutes maximum; breakdown of times is flexible*** **Opening: Number Sense Routines/Ready Lesson** • Students will participate in **Live** recorded minilessons (15-20 minutes) **Work Session:** • Students will complete independent practice time (20-25 minutes) • Teacher will schedule and conduct small group instruction **Closing: Formative Assessment; Q & A opportunity; Discussion entry in Canvas** *Additional iReady (45 minutes today for week)*	**Asynchronous Day** ***45 minutes maximum; breakdown of times is flexible*** **Opening: Number Sense Routines/Ready Lesson** • Live teacher/ student meeting (15-20 minutes) **Work Session:** • Students will complete *ungraded formative* assessment independent time (20-25 minutes) • Teacher will schedule and conduct small group instruction **Closing: Formative Assessment; Q & A opportunity; Discussion entry in Canvas** *Additional iReady (45 minutes today for week)*	**Extended Learning Day** • Teacher will participate PLCs • Teachers will provide *feedback to students on formative assessments* • Teachers will conference with students, • schedule, and conduct small group instruction • Student extended learning time *Additional iReady (45 minutes today for week)*	**Synchronous Day** ***45 minutes maximum; breakdown of times is flexible.*** **Opening: Number Sense Routines/Ready Lesson** • Students will participate in recorded minilessons (15-20 minutes) **Work Session:** • Students will complete *ungraded formative* assessment independent time (20-25 minutes) • Teacher will schedule and conduct small group instruction **Closing: Formative Assessment; Q & A opportunity; Discussion entry in Canvas** *Additional iReady (45 minutes today for week)*	**Asynchronous Day** ***45 minutes maximum; breakdown of times is flexible*** **Opening: Number Sense Routines/Ready Lesson** • Live teacher/ student meeting (15-20 minutes) **Work Session:** • *Graded Formative or Summative* assessment independent time (20-25 minutes) • Teacher will schedule and conduct small group instruction **Closing: Formative Assessment; Q & A opportunity; Discussion entry in Canvas** *Additional iReady (45 minutes today for week)*

- **Social Studies** (Monday/Thursday) or **Science** (Tuesday/Friday) (20 minutes maximum per day)
    - **Synchronous Days** (Monday/Tuesday): live or recorded lessons
    - **Asynchronous Days** (Thursday/Friday): applied practice and/or performance tasks, and individual/small group conferences and small groups
    - **Flex Day** (Wednesday): teacher feedback, remediation, conferences, ELT (Extended Learning Time)

3-5 Science/Social Studies Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies Synchronous Day *30 minutes maximum breakdown of times is flexible* • Recorded minilessons (10-15 minutes) • *Formative* assessment independent time (15-20 minutes)	**Science Synchronous Day *30 minutes maximum breakdown of times is flexible*** • Recorded minilessons (10-15 minutes) • *Formative* assessment independent time (15-20 minutes)	**Extended Learning Day** • PLC Groups • Teachers provide feedback to students on formative • assessments • Remediation • Conferencing with students • Student ELT • STEM/STEAM Extension options	**Social Studies Asynchronous Day *30 minutes maximum breakdown of times is flexible*** • Live meeting (10-15 minutes) • *Graded formative or summative* assessment independent time (15-20 minutes)	**Science Asynchronous Day *30 minutes maximum breakdown of times is flexible*** • Live meeting (10-15 minutes) • *Graded formative or summative* assessment independent time (15-20 minutes)

- **Specials –** alternated daily **–** (30 minutes)

Cherokee County School District

APPENDIX H: MIDDLE AND HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

MIDDLE SCHOOL DIGITAL LEARNING COURSE CATALOG

CORE COURSES

English Lit/Comp 6	English Lit/Comp 7	English Lit/Comp 8
Adv English Lit/Comp 6	Adv English Lit/Comp 7	Adv English Lit/Comp 8
Math 6	Math 7	Math 8
Adv Math 6	Adv Math 7	Adv Math 8
Accel Math 6	Accel Math 7	*Hon Alg 1 *Hon Accel Alg 1/Geom A
Science 6	Science 7	Science 8
Adv Science 6	Adv Science 7	Adv Science 8 *HS Physical Science
Social Studies 6	Social Studies 7	Georgia Studies 8
Adv Social Studies 6	Adv Social Studies 7	Adv Georgia Studies 8

CONNECTIONS

Physical Education 6	Physical Education 7	Physical Education 8
Computer Literacy 6	Computer Literacy 7	Computer Literacy 8
Health 6	Health 7	Health 8
Creative Writing 6	Creative Writing 7	Creative Writing 8
STEM Exploratory 6	STEM Exploratory 7	STEM Exploratory 8
		*Spanish 1 A/B
		*French 1 A/B

**8th graders taking High School credit courses requires administrative approval*

AUGUST, 2020

HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

Course descriptions can be found online at https://www.cherokeek12.net/Content2/course-guide

ENGLISH/LANGUAGE ARTS COURSES			
9th Literature / Composition A	10th Literature / Composition A	American Literature / Composition A	Advanced Composition A
9th Literature / Composition B	10th Literature / Composition B	American Literature / Composition B	Advanced Composition B
Honors 9th Literature / Composition A	Honors 10th Literature / Composition A	Honors American Literature / Composition A	Honors Advanced Composition A
Honors 9th Literature / Composition B	Honors 10th Literature / Composition B	Honors American Literature / Composition B	Honors Advanced Composition B
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

MATHEMATICS COURSES			
Foundations of Algebra A	GSE Geometry A	GSA Algebra 2A	GSE Pre-Calculus A
Foundations of Algebra B	GSE Algebra B	GSA Algebra 2B	GSE Pre-Calculus B
GSE Algebra A	Honors GSE Geometry A	Honors GSA Algebra 2A	Honors Accel GSE Pre-Calculus A
GSE Algebra B	Honors GSE Geometry B	Honors GSA Algebra 2B	Honors Accel GSE Pre-Calculus B
Honors GSE Algebra A	Honors GSA Accel Algebra 1/Geometry A	Honors GSA Accel Geometry B/Algebra 2A	Statistical Reasoning A
Honors GSE Algebra B	Honors GSA Accel Algebra 1/Geometry B	Honors GSA Accel Geometry B/Algebra 2B	Statistical Reasoning B
Mathematics of Finance A	Mathematics of Finance B	College Readiness Mathematics A	College Readiness Mathematics B
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

Course descriptions can be found online at https://www.cherokeek12.net/Content2/course-guide

SCIENCE COURSES			
Biology A	Chemistry A	Physical Science A	Earth Systems A
Biology B	Chemistry B	Physical Science B	Earth Systems B
Honors Biology A	Honors Chemistry A	Physics A	Environmental Science A
Honors Biology B	Honors Chemistry B	Physics B	Environmental Science B
		Honors Physics A	
		Honors Physics B	
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

SOCIAL STUDIES COURSES			
	World History A	United States History A	Economics
	World History B	United States History B	American Government
	Honors World History A	Honors United States History A	
	Honors World History B	Honors United States History B	
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

Course descriptions can be found online at https://www.cherokeek12.net/Content2/course-guide

ELECTIVE COURSES			
Art History A	French IA	Spanish IA	Health
Music Appreciation A	French IB	Spanish IB	Personal Fitness
Music Appreciation B	French IIA	Spanish IIA	Sociology
	French IIB	Spanish IIB	Psychology
		Spanish IIIA	World Geography
		Spanish IIIB	
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

CTAE ELECTIVE COURSES			
Introduction to Digital Technology A	Legal Environment of Business A	Principles of Accounting IA	Principles of Business, Marketing, and Finance IA
Introduction to Digital Technology B	Legal Environment of Business B	Principles of Accounting IB	Principles of Business, Marketing, and Finance IB
Introduction to Business Technology A	Human Resource Principles A	Principles of Accounting IIA	
Introduction to Business Technology B	Human Resource Principles B	Principles of Accounting IIB	
All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5			

HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

Course descriptions can be found online at https://gavs.gavirtualschool.org/GAVSRegWeb/Courses/CourseCatalog

ADVANCED PLACEMENT (AP) COURSES: TAUGHT VIA GEORGIA VIRTUAL SCHOOL (GAVS)

ARTS	SOCIAL STUDIES	MATH & COMPUTER SCIENCE	SCIENCES
AP Art History	AP Comparative Government & Politics	AP Calculus AB	AP Biology
AP Music Theory	AP European History	AP Calculus BC	AP Chemistry
LANGUAGE ARTS	AP Human Geography	AP Computer Science A	AP Environmental Science
AP English Language & Composition	AP Macroeconomics	AP Computer Science Principles	AP Physics C: Mechanics
AP English Literature & Composition	AP Microeconomics	AP Statistics	AP Physics I: Algebra-Based
WORLD LANGUAGES	AP Psychology		AP Physics II: Algebra-Based
AP French Language & Culture	AP U.S. Government & Politics		
AP Spanish Language & Culture	AP United States History		
	AP World History		

APPENDIX I: GRADES 6-8 DAILY SCHEDULE EXPECTATIONS

Cherokee County School District
Grades 6-8 Daily Schedule Expectations

**Provides students access to high-quality, standards-aligned digital curriculum from home.*
**Students in grades 6-12 can take Courses online for original credit or for credit recovery towards grade-level advancement and high school graduation.*
**Allows students to work on a more flexible daily schedule as the course content is available at all times.*

Students will:

- **enroll in six courses per quarter**
- **complete all coursework by the end of the quarter**
- **plan for a minimum of 240 minutes of work per week per APEX course (240 minutes X 6 courses).**
- **maintain adequate course progress**
- **maintain academic honesty while completing assignments**
- **communicate with all teachers for assistance and information updates**
- **attend class sessions as assigned by teachers**
- **attend progress monitoring meetings as requested by teachers**

Teachers will:

- **monitor student progress**
- **conduct student progress meetings 3 times per semester**
- **mail weekly progress reports**
- **provide individual or small group instruction**
- **be available to students during regularly scheduled class period**
- **respond to student contact within 24 hours**
- **return student work with feedback within 48 hours (exceptions made for larger assignments)**
- **communicate student progress with parents regularly**

Parents will:

- **familiarize themselves with student courses**
- **monitor student progress**
- **supporting students in developing a schedule that is supportive to digital learning**
- **provide a quiet space conducive to digital learning**
- **encouraging students to ask for assistance**
- **verify that students are maintaining academic honesty while completing assignments**

6-8th Grade Schedule for Asynchronous Learning through APEX

Monday – Friday Approximately 240-300 minutes daily
Progress Monitoring • Check grades on recently completed assignments for each course. • Communicate with teachers and/or managers regarding questions or concerns. • Determine what assignments must be completed today in each course to stay on pace with course completion. **Independent Work and Submission** • Complete all determined lessons and assignments. • Submit assignments. • Study for upcoming assessments. **Wrapping up for the day** • Ensure all required and due assignments have been submitted for grading. • Send questions or concerns to teacher(s) and/or managers • Organize materials and resources for the coming day **Social Emotional Needs** • Balance time within the daily schedule to support regular physical activity, healthy foods and interaction with family and friends.

Cherokee County School District

APPENDIX J: GRADES 9-12 DAILY SCHEDULE EXPECTATIONS

Cherokee County School District
Grades 9-12 Daily Schedule Expectations

**Provides students access to high-quality, standards-aligned digital curriculum from home.*
**Students in grades 6-12 can take Courses online for original credit or for credit recovery towards grade-level advancement and high school graduation.*
**Allows students to work on a more flexible daily schedule as the course content is available at all times.*

Students will:

- **enroll in six courses per semester**
- **complete all coursework by the end of the semester**
- **plan for a minimum of 240 minutes of work per week per APEX course (240 minutes X 6 courses).**
- **maintain adequate course progress**
- **maintain academic honesty while completing assignments**
- **communicate with all teachers for assistance and information updates**
- **attend class sessions as assigned by teachers**
- **attend progress monitoring meetings as requested by teachers**

Teachers will:

- **monitor student progress**
- **conduct student progress meetings 3 times per semester**
- **mail weekly progress reports**
- **provide individual or small group instruction**
- **be available to students during regularly scheduled class period**
- **respond to student contact within 24 hours**
- **return student work with feedback within 48 hours (exceptions made for larger assignments)**
- **communicate student progress with parents regularly**

Parents will:

- **familiarize themselves with student courses**
- **monitor student progress**
- **supporting students in developing a schedule that is supportive to digital learning**
- **provide a quiet space conducive to digital learning**
- **encouraging students to ask for assistance**
- **verify that students are maintaining academic honesty while completing assignments**

9-12th Grade Schedule for Asynchronous Learning through APEX

Monday – Friday Approximately 240-300 minutes daily
Progress Monitoring • Check grades on recently completed assignments for each course. • Communicate with teachers and/or managers regarding questions or concerns. • Determine what assignments must be completed today in each course to stay on pace with course completion. **Independent Work and Submission** • Complete all determined lessons and assignments. • Submit assignments. • Study for upcoming assessments. **Wrapping up for the day** • Ensure all required and due assignments have been submitted for grading. • Send questions or concerns to teacher(s) and/or managers • Organize materials and resources for the coming day **Social Emotional Needs** • Balance time within the daily schedule to support regular physical activity, healthy foods and interaction with family and friends.

APPENDIX K: DIVISION OF TECHOLOGY & INFORMATION SERVICES LAPTOP GUIDANCE

Division of Technology & Information Services

Looking to purchase a laptop for your student this year?

CCSD utilizes both Windows and Chromebook devices which allow students to access all the resources needed for their daily schoolwork. Lower cost brands to consider include Acer, Asus, Dell, HP, Lenovo, Microsoft, etc. Minimal specifications are provided below. If your student needs a little more power based on their interests, upgrades are always available. Always ask if there are students discounts; and, if you are an educator, take your CCSD ID and ask for an education discount.

Chrome OS	Windows 10 Home or Pro
AMD A9 Series processor	8th Generation Intel Core i3 Processor
4 GB memory	8 GB Memory
32GB eMMC storage*	256GB SSD storage*
11" diagonal Full HD touch display	11" diagonal Full HD touch display
Standard Features: Integrated camera, microphone, wireless and 10-hour battery	
Warranty – you determine what your budget will allow	Warranty – you determine what your budget will allow
Features/upgrades to look for: 360-degree flip to make device behave like a tablet pc. Screen readable in full sun, rugged exterior with strong hinges, spill resistant keyboard, protective carrying case, mouse, stylus (optional), USB A and C Ports, headphone jack and microSD storage slot.	

APPENDIX L: CCSD ADMINISTRATIVE GUIDELINES REGARDING INTERNET ACCEPTABLE USE

CCSD Administrative Guidelines Regarding Internet Acceptable Use

Pursuant to the School Board's Internet Acceptable Use Policy (IFBG) these administrative guidelines are to be utilized by CCSD staff in policy application:

CHEROKEE COUNTY SCHOOLS DISTRICT MAINTAINING RESPONSIBLE RELATIONSHIPS: GUIDELINES FOR THE USE OF SOCIAL MEDIA WITH STUDENTS

INTRODUCTION

The use of social media tools has proven to be a popular, cost-effective method for sharing ideas, encouraging collaboration and improving communications. Misuse of these tools has the potential to result in unintended consequences. Guidelines and recommendations for using social media technologies in a manner that minimizes risks are presented in this document.

These guidelines are designed to help protect the reputation and credibility of the Cherokee County School District (CCSD), our employees and our students who create or contribute to blogs, wikis, social networks, virtual worlds or other social media.

BASIC PRINCIPLES

These principles apply to professional use of social media on behalf of CCSD, as well as personal use.

1. Adhere to CCSD Internet Safety and Acceptable Use Policy.
2. Be accountable for your actions and what you write and post. Remember that you are additionally governed by standards for The Code of Ethics for Educators in Georgia.
3. Use common sense and good judgment - your statements could have an impact on the District's or school's reputation. Remember what you post or publish may be public information for a long time.
4. Be accurate, honest and genuine and take responsibility for your mistakes. A conversational, personal tone often works best - similar to how you would speak. If you make a mistake, or someone questions a statement or claim you make, it is your responsibility to investigate it. When appropriate, you must quickly correct any mistakes or provide any necessary clarifications.
5. Respect others in your posts and discussions. Social media networks and online communications must not be used to attack or insult CCSD, fellow employees, students, parents, vendors, contractors, suppliers, competitors or others.
6. Be sensible. Do not make posts or comments that may be considered defamatory, obscene, libelous, threatening, harassing or embarrassing to others.
7. Be transparent. If you're writing about CCSD or the K-12 industry, use your real name (not a pseudonym), identify that you work for CCSD, and be clear about your role. If you have a vested interest in what you are discussing, be the first to openly say so.
8. Be appropriate and polite. If you find yourself in a situation that threatens to become antagonistic, refrain from becoming overly defensive and do not disengage from the conversation abruptly. Disengage from the dialogue in a polite manner and seek the advice of your Office of Public Information, Communications and Partnerships representative.
9. Be certain. If you're uncertain about whether to post or discuss something that is related to CCSD, seek the advice of your supervisor, a representative from the Office of Public Information, Communications and Partnerships or another appropriate person within the CCSD organization.
10. Be ethical. Do not disclose any confidential, proprietary or sensitive information regarding CCSD, our employees, students, vendors, contractors, suppliers, competitors or others. Often, internal communications should not be forwarded outside of our organization. If you're uncertain whether information is meant to be private or internal to CCSD, seek the advice of your supervisor, a representative from the Division of Public Information, Communications and Partnerships or another

appropriate person within the CCSD organization.

11. Refer media and press inquiries to our authorized District spokespersons. Social media networks, blogs and other types of online content sometimes generate press and media attention. If members of the media, including journalists or bloggers, contact you about a statement that you made that might be considered sensitive to CCSD, please refer them to an appropriate Division of Public Information, Communications and Partnerships contact unless you have been authorized to respond or speak on behalf of our organization.
12. Obtain appropriate permission. Before you refer to or post images of current or former employees, students, vendors or suppliers by name, be sure you have appropriate permission. Get written permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property. Additionally, seek permission of your supervisor when implementing a form of social media new to your classroom or job related responsibilities.
13. Minimize security risks. Social media sites and accounts can attract hackers and can present risks to corporate networks, as well as your personal computer or mobile device. A compromised account can also create disclosure concerns for the organization. To minimize these risks, use a password for social media accounts that is not easy to guess. Monitor your social media accounts periodically if you do not actively use them. Also, be mindful that social media sites sometimes are used to distribute malicious software or code, or "malware". If you think a link sent to you might be malware, do not click on it, as it could result in software or code being downloaded or installed on your own computer and/or the CCSD network.

GUIDELINES SPECIFIC TO: USE WITH STUDENTS

1. The teacher must be the originator of the classroom social media "tool" and will manage and monitor the tool's use.
2. The teacher must ensure all students in the class have access to the social media tool(s) during the assignment time period. Alternative assignments must be given to students that do not have access to social media sites.
3. The social media tool(s) used must have an educational purpose directly tied to the curricular area for which the instructor teaches.
4. If direct communication with students is needed, teachers are required to maintain appropriate on- line dialogue at all times.
5. It is the teacher's responsibility to model and teach appropriate rules of digital citizenship. Students will be directed to advocate and practice safe, legal, and responsible use of information and technology.
6. School administrators must be informed when implementing a form of social media new to your classroom.

GUIDELINES SPECIFIC TO: PROFESSIONAL USE

1. Remember that you are representing CCSD in your posts and content.
2. Do not delete a comment just because you disagree with the commenter's point of view. Comments are an important part of the conversation on blogs, and people will disagree with you. However, you can (and should) monitor user-generated content on blogs and you may delete any comments that are offensive, obscene, inflammatory, libelous, violate copyright or are obviously spam with links to

irrelevant blogs or websites, or are completely unrelated to the topic of the post.

GUIDELINES SPECIFIC TO: PERSONAL USE

1. Social media use must not interfere with your responsibilities at CCSD. The District's computer systems are to be used primarily for education purposes.
2. Do not use CCSD logos (or any of our school logos) on personal blogs, websites or other types of online content.
3. Do not host personal blogs, websites or other types of online content on any property, equipment or resources owned or leased by CCSD.

VIOLATIONS

If you violate these guidelines, you may be required to correct, edit or remove a post or statement. In addition, violations of these guidelines by employees or students can result in disciplinary action.

GOOD PRACTICES FOR USING SOCIAL MEDIA RESOURCES

Ensure Safety and Security

- Maintain confidentiality
- Maintain privacy
- Protect your identity
- Be aware of liability
- Maintain appropriate dialogue

Be a Good Digital Citizen

- Do no harm
- Respect others
- Think before you post
- Be a contributing member
- Understand your personal responsibility
- Correct mistakes promptly
- Ensure accuracy
- Follow copyright and intellectual property laws

Focus on Respect

- Respect your audience
- Post appropriate content at appropriate times
- Be authentic
- Be conscientious
- Do not use pseudonyms
- Use disclaimers when necessary
- Do not use the CCSD Logo
- Monitor your feedback/comments
- Obtain appropriate approval

CCSD Administrative Guidelines Regarding Internet Acceptable Use

Pursuant to the School Board's Internet Acceptable Use Policy (IFBG) these administrative guidelines are to be utilized by CCSD staff in policy application:

- Report instances of cyber bullying

TERMINOLOGY

Blogs

A **blog** is defined as a personal journal published on the Internet consisting of discrete entries ("posts"), typically displayed in reverse chronological order so the most recent post appears first. Blogs are usually the work of a single individual, occasionally of a small group, and often are themed on a single subject. Blogs are also used for an individual or group of users to record opinions, information, etc., on a regular basis.

CCSD teachers are permitted to generate classroom specific websites referred to as "blogs" for purposes of providing students with the ability to electronically exchange commentary and/or information related to a particular classroom topic. All blog assignments will be developed and monitored by the respective teaching staff member in accordance with the CCSD Acceptable Use Policy. Any blog established is considered a virtual extension of the classroom and therefore all CCSD rules and regulations will apply.

Digital Images

Images are one of the most popular forms of social media content. Particular care will be taken to practice legal and ethical behavior when publishing information and images on the Internet. Creative Commons is a website that supports and stewards legal sharing of images. Creative Commons' licenses provide a flexible range of protections and freedoms.

Social Networks

A social network is an online community of people with a common interest who use a web site such as Facebook or other technologies to communicate with each other and share information, resources, etc.

Prior to the use of any social network as part of classroom instruction, you must obtain permission from your Principal or immediate supervisor.

When building a page for use as a part of classroom instruction, you must identify the page in the page description area as a classroom or organization in the "Cherokee County School District." The CCSD Social Network Rules of Engagement must be posted on any page created. (See Appendix A)

Instant Electronic Communication

Instant Electronic Communication (IEC) or Instant Messaging is a set of communication technologies used for text, video or audio communication between two or more participants over the Internet or other types of networks in real-time. IEC allows effective and efficient communication, providing for immediate receipt of acknowledgment or reply.

Careful consideration must be taken when setting up or posting profiles, biographies, avatars, images or videos.

Micro Blogging

Micro blogging is a web service that allows the subscriber to broadcast short messages to other subscribers of the service. Microposts can be made public on a web site and/or distributed to a private group of subscribers. Subscribers can read microblog posts online or request that updates be delivered in real time to their desktop as an instant message or sent to a mobile device as an SMS text message. The appeal of microblogging is both its immediacy and portability. Posts are brief (typically 140 – 200 characters) and can be written or received with a variety of computing devices, including cell phones.

A school's micro blogging account owner must be the principal or his/her designee. The principal and his/her designee must have administrative rights to the account.

Social Bookmarking

Social bookmarking presents a new way to organize information, categorize resources and share curricular tools/resources with students, staff, as well as other like-minded individuals. It also gives the user access to a large network of users and their interests, the social connection of this tool. The use of social bookmarking tools enables teachers and students of the CCSD to organize, locate and share information within the classroom setting, to improve their learning outcomes by utilizing and integrating information in an efficient manner and to have equitable access to bookmarked learning resources. All core curricular areas and domains can benefit from social bookmarking tools: valid and authoritative resources can be effectively shared with students in a proficient manner.

The district's web filtering system is designed to prevent exposure to content that does not meet our filtering system's criteria. As part of digital citizenship education for students, teachers must be clear about proper procedures if inappropriate content is accessed.

Video

Videos are one of the most popular forms of multimedia content. This form of media is easily consumed, transferred and can project a great deal of information quickly. Particular care will be taken when considering the publication of information and videos on the Internet. Student produced content must be approved by his/her teacher prior to its use in the classroom.

All video content viewed at school or in the workplace will fall under the guidelines of the Acceptable Use Policy. It is the teacher's responsibility to preview the ENTIRE video prior to showing it in the classroom. Be aware that comments are often posted below online videos. These comments may not be appropriate for the classroom. All video viewing by students must be monitored and directed by the teacher.

Wikis

A wiki is a website, such as Wikispaces, whose users can add or modify content via a web browser. Wikis allow students to contribute to project teams, to produce original works or solve problems. Students are able to interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media on a wiki site. Teachers will be the owners and moderates of class wiki site

CCSD Administrative Guidelines Regarding Internet Acceptable Use

Pursuant to the School Board's Internet Acceptable Use Policy (IFBG) these administrative guidelines are to be utilized by CCSD staff in policy application:

APPENDIX A

CCSD Social Network Rules of Engagement

All comments posted on this page are at the discretion of the page administrators. Naming specific employees or students in a negative way will not be allowed. The page administrators will review all postings to make sure they do not violate the District's Acceptable Use Guidelines regarding Internet access and practices, as well as Family Educational Rights and Privacy Act (FERPA) provisions. People making comments on the page are requested to show respect for their fellow users by ensuring the discussion remains civil, especially since Facebook allows individuals 13 and over to join. Comments are also subject to Facebook's Terms of Use and Code of Conduct. Remember that your name and photo will be seen next to your comment, visible to anyone who visits the page. We welcome your thoughts and comments and look forward to what you have to say. However, we will not leave postings that:

1. Contain abusive, discriminatory or inappropriate language or statements. This includes remarks that contain obscenities or are sexually explicit.

2. Easily identify students and/or staff in defamatory, abusive, or generally negative terms. If you disagree with the content, we ask that you refrain from personal attacks or being disrespectful of others.
3. Do not show proper consideration for others' privacy or are considered likely to offend or provoke others – i.e., do not pick fights or goad others into inflammatory debates. Malicious intent and or participation not in the spirit of civil conversation will be excluded.

4. Are Off Topic. We will exclude comments not related to the subject of the conversation. If you have a question to ask on a different topic, please contact us via email. It is always best to start with the person most involved with your topic (classroom teacher, building principal, etc.).

5. Are spam – i.e., repeatedly posting the same comment or comments that are simply advertising/promoting a service or product.

6. Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If you are talking about somebody else's work, reference this or the person, and where possible include a link.

The page administrators reserve the right to not post or remove any comments at any time, for any reason. Repeat offenders will be blocked from posting. If you have feedback or would like to report an inappropriate comment for us to review, send an email to publicrelations@cherokee.k12.ga.us

All statements and viewpoints expressed in the comments are strictly those of the commenter alone, and do not constitute an official position of the Cherokee County School District unless they are posted by the original author (who is an authorized representative of the District) or by a subject matter expert responding on behalf of the District.

APPENDIX M: CCSD OFFICE OF TECHNOLOGY AND INFORMATION SERVICES GUIDE TO TECHOLOGY FOR DIGITAL LEARNING AND SCHOOL CLOSURE

Devices 	Software 	Internet 
DISTRIBUTION	**LEARNING MANAGEMENT SYSTEM**	**MOBILE HOT SPOTS**
Students – In the event of a mandated school closure, CCSD will allow enrolled students who have a need to check out laptops to use for instructional purposes. The devices at the schools will serve as the check-out pool. Devices must be properly checked out to the student using CCSD's Resource Management System – Destiny. Devices can be checked out through the school's Media Specialist or any Technology Specialist.	Student/Parent - CCSD utilizes a comprehensive online learning management platform called Canvas for all grade levels. Canvas allows teachers to create courses, upload assignments into the courses, and make available to students, all the resources they would need to complete the course. It provides tools for easy and convenient communications and collaboration between the students and the teacher. It requires Internet access. All CCSD students are enrolled in Canvas courses by their teachers.	Students - Remote digital learning requires Internet access. CCSD currently has about 100 mobile, content filtered, broadband hot spots, called Kajeets, available for students without home Internet access to check out on a first come first serve basis and for limited periods of time.
Teachers – All CCSD Certified Staff have been provided a modern mobile laptop to perform their jobs. It is not necessary for them to check out additional laptops. If a CCSD employee has a child in the system who needs a laptop, that child can request one and check it out from the school they attend.	Parents– Parents have visibility into Canvas through a separate login where they can monitor their student(s) progress and communicate with the teacher. https://myccsd.instructure.com/login/canvas	Staff – CCSD has a very limited number of non-filtered hot spots available for staff check out on a first come first serve basis and for limited periods of time.
Support Staff - CCSD will allow support staff who have a need to check out laptops to use as approved by the Principal or Supervisor. Request for devices can be made to the Division of	Teachers – All CCSD teachers are expected to provide access to classwork, assignments and homework through the Canvas ecosystem. Teachers are also expected and encouraged to ensure grades are current and	All Users – Modern mobile phones allow Internet access through a "tethering" feature that usually costs an additional $10-20 per month. It allows a laptop or

Technology & Information (using Incident IQ help desk) who will pull them from devices dedicated to staff on a first come first serve basis until supplies run out. Devices must be properly checked out to the support staff using CCSD's Resource Management System – Destiny.	up to date to help parents and students with performance monitoring.	iPad to use the phone as a Wi-Fi hotspot. Explore options with your carrier.
LIABILITY	**CONTENT**	**SCHOOL WI-FI ACCESS**
All devices are expected to be returned in the same condition as when they were checked-out. If there is any damage or missing parts, an invoice for the cost to repair or replace will be sent to the user. If the device is unusable, lost or stolen, the invoice will be for the cost to replace the entire unit.	CCSD has invested heavily in robust digital curricular content. Students can access this content via the Canvas LMS, or through their browser splash page upon login to the CCSD network. Watch this brief video on how to access CCSD's digital resources.	During periods of school closure, CCSD may allow students and staff who have no or poor Internet access to park in a CCSD facilities' parking lot and use the Wi-Fi signal to complete schoolwork.
SUPPORT/REPAIR	**SUPPORT/TRAINING**	**PUBLIC BROADBAND ACCESS**
CCSD will provide ongoing technical support and repair services for technology items on loan to students and staff during a closure. Support hours are 8:30am – 4pm Monday through Friday, excluding holidays. Teachers and staff will utilize the CCSD help desk ticketing system, Incident IQ, which will route the ticket to the appropriate technologist. Students/parents will also be able to submit tickets using Incident IQ as a guest. The link is located on each School's and the District's Website.	Ongoing support and/or training for teachers is available through request made via the helpdesk on any CCSD digital content. Devices are housed in the school's Media Centers and must be properly checked out to the student using CCSD's Resource Management System – Destiny	Some municipalities and businesses provide and allow free access to the Internet. (e.g., the City of Ball Ground has installed a wi-fi hotspot at the Ball Ground Senior Center on Civic Drive downtown as a spot where people can come, stay in their cars, and upload or download assignments as needed. It is called "Ball Ground Hot Spot" and is not password protected.)

CCSD will provide a location for devices in need of repair to be dropped off. This location will be housed at 1010 or 1020 Keeter Road, Canton GA, depending on the anticipated volume of repairs. Signage will direct visitors to the correct building.	Students/parents are encouraged to contact their teacher for any assistance related to access to content or help with instruction on assignments. Students/parents will also be able to submit tickets using Incident IQ as a guest. The site is located on each School's and the District's Website.	Many Carriers also provide low-cost Internet for qualifying families. https://broadband.georgia.gov/options-internet-mobile-phone
RETURN		**CCSD Mobile W-Fi-Busses**
CCSD will declare a date or series of dates for returning loaned equipment and resources. Materials not returned by the final deadline will be processed as lost or stolen and may result in a Destiny fine, invoice or police report.		CCSD is currently exploring mobile wi-fi enabled busses to place in select locations throughout the District to assist families without Internet to have access.

DRAFT - CCSD Reopening of School Plan FAQs

Please review our list of Frequently Asked Questions developed in preparation for the reopening of CCSD schools on Aug. 3, 2020. This list was initially published on July 8, 2020 and will be continuously updated as needed; any updates will be noted by date.

PART ONE: Traditional In-Person Model Protocols

Section I: Making a Decision and Getting Started

What if I start Traditional In-Person learning for my child and change my mind before the commitment period ends?
You are asked to make a commitment – the first nine weeks for elementary school (Aug. 3, 2020 through Oct. 9, 2020) and the first semester for middle and high school (Aug. 3, 2020 through Dec. 18, 2020) – to ensure we can provide the best learning environment possible. All students are eligible for Traditional In-Person learning, and the usual full schedule of courses will be available. We cannot accommodate students interested in Digital Learning after the July 17 commitment date; the only exception to this is if his or her school closes due to COVID-19 and, in those instances, all students – preschool through 12th grade – will participate in Digital Learning for a specific period of time. If a student begins Digital Learning and requests to return to Traditional In-Person learning, he or she will be added to a homeroom and to individual classes where seats are available; students will not be guaranteed a seat in the classes of their choice.

Will my child's school hold a meet-and-greet, walk-through or orientation event before the first day of school?
Schools will hold back-to-school events, but schedules will be set to limit the number of visitors to buildings at the same time. You will receive specific information from your child's Principal. We encourage and recommend that everyone attending these events do their best to distance themselves from others by at least six feet and bring a mask to wear when social distancing is not possible.

Section II: Use of Face Masks/Shields

Will my child be required to wear a mask? Will masks be provided?
We encourage and recommend that students wear masks whenever social distancing is not possible in our schools and on our school buses, but, at this time, masks will not be required for our students. We will provide each student with up to two reusable masks upon request and at no charge on the first day of school. If the Federal or State government mandates masks be worn, then we must follow that mandate and require all students wear masks.

Will teachers and staff be required to wear masks?

We will require that our teachers and staff wear masks whenever social distancing is not possible. We will provide each employee with up to two reusable masks upon request upon return to work. Clear face shields also will be available to employees, upon request, to assist them during class instruction.

Will efforts be made to prevent students from bullying or mask-shaming those who choose to wear – or not wear - a mask?
Yes – our student code of conduct does not permit bullying of any kind. We take all allegations of bullying seriously, and students found to be bullying others will face disciplinary consequences.

Section III: Temperature Checks and Hygiene Requirements

Will you take temperatures upon arrival of students or teachers and staff? Or before they get on the bus?
We will not — we are requesting all families and employees do a temperature check daily prior to arriving at school. We will distribute information to all teachers and other staff who work directly with students to assist in identifying students who should be sent to the nurse's clinic for evaluation. The nurse then will take a student's temperature; as is our standard practice: if a student has a fever of 100.4 degrees or higher, his or her parents will be contacted to immediately pick them up. Students must not come to school if they have a fever of 100.4 degrees or higher.

What other symptoms should we be checking before we send our children to school?
Students must not come to school if they have a fever of 100.4 degrees or higher. If a student has a positive or pending test for COVID-19, they must not come to school. If a student is living with and/or in regular close contact with someone diagnosed with COVID-19, they must not come to school until that person is well and the quarantine period ends. If a student has traveled to a COVID-19 advisory area (as designated by the CDC and posted on its website: https://www.cdc.gov) within the past 14 days, they must not come to school until that quarantine period ends. If a student has a cough, shortness of breath or recent changes in taste and/or smell, we recommend you contact your doctor's office for guidance before sending your child to school.

How will you help/encourage my child practice good hygiene?
All classrooms have been provided with a sanitizer spray that is safe for use on hands to ensure a reliable, safe supply; although donations always are appreciated, parents do not need to send in hand sanitizer. We will distribute information to all teachers and other staff who work directly with students to assist them in ensuring students follow best practices to avoid the spread of COVID-19. This includes allowing students time to wash their hands frequently, especially before eating. This includes encouraging children to use provided hand sanitizer and cover their mouth with a tissue or arm when coughing or sneezing.

Section IV: School Cleaning Provisions

What extra steps will you take to keep schools clean?
Our custodial provider, ABM, increased its disinfection procedures in the days prior to our closures in March, and deep cleaned all schools during the closure. When our schools reopen, ABM will continue to keep staffing levels higher than usual and focus on frequent disinfection of high-touch areas. This cleaning will include frequent daytime wipe-downs of high-touch surfaces and nightly wipe-downs of student desktops. Hospital-grade, EPA-registered disinfectants and electrostatic sprayers will be used; certified disinfectant specialists will be employed at each school. We also are providing every classroom with surface disinfectant spray; although donations always are appreciated, parents do not need to send in surface cleaning wipes.

Will outside groups like churches or events like family reunions be permitted to use CCSD schools?
Yes. While our campuses are currently closed and unavailable for outside usage, we will reinstitute our Facility Use application process once our facilities reopen under governmental order. Our custodial provider, ABM, will appropriately clean and disinfect buildings after this usage.

Section V: Classroom Provisions and Social Distancing

Will students share supplies or keep their own?
Students will be encouraged to use their own supplies as much as possible. Some supplies, such as a classroom set of tools or equipment like iPads, will continue to be shared, and will be sanitized as is possible and appropriate.

When will school supply lists be posted?
Schools will post lists by July 27 on their individual websites; on the CCSD website, as we did last year, we will post a webpage with links to all school lists. Beginning this school year, we are encouraging parents to consider purchasing a laptop computer for their child if they do not already have access to one at home; our Office of Technology's recommendations are posted online at https://bit.ly/CCSDlaptop20.

What social-distancing measures will you have in place in classrooms?
When possible, we will move desks apart and use other common-sense practices; due to space constraints as well as the nature of teaching and learning, we will not be able to consistently maintain six feet of distance between students or six feet of distance between students and teachers or other staff who work with students.

Will students still change classes?
We will be significantly limiting classroom changes at the elementary level. We will be adjusting bell schedules at the middle school and high school levels to reduce the volume of students in hallways at the same time.

Section VI: Student Transportation and Social Distancing

What extra steps will you take to keep buses clean?
School bus high-touch areas will be disinfected between routes; all bus drivers will be provided with a sanitizer spray, that is safe for use on hands, to keep on board. All buses additionally will be thoroughly cleaned daily, and buses will be disinfected weekly using a professional fogging system.

What social-distancing measures will be used on school buses?
While we will not be able to consistently maintain six feet of distance between students or six feet of distance between students, we will use assigned seating, as needed, to improve safety, as well as loading and unloading efficiencies.

Section VII: School Meals and Social Distancing

Where will my child eat lunch?
We will be splitting each high school lunch period between lunch and study hall, to reduce in half the number of students in the cafeteria at the same time. We will be splitting the middle school population, with half of the students each lunch period, on a rotating pattern, eating in the cafeteria and half eating in the classroom (cafeteria meals will be available in to-go bags for students eating in the classroom; students will still have the opportunity to select their meal choices for this model). Elementary schools will vary, based on size, between models where we add lunch periods to reduce the volume in the classroom and models where we split the population each lunch period between the cafeteria and classroom (cafeteria meals will be available in to-go bags for students eating in the classroom; students will still have the opportunity to select their meal choices for this model). Your child's school will share specific plans with you the week before school starts.

Where will my child eat breakfast?
Students will be permitted to eat breakfast in school cafeterias, with social distancing measures in place, and also are permitted to take to-go bags to their classroom to eat there.

What extra steps are you taking to make cafeterias safe?
Students will not select items off the cafeteria lines themselves; they will ask for their choice, and a School Nutrition worker will hand it to them. Students will not enter their Student ID themselves; they will tell it to the School Nutrition cashier, who will enter it. Clear plastic barriers have been installed at the cashier's station to enhance safety. All School Nutrition staff, who already are certified for food handling safety, will follow increased safety measures. Additional safety protocols will be in place as well, including sanitizing tables between seatings; all School Nutrition staff wearing masks; high-touch areas sanitized at least every hour; and deep cleaning nightly.

Will I be permitted to eat breakfast or lunch with my child at school?
We will not permit guests (parents, grandparents, etc.) in the cafeteria during the first nine weeks of school. This will be revisited prior to the start of the second nine weeks.

Will water fountains be in use?
Water fountains will be in use and will be frequently cleaned as high-touch areas. Students are encouraged to bring water bottles to reduce their use of water fountains.

VII. Classroom Provisions, School Events and Social Distancing

Will my child still have larger classes like specials (i.e., art, music, PE), connections and electives?
We will continue to offer all of these classes. When possible, we will move desks apart and use other common-sense practices; due to space constraints as well as the nature of teaching and learning, we will not be able to consistently maintain six feet of distance between students or six feet of distance between students and teachers or other staff who work with students.

Will my elementary school child still have outdoor recess?
Yes; each school will work within its schedule to reduce the number of classes at the same playground at the same time. All playground equipment will be disinfected by ABM custodial staff at least two times each day.

Will there still be special events like assemblies and pep rallies?
We will not hold any large indoor assemblies during the first nine weeks of school. This will be revisited prior to the start of the second nine weeks.

Where will my child go after he or she arrives at school?
Upon arrival, students either need to go to the cafeteria for breakfast or go to their first class of the day. We will not be able to permit students to gather in groups in hallways or other common areas before school begins.

Will my elementary school offer After School Program?
Yes – we will continue to offer this optional program for a fee to our families who need childcare, and we will follow common-sense practices for social distancing.

Will my school offer after-school clubs, extra-curricular activities and athletics?
Yes – we will continue to offer these optional programs, and we will follow common-sense practices for social distancing. We will follow all Georgia High Schools Association guidance for the athletics and extra-curricular programs it oversees.

Will there be athletic events like football games?
The Georgia High Schools Association will determine whether these will be permitted and will issue its own requirements. Upon review, CCSD may decide to incorporate additional requirements for safety.

Will field trips be possible?

We will not sponsor any class field trips during the first nine weeks of school. This will be revisited prior to the start of the second nine weeks. The only exception to this will be travel for high school athletics, which will be allowed in accordance with Georgia High Schools Association guidelines.

Will I be permitted to walk my child inside the building to their classroom?
No. This will not be permitted -- not even on the first day. We know this is a favorite tradition for many families, but it cannot be permitted this year. We will have meet-and-greet or walk-through opportunities with staggered schedules, so students who are starting school for the first time and/or starting at a school that is new to them will have the opportunity to see their classroom and main areas before the first day of school. During the first days of school, we will have school staff stationed by the car rider line and bus lanes to ensure our preschool, PreK and kindergarten students are walked to their classroom by staff.

Will I be permitted in the front office to bring my child in late, sign my child out, drop something off for my child, attend an IEP meeting, etc.?
Yes, but before being permitted to enter a building, all visitors must answer a series of health screening questions that are posted online at https://bit.ly/CCSDvisitors20; upon entering the lobby, volunteers must submit to temporal scan. Anyone whose questions indicate potential exposure to COVID-19 will not be permitted to enter the building; anyone whose temperature is 100.4 or higher will not be permitted to stay in the building. If you do not pass these requirements and need to pick up your child because he or she is sick, a staff member will come outside to bring you your child. If you know you will not pass these requirements, do not come to the school.

Will volunteers be allowed at school?
Volunteers will be allowed, but opportunities will be adjusted and/or limited using common sense to ensure social distancing as much as possible. We appreciate all of our volunteers and want them to stay as safe as our students and employees. Before being permitted to enter a building, volunteers must answer a series of health screening questions that are posted online at https://bit.ly/CCSDvisitors20; upon entering the lobby, volunteers must submit to temporal scan. Anyone whose questions indicate potential exposure to COVID-19 will not be permitted to enter the building; anyone whose temperature is 100.4 or higher will not be permitted to stay in the building.

Will my child's school hold a Curriculum Night once school begins so I can learn more about their classes?
Schools will hold Curriculum Night events, but the format may be changed to a virtual event or an in-person event that uses schedules limiting the number of visitors to the building at the same time. You will receive specific information from your child's Principal.

What will the attendance policy be for this school year?

The attendance policy will remain unchanged. Students who are out due to illness will continue to have the opportunity to make up work without academic penalty. Students who are confirmed to be infected with COVID-19 and must quarantine and students who have been exposed to COVID-19 and must quarantine will be granted "Excused Absences"; they also may potentially be served through CCSD's Hospital Homebound Service, depending on the length and nature of the absence.

Will there be attendance incentives or awards this school year?
No attendance incentives or awards will be permitted in any CCSD schools for the 2020-21 School Year.

VIII. Potential COVID-19 Exposures at School

If my child starts running a fever at school, what will happen? And what about my child's siblings?
Your child will be sent to the nurse's clinic; you will be contacted so you can immediately pick your child up from school. The nurse will notify the school nurses for your child's siblings who are in CCSD schools; those nurses will evaluate the siblings. If the siblings are not running a fever, they will be allowed to stay at school.

What happens if a student or employee at my child's school tests positive for COVID-19? Will I be notified if/when this happens?
Any CCSD student or employee who tests positive for COVID-19 must stay home from school under quarantine. The Department of Public Health (DPH) will instruct the student's parents and the employee on proper next steps. CCSD will be notified by DPH as to when the student or employee may return to school. DPH will conduct contact tracing and notify anyone whose contact with the student or employee requires them to stay home and quarantine. If a student or employee at your child's school tests positive, as soon as CCSD is notified by DPH, CCSD will send a notification by email to all employees at that school and the parents of all students at that school; this notification will not include information that would specifically identify the student or employee, per federal privacy laws.

If there is a case in my child's classroom, will we all have to quarantine for two weeks? for each case?
The Department of Public Health (DPH) determines when quarantine is necessary on a case-by-case basis. Instructions from DPH on whether quarantine is needed and for how long will be included in the CCSD notification by email to all employees at that school and the parents of all students at that school.

How many cases will be the "tipping point" for school closure?
CCSD will follow the Department of Public Health's guidance on when to close a school. When considering quarantines and possible closures, we will look at closing individual classrooms and/or schools before we consider closing all CCSD schools.

If I hear of a family or employee who has COVID-19 or has been in contact with someone who has, whom should I notify?
Please contact the Department of Health: https://dph.georgia.gov/.

Will families who travel during school breaks be allowed to come back in person without a quarantine period?
If a student has traveled to a COVID-19 advisory area (as designated by the CDC and posted on its website: https://www.cdc.gov) within the past 14 days, they must not come to school until that quarantine period ends.

PART TWO: CCSD Digital Learning Model Protocols

Section I: Making a Decision and Getting Started

What if I start Digital Learning for my child and change my mind before the commitment period ends?
You are asked to make a commitment – the first nine weeks for elementary school (Aug. 3, 2020 through Oct. 9, 2020) and the first semester for middle and high school (Aug. 3, 2020 through Dec. 18, 2020) – to ensure we can provide the best learning environment possible. If a student begins Digital Learning and requests to return to Traditional In-Person learning, he or she will be added to a homeroom and to individual classes where seats are available; students will not be guaranteed a seat in the classes of their choice. We cannot accommodate students interested in Digital Learning after the July 17 commitment date; the only exception to this is if his or her school closes due to COVID-19 and, in those instances, all students will participate in Digital Learning for a specific period of time. Digital Learning is not available to our preschool or PreK students, with the exception of students who have an existing IEP for Special Education services.

Will all classes available for Traditional In-Person school also be available through Digital Learning at home?
No. Based on available resources, we know we will not be able to provide all classes in our Traditional In-Person course catalog through Digital Learning. Please be advised that some Traditional In-Person middle school and high school electives and select academic classes will not be offered through Digital Learning; please review the Digital Learning Course Guide, included in our CCSD Reopening of School Plan online at https://bit.ly/CCSDplan20 before committing to Digital Learning. Additionally, some high school Digital Learning classes will instead be provided by Georgia Virtual School, which is administered by the Georgia Department of Education, including, but not limited to, all Advanced Placement (AP) courses.

If my child's school closes to quarantine and switches to Digital Learning, will my child stay in the same Digital Learning classes?

We will not change the arrangements for your child during the initial commitment period of Digital Learning (nine weeks for elementary; first semester for middle and high).

After the initial commitment period, if Digital Learning doesn't continue, where will my child attend school?
Your child will attend school at the school he or she is zoned to attend.

How will my child get to know his Digital Learning teacher and the students in his class?
As Digital Learning students and families will not participate in a meet-and-greet or walk-through event, all Digital Learning teachers will set a time and date for a virtual meet-and-greet through Microsoft Teams/Canvas. You will receive specific information from your child's teacher.

Section II: Expectations for Teaching and Learning

How much work will my child be expected to do each day? How does it compare to what we did in the spring?
Digital Learning will require students meet much higher expectations than the spring Digital Learning Days. Digital Learning teachers will be covering the same lessons online as they would in person, and Digital Learning students will be expected to complete the same in-class assignments and the same homework. Expectations for completing and submitting work and for mastering standards will be the same for Digital Learning students as for Traditional In-Person students. Assignments will be due in the same timely fashion for Digital Learning students as they are for Traditional In-Person students. Grading expectations for Digital Learning Students will be the same as for Traditional In-Person students. If the spring Digital Learning Days were challenging for your student and/or for you as parent, please be prepared for Digital Learning to be more challenging.

How much time will my child's teacher(s) spend online with the class?
Digital Learning elementary school teachers and Special Education preschool/PreK teachers will teach Digital Learning classes from their classrooms for the entirety of the regular school day. For middle and high school, teachers will work a blended day of teaching Traditional In-Person classes and Digital Learning classes from their classrooms. All Digital Learning instruction will use a combination of independent online work by the student and real-time instruction with the teacher. The amount of real-time instruction will vary based upon the content being taught, as well as the grade level, age and need of the individual student. If the spring Digital Learning Days were challenging for your student and/or for you as parent, please be prepared for Digital Learning to be more challenging.

When will my child's teacher(s) be available if we have questions?
Digital Learning teachers will be working in their regular classrooms at school for the entirety of the regular school day. Elementary school and Special Education preschool/PreK Digital Learning teachers will be teaching Digital Learning classes only;

middle and high school Digital Learning teachers will have a blended day of teaching Traditional In-Person classes and teaching Digital Learning classes online. As these teachers will be carrying the same significant workload as their colleagues, we ask parents to have reasonable expectations for how quickly they will be able to respond to your emails requesting assistance.

When we did digital learning in the spring, the teachers extended deadlines and allowed my child to redo work. Will that still happen?
No. Assignments will be due in the same timely fashion for Digital Learning students as they are for Traditional In-Person students. Grading expectations for Digital Learning students will be the same as for Traditional In-Person students. Digital Learning students will not be extended any additional grace in completing work on time or in mastering standards. The only exception will be if a student is sick: a Digital Learning student, just like a Traditional In-Person student, will be extended the same opportunity to make up work without academic penalty. If the spring Digital Learning Days were challenging for your student and/or for you as parent, please be prepared for Digital Learning to be more challenging.

Will my child be in classes with teacher(s) from the school he usually would attend in person?
That cannot be guaranteed. Our priorities in selecting teachers to lead Digital Learning will be subject knowledge and online teaching proficiency. Additionally, some high school Digital Learning classes will instead be provided by Georgia Virtual School, which is administered by the Georgia Department of Education, including, but not limited to, all Advanced Placement (AP) courses.

What lessons plans will teachers be using for digital learning?
CCSD Digital Learning elementary school teachers will be modifying the same lessons they would otherwise be teaching in person and teaching students through Microsoft Teams/Canvas video-conferencing. Elementary students will participate in core academic lessons – reading, writing, math and social studies; specials lessons (art, music and PE) also will be offered. All classes will be taught by certified CCSD teachers. Our Office of Curriculum & Instruction will be providing guidance and support to teachers selected for this program to ensure lessons meet Georgia Performance Standards. Students will be expected to attend scheduled Microsoft Teams/Canvas classes, complete assigned work, and be an active participant in the virtual learning environment.

CCSD Digital Learning middle and high school teachers will be using existing online courses, known as APEX courses, currently used for our credit recovery program. You can learn more about APEX by watching the video online at https://bit.ly/CCSDapex20. Students will work at their own pace through these lessons. A certified CCSD teacher will be assigned to each APEX course to ensure students keep the pace to complete course work on time and to provide instruction and remediation as needed. Additionally, some high school Digital Learning classes will instead be provided by Georgia Virtual

School, which is administered by the Georgia Department of Education, including, but not limited to, all Advanced Placement (AP) courses. Students will be expected to attend any scheduled Microsoft Teams/Canvas sessions for instruction and remediation; complete assigned work; and be an active participant in the virtual learning environment.

Specialized services such as Special Education, Gifted, ESOL, and EIP will be delivered in the virtual learning environment for Digital Learning students, with the expectation all students attend virtual sessions and complete all assignments as communicated by the assigned teacher.

Will my child continue to receive Special Education services?
Yes. When you sign up for Digital Learning, you will be asked to indicate if your child has an IEP for special education services. Your child's IEP case holder will then be notified and contact you to discuss how services will be provided.

Section III: Participation in School Activities and Accessing Services

Will my child still be allowed to come to school for after-school clubs, extra-curricular activities and athletics?
Yes. If you are social distancing by choosing Digital Learning, then you still will be eligible to participate in after-school activities. There will not be special accommodations made for Digital Learning students – opportunities and protocols will be the same for all CCSD students.

Can my child participate in special events at the school?
We will not hold any large indoor assemblies during the first nine weeks of school. This will be revisited prior to the start of the second nine weeks, as will the opportunity for Digital Learning students to participate.

Can my child go on field trips if any are scheduled?
We will not sponsor any class field trips during the first nine weeks of school. This will be revisited prior to the start of the second nine weeks, as will the opportunity for Digital Learning students to participate.

Can my child use the school media center or counseling services?
Yes. If your child wants to visit the media center, you will be able to email or call the media specialist to make an appointment; there likely will be other students and staff in the media center at the time. If you or your child need a school counselor's assistance, you will be able to email or call the counselor for guidance, and also may, by call or email, request a Microsoft Teams call appointment or an in-person appointment; if you make an in-person appointment, it will be during school hours, and there likely will be other students and staff in the immediate area.

What about school picture days or being included in the yearbook? How will we be included?
Yes. A student can participate in school picture day at the school he or she would regularly attend. No special protocols will be put in place for Digital Learning students; there will be other students and staff in the picture area at the same time.

Section IV: Technology Support and School Nutrition

We don't have a computer. Will CCSD provide us with one?
Maybe. Once we have an accurate headcount of the number of students who are signing up for Digital Learning, we will assess how many laptop computers are available to loan, as the majority will be needed for use in schools. Those laptops will be distributed based on the greatest need, as determined by CCSD, as supplies last. Beginning for this school year, we are encouraging parents to consider purchasing a laptop computer for their child if they do not already have access to one at home; our Office of Technology's recommendations are posted online at https://bit.ly/CCSDlaptop20.

We don't have Internet access. Will CCSD be able to help us?
Maybe. We have a very limited number of WiFi hotspot devices. These will be distributed based on the greatest need, as determined by CCSD, as supplies last.

If my child qualifies for free or reduced lunch, will meals be provided to us?
Yes. CCSD will have to-go meals available to students enrolled in Digital Learning. A plan for distribution is being developed and will be shared as soon as possible.