



**HAMILTON
COUNTY
SCHOOLS**



HAMILTON COUNTY SCHOOLS

REENTRY & CONTINUOUS LEARNING PLAN
2020-2021 SCHOOL YEAR

School Reopening Task Force

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Introduction

Hamilton County Schools Community,

The last few months have created significant hurdles for our school district as we've navigated the unprecedented challenges presented by the COVID-19 pandemic. Hamilton County Schools is committed to the safety and well-being of our students and staff, which is why we launched the School Reopening Task Force in May to determine the best process to return to school safely on August 12. Every day, families across Hamilton County entrust our schools with their children, and we do not take that responsibility lightly. Safety is always our first priority, and that focus has guided the Task Force's work as they've made difficult decisions related to reopening our schools.

The School Reopening Task Force, led by Keith Fogleman, chief talent officer for Hamilton County Schools, and Lieutenant Colonel (Retired) William T. Brooks, director of JROTC for Hamilton County Schools, is comprised of people from across the community. Members represent all sectors, including parents, teachers, students, school board representatives, healthcare professionals, and business leaders. Community voice is essential when making decisions about our school district. Our Task Force members served as representatives of that community voice.

The first step in developing the plan was to gather information from the public through a survey. More than 25,000 parents, staff, students, and community members completed the survey, giving the Task Force a strong sense of the community's priorities. The Task Force used the responses to survey questions to outline the plan for reopening schools while also ensuring the viability of teaching and learning, student supports, and district operations. Through more conversations with the community, the reopening plan continues to evolve into procedures we believe best suit the needs of our students and the community, and also adheres to national, state, and local health and safety guidelines.

Our School Reopening Plan prioritizes what is best for our students, and provides options for families so they can choose what their child needs as learning resumes. The plan also provides options for our employees who may need special accommodations to teach while also guarding their health. Developing this plan was a difficult task, and we are proud of the great work done by those involved and thank them for dedicating their time to this vital effort. We are confident this plan will provide a safe and effective learning environment for all of our children and their families.

We look forward to seeing our students learning again on August 12, whether it's in a classroom or assisted by technology while learning at home. Thank you for your support of our staff, schools, and children during this challenging time. We Are Hamilton!

Dr. Bryan Johnson
Superintendent, Hamilton County Schools
Joe Wingate
Chairman, Hamilton County Board of Education



Future Ready 2023!

Future Ready 2023! is the district plan which outlines the work of Hamilton County Schools. Hamilton County Schools believes that our ultimate responsibility is to prepare our students for life beyond high school. Future readiness is the overarching theme that guides the decisions we make to support our students towards graduation, beginning in Pre-K and progressing through their senior year in high school. It is even more important that we maintain our focus on preparing our students for the future as we address the challenges presented by the COVID-19 pandemic.

Our Board is committed to success for all students through increased student achievement, parent and community involvement, safe schools, and accountability. The Board established a set of goals to guide district leadership in their oversight of school operations:

- Ensure a safe, clean, and orderly environment that promotes learning in all schools.
- Improve academic performance of all students through implementation of a system of high standards and accountability in all classrooms.
- Recruit and retain effective and qualified teachers for all children.
- Enhance and strengthen the programs that promote good citizenship, teach character education, and value diversity.
- Develop a parent involvement program in every school.
- Implement a comprehensive plan that provides clear and open lines of communication among central office employees, school staff, parents, and the community.

We have used these goals to establish the foundations of this reentry plan and guide our efforts in seeking input from our community, parents, students and staff.

Guiding Principles

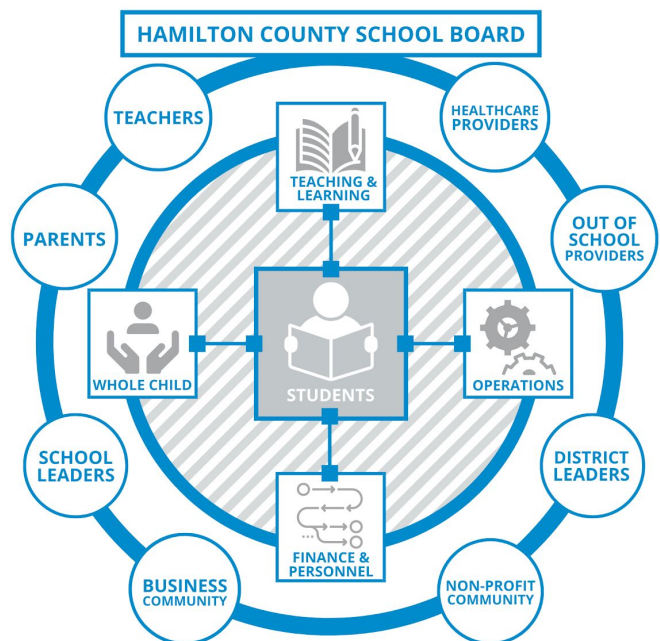
Minimizing risks to public health

- Focus on students, teachers and employees.
- Understand and manage the increased risks for older and immune-compromised teachers and students.
- Alignment to state and county health department recommendations, as well as CDC guidance.

Addressing impacts on students' learning and well being

- Skill gaps created by uneven remote learning.
- Social emotional support.

HCS SCHOOL REOPENING TASK FORCE



Recognizing schools' importance to the community

- Safety, stability, food security and social development.

Optimizing operational readiness

- Effective health and safety measures to mitigate the risk of infection.
- Ensuring we are prepared for:
 - Infrastructure needs.
 - Budget challenges.
 - Aligning supply chain with mitigation needs.

Co-Chairs & Members

In planning for an effective and efficient reopening of HCS facilities, the School Reopening Task Force includes representatives from all relevant stakeholder groups. These individuals have firsthand experience directly aligned to the purpose of the work, and the knowledge to inform a high-quality reopening plan. Task Force members' roles and responsibilities are outlined here.

| Task Force Co-Chairs | |
|--|--|
| <p>Description of Co-Chairs' responsibilities: Responsible for organizing the structure and comprehensive development of the District's reopening plan. Lead Task Force meetings, facilitate discussions, and serve as an interface between the School Reopening Task Force and the District's leadership team for input, recommendations, and critical feedback.</p> <p>Co-Chairs:</p> <ul style="list-style-type: none"> • Keith Fogleman, Chief Talent Officer for HCS • Lieutenant Colonel (Retired) William T. Brooks, Director of JROTC for HCS <p>Project Manager:</p> <ul style="list-style-type: none"> • Jennifer Bronson, Integrated Student Supports Program Manager for HCS | |
| Task Force Members | |
| <p>Description of members' responsibilities: Attend and actively participate in the School Reopening Task Force meetings and subcommittee meetings, where applicable; provide role-aligned insight and expertise to inform Reopening priorities and next steps; gather input and expertise from your sector to guide Task Force work; complete information-gathering and reporting tasks with subcommittees, where necessary.</p> | |
| <p>Parents:</p> <ul style="list-style-type: none"> • Rebecca Aslinger, Chattanooga School for Arts & Sciences • Cheryl Cambron, STEM School Chattanooga • Tonia Martin, Brown Middle School • Lakitta Taylor, Brainerd High School • Christy Highfill, Loftis Middle School • Sarah Marquez Berestecky, East Side Elementary <p>Teachers:</p> | <p>Students:</p> <ul style="list-style-type: none"> • Macy Tidmore, Chair, Student Advisory • Rowan Perry, Vice Chair, Student Advisory <p>Community and District Leaders:</p> <ul style="list-style-type: none"> • Jenny Hill, School Board • Tiffanie Robinson, School Board • Molly Blankenship, Chattanooga 2.0 • Rachel Gammon, Northside Neighborhood House • Stacy Johnson, La Paz |

| | |
|--|---|
| <ul style="list-style-type: none"> • Jill Phillips, Harrison Elementary School • Joli Brown, Ooltewah Middle School • Sarah Ginsberg, East Ridge Elementary School • James Cunningham, Clifton Hills Elementary School • Lauren Brock, Soddy Middle Schools • Emily McDonald, Red Bank High School • Ashley Cox, The Howard School <p>Principals:</p> <ul style="list-style-type: none"> • Dr. Shane Harwood, Signal Mountain Middle High School • Lakesha Carson, East Lake Academy of Fine Arts • Ruth Pohlman, McConnell Elementary School | <ul style="list-style-type: none"> • Warren Wells, Unum • Amanda Johns/Erin Washington, TVA • Lauren Hawkins, Hamilton County Health Department • Dr. Charles Woods • Dr. Stephen Adams • Jeanette Omarkhail, Hamilton County Education Association • Sheryl Fletcher, HCS School Health • Garfield Adams, HCS Exceptional Education • Dr. Robert Sharpe, HCS Learning Community |
|--|---|

Background

Guiding Organizations

Centers for Disease Control (CDC)

Hamilton County Schools is guided by the [Center for Disease Control](#) (hereinafter, CDC) in deciding when and how to safely reopen and operate our schools. See also [Appendix A](#) for the CDC Schools Decision Tool. The CDC reminds us that “the more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread,” and that the virus is mostly spread when people talk, cough, or sneeze.¹ Therefore, the CDC recommends a number of personal prevention practices and environmental cleaning and disinfecting protocols to help lower the risk of COVID-19 exposure and spread when schools are open for instruction. HCS continues to adhere to CDC considerations, in conjunction with state and local laws, rules, and regulations, when preparing to reopen school campuses in August 2020. The CDC’s risk-based recommendations are shaped by the following guiding principles:

- *Lowest Risk:* Students and teachers engage in virtual-only classes, activities, and events.
- *More Risk:* Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- *Highest Risk:* Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Tennessee Department of Education

The Tennessee Department of Education has issued a [Reopening Schools: Overview Guide for Local Education Agencies \(LEAs\)](#), as well as various reopening toolkits, that collectively

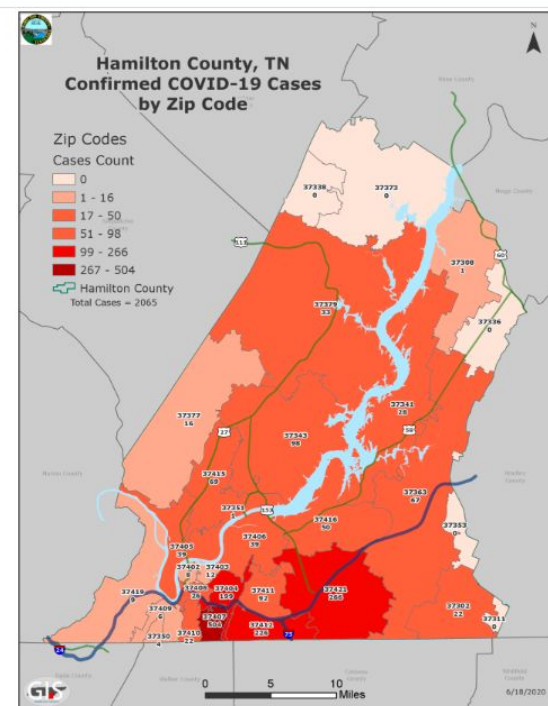
¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

inform this HCS reopening plan. The Department of Education recommends planning for COVID-19-induced school closure and risk-conscious reopening in alignment with the following phases: *Response* (March), *Resilience* (April - June), *Return* (July - September), *Resurgence* (Varies), *Reimagination* (Ongoing).² Therefore, we are especially mindful of the components of the *Return* phase in the creation of this report:

Return Phase (July - September), Tennessee Department of Education

| | |
|-------------------|---|
| Descriptor | School reopening with districts structured in different ways. |
| Health | In cooperation with public health, employ policies and procedures to prevent, identify, and mitigate spread of COVID19. Monitor reopening related to virus spread. |
| Academics | Launching a new school year with a thoughtfully planned academic program (using locally-driven model) to include distance learning options for medically high risk children, those who may need to quarantine for 14 days after an exposure, and with a distance learning plan ready to launch in the case of resurgence. |
| Staff | Ensure staff expectations and roles align with the reopening plans and that staff are included in that planning. Employ strategies to mitigate the impact of decreased staffing capacity and lack of reliable availability of substitute teachers upon reopening. |
| Operations | Adjusting existing and developing new procedures to accommodate school reopening to include accommodations for cohorts of students into small groups, physically distancing individuals, and implementation of possible testing strategies. |

Hamilton County Health Department HCS and the School Reopening Task Force are in continuous communication with the Hamilton County Health Department to monitor spread, track cases, and identify trends when gauging the risk of COVID-19. The Health Department [publicly and regularly reports](#) the number of positive, negative, and total number of COVID-19 test results for the county, as well as deaths. The Department also provides demographic information (e.g., sex, race, ethnicity, age) for all positive cases; for instance, as of this writing, 9% of positive cases in Hamilton County are children aged 0-10, and 13% of positive cases reported are aged 11-20.³ Trend data is also publicly available, including a “heat map” for positive cases by zip code, as seen here.



² [Reopening Schools - Overview Guide for LEAs .docx](#)

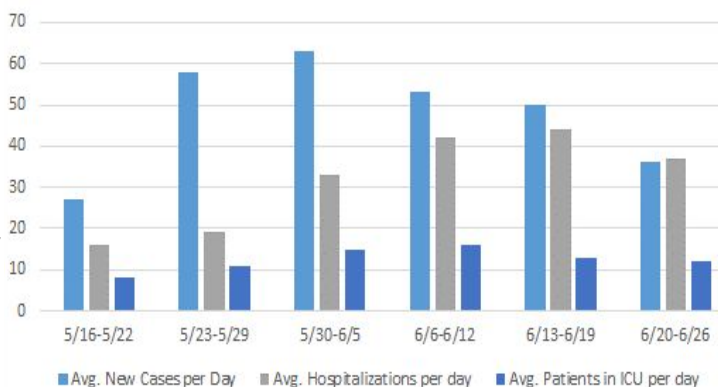
³ [http://health.hamiltontn.org/AllServices/Coronavirus\(COVID-19\).aspx](http://health.hamiltontn.org/AllServices/Coronavirus(COVID-19).aspx)

Trend Data

Hamilton County Trends as of June 26, 2020

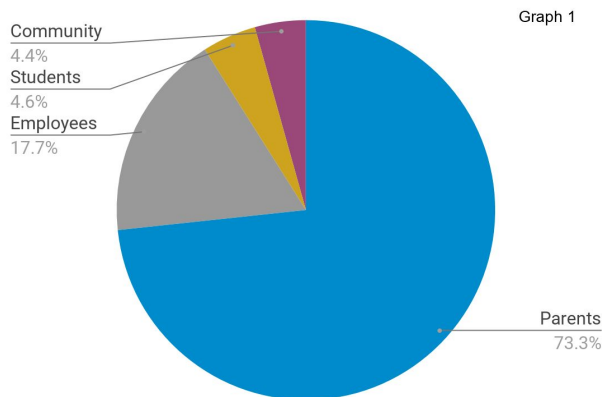
During the last 6 weeks, Hamilton County has experienced the following trends: There have been 2,356 positive cases and 44% of the cases have recovered. 29 deaths have been experienced in the county. There are currently 1298 active cases in the county.

- Average weekly cases per day peaked during the week of May 30 through June 5.
- Average new cases per day have been trending down for 3 weeks.
- Average hospitalizations per day have been trending down for one week.
- Average patients in ICU per day have been trending down for 2 weeks.



Stakeholder Survey

The School Reopening Task Force partnered with the HCS Accountability and Research Department administered a stakeholder survey, open to respondents from Wednesday, June 3, through Monday, June 8, 2020. Participants were invited to take the survey in English or Spanish by email, text, through the HCS website and social media accounts, and over the phone via the HCS Help Hotline. Participation was significant. Roughly 25,000 individuals completed the survey, and over 5,000 respondents gave additional written feedback. The majority of respondents identified as parents or guardians of an HCS student, and over 4,000 HCS employees completed the survey. (See Graph 1.) More than 1,000 community members also participated; however, for reporting purposes, their responses were not included in the analysis that follows.

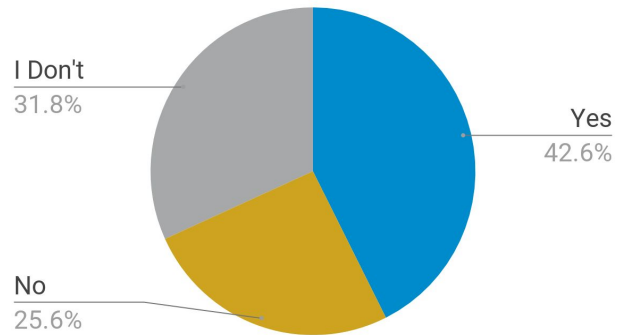


The six survey items were designed to:

1. Gauge the number of families and students that **plan to return to school** in person in August.
2. Gauge the level of **interest in a remote learning option**.
3. Determine how many of our students and staff have **digital access**.
4. Identify our **stakeholders' priorities**.
5. Understand what **alternative school options** are possible for our students and staff.
6. Distinguish the importance of various **health and operations factors** to stakeholders when they consider students attending school in person in August.

When asked, “Given what we know currently about the COVID-19 pandemic, would you return to school or send your child back to school in person on August 12, 2020?” just over 40% of the 25,000 respondents answered in the affirmative, while 25% said no, and nearly a third said that they were not sure. (See Graph 2.)

Graph 2



Of the 25% of respondents that indicated no, they would not return to school in August, 95% (N= 4,629) said they were interested in a virtual school option. Moreover, 10,000 total respondents indicated interest in a virtual school option.

With regard to digital access, less than 2% of respondents reported no access to any internet connection (e.g., no mobile or wired home connection). However, nearly a third of

Table 1

| Digital Access | % | N |
|-----------------------|-------|--------|
| No Access to Internet | 1.4% | 313 |
| Mobile Internet | 74.8% | 16,358 |
| Home Internet | 67.1% | 14,691 |
| Device | 86.3% | 18,891 |

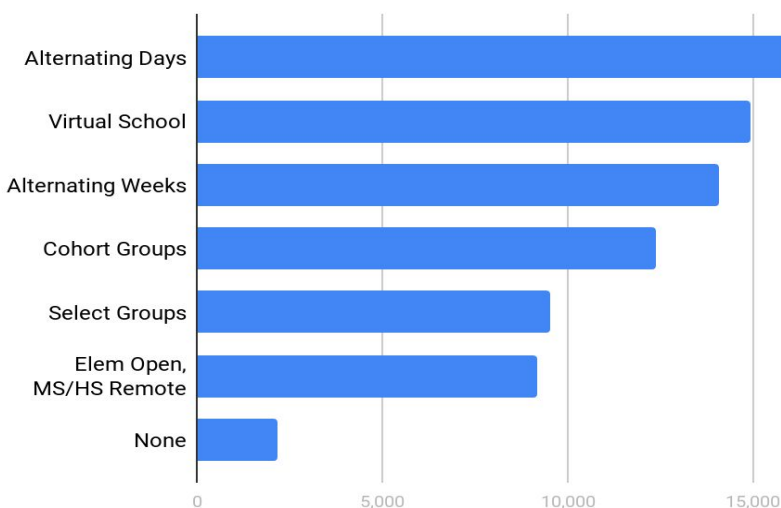
respondents did not report having access to a wired, home internet connection. Almost 19,000 of the 25,000 participants indicated they had access to a device for distance learning, such as a Chromebook or tablet. (See Table 1.) Over 1,000 respondents provided contact information in order to receive additional information regarding internet access.

Stakeholders were asked to rank order a list of five priorities when considering opening HCS schools in person in August; stakeholders' priorities were, in order from most to least significant:

Stakeholders' Ranked Priorities

1. Protecting student and staff health
2. Supporting students' social and emotional needs
3. Having options for learning (in-person, remote)
4. Maximizing in-person learning
5. Ensuring I have child care/Knowing I have a place to go during the day [students]

Graph 3



Survey respondents were also offered a list of alternative school options designed to reduce the number of students on campus, and then respondents were asked which would be possible for them (*staff and students*) or their student (*parents/guardians*). The options selected as most possible for these groups were alternating days, virtual school, and alternating weeks. (See Graph 3.)

Finally, we asked stakeholder respondents to scale a series of health and operational factors when considering students attending school in person in August 2020, including a number of considerations related to health and safety. The scale for these factors was as follows:

| | | | | |
|-----------------------------------|--|--|---------------------------------------|--|
| Must be in place before returning | Would make me more comfortable returning | Would not affect my decision to return | Would make me uncomfortable returning | Would not return if this were in place |
|-----------------------------------|--|--|---------------------------------------|--|

On the respective ends of that scale, respondents felt most strongly that enhanced cleaning and symptom self-reporting or checking must be implemented before returning to in-person learning. In contrast, some respondents felt student masks, a vaccine, and social distancing would prevent them from returning to school in person. (See Table 2.)

Table 2

| Must be in place before returning (N) | Would not return if this were in place (N) |
|---------------------------------------|--|
| Enhanced Cleaning (11,573) | Students Required to Wear Masks (2,850) |
| Self-Report Symptoms (7,664) | Vaccine Available (1,928) |
| Checked for Symptoms (7,013) | Social Distancing (1,454) |
| Separate Supplies (6,057) | Staff Required to Wear Masks (1,261) |
| Staggered Recess and Lunch (5,123) | Cohorts/Class-Only Interactions (1,099) |

Engagement Calendar

In addition to the School Reopening Survey, the HCS Engagement team has designed a series of opportunities for all stakeholder groups to participate in discussion about and provide input for reopening our schools. A selection of those opportunities, by month, is listed here:

- June 2020: Learning Continuum Plan Parent Focus Group, Academic Survey, Reopening Listening Session, Survey Outreach (Canvassing at Food Sites, Targeting Phone Banking, Flyers), HCS Continued Learning PBS Special
- July 2020: HCS Continued Learning PBS Specials, HCS at Home Sign-Up
- August 2020: Back to School Bash, Video Communication from Superintendent

School Reopening Plan

Hamilton County Schools and the School Reopening Task Force built this School Reopening Plan around a phased approach that includes data-driven and safety-minded gating criteria. The aim of this approach is, first and foremost, to protect the health and wellbeing of our students and staff while mitigating the likelihood of COVID-19 exposure, and maximizing opportunities for learning.

Phases

Phase 1: Risk of spreading COVID-19 is significant. *Requires Significant Mitigation.*

All schools are closed. Students not physically attending school and are completing coursework through remote learning. HCS is prepared to support students' well-being and academic development remotely for an extended period of time.

Phase 2: Risk of spreading COVID-19 is moderate but increasing. *Requires Moderate Mitigation.*

Reduced on-campus hours for all schools, with two days per week of face-to-face instruction for each student. Students will work remotely the remaining three days of the week, resulting in a hybrid learning model. Short-term closure procedures (remote learning) will occur for COVID-19-affected buildings. Phase 2 health and safety guidelines are in place.

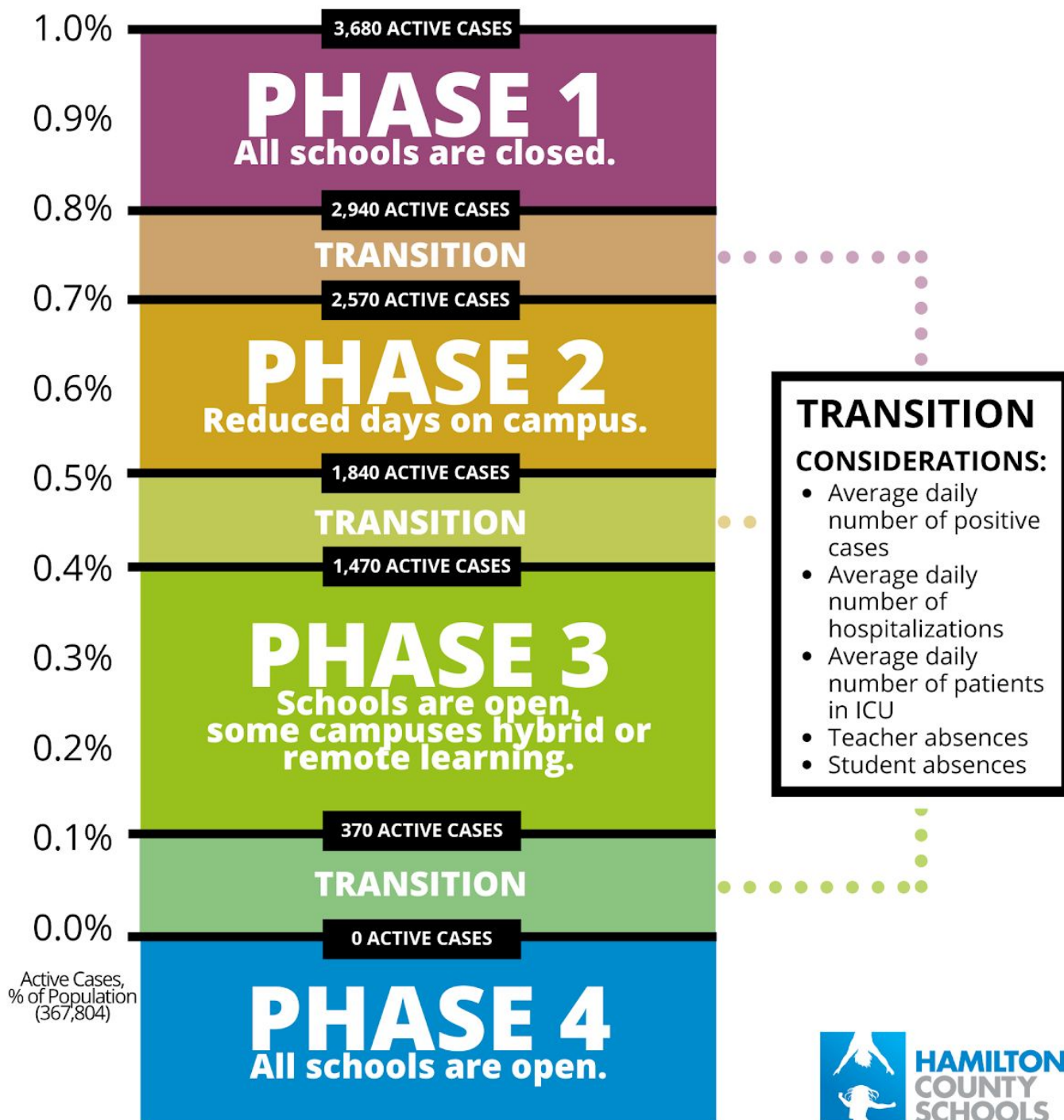
Phase 3: Risk of spreading COVID-19 is minimal. *Requires Minimal Mitigation.*

Schools are open; however, short-term closure procedures will occur for COVID-19-affected buildings. These short-term closures may be followed by reopening with reduced on-campus hours (moving between remote and hybrid learning). Phase 3 health and safety guidelines are in place.

Phase 4: No risk of community transmission of COVID-19. *Requires No Mitigation.*

All schools are open. Curriculum delivered on campus via face-to-face instruction, with blended learning strategies that integrate digital resources. HCS will monitor and be prepared to react to identification of COVID-19 positive tests that affect staff members or students. Additional health and safety guidelines may be enacted in consultation with the Health Department.

Gating Criteria: Thresholds & Considerations

PROPOSED HCS GATING CRITERIA*PHASE THRESHOLDS & CONSIDERATIONS*

Transitioning Between Phases: Digital Access

School-Issued Devices

Devices for Phases 1, 2, and 3 remote and hybrid learning will be distributed at the earliest opportunity in order to facilitate access to digital and virtual learning resources while at home. Due to the district's secondary one-to-one initiative, all sixth through twelfth-graders currently have access to a device. Devices for our K-5 students will be distributed according to need (prioritizing households with no devices) and on a first-come, first-served basis.

WiFi & Internet Access

Information about wifi access and internet connectivity was collected from HCS families through the school registration process and the School Reopening Survey. During a Phase 1, 2, or 3 remote or hybrid learning configuration, this information will inform our transition plan, and help school leaders assess internet accessibility for their students. In all four phases, the district will continue to leverage partnerships with local internet providers to obtain free or affordable internet options for our families. Wifi access for students is currently available at free digital drive throughs at [26 strategic locations](#) across Hamilton County; families can also take advantage of [WiFi at various public places](#) throughout the community.

Terms, Defined

HCS at Home: All HCS students have the option to register for remote learning, while maintaining their seat at their enrolled school. Families must register for this option during the designated window and are required to commit to a full semester of learning.

HCS Learning Continuum Plan: Students will engage in face-to-face, remote learning, or a hybrid learning configuration depending on the current phase of the School Reopening Plan.

Hybrid Learning: Teaching model combining face to face options with an online component to supplement instruction, practice, and assessment.

LMS: Learning Management System, in Hamilton County Schools LMS refers to Canvas.

Remote Learning: Internet-based learning environment where instruction, practice, assessment, and communication are facilitated using digital resources.

Subcommittees: Structure & Members

All School Reopening Task Force members were invited to participate in one of five subcommittees to offer additional input and concrete recommendations in the following five focus areas: Health & Safety Plan, Academic Plan, Whole Child Supports Plan, Operations Plan, Communications Plan. Subcommittees were asked to deliver written recommendations, concerns, and considerations relevant to reopening schools. The feedback provided by these Subcommittees, whose members are listed below, informs each equivalent section of this phased reopening plan. Moreover, aggregated feedback from all subcommittees and stakeholders was used in developing the Professional Development, Training, and Reopening Culture Plan.

Subcommittee MembersHealth & Safety

Team Leader:

- Sheryl Fletcher, HCS School Health

Team Members:

- Dr. Stephen Adams
- Rowan Perry
- James Cunningham
- Rachel Gammon
- Lauren Hawkins
- Cheryl Cambron

Operations

Team Leaders:

- Principals:
- Shane Harwood
- Lakesha Carson
- Ruth Pohlman

Team Members:

- Tonia Martin
- Joli Brown
- Lauren Brock
- Warren Wells

Academic

Team Leader:

- Dr. Robert Sharpe, HCS Learning Community

Team Members:

- Rebecca Aslinger
- Macy Tidmore
- Emily McDonald
- Ashley Cox
- Tiffanie Robinson

Communications

Team Leader:

- Molly Blankenship, Chattanooga 2.0

Team Members:

- Jenny Hill
- Lakitta Taylor
- Sarah Ginsberg
- Amanda Johns/Erin Washington
- Jenny Pickard

Whole Child Supports

Team Leader:

- Garfield Adams, HCS Exceptional Education

Team Members:

- Christy Highfill
- Sarah Marquez Berestecky
- Stacy Johnson
- Jeanette Omarkhail
- Jill Phillips

Health & Safety Plan

To limit COVID-19's impact on our schools, we must focus on the fundamentals of health and safety in order to mitigate risk for students, staff, and families during the 2020-2021 school year.

Face Coverings

The research tells us that COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, or raises their voice.⁴ These droplets can land in the mouths or noses of, or be inhaled by, people who are nearby. We now know that a portion of individuals with COVID-19 are asymptomatic, and even those that eventually develop symptoms can transmit the virus before showing any symptoms.

To reduce the spread of COVID-19, the CDC and Tennessee Department of Health recommends that people:

1. Stay at home when sick or symptomatic.
2. Wear cloth face coverings in public settings when around people, especially when other social distancing measures are difficult to maintain.
3. Reinforce handwashing with soap and water for at least 20 seconds or use of hand sanitizer when soap and water are not readily available.

As we return to school our goal is for students to stay in school and to minimize specific school closures and quarantine situations for students. The CDC and Tennessee Department of Education recommends that face coverings should be worn by staff and students (particularly older students) and are most essential in times when social distancing can not occur. This is supported by the Hamilton County Health Department and medical professionals that served on our task force. We recognize that face coverings may be challenging for students and staff (especially younger students) to wear in all-day school settings and have factored that into the plan to protect the health and safety of students, staff and families.

Face coverings should:

- Cover the nose and mouth and be secured to the head with ties or straps or simply wrapped around the lower face.
- Fit snugly but comfortably against the side of the face.
- Be made of washable materials such as cotton, silk, or linen.
- Include multiple layers of fabric.
- Allow for breathing without restriction.

⁴ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Enhanced disinfecting occurring at all schools.
- Staff are required to wear a face covering when entering the building and at all times unless working alone in a closed door office or classroom. Employees who are working in cubicles or open office areas near other employees are required to wear a face covering at all times.

Phase 2 and 3: Schools are on a reduced schedule or open with short term closures in some buildings. *Risk of spreading COVID-19 is minimal to moderate.*

- All students and staff are required to wear a face covering except as noted below. The only exception is being in a well-ventilated space that will accommodate social distancing. A face covering will not be required when outdoors or in a large indoor space such as a gymnasium in which social distancing can be maintained.
- It is recommended but not required that K-2 students wear face covering in the classroom, as long as they are in a cohort with the same group of students.
- A face covering is always required when outside the classroom in the building for all students and staff, even for K-2 students.
- Each school will provide a safe space and time during the school day for students to remove face covering.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- No face covering is required.

Students, Staff, and Families: Prevention

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Enhanced disinfecting occurring at all schools.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Students and staff are to stay home if sick or symptomatic. For student absence and staff leave policies, please see [Appendix B](#).
- Symptom Checking App utilization continues.
- Initiate temperature checks.
- Positive Test and "Sick at School" protocol, and a Rapid Response Team are implemented. Please see [Appendix C](#) for more information.
- Social distancing and face coverings required for staff and students.
- Enhanced disinfection processes continue.
- Building Entry and Exit protocols continue.
- No non-essential visitors, staff or vendors. Sign-in required with Raptor.
- Gatherings will require social distancing requirements.
- Athletic and extracurricular events will be conducted in accordance with Phase 1 of guidance from the National Federation of State High School Associations (NFHS). HCS will evaluate utilizing Phase 2 guidance as conditions improve.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Students and staff are to stay home if sick or symptomatic.
- Initiate use of Symptom Checking App for students and staff.
- Positive Test and “Sick at School” protocols and a Rapid Response Team are implemented. Please see [Appendix C](#) for more information.
- When feasible, s required for students and staff when social distancing cannot be maintained.
 - Schools returning from closure will have more restrictive requirements.
- Enhanced disinfection processes initiated.
- Building Entry and Exit protocols implemented.
- Limitations for non-essential visitors, staff, and vendors implemented. Sign in required with Raptor.
- Gatherings will require social distancing requirements.
- Athletic and Music events will be conducted in accordance with Phase 3 of guidance from the National Federation of State High School Associations.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Changes to class size and student spacing unnecessary; can resume normal seating.
- Continued emphasis on staying home if an employee or student is sick.

Classroom and School Areas

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- When opening a building to employees or visitors is unavoidable, seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark spacing on the floor or at tables).

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Desks should face in the same direction (rather than facing one another). Where desks are unavailable, students should sit, spaced apart, on one side of tables facing the same direction.
- Keep student’s belongings separated from others’ and labeled or kept in separate containers; sharing items is discouraged.
- Avoid sharing supplies unless necessary, limit the use of supplies and equipment by one group of students at a time and disinfect between uses.
- Classroom windows should be open when possible and conditions allow.
- Restrict hallway use or stagger movement, and establish movement patterns. Where feasible, hallways should be marked for one-directional movement on the floor and/or with appropriate signage. Suspend use of lockers.
- Avoid mixing students in common areas particularly with students from other classes. Gathering places marked off and/or reconfigured for social distancing.
- Avoid taking multiple classes to bathrooms at once.

- Separate recess times or areas by class.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Implement social distancing strategies for the unique space and needs of the school.
- Avoid sharing supplies unless necessary, limit the use of supplies and equipment by one group of students at a time and disinfect between uses.
- Avoid mixing students in common areas when feasible. Gathering places reconfigured for social distancing.
- Where feasible, hallways should be marked for one-directional movement.
- Rearrange student desks to maximize the space between students.
- Classroom windows should be open when possible and conditions allow.
- Lockers may be used where appropriate social distancing can be maintained.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Changes to class sizes and spacing unnecessary; can resume normal seating.
- Hallways and other school areas, as well as lockers, may return to normal use.

Disinfecting Protocols

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- Enhanced disinfecting occurring at all schools

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Water fountains will not be used.
- Multiple opportunities planned throughout the day for handwashing and use of hand sanitizer.
- Hand sanitizer and other disinfecting supplies provided for classroom use.
- Classrooms fogged at least once per week.
- Disinfect restrooms after each class goes as a group.
- Common areas should be sanitized regularly throughout the day - door knobs, handrails, etc.
- Related Arts classrooms must be sanitized between classes. The teacher could take care of this if given the appropriate equipment and supplies.
- Classroom doors should be kept open as much as possible to reduce touching of doorknobs.
- Supplies (soap, paper towels, etc.) checked frequently throughout the day.
- Guidance on disinfecting shared musical instruments and no sharing of common classroom items such as pencils, glue, textbooks, etc.
- Custodial company conducts training for their staff on enhanced disinfecting.
- Custodial company follows a written protocol plan for when custodians call in sick.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Water fountains will not be used.

- Multiple opportunities planned throughout the day for handwashing and use of hand sanitizer.
- Hand sanitizer and other disinfecting supplies provided for classroom use.
- Classrooms fogged at least once per week.
- Disinfect restrooms after each class goes as a group.
- Common areas should be sanitized regularly throughout the day - door knobs, handrails, etc.
- Related Arts classrooms must be sanitized between classes. The teacher could take care of this if given the appropriate equipment and supplies.
- Classroom doors should be kept open as much as possible to reduce touching of doorknobs.
- Supplies (soap, paper towels, etc.) checked frequently throughout the day.
- Guidance on disinfecting shared musical instruments and no sharing of common classroom items such as pencils, glue, textbooks, etc.
- Custodial company conducts training for their staff on enhanced disinfecting.
- Custodial company follows a written protocol plan for when custodians call in sick.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Normal operating procedures per custodial contract in effect.
- Continued emphasis on staying home if an employee or student is sick.

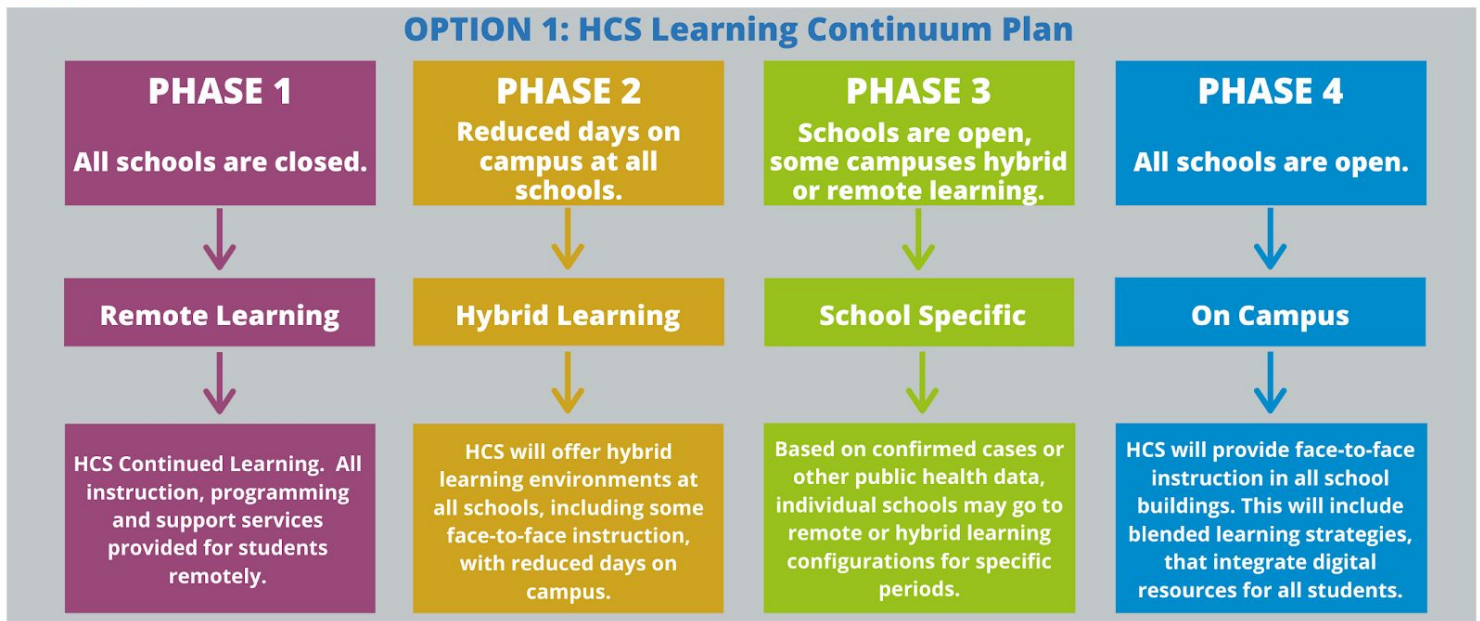
Academic Plan

School Year 2020-2021 Learning Options



FAMILY OPTIONS FOR 2020-2021 SCHOOL YEAR

OPTION 1: HCS Learning Continuum Plan



OPTION 2: HCS at Home Program

All HCS families have the option to choose our HCS at Home remote learning program with their base school for the full semester, regardless of what phase the district is in for face-to-face instruction. Families must register ahead of each semester for the 2020-2021 school year.

OPTION 3: Hamilton County Virtual School

This program requires enrolling at Hamilton County Virtual School as your child's base school. The programming is self-directed and self-paced, with more reliance on families for curriculum support and engagement. This school supports students in grades K-12.

Prior to Start of School

Learning Option Sign-Up

- Parents must sign-up students for the HCS at Home Program beginning on July 8, 2020; sign-up will close at 11:59PM on July 22, 2020.
- HCS at Home sign-up is for a minimum of a full semester.
- Students that register for the HCS At Home Program will maintain their seats at their enrolled schools (including magnet school enrollment) for the 2020-2021 school year.
- The HCS at Home program is opt-in; if a student does not sign-up for HCS at Home during the designated sign-up window, that student will participate in the HCS Learning Continuum Phase Plan by default.
- Attendance for HCS at Home and the HCS Learning Continuum Plan will be recorded per the [School Board's Attendance Policy](#) and tiered intervention plan, and the Continuous Learning Plan Attendance Policy (See [Appendix B](#)).



HCS at Home

HCS at Home Remote Learning Guiding Principles

- Expectations: The students, teachers, and families are committed to remote learning across the continuum.
- Support: Regardless of the level of tech experience, varied supports will meet the needs of students, teachers, and families.
- Professional Development: Teachers will be supported and expected to continue to learn and share their learning to support students.
- Resources: A list of digital platforms and resources will be provided to help students connect with learning.

HCS at Home Learning Curriculum

- K-8: Students receive the same/similar content as their peers at in-person school.
- 9-12: English, Math, Science, and Social Studies content that is the same/similar content to their peers at in-person school.
 - Other course content will be delivered using Edgenuity.
- 6-8 World Language curriculum will utilize the new Passport Online Platform.
- Physical Education (PE) will utilize the OPEN curriculum offered online.
- The Arts curriculum will be provided through Canvas templates.

HCS at Home Sports and Extracurricular Activities

- Students in good standing with their remote school work may participate in sports and clubs at their home school.

HCS at Home Student and Parent Orientation

- Students and Parents are required to attend an orientation. It will be available to students and parents in multiple formats, including:
 - Website video.
 - Town Hall meetings.
 - School-based orientations (Zoom or in-person).
 - Orientation packets.
- Students participating in sports and clubs will be required to participate in a Student and Parent Health and Safety orientation to ensure expectations are understood while at their home school, including:
 - Taking the HCS Pledge to support *HCS Healthy Behaviors*. See [Appendix D](#) for more information regarding *HCS Healthy Behaviors*.
 - Expectations for social distancing and face coverings.
 - Directives to stay home if sick or symptomatic.
 - Requirements for use of a Symptom Checking App.
 - Protocols for building entry and exit.
 - Restrictions and guidelines for gatherings and events.

HCS Learning Continuum Plan

Student and Parent Orientation

- Students and Parents are required to attend an orientation. It will be available to students and parents in multiple formats, including:
 - Website video.
 - Town Hall meetings.
 - School-based orientations (Zoom or in-person).
 - Orientation packets.
- The orientations will include a Student and Parent Health and Safety orientation to ensure expectations are understood, including:
 - Taking the HCS Pledge to support HCS Healthy Behaviors. See [Appendix D](#) for more information regarding HCS Healthy Behaviors.
 - Expectations for social distancing and face coverings.
 - Directives to stay home if sick or symptomatic.
 - Requirements for use of a Symptom Checking App.
 - Protocols for building entry and exit.
 - Restrictions and guidelines for gatherings and events.
- An additional Phase 2, reduced on-campus schedule orientation will review:
 - Building protocols.
 - Student and Parent expectations.
 - Learning protocols, hours, and supports for remote and hybrid learning, including consideration for students participating in dual enrollment courses.
 - Other supports that the student and parent can expect.

Phase 2 Schedules

High School Example

| 7.5 hour day: Arrival and dismissal staggered for bus riders and car riders. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---------------------|---------------------|--|---------------------|---------------------|
| Bell Schedule would remain the same as normal. | Period 1 Group A | Period 1 Group A | Extended Learning/ Online Support Enhanced Disinfecting Day | Period 1 Group B | Period 1 Group B |
| | Period 2 Group A | Period 2 Group A | | Period 2 Group B | Period 2 Group B |
| | Lunch | | | Lunch | |
| | Period 3 Group A | Period 3 Group A | | Period 3 Group B | Period 3 Group B |
| | Period 4 Group A | Period 4 Group A | | Period 4 Group B | Period 4 Group B |

Elementary Example

| | | | | | |
|---|----------------------------|----------------------------|--|----------------------------|----------------------------|
| 7.5 hour day; Arrival and dismissal staggered for bus riders and car riders. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | RLA SS Group A | RLA SS Group A | Extended Learning/ Online Support | RLA SS Group B | RLA SS Group B |
| | Lunch | | Enhanced Disinfecting Day | Lunch | |
| | Math Science Group A | Math Science Group A | | Math Science Group B | Math Science Group B |

Whole Child Supports Plan

SEL/Counseling

Phase 1, 2 and 3: All schools are closed. *Risk of spreading COVID-19 is significant.*

- SEL screener for all students. Results from the screener and other data will be used to provide whole child interventions for students.
- Implement SEL curriculum brain breaks videos.
- All school counselors will offer virtual individual, group, and whole class counseling sessions.
- School counselors will collaborate with support staff to lead our efforts of connecting with all students intensely focusing on unreachable students.
- Counselors will lead Care Teams to support students' and families' needs during quarantine and track data.
- Counselors will create SEL video lessons for students.

Phase 2 and 3 : Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

In addition to support provided in Phase 1 the following supports will be modified for Phase 2 and 3.

- Counselors/teachers will administer SEL screener for all students. Results from the screener and input from teachers will be used to create a Student Success Plan to provide whole child support and interventions for students.
- All school counselors will continue to offer virtual individual, group, and whole class counseling sessions. In person counseling support will be available.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- SEL/Counseling services are provided per normal procedures and expectations.

English Language Learners (ELL) Program

School closures due to COVID-19 have impacted students and families across the district, including those in our English Language Learner community. However, during the 2019-2020 school year, many instructional challenges caused by the pandemic were overcome through the utilization of both high and low tech solutions to provide educational opportunities. These solutions ranged from the utilization of digital conference and learning platforms to provide direct services, to instructional packets supporting the review of content areas, continued learning, and language development. The Hamilton County Schools English Language Learners program will continue to work with varied high and low tech solutions to keep pace with continued learning. To ensure minimizing the impact of school closures, prioritizing English learners must remain at the forefront as we plan to re-open campuses in the fall.

The English Language Learners Program will strive to support and provide English learners (ELs) the best possible opportunities to develop English language proficiency, so students may achieve academic success and realize their full potential. The ELL team is committed to providing support including interpretation and translation services, equitable learning opportunities, and support with English Language Development (ELD). This is all done to ensure the individual learning needs of ELs are met and students can communicate information, ideas, and concepts necessary for academic success in content areas. The following roadmap will provide guidance for schools supporting ELs during the various

phases of school reopening. The roadmap will ensure we meet the continued academic and language development needs of our students in alignment with WIDA English Language Development (ELD) standards:

| Standard | |
|---|---|
| Standard 1 - Social and Instructional Language | English language learners communicate for social and instructional purposes within the school setting. |
| Standard 2 - Language of Language Arts | English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. |
| Standard 3 - Language of Mathematics | English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. |
| Standard 4 - Language of Science | English language learners communicate information, ideas and concepts necessary for academic success in the content area of science. |
| Standard 5 - Language of Social Studies | English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. |

English as a Second Language (ESL) Teachers: Our ESL teachers are charged with developing communication and increasing language proficiency through embedding language within content areas including Mathematics, English Language Arts, Social Studies, and Science. The ESL teachers will tailor support for the individual or small groups of ELs, as they develop the required basic interpersonal communication skills and academic language to fully engage with the content materials.

Interpreters: Our district interpreters will continue to provide services to support communication to and with students and families through the following: serving as language conduits as we outreach to families; providing accurate information regarding updates; translating documents to send to families in Spanish and other languages; and providing language support for ongoing meetings as requested by administrators, staff, and teachers in various modalities to include teleconference, video conference, or face-to-face based on the phases utilized by the district.

Special Consideration for Continuing Educational Opportunities

As campuses plan to re-open in the fall, special consideration should be given to English language learners. In order for students to continue to achieve growth with English language development, best practices and strategies must be considered and planned. As we plan to return based on the various defined phases of reopening, we may anticipate the physical closure of schools. In anticipation of closures, the Tennessee State Board of Education has amended the policy to allow "LEAs and public charter schools to provide a minimum of five (5) hours of direct services per week, rather than one (1) hour per day, if the LEA or public charter school is operating under an approved Continuous Learning Plan pursuant to State Board Rule 0520-01-17 during the 2020-21 school year" (June 22, 2020, Final Reading: English as Second Language (ESL) Policy 3.207).

Additional Considerations for English Language Learners with Disabilities

During all phases, both ESL and Exceptional Education teachers should be provided time to consult regarding the support of core instruction.

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Screen potential ELs remotely. The administration of the formal assessments will follow when students return to campus.
- Students are not physically attending school and are supported remotely.
- Direct services will be provided by a certified ESL teacher.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

During school closures, ELs are at risk for not making adequate gains regarding language development. However, intentionality with providing additional time for English learners to receive face-to-face support is required. During phase 2, ELs would participate in face-to-face-instruction following all health and safety guidelines. The face-to-face instruction will support the recuperation of skills and support the closing of the achievement gap.

- Screen potential ELs in person while school is providing face-to-face instruction.
- English language learners will be supported with continued English language development through three days of face-to-face instructional services following all required safety protocols and CDC guidelines. The three days of face-to-face instruction will be a continuation of learning with regularly scheduled general educators in their respective classes and additional English language direct services provided by certified ESL teachers. The face-to-face instruction will support continued academic and language development of ELs while meeting the minimum hours of direct services, as per the ESL Policy 3.207.
- ESL services will be based on the language needs of students and in alignment with supporting growth with the language acquisition domains: listening, speaking, reading and writing.
- During remote learning, support for ELs will continue to be provided.
- Direct services will be provided by a certified ESL teacher.

Phase 3: Schools are open, with some short-term closures in some buildings. Risk of spreading COVID-19 is minimal.

- Screen potential ELs in person while school is providing face-to face instruction; during short-term closures, screen potential ELs remotely. The administration of the formal assessments will follow when students return to campus.
- ESL services will be based on the language needs of students and in alignment with supporting growth with the language acquisition domains: listening, speaking, reading and writing.
- During short-term closures, support for ELs will continue remotely.
- Direct services will be provided by a certified ESL teacher.

Phase 4: All schools are open. No risk of spreading COVID-19.

- ESL services are provided per normal procedures and expectations.

Exceptional Education, 504

Homebound Services for At-Risk Students:

- Homebound services will be provided per a recommendation by a medical doctor, and the recommendation is addressed by the IEP team with team agreement to the service request. If the IEP team is in agreement that homebound is required, the IEP will be developed or amended to reflect homebound services.
- Families may also choose the HCS at Home program with IEP support provided by the student's enrolled school exceptional education staff.

Meeting IEP Goals in a Remote Learning Configuration:

- Exceptional education staff will schedule and provide 1:1 remote instruction.
- Students will follow a blended learning schedule that will include time for distance learning and time for completely online assignments.
- Staff will create short video tutorials for students to use at home.
- Students will be required to complete a daily task to ensure/account for attendance.
- IEP teams will provide frequent opportunities to assess students' progress in relations to their goals.
- Teachers will use the structure of the HCS at Home program or in-class curriculum, but supplement that instruction with online and accessible assignments that are aligned with the student's IEP goals.

Individual Student Plans:

- If the IEP team determines that a student is best served by:
 - Traditional, on-campus instruction, the team will revert back to the current IEP unless the team determines a need for an addendum.
 - A combination of traditional and remote instruction, the IEP team will amend the IEP as necessary to detail the services and supports that will be delivered using in-person and remote learning configurations.
 - Remote instruction, the IEP team will review the current remote learning support plan, and make changes to the IEP as needed.

Multi-Handicapped and Medically Fragile Students:

- Parents have the option to choose the HCS at Home program.
- Parents may pursue medical documentation that indicates a medical doctor's recommendation for homebound instruction due to a medical condition.

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Exceptional Education (Ex Ed) Teachers will ensure students have access to Grade Results and provide support in order for students to access a standards-based accommodated curriculum.
- Pre-K students/parents will be provided packets by the Ex Ed case manager.
- Case managers will contact parents/students weekly in order to provide exceptional education supports to students via phone, virtual supports, and/or email, and will be available during regular school hours via phone, email, and video conferencing.
- Case managers will monitor online student work to ensure services are provided with the necessary accommodations per their IEPs.
- Digital resources for Ex Ed students will be available on the district's LMS.

- Homebound services will be provided by phone and/or video conferencing.
- Teletherapy services will be provided for Speech-Language Pathology (SLP), Physical Therapy (PT), and Occupational Therapy (OT) services. The Related Services Department will share activities and resources with parents for use at home.
- IEP Meetings will be conducted virtually or by phone with proper parent consent, invitation, and agreement in writing.
- School Psychologists will be available to school-based administrators and families during regular workday hours as needed, and will prioritize students' evaluations once students and staff physically return to school.
- Preschool Assessment Center and Private/Homeschool Assessment Team members will be available to Ex Ed administrators and families during regular workday hours, as needed.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Phase 1 protocols and expectations for Ex Ed employees for remote learning supports continue on days when students are not physically present in school buildings.
- Teletherapy services will be provided along with building level face-to-face services for SLP, PT, and OT services. The Related Services Department will share activities and resources with parents for use at home on days when students are not physically present in school buildings.
- IEP Meetings will be conducted at the building level, virtually, or by phone with proper parent consent, invitation, and agreement, in writing.
- School psychologists will conduct assessments at the building level. In a remote or hybrid learning configuration, school psychologists will be available to school-based administrators and families during regular workday hours, as needed.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- When an individual school moves to a remote or hybrid learning configuration, Phase 1 protocols and expectations for Ex Ed employees for remote learning supports continue on days when students are not physically present in school buildings.
- Homebound services are provided normally, except will be provided by phone and/or video in a remote or hybrid learning configuration.
- SLP, PT, and OT services will be conducted primarily at the building level; teletherapy services will be provided, as needed.
- IEP meetings will be conducted at the building level. When necessary, IEP meetings may occur virtually or by phone with proper parent consent, invitation, and agreement, in writing.
- School psychologists will conduct assessments at the building level. In a remote or hybrid learning configuration, school psychologists will be available to school-based administrators and families during regular workday hours, as needed.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Exceptional Education, Related Services, and Homebound Services are provided per normal procedures and expectations.

Social Work & Attendance

Social Workers: During all four phases, social workers are entrusted to educate school staff on the appropriate role of school social workers; work with each school's SEL/Care Team to identify student needs, services in place, and gaps noted; follow up with each school's SEL/Care team on resources/services provided; monitor student and family progress.

Attendance Specialists: In all learning configurations, attendance specialists educate school staff on the appropriate role of attendance specialists; work with each school's attendance committee to ensure tiered plan is understood and implemented, and the [School Board Attendance Policy](#) is adhered to; follow up, as required, for students unaccounted for; make referrals to correct attendance/engagement issues (CARB); where appropriate, refer to Juvenile Court.

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Social workers receive and respond to referrals remotely in order to align resources and services for students and families attendance specialists.
- Social Workers collaborate virtually with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate virtually with school attendance committees to design and implement targeted attendance tiered plan and interventions.
- Home visits are suspended.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Social workers receive and respond to referrals per normal procedures and remotely, as needed, in order to align resources and services for students and families.
- Social workers collaborate per normal procedures and virtually, as needed, with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate per normal procedures and virtually, as needed, with school attendance committees to design and implement targeted attendance tiered plans and interventions.
- Home visits permitted with proper [Phase 2 Health and Safety](#) protocols.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Social workers receive and respond to referrals per normal procedures in order to align resources and services for students and families.
- Social workers collaborate per normal procedures with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate per normal procedures with school attendance committees to design and implement targeted attendance tiered plan and interventions; committees may convene virtually during times of remote learning.
- Home visits permitted with proper [Phase 3 Health and Safety](#) protocols.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Social worker services are provided per normal procedures and expectations.
- Attendance Specialists' job duties are performed per normal expectations.

Operations Plan: School Buildings, Transportation, School Nutrition, Extracurricular Activities, and Childcare Buildings

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Buildings are closed to the public; employees are allowed to enter buildings only as necessary, and visitors are permitted by appointment and with administrator approval only.
- Approved employees and visitors are required to wear a face covering while in the building.
- When opening a building to employees or visitors is unavoidable, social distancing is required and groups are not permitted to congregate.
- Sign-in and symptom disclosure are required for all persons entering any building.
- Aerosol and touch-protectant screens (e.g., plexiglass shields) are in place for all public-facing employees, such as front office secretaries.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- No non-essential visitors, staff, or vendors. Approved visitors are required to wear a face covering while in the building.
- Seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark visitor que spacing on the floor).
- Sign-in using the visitor management system is required by all employees and visitors that are not assigned to that building. This includes HCDE employees that have a current ID badge that enter a building for which they are not assigned.
- Symptom disclosure is required for all persons entering any HCS building.
- Aerosol and touch-protectant screens (e.g., plexiglass shields) are in place for all public-facing employees.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Limit non-essential visitors, staff, or vendors. Approved visitors are required to wear a face covering while in the building.
- Seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark visitor que spacing on the floor).
- Sign-in using the visitor management system is required by all employees and visitors that are not assigned to that building. This includes HCDE employees that have a current ID badge that enter a building for which they are not assigned.
- Symptom disclosure is required for all persons entering any HCS building.
- Aerosol and touch protectant screens (e.g., plexiglass shields) are in place for all public-facing employees.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Non-essential visitors, staff, and vendors are permitted.
- Sign-in using the visitor management system is required by all visitors.
- Normal seating and que spacing may resume.
- Symptom disclosure and protectant screens no longer required.

Transportation

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- No bus transportation provided for students.
- Enhanced disinfecting occurring on all buses.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Students must sit in their assigned seat each day.
- Bus rider capacity will be limited; as feasible, riders will be distanced by placing an empty seat between any riders not of the same household.
- Students who live in the same house are permitted to sit in the same seat.
- Drivers are required to disinfect buses between routes.
- Face coverings are mandatory for student riders, drivers, and attendants. No exceptions.
- A list of bus riders is tracked daily to assist in contact tracing, in the event a bus rider or driver tests positive for COVID-19.
- Parents/Guardians must agree to the above Phase 2 policies for their child(ren) to ride the bus; this includes mandatory -wearing, and assigned seating.
- Students will not be permitted to ride the bus in a Phase 2 learning configuration if they do not follow Phase 2 rules.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Students must sit in their assigned seat each day.
- As feasible, riders will be distanced by placing an empty seat between any riders not of the same household.
- Students who live in the same house are permitted to sit in the same seat.
- Drivers are required to disinfect buses between routes.
- Face coverings are mandatory for student riders, drivers, and attendants. No exceptions.
- A list of bus riders is tracked daily to assist in contact tracing, in the event a bus rider or driver tests positive for COVID-19.
- Parents/Guardians must agree to the above Phase 3 policies for their child(ren) to ride the bus; this includes mandatory -wearing, and assigned seating.
- Students will not be permitted to ride the bus in a Phase 3 learning configuration if they do not follow Phase 3 rules.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Transportation is provided per normal procedures and expectations.
- Drivers, attendants, and riders are encouraged to stay home if they feel sick or are symptomatic.
- No personal protection equipment is required for drivers, riders, or attendants.
- Regular use of hand sanitizer and hand washing is encouraged per normal operating procedures.

School Nutrition

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- Enact offsite food programs.
- Meals will be available for pickup at selected schools.
- Employees are required to wear face coverings and gloves.
- Symptom and temperature screening.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Employees are required to wear face coverings and gloves.
- Symptom and temperature screening.
- Classroom dining to reduce congregation.
- An adult accompanies students to assist with social distancing enforcement.
- Students, teachers, and cafeteria staff wash hands before and after every meal.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Employees are required to wear face coverings and gloves.
- Temperature and symptom screening.
- Classroom dining to reduce congregation.
- Teachers accompany students to assist with social distancing enforcement.
- Students, teachers, and cafeteria staff wash hands before and after every meal.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Meal activities continue per normal operating procedures.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- Continued emphasis on staying home if an employee or student is sick.
- Face coverings are made available, but are optional for employees.

Sports & Extracurriculars

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- No on-site activities are allowed.
- All inter-school activities are discontinued.
- After-school activities are cancelled.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Students and staff are expected to stay home if sick or experiencing symptoms.
- Extracurricular opportunities for students can convene under local, state, and national health and safety guidelines approved by the principal and Community Superintendent.
- All coaches, band directors, and activity sponsors are trained to implement appropriate health and safety procedures, including measures to mitigate exposure/spread and to appropriately respond to a sick or symptomatic person.
- Emphasize health and safety procedures and practices for extracurricular participants, such as social distancing and hand washing or sanitizing.

- HCS will follow Phase 1 of the National Federation of State High School Federations (NFHS) [NFHS Guidance for a Return to High School Marching Band](#) and Phase 1 of the [NFHS Guidance for Return to High School Athletics and Activities](#), adhering to those plans' respective protocols.
 - HCS will continuously evaluate local health data and trends, as well as other relevant considerations, in determining the appropriate time to transition to Phase 2 of the NFHS guidelines.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Students and staff are expected to stay home if sick or experiencing symptoms.
- Extracurricular opportunities for students should convene under local, state, and national health and safety guidelines approved by the principal and Community Superintendent.
- All coaches, band directors, and activity sponsors are trained to implement appropriate health and safety procedures, including measures to mitigate exposure/spread and to appropriately respond to a sick or symptomatic person.
- Emphasize health and safety procedures and practices for extracurricular participants, such as social distancing and hand washing or sanitizing.
- HCS will follow Phase 2 of the [NFHS Guidance for a Return to High School Marching Band](#) and Phase 2 of the [NFHS Guidance for Return to High School Athletics and Activities](#), adhering to those plans' respective protocols.
 - HCS will continuously evaluate local health data and trends, as well as other relevant considerations, in determining the appropriate time to transition to Phase 3 of the NFHS guidelines.
- Competitions and spectators are allowed per the guidelines of the NFHS, local, state, and national guidelines.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Return to normal, standard operating procedures for athletics and extracurriculars.
- Continue to align with the recommendations set forth by the NFHS.
- Encourage health and safety procedures and practices for extracurricular participants, such as distancing and hand washing or sanitizing.

Childcare

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- Enhanced disinfecting occurring at all schools.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Have SACC staff offer childcare for staff during the school day when their child is not in school.
- HCS staff get priority if numbers of students in SACC are limited.
- Continue protocols from the summer SACC program for before and after care for students.
- Survey staff to determine who will need childcare if we are on alternate day schedules.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Have SACC staff offer childcare for staff during the school day when their child is not in school.
- HCS staff get priority if numbers of students in SACC are limited.
- Continue protocols from the summer SACC program for before and after care for students.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Resume normal group sizes.
- Continued emphasis on staying home if an employee or student is sick.

Communications Plan

Audiences

- Staff
- Students
- Parents
- Media
- Community

Goal

Communicate effectively the processes and procedures developed by the Task Force to safely open schools for students and staff.

Objectives

1. Reach all staff members with the complete plan for reopening schools by July 17.
2. To reach all parents with the complete plan for reopening schools before the end of July.
3. To make the majority of the community aware that a plan is in place for school to reopen safely for students and staff in August.

Strategies

- Make the full Reopening Plan available for parent and public review and use communications resources to drive the public to the site to view.
- Break the full plan into smaller segments by topic area and share on a regular schedule through the month of July. Segments could include Academic experience, getting to school and home again, the school day, health and safety, and before and after school (extracurricular and child care).
- Involve schools, teachers, and learning communities by providing a template for schools to communicate with homes.
- Involve community partners in sharing plans in the community
- Include companion communication that will be addressed to Latinx community to mirror district communication.

Methods

- Post the plan on the district website in a prominent location so that it will be easy for parents, staff, students, and community to find and review.
- Produce daily communication based on themes to break the full report into smaller segments with an update scheduled for each day in July. Each communication will link to the full report.
- Use internal communication spearheaded by school leaders, learning community leaders, and district communications channels to ensure staff members are aware and understand the full plan.
- Regular video updates to provide the latest information about schools reopening. The videos will be in a news magazine format and will include school, district, and public health representatives.
- Provide all updates to the media.
- Share all updates with community partners.

Communications Mediums Used

- District Website
- Internal and external daily theme messages delivered by email to staff, parents, and community
- Social media (Facebook, Twitter, Instagram, YouTube, En Español Facebook)
- District communication direct to parents (SchoolMessenger phone messages, email, text)
- Learning Community newsletters and communication channels
- School and teacher newsletters and communication
- Local media outlets - news, news magazine programs
- Local PBS
- YouTube video update links delivered to all mediums
- Community Partner communications channels

Evaluation

- Include methods for recipients to respond with thoughts and concerns in each written communication.
- Evaluation of success with staff by July 10. Use to alter methods and mediums if necessary.
- Final evaluation of staff reached July 20.
- Consistent reviews of responses from communication provided by recipients.

Professional Development, Training, and Reopening Culture Plan Prior to Start of School

New Teacher and New Employee Orientations

- Review school reopening task force and four reopening phases.
- Video modules provided in Canvas to orient new employees in the areas of:
 - Technology setup.
 - New teacher supports.
 - HR policies and procedures.
 - Benefits and payroll.
- Model virtual engagement through a 1.5 hour Zoom call for new hires following completion of the Canvas course.

New Teacher Academy

- Focus on building virtual relationships with parents and students.
- PD for remote learning models and content.
- Review resources available to support the new teachers through the 4 phases.

Teacher COVID-19 Induction

- Teachers will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:
 - Expectations for social distancing and wearing a face covering.
 - Expectations to stay home if sick.
 - Use of Symptom Checking App, Phase 2 temperature checks.
 - Building Entry and Exit protocols.
 - Limitations for non-essential visitors, staff, and vendors.
 - Gatherings and events.
- Phase 2, reduced on-campus schedule orientation will review:
 - Building protocols.
 - Teacher expectations.
 - Student and parent expectations.
- Learning Protocols and Professional Development will be covered for:
 - Remote/online Learning.
 - Blended Learning.

Support Staff COVID-19 Orientation

- All employees will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:
 - Expectations for social distancing and wearing a face covering.
 - Expectations to stay home if sick.
 - Use of Symptom Checking App.
 - Building Entry and Exit protocols.
 - Limitations for non-essential visitors, staff, and vendors.
 - Gatherings and events.
- Departmental Trainings regarding specific departmental protocols

Parent COVID-19 Orientation

- Orientation will be available to parents in multiple formats:
 - Website video
 - Town Hall meetings
 - School based orientations (zoom or in-person)
 - Orientation packets
- The orientations will include a Student and Parent Health and Safety orientation to ensure expectations are understood:
 - Pledge to support *HCS Healthy Behaviors*.
 - Expectations for social distancing and wearing a face covering.
 - Expectations to stay home if sick.
 - Use of Symptom Checking App.
 - Building Entry and Exit protocols.
 - Limitations for non-essential visitors, staff, and vendors.
 - Gatherings and events
- Phase 2, reduced on-campus schedule orientation will review:
 - Building protocols.
 - Student and Parent expectations.
 - Learning hours and supports.
 - Other supports the student and parent can expect.
- Learning protocols defined for students based on:
 - Remote Learning.
 - Blended Learning.

Concurrent School Year Training**Student COVID-19 Orientation**

- Orientation will be conducted on the first day of school for students. Electronic and hard copy Orientation packets will be provided.
- The orientations will include a Student Health and Safety orientation to ensure expectations are clear for all reopening phases.
 - Expectations for social distancing and wearing.
 - Cleanliness protocols for handwashing, coughing, and sneezing practices, and disinfecting high touch surfaces.
 - Expectations to stay home if sick.
 - Use of Symptom Checking App, Phase 2 temperature checks.
 - Understanding "Sick at School" protocols.
 - Understanding Building Entry and Exit protocols.
 - Limitations for non-essential visitors, staff, and vendors.
 - Phase 2, reduced on-campus schedule orientation will review:
 - Building protocols.
 - Student expectations.
 - Learning hours and supports.
 - Other supports the students can expect.
- Learning protocols defined for students based on:
 - Remote/online Learning
 - Blended Learning

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate, but the risk is increasing toward significant.*

- Conduct Phase 1 protocol reviews with student and school staff.
 - Prepare for remote learning.
- Alert parents with school level and district level messaging.
 - Website resources are focused to support Phase 1.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal, but the risk is increasing toward moderate.*

- Conduct Phase 2 protocol reviews with student and school staff.
 - Schedule review.
 - A and B group reminders to students.
- Alert parents with school level and district level messaging.
 - Website resources are focused to support Phase 2.

Phase 4: All schools are open. *No risk of spreading COVID-19, but the risk is increasing toward minimal.*

- Conduct Phase 3 protocol reviews with student and school staff.
- Alert parents with school level and district level messaging.
 - Website resources are focused to support Phase 3.

Teacher Support

New Teacher Network

- Monthly New Teacher Network sessions to support:
 - Novice Teachers
 - New to HCS
 - New to Building
 - Pre-Service Teachers
- Individual mentoring to first year teachers supported by a Lead Mentor or Supporting Mentor
 - Site Based induction and 1 on 1 mentoring and coaching

New Teacher Academy 2.0 - Classroom Organization and Management Program (COMP)

COMP is a common sense approach to effective classroom management that is a research-based, research-proven professional development program that provides support to create and manage an effective learning environment in classrooms.

- COMP training enhanced to showcase hybrid teaching (in-person and virtual best practices)
- 14 Presenters and “Model” Virtual Teachers identified and recorded best practices in preparation for training.
- An additional layer of trainer training to plan and practice virtual teaching, learning, presenting best practices
- Training was modified to showcase hybrid teaching (in person and remote) best practices.

Whole Teacher = Well Teacher

The Whole Teacher = Well Teacher (WT=WT) Stress Management series will be available to our teachers and staff. The courses were designed by Mindfulness Consultant, Jennifer Knowles, to provide strategies for navigating difficult emotions and building resilience.

Previously recorded sessions are available in the WT=WT Canvas courses and also available on WT=WT YouTube Channel. The courses can be delivered in person and through live Zoom sessions. The course consists of:

- Session 1: Building Awareness Around Difficult Emotions
- Session 2: Looking for the Good
- Session 3: Developing Self-Compassion
- Session 4: Settling Emotions & Finding Calm
- Session 5: Self-Regulation: Continuing a Focus on Emotional Well-Being
- Session 6: Building Deeper Awareness Around Difficult Emotions
- Session 7: The Power of Positive Practices
- Session 8: The Power of Words and Compassionate Speech
- Session 9: Cultivating Self-Compassion

In addition to the courses, 5-minute strategy videos are available for teachers, parents, and students on the HCS YouTube Channel.

Whole Teacher = Well Teacher School Year Support

- Six, two-hour workshops offered throughout the school year.
 - New Teacher Cohort Section will be held in-person on Tuesdays.
 - Virtual Section will be held on Wednesdays (in both live and recorded formats).
 - District Wide Section will be held in-person Thursdays.
- Sessions can be attended as stand-alone workshops or attended in succession, as each section builds on teachers' practice of fostering resilience, cultivating empathetic responses, and developing self-regulation and self-compassion.
- Pure Edge (HCS newly adopted SEL curriculum) Alignment Matrix will be provided for participants of WT=WT sessions.

Appendix A

CDC Schools Decision Tool



Appendix B

Student Attendance and Staff Leave Policies

Student Attendance Policy

Per the Tennessee State Board of Education, COVID-19 Continuous Learning Plan Policy, Hamilton County Schools will track and report daily attendance when students are participating in a remote learning configuration as follows:

1. Every student must participate in remote learning every instructional day.
 - a. Participation includes a visual, verbal, or written confirmation of student participation in instructional time.
 - i. Examples of participation include, but are not limited to:
 1. A student participates in a phone call or live (synchronous) virtual video session with his or her teacher, with parent support as appropriate for the age of the student;
 2. A student completes work in a learning management system (LMS), such as CANVAS or Google Classroom;
 3. A student submits work via hard-copy or virtual formats (e.g., email).
2. All HCS Schools will take attendance daily when students are participating in remote instruction utilizing the attendance expectations outlined in this section.
3. Absences during remote instruction will be classified, and any resulting attendance interventions administered, according to the [School Board Attendance Policy](#).

Staff Leave Policy

Leave Benefits for Employees Pertaining to COVID-19:

[The Families First Coronavirus Response Act \(FFCRA\)](#) was effective on April 1, 2020.

Beginning on that date, emergency paid sick leave and emergency FMLA leave pertaining to COVID-19 will be available to HCS employees under certain circumstances. These emergency leave benefits will be available until December 31, 2020.

High Risk Categories:

The Centers for Disease Control (CDC) has noted that, with regard to COVID-19, certain individuals fall into high risk categories. Per the CDC, these categories are as follows:

- People aged 65 years and older. NOTE: HCS is using 60 years as the baseline for high risk for COVID-19 due to age.
- People with chronic lung disease or moderate to severe asthma.
- People who have serious heart conditions.
- People who are immunocompromised.
- People of any age with severe obesity or certain underlying medical conditions, particularly if not well controlled, such as those with diabetes, renal failure, or liver disease.

Emergency Family and Medical Leave (FMLA) Expansion Act:

[FMLA leave benefits under the FFCRA](#) are available to employees who commenced employment with Hamilton County Schools no later than March 2, 2020.

Employees are entitled to up to twelve (12) weeks of FMLA leave if they are unable to work (or telework) because the school or child-care provider of the employee's child is closed or the child's child-care provider is unavailable as a result of an emergency associated with COVID-19. The child-care provider must be a provider that receives monetary compensation for providing services on a regular basis.

Appendix C

Rapid Response Teams, “Sick at School” & Positive COVID-19 Test Protocols

Prior to Start of School

Establish a Rapid Response Team

- The purpose of the Rapid Response Team is to:
 - Respond quickly to sick children during school hours.
 - Respond to a positive COVID-19 test of a student or a staff member.
 - Communicate with parents and guardians when a student presents as sick or symptomatic, or reports a positive COVID-19 test.
- Membership of the Rapid Response Team includes, but is not limited to:
 - School Nurse.
 - School Administrator.
 - School Counselor.
 - Others as determined by district and school Administrators.
- Communications protocols for the Rapid Response Team are to be established prior to school starting; guidance from HCS and other [Guiding Organizations](#) is forthcoming.

During School Year

Sick Child at School

- As soon as a sick student is identified with COVID-like symptoms, the student is sent to the School Nurse.
- School Nurse will triage the student and, as appropriate, isolate the student from others.
- The sick student will be provided a face covering to wear, as tolerated.
- Engage the Rapid Response Team and, in addition:
 - Contact parent for dismissal.
 - Identify any relevant classmates for potential contact tracing, facilitated by the Hamilton County Health Department.
- School nurses must disinfect the school clinic and other areas where a sick student was triaged or provided aid.
- Any students sent home with a fever should remain home until they are fever- and symptom-free, without the aid of fever-reducing medicine, for a minimum of 48 hours before returning to school.

Positive COVID-19 Test

- Parents/Guardians are to contact their student’s school to report that their student has tested positive or had exposure to another person that has tested positive.
- A student exposed to another person testing positive must remain out of school for up to 14 days.
- Students that test positive must have a written return-to-school authorization from the Hamilton County Health Department.
- School administrators and the school nurse will work with the Health Department to contact trace and determine possible exposure to other students and staff.
- A classroom occupied by a person that tested positive for COVID-19 should be closed off for a minimum of 24 hours to allow respiratory droplets to settle; after 24 hours, the classroom will be disinfected and cleaned thoroughly.

- All areas used by a person that tested positive for COVID-19 will be cleaned and disinfected (e.g., offices, bathrooms, and common areas).
- If an HCS employee is exposed to a person that tested positive for COVID-19, they are to self-report such exposure using the [HCS Employee Self Reporting Illness/Exposure Form](#) and follow up with the Hamilton County Health Department and their health care provider. Further follow-up and instructions on returning to work will be given by HCS Call Center Nurses.

Appendix D

HCS Healthy Behaviors

Do not come to school if you are sick or send your child if he/she is sick!

- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
 - Between people who are in close contact with one another.
 - Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
 - These droplets can be inhaled into the lungs of people who are nearby.

Wash hands

- Wash hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of the hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid close contact

- Avoid close contact with people who are sick, even inside the home.
- Maintain social distance from other people outside of your home.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Remember that some people without symptoms may be able to spread the virus.

Cover your mouth and nose with a cloth face cover

- COVID-19 can be spread to others even if a person does not feel sick.
- Wearing a cloth face covering is encouraged when going out in public.
- Cloth face coverings should not be placed on young children under age 2 or anyone who has trouble breathing, or is unable to remove the covering without assistance.
- The cloth face cover is meant to protect other people from a person that is infected.
- Do NOT use a face covering meant for a healthcare worker.
- Continue to keep distance between yourself and others. The cloth face covering is not a substitute for social distancing.

Cover coughs and sneezes

- When around others without a cloth face covering, it is important to cover the mouth and nose with a tissue when coughing or sneezing or use the inside of the elbow.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- Clean AND disinfect frequently touched surfaces frequently. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

Separate and avoid sharing

- Students should keep their belongings separated from other students.
- Sharing books, pencils, markers, crayons, devices etc. is discouraged.
- If sharing supplies is necessary, limit the use of supplies and equipment by one group of students at a time and disinfect between uses.