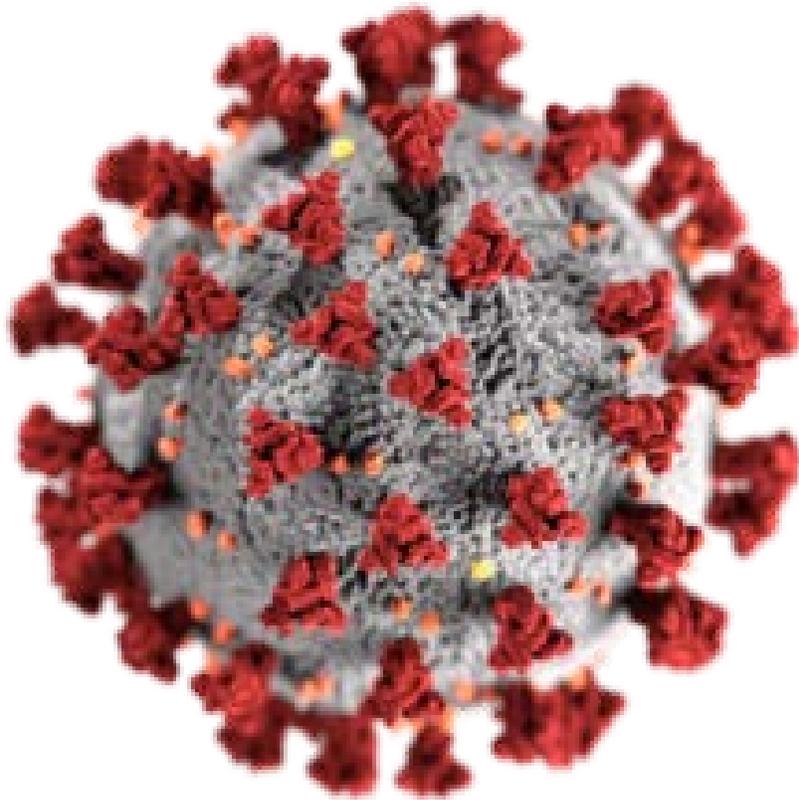


GADSDEN COUNTY SCHOOL DISTRICT



**COVID 19 REOPENING
Handbook**

Updated September 28, 2020

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MEMORANDUM

TO: All Education Stakeholders

FROM: Roger P. Milton, Superintendent

DATE: July 28, 2020

RE: COVID-19 Exposure Prevention, Preparedness, and Response Plan

The reopening plan for the Gadsden County School District (GCSD) will maintain a degree of fluidity as revised rules and regulations are presented by the Florida Department of Education, the Gadsden County Health Department (GCHD), as well as the Center for Disease Control (CDC). Our District leaders and Task Force have worked extensively with GCHD and CDC guidelines to incorporate all recommendations. The District leaders will continue to use the guidance to create template notification letters, adjust hygiene protocols, and create proper spacing and flow of movement throughout each of our buildings. With these safeguards in place, the School Board of Gadsden County approved schools to start on August 31st with parents having two return options as described below.

Please know that the mental and physical health of our students and staff are our top priority. We are all concerned about creating an environment that is conducive to learning while mitigating the spread of COVID-19. Based on our current dynamics, the District's schools will reopen for students on August 31, 2020. All of our schools will open through two options: face to face or through an innovative learning environment which is remote learning. Face-to-face opportunities will exist for students to be on site five days a week as per the Governor and the Department of Education (FDOE). Safe social interactions are an important part of reopening schools fully after evaluating our progress and conditions.

GCSD will put reasonable safeguards in place to reopen our schools. We have leaned heavily on the CDC guidelines and made educational decisions at the local level in collaboration with our staff, families, and in collaboration with surrounding school districts. It is possible that we will be forced to shift between instructional delivery models if conditions change throughout the year. We are better prepared for shifts in delivery models this year.

With the spread of the Novel Coronavirus or "COVID-19," a respiratory disease caused by the Severe Acute Respiratory Syndrome-related coronavirus (SARS-COV-2), we must all remain vigilant in mitigating the outbreak. In order to be safe and maintain operations, we have developed this COVID-19 Exposure Prevention, Preparedness, and Response Plan. To the extent feasible and appropriate, the Plan will be implemented throughout the Gadsden County school sites and district offices.

With COVID-19 information and guidance changing constantly, many opinions exist on the topic of prevention related to COVID-19. With the information we have, wearing masks, social distancing when possible, remaining home if symptoms are present, and being diligent with hand washing and other hygiene preventatives are some of the best ways to keep everyone healthy and safe.

This Plan is based on information available from the CDC and Occupational Safety and Health Administration (OSHA) at the time of its development, and is subject to change based on further information provided by the CDC, OSHA, and other public officials. The School Board of Gadsden County may also amend this Plan based on operational needs. School leaders need to also consider the recommended checklists in the K-12 School Readiness and Planning Tool produced by the CDC.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

GADSDEN

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org
2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include [District Name] Innovative Reopening Plan. The district has two options in the submission of an Innovative Reopening Plan:

- Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.
- Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: _____

The Gadsden County School District will offer the following Innovative Model to ensure quality and equitable services to all students, Kindergarten through Grade 12. The District will continue to utilize our approved instructional materials, which includes digital resources.

In-person Instruction: Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs “**in person**” and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and or Canvas to make learning seamless. The District is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by using masks when social distancing is difficult.

Remote Learning: The District will offer **Remote Learning** for students whose parents elect to have their students learn in their home environment. Instruction will be a combination of synchronous and asynchronous activities. In order to ensure quality and equitable services, classroom teachers may provide

[Gadsden]



2020-21 Florida's Optional Innovative Reopening Plan

both in-person instruction and remote learning instruction simultaneously. This model will allow all students access to the same curriculum, instructional activities and resources as their classmates whose parents have elected to return to the brick and mortar program.

Utilizing the model where classroom teachers are providing in-person instruction and instruction for remote learners will ensure continuity of instruction for all learners. Synchronous instruction will provide an inclusive environment and will facilitate student engagement. When interventions and additional supports are required, the selected LMS solutions will accommodate learners. For example, students can be placed in small group environments through Google Meets or Zoom break-out rooms. Small group (workshops) or individualized instruction can be implemented through remote means.

Whether the students are enrolled in **In-person Instruction or Remote Learning**, they will have a schedule that includes required coursework, instructional supports (IEPs, interventions, etc.) and will be included in the schools' master schedules. Assignments traditionally known as homework will be posted in the Google Classrooms and or Canvas for both in-person and remote learners. Students will access the assignments and return as directed by the classroom teachers. This practice will allow Gadsden to ensure that students, teachers and families can effectively navigate online resources should circumstances move the district back to remote learning.

Professional development on effective use of the Google Suite will be provided for all teachers at both the elementary and secondary levels. Training dates for the LMS, Canvas, are being scheduled. Since the Google Suite is already a part of the learning environment, all persons will be trained so that there is no delay in remote learning.

Parent engagement opportunities will be scheduled and will include virtual sessions to reduce face-to-face contact, in compliance with CDC and local health department guidelines.

Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

[Gadsden]



2020-21 Florida's Optional Innovative Reopening Plan

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

[Gadsden]



Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

The Gadsden County School District (District) is scheduled to reopen for students August 31, 2020. The brick-and-mortar buildings will be open Monday through Friday, as required by the Florida Department of Education. The District's Crisis Response Team is working with the local health department to ensure that all precautions are taken to ensure a safe environment. All schools will open on August 31st. Classroom teachers are scheduled to return to their classrooms on August 24, 2020. The Director of Transportation is in constant communication with state leaders to ensure the safe transport of students whose parents rely on district-sponsored transportation. Parents will be encouraged to transport their students so that we can safely ensure healthy learners.

The District established a Re-opening Task Force that included members representing the school board, the schools, the families and the community. A survey was conducted to leverage the reactions of parents and families on students returning to school. With 1,332 respondents, roughly 47% indicated that they would elect remote learning as their mode of education for their children. To this end, the District has decided to offer the following options for the re-opening of schools.

| OPTION | DESCRIPTION |
|----------------------------------|---|
| OPTION 1: FACE TO FACE | Mirrors traditional school life, where students are receiving instruction, in the school building with the teacher physically onsite. Brick-and-mortar buildings open five days a week with full array of services. In addition to the district's state-approved instructional resources, coursework provided through Edgenuity will be available for students requiring credit recovery. |
| OPTION 2: REMOTE LEARNING | Students are engaged in real-time, live, synchronous and asynchronous instruction. Students in the remote environment will receive the same instruction, at the same time as the students who are face to face in the brick-and-mortar, using the district's state-approved core instructional materials and interventions and courses through Edgenuity for students requiring credit recovery. Support services will be available and will follow the established IEPs. |

OPTION 3: HOME SCHOOL

Students will have the option to enroll in district's home education program (HSE). Parents may elect to provide instruction through their own curriculum or enroll in the district's curriculum offered through My Virtual Franchise through PAEC.

The chart below indicates the schedule by school type.

| GRADE SPAN | START TIME | END TIME |
|--------------------|------------|----------|
| ELEMENTARY (K – 5) | 9:00 AM | 4:00 PM |
| MIDDLE (6 – 8) | 9:00 AM | 4:00 PM |
| HIGH (9 – 12) | 8:25 AM | 2:35 PM |

The following measures are being instituted at all Gadsden County School District facilities as to comply with CDC guidelines and to follow the recommendations of Florida Department of Health and local health departments.

- All individuals are required to wear facemasks/coverings in school buildings and other district facilities. There will be no-contact temperature checks at the beginning of each school day.
- Staff and students with temperatures at or above 100.4°F will be required to return home.
- Staff and students exhibiting the following COVID-19 symptoms will be required to return home.
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Social distancing will be practiced to the extent that it is necessary and practical.

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- Hand sanitizer will be present in classrooms, throughout school and district facilities; however handwashing will be emphasized as the preferred method of cleansing.
- Frequently touched areas and instructional items will be sanitized between classes.
- All areas in which the public has contact will be sanitized at the end of each school day. This includes buses used for transporting students.

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

The Gadsden County School District will offer the following Innovative Model to ensure quality and equitable services to all students, Kindergarten through Grade 12. The District will meet all established mandates, including but not limited to required instructional minutes, physical education requirement and mandated recess for elementary students. All communal activities will be adjusted so that there is a reduction in the number of students congregating and to reduce the likelihood of student contact. We will continue to offer breakfast and lunch for all campuses; however, as determined by the school climate, meals may be served in classrooms, in open areas or in staggered lunch periods.

The physical buildings will bear signage that remind students of safe health practices and will include directional information to facilitate “clean” transitions when entering and or exiting the buildings. Each school campus will reduce the movement of students to the extent practical.

In-person Instruction: Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs “**in person**” and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and or Canvas to make learning seamless. The District is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by using masks when social distancing is difficult.

Each school site will adjust their campus activities to accommodate their populations who elect to return to the brick-and-mortar. There will be no reduction in the level of services available for any population such as students from low-income families, students of migrant workers, students of families in transition or those in foster care. When there are services that must be provided in a situation where social distancing is not possible, **all persons are required to wear masks** in order to mitigate the spread of COVID-19. Special accommodations are being investigated to accommodate those learners where masks cannot be used due to their disability.

[Gadsden]



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The District recognizes and embraces the fact that school is more than an academic institution. It also serves as support for the students socially and mentally. We will continue to enlist the support of our community members; however, the following adjustments are being made.

- Family members and visitors are not allowed on the school premises, except in case of an emergency.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if face-to-face events are held. Limit group size to the smallest size possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, and county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and pep rallies, if possible.
- Parent conferences will be conducted virtually when feasible. When it is absolutely necessary to have a face-to-face meeting, parents will be escorted to a designated conference room, where participation will be limited to mandatory team members, while social distancing. Masks will be required and meeting time will be shortened to address essential business.
- All visitors will have temperature and wellness checks upon entry to the campus.

[Gadsden]



Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

The District will follow the schedule determined by the Florida Department of Education for all state assessments.

The following plan is proposed for progress monitoring for ELA and Mathematics. The district will utilize the activities established by the teacher leaders in the Gadsden Science Institute to address the annually assessed standards in Science.

| GRADE LEVEL | SUBJECT | TOOL | FREQUENCY |
|-------------------------------|-------------|---|---------------------------------------|
| Kindergarten – Grade 1 | ELA | Star Early Literacy, iReady, curriculum-based assessments | Quarterly and based on curriculum map |
| | Mathematics | Acaletics, curriculum-based assessments | Quarterly and based on curriculum map |
| Grade 2 – Grade 5 | ELA | Star Reading, iReady, curriculum-based assessments | Quarterly and based on curriculum map |
| | Mathematics | Acaletics, curriculum-based assessments | Quarterly and based on curriculum map |
| Grade 6 – Grade 8 | ELA | Star Reading, iReady, Ready, curriculum-based assessments | Quarterly and based on curriculum map |

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| | | | |
|---------------------------|-------------|--|---------------------------------------|
| | Mathematics | Acaletics, iReady, curriculum-based assessments | Quarterly and based on curriculum map |
| Grade 9 – Grade 12 | ELA | Star Reading, Achieve 3000, curriculum-based assessments | Quarterly and based on curriculum map |
| | Mathematics | Star Math, Curriculum-based assessments | Based on curriculum map |

Star Early Literacy and Star Reading data will be analyzed after each assessment. The District will follow the goals established in the District's Strategic Continuous Improvement Plan. Weekly data chats will be held at each school, led by the schools' leadership teams. Monthly Principal Leadership Team meetings will be held and will include progress monitoring discussions where district goals are reviewed. The district instructional specialists for ELA and mathematics will support the two schools who are listed on the Lowest 300 Elementary Schools by serving on the instructional leadership teams, modeling effective practices and guiding instruction. When data indicates that changes in instructional practices are necessary, such changes will be made. Monthly meetings with the district specialists and the assistant principals of curriculum will ensure that data is being shared and being used to inform instruction. Weekly updates will be provided to the District Educational Management Team (EMT) by the Area Directors of Elementary and Secondary Instruction.

For students who are enrolled in Remote Learning, access to Star Early Literacy, Star Reading, i-Ready and Acaletics will be provided. As an attempt to ensure validity, the district will explore mobile assessment units that will allow us to administer assessments in an environment that accommodates students whose parents have elected remote learning. This solution may include mobile learning, specific testing sites and or specific testing schedules.

Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

Each school site will adjust their campus activities to accommodate their populations who elect to return to the brick-and-mortar. There will be no reduction in the level of services available for any population such as students from low-income families, students of migrant workers, students of families in transition or those in foster care. When there are services that must be provided in a situation where social distancing is not possible, **all persons are required to wear masks** in order to mitigate the spread of COVID-19. Special accommodations are being investigated to accommodate those learners where masks cannot be used due to their disability.

Required IEP team meetings will be hosted virtually for students whose parents have elected remote learning, if the parent agrees. If the parent would prefer a face to face meeting, the meeting will be scheduled and hosted. Based on students' current levels if regression has been identified, compensatory services for students with disabilities will continue to be delivered, adhering to all safety recommendations. The district provided virtual support during the summer and the Department of Exceptional Student Education plans to discuss the impact of the virtual program as to inform how we will respond during the 2020-2021 school year.

The district will continue providing safety measures to students with special needs with consideration of their Individual Education Plans (IEPs) or 504 Plans. Any additional safety protocols specific to a child with a disability that go beyond what is normally being provided to students during the COVID-19 pandemic should be documented on the student's IEP or 504 plan, and provided so that the student can continue receiving adequate access to services, support and resources.

Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

The District recognizes the likelihood of regression by all populations served. The ELL Committee facilitated by ESOL coordinator will work with district and school leaders to assess student regression. Students identified as ELL will be enrolled in classrooms whose teachers are ESOL certified or endorsed. Instructional practices will be provided to reduce the gap in learning and increase the opportunities for growth. When it has been determined that students have regressed, instructional support will be tiered based on the students' needs. Additionally, to the extent possible, additional support through additional personnel will be secured. The District will work to include parent engagement opportunities in order to provide support for the families and reduce any language barriers.

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

| |
|--|
| Name and title of person responsible for completion and submission of the Innovative Reopening Plan |
| Tammy McGriff, Area Director for Elementary Instruction Dr. Sylvia Jackson, Area Director for Secondary Instruction |
| Contact information: email, phone number |
| mcgriff@gcpsmail.com , 850-627-9651, extension 1278 jacksons@gcpsmail.com , 850-627-9651, extension 1403 |
| Date submitted |
| |
| Superintendent Signature (or authorized representative) |
| |

[Gadsden]



Approval of Innovative Reopening Plan

Chancellor of Public Schools

Tue, Jul 28, 5:01 PM

Dear Superintendent Milton,

The Florida Department of Education has reviewed the Innovative Reopening Plan for the Fall 2020 School Semester submitted by the Gadsden County School District. The Department's review, for purposes of considering the approval of a reopening plan, is focused on verifying each of the seven assurances required by DOE Order No. 2020-EO-06. I am pleased to report that the plan you submitted provides each of the required assurances. As such, your reopening plan is approved, effective immediately.

As a reminder, the Department's emergency order does not (and cannot) waive any federal requirements. We encourage you and your team to be diligent in ensuring strict compliance with all federal obligations and the delivery of all necessary and required student services required by law.

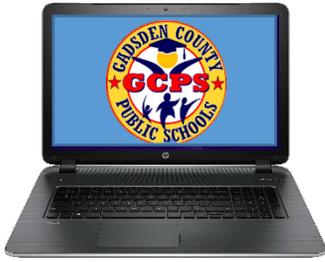
As we head into a new school year, the Department is eager to support the important work you are accomplishing. We are confident that innovative solutions, tailored to the local challenges associated with educating students during Florida's recovery, will come from every school and district across the State. As you discover helpful strategies and practices, let us know so we can facilitate the sharing of best practices.

Thank you for your commitment to excellence and innovation in support of student achievement and we look forward to continuing to support your faithful implementation of this plan.

Sincerely,
Jacob Oliva

GADSDEN COUNTY SCHOOL BOARD
Distance Learning Training Schedule

| DATE/DATE RANGE | AUDIENCE | CONTENT/OUTCOME |
|-----------------|--|---|
| AUGUST 3 (PLTM) | SCHOOL PRINCIPALS ASSISTANT PRINCIPALS OF CURRICULUM | Participants will learn about what the Google Suite offers. Principals will consider and recommend teachers on their campuses who will serve as school level trainers. <u>Evidence of Proficiency:</u> Principals will be required to establish classes using Google Classroom (i.e. grade group or department) |
| AUGUST 4 | DISTRICT ACADEMIC SPECIALISTS | Area Directors will share training expectations. Potential trainers will be identified. <u>Evidence of Proficiency:</u> Established training protocol (Agenda) Schedule of training for Week of August 10 List of resources to be shared with schools |
| AUGUST 10 | REPRESENTATIVES FROM EACH SCHOOL SITE (2 PER SCHOOL) ~Recommendations from August 3 | Representatives will be trained to serve as school trainers: <u>Focus Areas (Non-negotiables)</u> <ul style="list-style-type: none"> - Exploring the Google Suite for Educators - Getting Started with Google Classroom - Getting Started with Google Meets - Using Google Forms Efficiently |
| AUGUST 17 | SCHOOL SITE TRAININGS BY TRAINERS | Teachers at each school site will sign up for morning or afternoon training sessions Monday through Thursday. 4 hours per day 4 days per week \$22 per hour |
| AUGUST 24 | SCHOOL SITE TRAININGS BY TRAINERS | Direct and explicit help as needed. Trainers will check off that each teacher knows how to do the following and provide follow-up training as needed. <ul style="list-style-type: none"> - Build classroom rosters in Google Classroom - Post Class Agenda, assignments, and activities - Assist students with access class at the scheduled time - Provide instruction and/or demonstrations in ways that both brick and mortar and remote learners have access |
| TBA | CANVAS TRAINING FOR ADMINISTRATORS | Site administrators will learn about the Canvas program. Principals will select two people for intensive Canvas training. |
| TBA | CANVAS TRAINING FOR THE TRAINERS | Two people from each site will receive training to become Canvas experts. |
| TBA | CANVAS PILOTS | With principal's approval, trainers will begin using Canvas. |
| TBA | EXPAND CANVAS PILOTS | With principal's approval, select teachers may begin using Canvas. Reassess the Canvas program |
| SUMMER 2021 | CANVAS SUMMER TRAINING | Determine where additional training is needed Training opportunity for all district teachers to become proficient with using Canvas. |
| August 2021 | FULL IMPLEMENTATION OF CANVAS | |



Gadsden County School District Digital Learning Training Institute

Mr. Abria Harris & Mrs. Brooke Solz

Facilitators

Tuesday, August 11, 2020

1. Greetings & Introductions
2. Why Google Classroom?
3. Creating a New Class in Google Classroom
 - Inviting Co-Teachers (Administration, ESE Support, etc.)
 - Inviting Teachers
 - Inviting Parents/Guardians
4. Creating Classwork
 - Organizing and Features of the Classwork Platform – Mr. Harris
 - Engaging in Mathematics by Creating Quizzes (Google Forms) – Mr. Harris
 - Engaging in Writing/Reading Instruction (Google Docs) – Mrs. Solz

~ Assignment Completion and Break ~

5. Viewing and Returning Students' Work
6. Facilitating Communication and Collaboration in a Virtual Environment
7. Copying Courses & the Reuse Feature

Wednesday, August 12, 2020

1. Reviewing Day 1
2. **Defining Synchronous & Asynchronous Instruction**
3. Exploring Google Meets
 - Setting Up Google Meetings
 - Meets Session Settings
4. Work Time
5. **Presentations**

Thursday, August 13, 2020

| Time | Activity / Presenter(s) |
|---|--|
| 8:00a – 11:00a | School Site Training Planning Time |
| ~ Presentation of Plans via Google Meets~ | |
| 11:00a - 11:10a | Carter Parramore Academy |
| 11:10a - 11:20a | Gadsden Central Academy Chattahoochee Elementary School |
| 11:20a - 11:30a | Gadsden County High School |
| 11:30a - 11:40a | Gadsden Elementary Magnet School |
| 11:40 - 11:50a | George W. Monroe Elementary School |
| 11:50a - 12:00p | Greensboro Elementary School |
| 12:00p - 12:10p | Havana Magnet School |
| 12:10p - 12:20p | James A. Shanks Middle School |
| 12:20p - 12:30p | Stewart Street Elementary School |
| 12:30p - 12:40p | West Gadsden Middle School |



GADSDEN COUNTY SCHOOL DISTRICT DIGITAL EDUCATOR PROFESSIONAL DEVELOPMENT PLAN

Fundamentals Training Google Educator Training Level 1

Goal: Each instructional employee (administrator, teacher, coach) at the elementary and secondary levels will complete Level 1 Google Educator Training by March 2021

| Week of | Assignment | Completion Indicator | Check-In |
|---------|--|----------------------|--------------------------|
| 8/31 | Unit 1 Get Ready to Use Technology in the Classroom | | Pacing Distribution |
| 9/07 | Unit 2 Expand your Access to Help and Learning | | |
| 9/14 | Unit 3 Have a (Mostly) Paperless Classroom | | |
| 9/28 | Unit 4 Save Time Communicating | | Check-In September 28 |
| 10/05 | Unit 5 Organize Activities for Yourself and Others | | |
| 10/12 | Unit 6 Bring Meetings Online | | |
| 10/19 | Unit 7 Bring Student Work Online | | |
| 10/26 | Unit 8 Measure, Understand, and Share Student Growth | | |
| 11/02 | Unit 9 Teach Students Online Skills | | Check-In November 2 |
| 11/09 | Unit 10 Build Interactive Lessons | | |
| 11/16 | Unit 11 Captivate Your Class with Video | | |
| 11/30 | Unit 12 Facilitate Group Work | | |
| 12/07 | Unit 13 Promote Digital Citizenship and Positive Online Behavior | | Check-In December 7 |
| 01/11 | Test Deadline Assessment funded by District | | |

“Ensuring a Prepared Workforce for Educating In a Virtual Environment”

Tammy McGriff Farlin, EdS, Area Director of Elementary Instruction

Dr. Sylvia Jackson, Area Director of Secondary Instruction

Roger P. Milton, Superintendent



PREVENTION, PREPAREDNESS, AND RESPONSE PLAN



"Putting Children First"

Roger P. Milton
Superintendent of Schools

Maurice Stokes
Taskforce Chair

Audrey Lewis
District 1
Chair

Steve Scott
District 2

Leroy McMillan
District 3

Charlie Frost
District 4

Tyrone Smith
District 5

COVID-19 Exposure Prevention, Preparedness, and Response Plan

Exposure Prevention, Preparedness, and Response

What is COVID-19?

The novel coronavirus, COVID-19 is one of seven types of known human coronaviruses. COVID-19, like the Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) coronaviruses, likely evolved from a virus previously found in animals. The remaining known coronaviruses cause a significant percentage of colds in adults and children, and these are not a serious threat for otherwise healthy adults.

Patients with confirmed COVID-19 infection have reportedly had mild to severe respiratory illness with symptoms such as fever, cough, and shortness of breath.

According to the U.S. Department of Health and Human Services/Centers for Disease Control and Prevention (CDC), Chinese authorities identified an outbreak caused by a novel—or new—coronavirus. The virus can cause mild to severe respiratory illness. The outbreak began in Wuhan, Hubei Province, China, and has spread to a growing number of other countries—including the United States.

How is COVID-19 Spread?

COVID-19, like other viruses, can spread between people. Infected people can spread COVID-19 through their respiratory secretions, especially when they cough or sneeze. According to the CDC, spread from person-to-person is most likely among close contacts (about 6 feet). Person-to-person spread is thought to occur mainly *via* respiratory droplets produced when an infected person coughs or sneezes, like influenza and other respiratory pathogens. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. It is currently unclear if a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes.

In assessing potential hazards, employers should consider whether their workers may encounter someone infected with COVID-19 in the course of their duties. Employers should also determine if workers could be exposed to environments (e.g., worksites) or materials (e.g., garbage or waste) contaminated with the virus.

Depending on the work setting, employers may also rely on identification of sick individuals who have signs, symptoms, and/or a history of travel to COVID-19-affected areas that indicate potential infection with the virus, in order to help identify exposure risks for workers and implement appropriate control measures.

There is much more to learn about the transmissibility, severity, and other features associated with COVID-19, and investigations are ongoing.

I. Responsibilities of Administrators and Supervisors

All administrators, directors and supervisors must be familiar with this Plan and be ready to answer questions from staff, parents, students, and community members. Administrators and supervisors must set a good example by following this Plan at all times. This involves practicing good personal hygiene and work site safety practices to prevent the spread of the virus. Administrators and supervisors must encourage this same behavior from all employees. Please refer to the COVID-19 Quick Reference Protocols for more detail about what to do in specific situations.

II. Responsibilities of Employees

The School Board of Gadsden County is asking every one of our employees to help with our prevention efforts while at work. In order to minimize the spread of COVID-19 at our work sites, everyone must play their part. As set forth below, the School Board of Gadsden County has instituted various cleaning, safety, social distancing, and other best practices at our worksites. All employees must follow these. In addition, employees are expected to report to their administrator or supervisor if they are experiencing signs or symptoms of COVID-19, as described below. If you have a specific question about this Plan or COVID-19, please ask your administrator or supervisor.

Occupational Safety and Health Administration (OSHA) and the CDC have provided the following control and preventative guidance for all employees, regardless of exposure risk:

- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes.
- Avoid close contact with people who are sick.

In addition, employees must familiarize themselves with the symptoms of COVID-19, which include the following:

- Coughing;
- Fever;
- Shortness of breath, difficulty breathing; and
- Early symptoms such as chills, body aches, sore throat, headache, diarrhea, nausea/vomiting, and runny nose.

If you develop a fever and symptoms of respiratory illness, such as cough or shortness of breath, **DO NOT GO TO WORK** and call your supervisor and healthcare provider right away. Likewise, if you come into close contact with someone showing these symptoms, call your supervisor and healthcare provider immediately.

III. Worksite Protective Measures

The School Board of Gadsden County has instituted the following protective measures at all worksites.

A. General Safety Policies and Rules

- Any employee/visitor showing symptoms of COVID-19 will be asked to leave the worksite and return home.
- Staff meetings will be held by virtual conference calls, if possible. If staff meetings are conducted in-person, attendance will be collected verbally and the person conducting the meetings will sign-in each attendee. Attendance will not be tracked through passed-around sign-in sheets or mobile devices. During any in-person meetings, avoid gathering in groups of more than 10 people and participants must remain at least six (6) feet apart. All in-person meetings will be limited. To the extent possible, meetings will be conducted virtually (e.g., video and/or phone conferencing).
- Employees should avoid physical contact with others and shall direct others (co-workers/contractors/visitors) to increase personal space to at least six (6) feet, where possible.
- Employees will be encouraged to stagger breaks and lunches, if practicable, to reduce the size of any group at any one time to less than ten (10) people.
- The School Board of Gadsden County understands that due to the nature of our work, the need for

regular hand washing may not be feasible or may be impracticable. In these situations, the School Board of Gadsden County will provide, if available, alcohol-based hand sanitizers and/or wipes.

- Employees should limit the use of co-workers' work space and equipment (e.g., computers, phones). To the extent equipment must be shared, the School Board of Gadsden County will provide alcohol-based wipes to clean equipment before and after use. When cleaning equipment(s) consult manufacturing recommendations for proper cleaning techniques and restrictions.
- Employees are encouraged to minimize ride sharing. While in vehicles, employees must ensure adequate ventilation.
- If practicable, each employee should use/drive the same truck or piece of equipment every shift.
- Water fountains are being retrofitted to dispense water into bottles or cups. Water bottles will be allowed at schools.

B. Workers entering School Buildings

- Construction and maintenance activities within occupied school sites, offices and buildings present unique hazards with regards to COVID-19 exposures. Everyone working within a district facility should evaluate the specific hazards when determining best practices related to COVID-19.
- Workers should stop by the Main Office of the School and register with the school leader when working on a school campus. Scheduling for work should be done in conjunction with the site administration and if at all possible, should be done after regular work hours. Employees should ask workers to keep a personal distance of six (6) feet at a minimum. Workers should wash or sanitize hands immediately before starting and after completing all work.

C. Visitors and Vendors on Site

- Family members and visitors are not allowed on the school premises, except in case of an emergency.
- Group events, gatherings, or meetings should be virtual if possible and promote social distancing of at least 6 feet between people if face-to-face events are held. Group size will be limited to the smallest size possible.
- Nonessential visitors, volunteers, and activities involving external groups or organizations should be limited as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, and county)
- Virtual activities and events should be considered in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and pep rallies, if possible.
- Parent conferences will be conducted virtually when feasible. When it is absolutely necessary to have a face-to-face meeting, parents will be escorted to a designated conference room, where participation will be limited to mandatory team members, while social distancing. Masks will be required and meeting time will be shortened to address essential business.
- All visitors will have temperature and wellness checks upon entry to the campuses.
- All visitors will be screened upon arriving at a school or district facility. If the visitor answers “yes” to any of the following questions, he/she should not be permitted to access the worksite:
 - Have you been confirmed positive for COVID-19?
 - Are you currently experiencing, or recently experienced, any acute respiratory illness symptoms such as fever, cough, or shortness of breath?
 - Have you been in close contact with any persons who have been confirmed positive for COVID-19?
 - Have you been in close contact with any persons who have traveled and are also exhibiting acute respiratory illness symptoms?

- Site deliveries will be permitted but should be properly coordinated in line with the School Board of Gadsden County with minimal contact and using cleaning protocols.

D. Personal Protective Equipment

- Faculty and staff will be provided ample cloth masks for those who need them. Students are highly encouraged to wear masks each day to mitigate the spread of COVID-19 per the CDC guidelines. Face masks should be considered a necessary student supply. Cloth Masks should be used to the extent possible.
- Face masks may be difficult or uncomfortable for students with disabilities and younger students but social distancing is still necessary and recommended. Consider face shields for students with asthma and more significant disabilities who may have difficulty wearing masks.

IV. Cleaning and Disinfecting

The School Board of Gadsden County has instituted regular housekeeping practices, which include cleaning and disinfecting frequently used materials and equipment, and other elements of the instructional environment, where possible.

- Work site break/lunch areas will be cleaned at least once per day. Employees performing cleaning will be issued proper personal protective equipment (“PPE”), such as nitrile, latex, or vinyl gloves and gowns, as recommended by the CDC.
- Any trash collected from the work site must be changed frequently by someone wearing nitrile, latex, or vinyl gloves.
- The School Board of Gadsden County will ensure that hand sanitizer dispensers are available. Frequently touched items (i.e., door pulls and toilet seats) will be disinfected frequently.
- Vehicles and equipment/tools should be cleaned at least once per day and before change in operator or rider.
- The School Board of Gadsden County will ensure that any disinfection shall be conducted using one of the following:
 - Common EPA-registered household disinfectant;
 - Alcohol solution with at least 60% alcohol; or
 - Diluted household bleach solutions (if appropriate for the surface).
- The School Board of Gadsden County will maintain Safety Data Sheets of all disinfectants used on site and they will be posted or in a specific place on each site as identified by the Custodial Coordinator.

The School Board of Gadsden County has also identified a team of professionals including a liaison from law enforcement, the County Emergency Management Director, the County Health Department staff, staff of the district, students and teachers. The team, called the Crisis Response Team (CRT) will work in conjunction with the local health department and medical experts to monitor the related guidance that CDC and OSHA continue to make available. The school nurses or other health staff should serve as liaisons with the Gadsden County Health Department and medical experts. The team can make local decisions about the considerations within this document and beyond this document. The purpose of CRT will be to make data-based decisions with regard to the spread of COVID-19.

Table 1

| Gadsden County Public Schools Crisis Response Team (COVID-19) | | | | | |
|--|---|---|--|--|---|
| District Personnel Ms. Caroline McKinnon | Counselor and Mental Health Professional Ms. Millie Anderson | District/School IT/ICP Leader Dr. Sheantika Wiggins Mrs. Desmona Hale | Athletics Leader MSG Charles Roberts | County Health Department Liaison Mrs. Candice Searcy | Law Enforcement Liaison Colonel Bobby Collins |
| School Leader Mr. Maurice Stokes | Teacher Leader Mrs. Judith Mandela | District Instructional Content Leader Mrs. Tammy McGriff | District Parent Services Ms. Vicki Johnson | County Emergency Operations Liaison Major Shawn Wood | Charter School Network Dr. Kevin Forehand |
| District/School Health Staff Dr. Adrian Cooksey | Logistics Leader (facilities, food, cleaning) Mr. Bill Hunter | Instructional Content & CTE Leader Dr. Sylvia Jackson | Student Leader Ms. Shaunterria Green | Safe Schools Officer Mr. Matthew Bryant | Early Learning Coalition Liaison Mrs. LaKysha Perkins |
| Non-Instructional Representative Ms. Regina Munroe | | | | | |

V. Recordkeeping

If a student or staff member is demonstrating any symptoms or a temperature that would lead one to suspect that they may have COVID-19, please refer them immediately to the school clinic (if clinic is available) or designated office where staff will determine next steps to follow with the Local Health Department and the Chair of the CRT. In the case of a suspected case of COVID-19, please alert the Chair of the CRT with the following form. **If a confirmed case of COVID-19 is reported, the school leader or department supervisor will fill out a workers' compensation form (First Call) and send it to the Finance Department for processing with the proper authorities.**

**GADSDEN COUNTY SCHOOLS
COVID-19 Notification Form**

School or Department: _____

Date: _____

Please check the applicable box or boxes:

- Employee was around someone who knowingly has COVID-19
- Employee has possible symptoms of COVID-19
- Employee tested positive for COVID-19
- Student was around someone who knowingly has COVID-19
- Student has possible symptoms of COVID-19
- Student tested positive for COVID-19

Provide additional information below:

Please email the completed form to Mrs. Candice Searcy and Ms. Caroline McKinnon at:
Candice.Searcy@flhealth.gov
mckinnonc@gcpsmail.com

VI. Confidentiality/Privacy

Except for circumstances in which the School Board of Gadsden County is legally required to report workplace occurrences of disease, the confidentiality of all medical conditions will be maintained in accordance with applicable law and to the extent practical under the circumstances. A school can disclose personal information, without consent, to a public health agency if the information is necessary to protect the health or safety of students or other individuals. This exception is limited in time to the period of the emergency. A school can consider the totality of the circumstances and if determined that there is an articulable and significant threat to health/safety of the student or staff member, information may be released. In this case the school must record, in the student/staff member's records, the articulable and significant threat that formed the basis for the disclosure, and the parties to whom information was disclosed, within a reasonable period of time after the disclosure.

A school can disclose student illness to other students and parents if it is in a 'non-personally identifiable form'. If an administrator can disclose that individuals are absent due to COVID-19, without naming them, that is allowable as long as there are others absent for other reasons. If a school determines, in conjunction with health, law enforcement, or other such officials, that parents or other students need to know the infected student's name or staff member's name to take appropriate action to protect the health and safety of their children, the school can give a sick student's name to students and/or parents. This is only in the rarest of circumstances. If a parent has opted out of the disclosure of "directory information" or if the school determines that disclosure of the information meets the health or safety emergency exception they can give the health department names, addresses, and phone numbers of absent students.

The School Board of Gadsden County reserves the right to inform other employees that an unnamed co-worker has been diagnosed with COVID-19 if the other employees might have been exposed to the disease so the employees may take measures to protect their own health. The School Board of Gadsden County also reserves the right to inform contractors, vendors, suppliers, or visitors that an unnamed employee has been diagnosed with COVID-19 if they might have been exposed to the disease so those individuals may take measures to protect their own health.

VII. Instruction (In-Person and Remote)

The Gadsden County School District will offer the following Innovative Model to ensure quality and equitable services to all students, Kindergarten through Grade 12. The District will continue to utilize our approved instructional materials, which includes digital resources.

A. In-person Instruction:

Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs "**in-person**" and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and/or Canvas to make learning seamless. The district is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by using masks when social distancing is difficult.

B. Remote Learning:

The district will offer **Remote Learning** for students whose parents that elect to have their students learn in their home environment. Instruction will be a combination of synchronous and asynchronous activities. In order to ensure quality and equitable services, classroom teachers may provide both in-person instruction and remote learning instruction simultaneously. This model will allow all students access to the same curriculum, instructional activities and resources as their classmates whose parents have elected to return to the brick and mortar program.

Utilizing the model where classroom teachers are providing in-person instruction and instruction for remote learners will ensure continuity of instruction for all learners. Synchronous instruction will provide an inclusive environment and will facilitate student engagement. When interventions and additional supports are required, the selected LMS solutions will accommodate learners. For example, students can be placed in small group environments through Google Meets or Zoom break-out rooms. Small group (workshops) or individualized instruction can be implemented through remote means.

Whether the student is enrolled in **In-person Instruction** or **Remote Learning**, they will have a schedule that includes required coursework, instructional supports (IEPs, interventions, etc.) and will be included in the schools' Master Schedules. Assignments traditionally known as homework will be posted in the Google Classrooms and or Canvas for both in-person and remote learners. Students will access the assignments and return as directed by the classroom teachers. This practice will allow Gadsden to ensure that students, teachers and families can effectively navigate online resources should unforeseen circumstances move the district back to remote learning.

- Professional development on effective use of the Google Suite will be provided for all teachers at both the elementary and secondary levels. Training dates for the LMS, Canvas, are being scheduled. Since the Google Suite is already a part of the learning environment, all persons will be trained so that there is no delay in remote learning.
- Parent engagement opportunities will be scheduled and will include virtual sessions to reduce face-to-face contact, in compliance with CDC and local health department guidelines.

VIII. Leave

Families First Coronavirus Response Act: Emergency Paid Sick Leave Act (EPSLA) includes, up to two weeks of paid leave through December 31, 2020 for five qualifying reasons if the employee is unable to work or telework due to:

1. Subject to federal, state, or local quarantine or isolation order
2. Advised by a health care provider to self-quarantine
3. Experiencing COVID-19 symptoms and seeking diagnosis
4. Caring for an individual that meets the state/local quarantine order or is advised by a health care provider to self-quarantine
5. Caring for a son or daughter due to the school or place of care has been closed or if the provider is unavailable due to COVID-19 reasons.

The Emergency Family Medical Leave Expansion Act (EFMLEA) has been extended through December 31, 2020 and will include up to 10 weeks of leave paid at 2/3 the rate of pay for one qualifying reason.

1. Unable to work or telework due to the need to care for a son or daughter less than 18 years of age due to school or place of care closure or unavailability of care provider due to a public health emergency related to COVID-19.

IX. General Questions

Given the fast-developing nature of the COVID-19 outbreak, the School Board of Gadsden County may modify this Plan on a case-by-case basis. If you have any questions concerning this Plan, please contact your immediate supervisor.

From: **Searcy, Candice** <Candice.Searcy@flhealth.gov>

Date: Mon, Aug 24, 2020 at 6:08 PM

Subject: Updated Guidance Received from DOH 08/24/20 related to COVID-19 Contact Tracing, FAQ, and Guidance for K-12 Schools

Good Afternoon All,

Gadsden DOH has received new guidance concerning COVID-19 in school settings. Included are attachments that address Contact Tracing in K-12 Schools, Responding to COVID-19 in K-12 Schools, and Frequently Asked Questions related to COVID-19 in the School Setting.

At Gadsden DOH we have a team of Epidemiology Staff that are trained to conduct contact tracing, advise on testing sites/dates/times that are appropriate on case by case basis, and evaluate/advise when it is safe for the student/employee to return to work or school. We are requesting to continue to receive information related to students and employees that are symptomatic and screen out (report symptoms of COVID and do not report to work or school), students and employees that report they have a positive COVID-19 test, students/employees that report they have a household contact or close contact to a confirmed COVID-19 case, and student/employees with pending test results. We would like to ensure if parents or employees have questions concerning positive results or quarantine guidance we are available to provide this at DOH with our Epidemiology Team. Letters to return to work or school following symptomatic screening and a COVID-19 Test should be given from the Health Department.

Guidance for Exclusion from School:

- An individual who is symptomatic
 - Temperature (100.4) or higher
 - Sore throat
 - New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
 - Diarrhea, Vomiting, or Abdominal Pain
 - New onset of severe headache, especially with a fever
- An individual who has tested positive for COVID-19
- An individual who is a close contact/household contact to a confirmed positive COVID-19 case

If a symptomatic student or staff member is evaluated by a medical provider and tests negative with a PCR test for COVID-19, he/she may return 24 hours following resolution of fever and other symptoms.

Returning to School:

Cases (individuals with confirmed positive COVID-19 test) of COVID-19 should be allowed to return to school after meeting the following criteria:

- 10 days have passed since symptoms first appeared **and**
- At least 24 hours have passed since last fever without the use of fever-reducing medications **and**
- Symptoms (e.g. cough, shortness of breath) have improved.

For cases that were asymptomatic, individuals will be allowed to return after **at least 10 days have passed** since specimen collection date of positive polymerase chain reaction (PCR) COVID-19 test.

Close contacts of cases of COVID-19 may return to school **after 14 days have passed from the date of the last exposure to the case**. If the close contact becomes symptomatic during the monitoring period, they will be advised to complete testing for COVID-19.

COVID-19 Testing Advised for Close Contacts of Confirmed Cases:

- Staff/Students may obtain testing through their private medical provider
- Staff/Students may obtain testing from a public testing site
- County Health Departments may facilitate testing

Please note in this Guidance the definition of close contact- an individual closer than 6 feet for a cumulative amount of time irrespective of wearing a mask. School Health staff or others using surgical masks and face shields would be considered a close contact if there were a breach in their PPE. PPE should be continued to be used throughout school.

The CDC does not recommend universal symptom screening to be conducted at school (i.e. temperature monitoring). It is recommended that students/employees complete screening prior to entering schools. See attached Daily Home Screening Tool. If the child/employee is experiencing symptoms related to COVID-19, they should stay at home and seek medical evaluation and testing.

Isolation Areas (**Waiting Rooms**), separate from other students and employees, should be used while child is waiting to be picked up by parent or guardian. It is necessary to maintain visualization of the child for safety.

It is imperative to maintain close communication between schools and the Health Department. Please coordinate information exchange appropriately, especially names and contact personal phone numbers to interview.

More Guidance will be delivered concerning Exclusion Letters from the School and Interview Completion in a separate email.

Gadsden DOH Epidemiology Team's contact number at the Health Department is 850-743-6031. We are available and committed to assist with keeping the students and community of Gadsden County safe.

Candice Searcy BSN, RN
Community Health Nursing Supervisor
FDOH- Gadsden
Cell: 850-901-7000
Office: 850-743-6045



Responding to COVID-19 in Schools (K-12)

8/24/2020

How to Reduce the Spread Within the School

- Physical distancing (separation of all employees and students by at least 6 feet) and assign seats within the classrooms
- Implement multiple COVID-19 mitigation strategies (e.g. social distancing, cloth face coverings, and use of cohorting)
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Maintain healthy environments (e.g. cleaning and disinfecting frequently touched surfaces)
- Repurpose unused or underutilized school spaces to increase classroom space and facilitate social distancing
- Educate parents, caregivers, and staff on the importance of monitoring for symptoms before students and staff enter the school. Students or staff with symptoms should not go to school.
- Reinforce sick policies for both students and staff, encouraging both to stay home when ill. Additionally, allow staff to stay home to care for sick household members or quarantine if close contact to a case.

Cohorting

An important strategy that school administrators should strongly consider is cohorting (or forming “pods”). Cohorting forms groups of students, and sometimes teachers or staff, who stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment.

Students and staff within a cohort would only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting crossover of students, teachers, and staff to the extent possible, thus:

- Decreasing opportunities for exposure to or transmission of COVID-19
- Facilitating more efficient contact tracing in the event of a positive COVID-19 case
- Allowing for targeted testing, quarantine, and isolation of a single cohort instead of school-wide measures in the event of a positive COVID-19 case or cluster of cases

Identifying Cases and Contacts

Once COVID-19 is identified among the school attendees or staff, school administrators should determine all close contacts associated within the school who had exposure to the case during the infectious period. A case is typically considered to be infectious from 2 days before symptoms first appear (or date of specimen collection for the first positive laboratory test for people without symptoms) up to 10 days afterwards. Depending on the school’s ability to cohort, the number of close contacts may be limited to one classroom or to a broader group of persons at the school.

A close contact is any individual, irrespective of whether a cloth face covering or face shield was used, who was within 6 feet of the case for 15 minutes or more while they were infectious. School health staff or others using full PPE with face shields and surgical masks or N95 respirators would only be considered close contacts if there was a breach in their PPE protection.

Schools should work closely with the local county health department staff to facilitate contact tracing by providing a line list of known contacts and their phone numbers. In coordination with the CHD, schools should notify parents and other relevant contacts of the exposure. In addition, the school should clean and disinfect where the COVID-19 case spent time.

Exclusion from School

Schools should immediately exclude anyone from campus who is symptomatic, who has tested positive for COVID-19, or who is a close contact to a case of COVID-19. It is recommended that students and staff with symptoms of COVID-19 should be evaluated by a medical provider and tested. Cases of COVID-19 should be allowed to return according to the criteria described in the section below. If the symptomatic student or staff member is evaluated by a medical provider and tests negative by a polymerase chain reaction (PCR) for COVID-19, he/she may return 24 hours after resolution of fever and other symptoms. If the symptomatic individual is not evaluated by a medical provider or tested while there is community-wide transmission, the criteria to return for COVID-19 cases should be used. Close contacts to a COVID-19 case should not return to school until 14 days have passed since the last exposure to the case.

K–12 schools and some staff may be designated as [critical infrastructure](https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html) (<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>) under the [government facilities sector](https://www.cisa.gov/government-facilities-sector) (<https://www.cisa.gov/government-facilities-sector>). While it is ideal that exposed staff self-quarantine for the 14-day period, there may be some circumstances when exposed asymptomatic staff that have been exposed may return to work in less than the 14 days, if their duties cannot be filled by another individual. It is important that all staff returning under this scenario perform daily symptom checks, wear masks, and do not come to work if symptoms develop.

Returning to School

Cases of COVID-19 should be allowed to return to school after meeting the following criteria:

- At least **10 days** have passed since symptoms first appeared **and**
- At least **24 hours** have passed since last fever without the use of fever-reducing medications **and**
- Symptoms (e.g., cough, shortness of breath) have improved

For cases of COVID-19 who were never symptomatic, individuals should be allowed to return after at least 10 days have passed since the specimen collection date of the first positive lab test.

Please note that based on the recommendation from a health care professional, persons with severe illness or patients who are severely immunocompromised may need to be isolated for 20 days.

Asymptomatic close contacts to cases of COVID-19 may return after 14 days have passed from the date of last exposure to the case. Close contacts who develop symptoms within the 14 days should seek medical care and testing. If the symptomatic contact tests PCR-negative for COVID-19, the contact may return to school and activities after the 14-day quarantine period and symptoms have resolved. If the contact tests positive, then the individual is considered a case and should follow the release from isolation guidance for cases of COVID-19.

Important Role of Parents/Guardians

School administrators and teachers should communicate clearly and frequently with parents and guardians about keeping students home if they are symptomatic, have tested positive for COVID-19, or have had close contact to a case of COVID-19. Additionally, parents and guardians should screen their children prior to bringing them to school to ensure that students are not symptomatic. Symptomatic children should be taken to a medical provider to be appropriately evaluated and tested.

COVID-19 Testing

School administrators and teachers should be educated about the general characteristics of currently available COVID-19 tests and their uses. In general, the PCR test is more accurate than antigen tests; however, the PCR test may take longer to obtain results. While antigen tests typically provide quicker turnaround times for results, they are less precise than PCR tests.

Broad testing of all students and staff at the beginning of the school year is **not** recommended. Asymptomatic staff and students who are close contacts to someone with COVID-19 do not require testing. If asymptomatic contacts choose to get tested prior to the end of their quarantine, they will still be required to complete the 14 days regardless of a negative test result. Staff and students who are close contacts to someone with COVID-19 and do develop symptoms within the 14 days should seek medical care and testing.

Schools should consider the following options for COVID-19 testing of staff/students who have been excluded from school:

- Staff/students obtain testing through their private medical provider
- Staff/students obtain testing at a [public testing site \(https://floridahealthcovid19.gov/testing-sites/\)](https://floridahealthcovid19.gov/testing-sites/) in their community
- County health departments facilitate testing, particularly when school outbreaks occur or if testing is needed to support decision making, such as closing a classroom or a school for cleaning.

Additionally, school districts may consider procuring their own COVID-19 testing capacity to support their operations. Antigen testing of symptomatic students or staff may be feasible using testing platforms such as Quidel's Sofia. While the test is less sensitive and should not be used for screening of asymptomatic persons, it does produce results within roughly 15 minutes.

Decision to Close a School

The decision to close schools for in-person learning should be made together by local officials and the Department of Education in a manner that is transparent for students, staff, parents, caregivers and guardians, and all community members.

The decision to close schools for in-person learning should be based on a number of factors, such as:

- The importance of in-person education to the social, emotional, and academic growth and well-being of students;
- The [level of community transmission \(https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html);
- Whether cases have been identified among students and staff;
- Other indicators that local public health officials are using to assess the status of COVID-19 in their area; and
- Whether student and staff cohorts have been implemented within the school, which would allow for the quarantining of affected cohorts rather than full school closure.

Resource

www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html



Conducting Contact Tracing in K-12 Schools

8/24/2020

When a confirmed or probable case of COVID-19 is identified in a student, teacher, or staff member in a school setting, the case investigator should gather information to help determine close contacts and exclusion recommendations. Additionally, the investigator will need to work with the school to conduct a thorough investigation and ensure the appropriate follow-up occurs. The following definitions are important to understand when conducting case investigation and contact tracing.

Definitions

Confirmed Case – a polymerase chain reaction (PCR)-positive case with or without symptoms

Probable Case – an antigen-positive case or a symptomatic contact of a case

Infectious Period – a case of COVID-19 is considered infectious from two days prior to symptom onset, or specimen collection date for asymptomatic cases, through 10 days later

Close Contact – anyone who was within 6 feet of a confirmed or probable case for 15 minutes or more while they were considered infectious, regardless of whether either person wore a cloth face covering or face shield. Additionally, if they shared eating or drinking utensils or had direct physical contact with the person such as hugging or kissing.

Isolation – Applies to those who are symptomatic or test positive for COVID-19 and involves staying home from work, school, and/or activities. Isolation lasts for at least 10 days after the onset of symptoms, 24 hours fever-free without fever-reducing medication, and an improvement of symptoms. For cases who have not had symptoms, isolation lasts 10 days from the day of specimen collection for their first positive test. In rare instances (e.g., if a person was very sick or has certain serious underlying medical problems), isolation may last 20 days. Repeat testing is not recommended to decide when to end the period of isolation. Instead, determining when to end isolation should be based on the symptom-based criteria above.

Quarantine – Applies to those who are potentially exposed and involves staying home from work, school, and/or activities when a person is a close contact to someone with COVID-19. Quarantine lasts for 14 days from the date of last exposure to the case (unless a person becomes a case themselves, in which case they must follow release from isolation guidance instead). Negative testing does not release a person from quarantine.

Case Investigation – Investigations should be completed on all confirmed and probable cases. Investigators are to collect information regarding the cases' symptoms and any sensitive occupations (e.g., health care workers) and elicit contacts including household, school, work and other activities.

Contact Tracing – Contacts are elicited during the investigation of confirmed and probable cases. Contacts are then informed of their possible exposure to a case and the need to quarantine for 14 days. They are educated on the virus and asked to monitor for symptoms.

Case Interview

The interview with confirmed or probable COVID-19 cases in K–12 school settings should address the following information requirements and should be input into Merlin within 24 hours:

- Date of symptom onset
- For asymptomatic cases, date of specimen collection for first positive test
- Reason the case was tested (e.g., symptoms, contact to case, part of outbreak or cluster)
- Date(s) the person last worked/attended school during their infectious period
- Mode of transportation to and from the school (e.g., bus, carpool, etc.)
- Before and after school activities (e.g., clubs, sports, etc.)

School Evaluation

The evaluation of the school for confirmed or probable COVID-19 cases in the K–12 school setting should address the following information requirements:

- When was the person on campus during their infectious period?
- With whom did that person come in close contact?
- Was that person with a single cohort in one classroom throughout the school day?
- Was that person mixing with other people or classrooms?
- Was there intermixing between groups or classrooms?
- How were the classrooms set up (desk separation and spacing)?

The information gathered during the case interview and school evaluation will dictate the recommendations that need to be followed. Close contacts to the case should be notified by phone and possibly by letter regarding their potential exposure and advised of required follow-up actions. They should stay home and quarantine for 14 days from their last exposure to the case. Of note, current CDC guidance indicates that, if someone was diagnosed with COVID-19 within the previous 3 months of the exposure, they do not need to quarantine.

Depending upon the case's movements and actions, the number of people considered close contacts will vary. For example, if the case was deemed to have spent limited time at the school while infectious, or strict cohorting and social distancing within the classroom is observed, very few students or teachers would need to be quarantined. If strict cohorting is done, but there is prolonged contact and some close interaction in the classroom, then the teacher and all students in the classroom will likely be quarantined, and the classroom cleaned and disinfected. If the case was interacting with students and teachers throughout the school campus while infectious, then a larger number of students and school personnel may need to be quarantined. More broad interventions may also be needed if investigations reveal untraceable transmission in the school setting.

Testing Recommendations

Asymptomatic staff and students who are close contacts to someone with COVID-19 do not require testing. If asymptomatic contacts choose to get tested prior to the end of their quarantine, they will still be required to complete the 14 days regardless of a negative test result. They may return to school after at least 14 days have passed from the date of last exposure to the case, if they remain symptom free.

K–12 schools and some staff may be designated as [critical infrastructure](#)

(<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>) under the [government facilities sector](#) (<https://www.cisa.gov/government-facilities-sector>.) While it is ideal that exposed staff self-quarantine for the 14-day period, there may be some circumstances when exposed asymptomatic staff may return to work in fewer than the 14 days if their duties cannot be filled by another individual. It is important that all staff returning under this scenario perform daily symptoms checks, wear masks, stay more than 6 feet from students and teachers and do not come to work if symptoms develop.

Staff and students who are close contacts to someone with COVID-19 and do develop symptoms within the 14 days should seek medical care and testing. If a symptomatic contact tests PCR-negative for COVID-19, the contact may return to school and activities after the 14-day quarantine period is completed and symptoms have resolved. If the contact tests positive for COVID-19, then the individual is now considered a case and should follow the release from isolation guidance for cases of COVID-19.

When selecting a testing laboratory, make sure results can be provided within 24 to 48 hours. As stated above, repeat testing is not recommended to decide when to end the period of isolation for COVID-19 cases. Repeat testing is not recommended within the first 3 months of the date of the original positive laboratory result, as this is unlikely to provide additional information useful for decision making.

Options for COVID-19 testing for staff/students who have been excluded from school:

- Staff/students obtain testing through their private medical provider
- Staff/students obtain testing at a [public testing site \(https://floridahealthcovid19.gov/testing-sites/\)](https://floridahealthcovid19.gov/testing-sites/) in their community
- County health departments facilitate testing, particularly when school outbreaks occur or if testing is needed to support decision making county health departments should consider consulting with the Bureau of Public Laboratories regarding testing at one of the state public health laboratories.

Cleaning and Disinfection

When a COVID-19 case has been in the school while infectious, the CDC recommends cleaning and disinfecting the building thoroughly by:

- Closing off areas used by the persons with COVID-19 and waiting as long as practical (if possible, up to 24 hours) before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets
 - If possible, open outside doors and windows to increase air circulation in the area
- Cleaning and disinfecting all areas (e.g., offices, bathrooms, and common areas) used by the person(s) with COVID-19, focusing especially on frequently touched surfaces (e.g., door handles)
 - Surfaces should be cleaned using soap (or a detergent) and water prior to disinfection
 - For disinfection, most common EPA-registered household disinfectants should be effective against the virus that causes COVID-19.

References and Resources

CDC School Recommendations

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

CDC Cleaning, Disinfection and Hand Hygiene in Schools

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

COVID-19 Case Definition

http://www.floridahealth.gov/diseases-and-conditions/disease-reporting-and-management/disease-reporting-and-surveillance/_documents/covid-19-case-definition.pdf

Contact Tracing Guidance

http://www.floridahealth.gov/diseases-and-conditions/disease-reporting-and-management/disease-reporting-and-surveillance/_documents/florida-contact-tracing-guidance.pdf

Outbreak Guidance

http://www.floridahealth.gov/diseases-and-conditions/disease-reporting-and-management/disease-reporting-and-surveillance/_documents/covid-19-ari-outbreak-reporting-in-merlin.pdf



Frequently Asked Questions (FAQs) regarding K-12 Schools and COVID-19 9/23/2020

Note: CDC updates its guidance for K-12 schools as new information becomes available. The CDC guidance includes an FAQ about reopening and another FAQ for school administrators, teachers, and parents. Those interested in issues related to COVID-19 in the school setting are encouraged to review the comprehensive guidance available at the CDC website.

Q: Should schools conduct symptom screening each day to identify symptomatic children?

A: Based on the best available evidence at the time, CDC does not recommend universal symptom screening (screening all students grades K–12) be conducted by schools. Rather, CDC recommends that parents, guardians, or caregivers evaluate students for symptoms prior to sending them to school each day. If the child has any symptoms related to COVID-19, please keep them home and seek medical evaluation and testing.

Q: In the school setting, how do we evaluate a sick student, and how do we handle the isolation of a student sick with symptoms?

A: Students who develop symptoms of COVID-19 while at school should be placed in an isolation area separate from staff and other students.

- School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school should use Standard and Transmission-Based Precautions when caring for the student.
- Students who are sick should go home or to a health care facility, depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
- If a school needs to call an ambulance or bring a student to the hospital, they should first alert the EMS and hospital staff that the student has symptoms consistent with COVID-19.
- After the student leaves the isolation area, school staff who work in the isolation area should follow CDC's guidance on Cleaning and Disinfecting Your Facility.
- Note: In developing plans for placing students with symptoms in an isolation area, schools should be mindful of appropriate safeguards to ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.
- When students are sent home, they should be given the template letter developed which lists symptoms to be checked off and information on how and when they'd be able to return to school.

Q: Who will do contact tracing of our students who test COVID-19 positive?

A: The county health department (CHD) epidemiology teams have primary responsibility for contact tracing. CHD epidemiology staff may contact school administrators or school health staff to inquire about school-based outbreaks or regarding close contacts of a student diagnosed with COVID-19. While school nurses do not have primary responsibility for contact tracing, they may be able to assist CHD staff involved in contact tracing by providing information regarding classroom cohorts, school gatherings, or other information helpful to the contact tracing investigation. As school health nurses become aware of students with laboratory-confirmed COVID-19, they are encouraged to maintain information in a spreadsheet regarding close contacts of the student that could be shared later with CHD epidemiology staff, if requested.

Q: What is a COVID-19 case?

A: A person who has tested positive for the SARS-CoV-2 virus, or a person who is sick with COVID-19-like symptoms and had close contact with someone who has tested positive for COVID-19.

Q: If a student is identified as a COVID-19 case, will the school be notified?

A: The CHD epidemiology team will conduct investigations of cases and notify schools when appropriate to make sure that persons identified as cases and contacts do not return to school until their isolation or quarantine period is over. In order to stay within the framework of HIPAA and the need to protect individual patient privacy, names may not necessarily be provided in every instance. For example, if a child has chosen to attend school remotely, has not attended the school facility during the infectious period, and no school attending contacts are identified, then the student's identity may be withheld. CHD epidemiology teams will work with schools on a case-by-case basis with respect to potential exposures and mitigation strategies, including communication strategies to the broader school community and parent groups.

Q: If a child known to be COVID-19 a case attended class during the symptomatic phase of illness, what follow-up measures should occur? Should the school or the classroom be closed?

A: The response will vary depending on the circumstances. If schools adhere to CDC guidelines regarding classroom cohorting and to other prevention measures, then closures, if needed, would likely be limited to a classroom or specific area of the building, rather than the entire school. If it is clear that the case (e.g. teacher or adult student) had close contacts with a few persons seated nearby, only a subset of students may have to be quarantined. In nearly all instances, a single case of COVID-19 in a school should not warrant closing the entire school. How much contact the person with COVID-19 had with others, as well as when and where such contact took place, need to be considered. These variables should also be considered when determining how long a school or part of the school stays closed. If there is rampant spread of SARS-CoV-2 within a school, or if the school is the source of large outbreaks or further community spread, administrators should work with local health officials to determine if temporarily closing the school building is necessary.

Q: A student or staff member is sick either at home or school. How do we handle this, and when can they return to school upon exclusion?

A: Parents should be encouraged to seek medical care and testing for the sick student.

- Symptomatic students and staff who have been evaluated and received a negative COVID-19 PCR test result should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies. If during the evaluation they are diagnosed with a specific disease such as strep throat, then return criteria would be based on school return policies for that specific illness.
- Symptomatic students and staff who have been evaluated and have been diagnosed with COVID-19 should stay home, isolate themselves from others, monitor their health, and follow directions from the county health department.
 - Cases may return to school after at least 10 days have passed since the day of symptom onset and the case has been fever-free for at least 24 hours without fever reducing medication and other symptoms are improving
 - Family members of this student should be excluded from school or work for 14 days from last exposure to case while infectious.
- Symptomatic students and staff who have not been evaluated by a medical provider, tested for COVID-19, or diagnosed with another illness should follow COVID-19 isolation release criteria, as described above.

Q: If a student tests positive must everyone in the classroom be quarantined?

A: The definition of an exposure or close contact in a school setting is the same as in any other community setting. Close contact has occurred if any of the following happened while an individual (student, teacher, or staff person) interacted with a confirmed or probable case of COVID-19, even if they didn't have symptoms during their infectious period:

- Had direct physical contact with the person (for example, a hug, kiss, or handshake).
- Were within 6 feet of the person for 15 minutes or more. This includes single encounters OR multiple encounters within a single day adding up to 15 minutes.
- Had contact with the person's respiratory secretions (for example, coughed or sneezed on; contact with a dirty tissue; shared a drinking glass, food, towels, or other personal items).

This definition applies even if protective measures, such as face coverings, face shields, or physical barriers (for example, plexiglass, partitions), were used. While these protective measures reduce the risk of spreading COVID-19, it does not negate the need for a quarantine if the criteria above are met. School-based health care providers may not need to quarantine if they are wearing the proper personal protective equipment outlined in the CDC guidance for health care providers.

To determine within the classroom setting if a subset of students need to be quarantined versus a whole classroom, details needs to be obtained to make an informed decision. Factors to consider include age of students involved, classroom layout, seat assignments, movement of students and staff within the classroom, and length of exposure. Examples are below:

- If desks are placed **6 feet apart**, students remain at their desks throughout the duration of class, and the teacher remains at the front of the class at least 6 feet away from any students, there would be no close contacts identified in the classroom.
- If desks are placed **less than 6 feet apart**, students remain at their desks throughout the duration of class, and the teacher remains at the front of the class at least 6 feet away from any students, those students within the 6-foot radius of the case would be considered close contacts and should be placed in quarantine. The teacher and students outside the 6-foot radius would not need to quarantine.
- If the classroom is arranged such that students are **moving freely throughout the classroom without maintaining 6-foot distance and interacting with the teacher**, all students and the teacher would be considered close contacts and should be placed in quarantine, given that the duration of free movement exceeded 15 minutes total in a day.
- If the students move between multiple classrooms throughout the day and desks are placed **less than 6 feet apart**, those students within the 6-foot radius in each of the classrooms the case was in would be considered close contacts and should be placed in quarantine.

Q: Can a close contact in quarantine return to school early after a negative test?

A: No. Testing of close contacts can help determine who became infected. However, since it can take up to 14 days for someone exposed to develop symptoms, testing cannot be used to shorten the quarantine period.

Q: Teachers and school staff are listed as “essential workers” What does this mean?

A: Please see the document linked here which lists occupational groups that meet the criteria:

https://www.cisa.gov/sites/default/files/publications/Version_4.0_CISA_Guidance_on_Essential_Critical_Infrastructure_Workers_FINAL%20AUG%2018v3.pdf

While employees of the schools may meet the criteria to be considered essential workers, this does not mean that they are automatically allowed to work after an exposure. CHDs will always recommend that individuals determined to be close contacts quarantine for 14 days. If it's determined that the school has exhausted all efforts to find a substitute or work out a remote option, then the exposed individual may be permitted to continue to work following a potential exposure to COVID-19, provided they remain asymptomatic and additional precautions are implemented to protect them and the community. Specifically, they should wear masks, stay more than 6 feet from students and other staff, and not come to work if symptoms develop. Also, they should quarantine at home when not at work.

DISTRICT FREQUENTLY ASKED QUESTIONS (FAQ)

Will masks be required for students?

Under the current guidelines, face coverings are required for all staff members and students with some medical exceptions. Faculty and staff will be provided ample cloth masks for those who need them. Students are highly encouraged to wear masks every day to mitigate the spread of COVID-19 per the CDC guidelines. Face masks should be considered a necessary student supply. Cloth Masks should be used to the extent possible. Face masks may be difficult or uncomfortable for students with disabilities and younger students but social distancing is still necessary and recommended. Consider face shields for students with asthma and more significant disabilities who may have difficulty wearing masks. Please do not send your child to school without a protective mask or shield. Masks will be required in all areas where social distancing is not possible unless there is a medical reason a child cannot wear a mask.

Will distance learning be an option?

Yes. The district will offer **Remote Learning** for students whose parents elect to have their students learn in their home environment. Instruction will be a combination of synchronous and asynchronous activities. In order to ensure quality and equitable services, classroom teachers may provide both in-person instruction and remote learning instruction simultaneously. This model will allow all students access to the same curriculum, instructional activities and resources as their classmates whose parents have elected to return to the brick and mortar program.

Utilizing the model where classroom teachers are providing in-person instruction and instruction for remote learners will ensure continuity of instruction for all learners. Synchronous instruction will provide an inclusive environment and will facilitate student engagement. When interventions and additional supports are required, the selected LMS solutions will accommodate learners. For example, students can be placed in small group environments through Google Meets or Zoom break-out rooms. Small group (workshops) or individualized instruction can be implemented through remote means.

Whether the students is enrolled in **In-person Instruction** or **Remote Learning**, they will have a schedule that includes required coursework, instructional supports (IEPs, interventions, etc.) and will be included in the schools' Master Schedules. Assignments traditionally known as homework will be posted in the Google Classrooms and or Canvas for both in-person and remote learners. Students will access the assignments and return as directed by the classroom teachers. This practice will allow Gadsden to ensure that students, teachers and families can effectively navigate online resources should unforeseen circumstances move the district back to remote learning.

How will students be safely transported on a school bus?

Bus Drivers and students will be required to wear a mask on the bus. While social distancing is not possible on the school bus for most routes, each bus will be sanitized and disinfected after bus routes are complete to minimize spread of the virus. The district will provide hand sanitizer for students and bus drivers and a supply of masks if a student does not have one upon entry to the bus. There will be protocols for bus stops, loading and unloading students to minimize congregation from different households. Spaced seating will be used to the extent practicable. Busses will be fogged with disinfectant at the end of each day. Bus drivers will be screened for symptoms prior to driving each day.

What precautions will be in place to keep everyone healthy and safe?

- All school district facilities and transportation vehicles are being sanitized to ensure a clean and safe return for faculty, staff, and students.
- Personal protective equipment (PPE) is being purchased for all locations.

- Each classroom will be equipped with hand sanitizer, disinfectants and all unnecessary furniture will be removed so that student desks can be arranged as far apart as possible.
- Student seating in all venues will be spaced as far apart as space allows.
- Water fountains are being retrofitted to dispense water into bottles or cups.
- Regular handwashing upon entering school and throughout the day will be taught and encouraged.
- There will be restricted access to school buildings by anyone except employees and students. Guests and volunteers will not be allowed in the school building unless approved by a principal and considered vital to the education of a student.
- Employees will be temperature checked upon entering the building.
- Students will be temperature checked if they exhibit symptoms of the virus.
- Site level administrators will determine procedures to minimize movement of all students in the school.
- Additional lunch periods will be added to reduce the number of students in the cafeteria. Site level administrators will determine the procedures for lunch periods.
- All schools will have procedures for a single-point of entry and exit of the school building, as well as plans for implementing safety procedures during breakfast, lunch and class transitions.
- All classrooms will be cleaned/disinfected thoroughly at the end of each day.
- Schools will post signage about safe hygiene and social distancing.
- Employees will be trained on procedures and expectations.
- Social distancing will be taught to students and will be practiced by all school personnel.
- Faculty meetings will take place in larger areas of schools to allow for social distancing. Alternatives to meeting in person will be developed and determined by site administrators
- Hallways and high traffic areas will be disinfected throughout the day as much as possible.
- Students with a temperature above 100.4°F will be isolated until they can be sent home with a parent or guardian.
- Students who exhibit other signs of COVID-19 will be sent to the clinic (if available) or designated area where staff will determine if the student needs to be isolated or sent home.
- Students will be able to remove masks if they are able to social distance, otherwise they will be expected to wear a mask.
- Per the Local Health Department requirements, parents or other drivers are to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child. All adults entering campus for in-person pick-up or drop-off must wear a face covering. Parents will not be allowed to walk their children to classrooms.
- Before-school students will be checked in at the designated entrance of the school. Parents will be restricted from entering the school building. Health and wellness checks will be conducted upon student arrival. Students are requested to wear a cloth mask and maintain the recommended 6-foot distance. Students will be housed in the designated area and spaced 6-feet apart, unless those students are from the same household. Grade specific resources will be provided. Students will be escorted to classrooms in an orderly manner upon dismissal from before-school programs. Any devices used will be sanitized after use by a designated employee of the program. Non-program students will report to safe areas as designated by the school principals.
- After-school students will be monitored during the transition to various designated after-school locations to minimize student contact and support safe distancing. Dismissals will be staggered with students for parent pickup and bus transportation being dismissed. separately. After-school students will remain in their designated locations and receive their snacks. After-school students will be picked up from their locations and be escorted to their designated classrooms. After-school students will remain in that one

classroom for the duration of the program, if feasible. If outside activities are conducted for enrichment, students will maintain social distance, wear their masks, and refrain from sharing devices.

- The use of COVID-19 EFMLEA and COVID-19 EPSLA will be shared with employees.

Things in Place

The district has a limited supply of masks which will be distributed based on enrollment and staffing at each school site. The masks will be for students who come to school without a mask. Parents are encouraged to send a mask with their child daily. Staff are encouraged to bring their own mask and must wear masks daily. All visitors on a campus must wear a mask.

The district will have a limited supply of face shields for those students and/or staff who cannot wear a mask for health reasons. Shields are not the preferred protection CDC recommends and should not be used alone.

The district has a supply of alcohol wipes that will be distributed based on enrollment and staffing at each site. An initial supply will be provided to each school.

The district has bulk containers of disinfectant which will be put into containers for use in classrooms and other school areas. An initial supply will be provided to each school.

The district has bulk containers of hand sanitizer which will be put into containers for use in classrooms and other school areas. An initial supply will be provided to each school.

Hand sanitizing stations will be placed in common areas of school campuses. Supplies of sanitizer will be provided to the custodians along with supplies of disinfecting solutions and alcohol wipes.

One water bottle filling station will be installed at each school. Students may bring their own water bottle. Water bottles must be translucent providing Faculty and Staff to see fluid levels without contact.

Thermometers will be provided for use at central entry points of the campuses. Every staff member will have their temperature taken daily. If a child exhibits other symptoms of COVID-19 once they get to school, their temperature will be taken and they will be referred to the school's dedicated area for further assessment and/or action. Parents are encouraged to keep sick children home. Sick staff members should stay home.

The district has a supply of gloves for custodial and food service staff. Other requests may be submitted and if gloves are necessary they will be provided. CDC does not recommend that all staff wear gloves.

Head custodians will be issued backpack fogging systems to help them deep clean rooms and do general deep cleaning of larger spaces and rooms.

The district has purchased signage to remind students of social distancing and hand washing. Floor decals are being purchased to assist with directing traffic in the buildings and hallways. Exterior signage should be posted at every entry point for visitors coming on to the campus.

The district has ordered a limited number of sneeze guards/barriers for reception areas, lunch rooms, and common areas like the library/media center.

Buses will be fogged after each route with disinfectant to ensure they are clean. Bus drivers will have wellness checks daily. All students boarding a bus will be required to wear a mask. Bus drivers will have a small supply of masks on board for those students at a bus stop without one. Temperatures will not be taken at bus stops.

Requests for Supplies to Meet the Needs of Students During COVID-19 Crisis

General Procedures

FOREWARD:

Per the CDC guidelines, many recommendations have been made to protect the safety and health of all students and employees of the district. The district-wide task force collected recommendations from all educational stakeholders and determined further refinement of the recommendations from CDC.

*The district **Facilities and Maintenance Office is the primary office responsible** for the purchasing of health and safety supplies and their distribution based on the district determined recommendations that support the CDC guidelines and the recommendations of the Reopening Task Force.*

The district recognizes that the school leaders know their school campuses best and should be involved in making recommendations for appropriate supplies and supply levels at their campuses. Taking this information into consideration, the following procedures will be in place:

- **Facility Director** will review the additional needs created by COVID-19 to protect facilities and the health of all those in the facility. Additional needs are defined as those beyond what is normally required for typical school operations in a normal year. Based on the Facility Director's determination, and after discussions with appropriate leadership staff, **supplies will be ordered by the Facility Director.**
- **Facilities Director** will devise a level of distribution based equitably on the number of students and staff per school.
- **Facilities Director** will base his decisions on what to order from the recommendations of the Task Force, CDC, principals, directors, coordinators, and district leadership. Additional requests will be given full consideration, within the limits of bulk purchases and product availability.
- **Principals** may provide their recommendations for what is needed on their site to support COVID-19 **via an email** to Mr. Hunter. Emails should copy the appropriate Area Director of Instruction and the Area Director of Federal Programs.
- Requests for additional COVID-19 supplies after initial supplies are provided shall be submitted to Facilities by means of the District's work order system, "School Dude". COVID-19 requests must not be mixed with normal supply requests. Plans should be made to extend supplies through this critical time-period prior to development of a vaccine. These work orders will be given top priority.
- Items that are allowable under COVID-19 for CARES Act primarily include: face masks/shields, gloves, disinfectant wipes, hand sanitizer, cleaning supplies (not normally purchased for regular school year activities), sneeze guards, thermometers, and/or water bottles for students. Other items may be considered and the need will be evaluated and addressed as they are presented.

What you should consider prior to requesting items:

When requesting a COVID-19 supply, consider all the things connected with the request (i.e., sneeze guards for reception areas need regular cleaning).

What parents can do to help:

Provide parents with a supply list for every classroom asking them to include face masks, hand sanitizer, Kleenex, and/or alcohol wipes in addition to other supplies necessary for classrooms.

What you should not do:

Order supplies yourself directly through a vendor (including supplies ordered by office managers through Office Depot). We cannot have 30 different sites ordering COVID-19 supplies without a funding source identified that can support the purchases. Purchasing for COVID-19 will be centralized with Facilities and/or Federal Programs.

What you cannot do:

Florida Department of Education (FDOE) has sent clear guidance to districts saying that federal funds for specific projects (i.e., Title I, Title II, Title III, Title IV, 21st CCLC, Title V, Title IX, UniSIG) cannot be used for supplies for COVID-19. These specific projects must be used for their intended purposes in federal law. This also applies to those schools receiving TSSSA.



Capital Health

PLAN

An Independent Licensee of the Blue Cross and Blue Shield Association



Covid-19: Where can you be tested?

Capital Health Plan, as an HMO, uses a defined network. This means that Capital Health Plan has contracted with facilities, providers and suppliers to provide you with health care services, helping to ensure your premiums and out-of-pocket costs remain affordable. Please note the Covid-19 testing sites listed below that are within the network. These are places where you can seek Covid-19 testing.

- Your Primary Care Physician (PCP). All PCP offices will be able to discuss your testing options, even if you are not experiencing symptoms. Please **CALL YOUR PHYSICIAN** first to make arrangements for testing.
- If you are seeing a Specialist within the network, you may seek testing from their office also. Please **CALL YOUR PHYSICIAN** first to make arrangements for testing.
- If you are in a hospital, they may also test you. Precaution: only those with a serious emergency should go to the ER, as you could be infected or also infect others. For Covid19 testing please contact your PCP first for instructions.
- LabCorp is the only laboratory in Capital Health Plan's network and if a doctor orders an antibody test for you, you will go to one of their Patient Service Centers for the blood sample collection. LabCorp also has an at-home testing kit that can be ordered on-line. See below for more information.

There are two types of tests that your doctor may recommend for COVID-19: viral swab tests and antibody tests.

- A viral swab test tells you if you have a current infection.
 - LabCorp offers an at-home swab test kit. This type of COVID-19 test is for individuals who have COVID-19 symptoms or meet the testing criteria established by the CDC. The COVID-19 home collection swab kit, to detect an active COVID-19 infection, is available through Pixel by LabCorp online. The COVID-19 home collection swab kit is available to individuals who complete an online eligibility screening questionnaire. <https://www.pixel.labcorp.com/athome-test-kits/covid-19-test>.
 - LabCorp does not administer the viral swab testing at their Patient Service Centers; you will have to seek the test from one of your in-network doctors.
- An antibody test may tell you if you have had a previous infection.
 - An antibody test may not be able to show if you have had a current infection, because it can take 1-3 weeks after infection to make antibodies. We do not know yet if having antibodies to the virus can protect someone from getting infected with the virus again, or how long that protection might last.
 - Note: antibody testing should not be used as the sole basis to diagnose or exclude infection.
 - An antibody test must be ordered by a physician. Do not go directly to a LabCorp Patient Service Center directly for testing.

Wage and Hour Division

Temporary Rule: Paid Leave Under the Families First Coronavirus Response Act

On April 1, 2020, the U.S. Department of Labor announced new action regarding how American workers and employers will benefit from the protections and relief offered by the Emergency Paid Sick Leave Act and Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act (FFCRA).



FFCRA helps the United States combat the workplace effects of COVID-19 by reimbursing American private employers that have fewer than 500 employees with tax credits for the cost of providing employees with paid leave taken for specified reasons related to COVID-19. The law enables employers to keep their workers on their payrolls, while at the same time ensuring that workers are not forced to choose between their paychecks and the public health measures needed to combat the virus. The Department's Wage and Hour Division administers the paid leave portions of the FFCRA.

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The Department promulgated regulations to implement public health emergency leave under Title I of the Family and Medical Leave Act (FMLA) and emergency paid sick leave to assist working families facing public health emergencies arising out of the COVID-19 global pandemic. The leave provisions are created by a time-limited statutory authority established under the FFCRA and are set to expire on December 31, 2020. The temporary rule was operational on April 1, 2020 and is effective from April 2, 2020 through December 31, 2020. On April 10, 2020 the Department published a correction in the Federal Register to make certain technical corrections to the regulatory text and preamble of the temporary rule.

In this temporary rule, the Department:

- Issues rules relevant to the administration of the FFCRA's paid leave requirements.
- Provides direction for administration of the Emergency Paid Sick Leave Act (EPSLA), which requires that certain employers provide up to 80 hours of paid sick leave to employees who need to take leave from work for certain specified reasons related to COVID-19. These reasons may include the following:
 - the employee or someone the employee is caring for is subject to a government quarantine order or has been advised by a health care provider to self-quarantine;
 - the employee is experiencing COVID-19 symptoms and is seeking medical attention; or,
 - the employee is caring for his or her son or daughter whose school or place of care is closed or whose child care provider is unavailable for reasons related to COVID-19.
- Provides direction for the effective administration of the Emergency Family and Medical Leave Expansion Act (EFMLEA), which requires that certain employers provide up to 10 weeks of paid, and 2 weeks unpaid, emergency family and medical leave to eligible employees if the employee is caring for his or her son or daughter whose school or place of care is closed or whose child care provider is unavailable for reasons related to COVID-19.

This action is intended to provide guidance to the regulated community as they implement the statutory requirements.



FAMILY FIRST CORONA RESPONSE ACT (FFCRA)

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| Emergency Sick Leave | Emergency Family & Medical Leave Expansion |
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| <p style="text-align: center;">Eligibility Criteria</p> <p>When an employee is:</p> <ol style="list-style-type: none"> 1. Subject to a federal, state or local quarantine or isolation order related to COVID-19; 2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19; 3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis; 4. Caring for an individual subject to a federal, state, or local quarantine or isolation order or advised by a health care provider to self-quarantine due to COVID-19 concerns; 5. Caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed due to COVID-19 or the childcare provider of such son or daughter is unavailable, due to COVID-19 precautions; or 6. Experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor. | <p style="text-align: center;">Eligibility Criteria</p> <p>When an employee is:</p> <ol style="list-style-type: none"> 1. Subject to a federal, state or local quarantine or isolation order related to COVID-19; 2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19; 3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis; 4. Caring for an individual subject to a federal, state, or local quarantine or isolation order or advised by a health care provider to self-quarantine due to COVID-19 concerns; 5. Caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed due to COVID-19 or the childcare provider of such son or daughter is unavailable, due to COVID-19 precautions; or 1. Experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor. |
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| Is employee able to telework | Employed for at least 30 calendar days prior to leave and not eligible to telework | Employed less than 30 calendar days prior to the leave or eligible to telework |
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| If yes, not eligible | If not, able to telework | Not Eligible |
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| <p style="text-align: center;">Criteria #1, #2, or #3:</p> <p>Employee must submit FFCRA Emergency Sick Leave Form and required documentation to site administrator</p> | <p style="text-align: center;">Criteria #4, #5, or #6:</p> <p>Employee must submit FFCRA Emergency Sick Leave Form and required documentation to site administrator</p> | <p>If meeting eligibility criteria, employee must submit FFCRA Emergency FMLA Expansion form and required documentation (if applicable) to site administrator.</p> |
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| <p style="text-align: center;">FFCRA Emergency Sick Leave Form and documentation submitted to the Director of HR</p> | <p style="text-align: center;">FFCRA Emergency Sick Leave Form and documentation (applicable on #4 and #6) submitted to Director of HR</p> | <p style="text-align: center;">FFCRA Emergency FLMA Expansion Form and documentation submitted to the Director of Human Resources.</p> |
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| <p style="text-align: center;">If approved, employee will be notified in writing by HR for up to 10 days of leave 100% daily rate of pay</p> | <p style="text-align: center;">If denied, employee will be notified in writing by HR</p> | <p style="text-align: center;">If approved, employee will be notified in writing by HR for up to 10 days of leave at 2/3 daily rate of pay</p> | <p style="text-align: center;">If denied, employee will be notified in writing by HR</p> | <p style="text-align: center;">If approved, employee will be notified in writing of eligibility for up to 12 weeks of leave. The first 2 weeks are unpaid and up to 10 weeks paid at 2/3 daily rate of pay</p> | <p style="text-align: center;">If denied, employee will be notified in writing by HR</p> |
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| <p style="text-align: center;">Employee must provide a medical clearance letter to Director of HR before reporting back to work</p> | <p style="text-align: center;">Employee must provide a medical clearance letter to Director of HR before reporting back to work, if eligibility criteria #4 or #6 were met.</p> | <p style="text-align: center;">Employee must provide a medical clearance letter to the Director of HR before reporting back to work, for criteria #1, #2, #3, #4, or #6</p> |
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ILLNESS-OR-INJURY-IN-LINE-OF-DUTY LEAVE

6.6543

- I. Any full-time regular employee shall be entitled to illness or injury-in-line-of-duty leave for a period not to exceed ten (10) school days when he has to, be absent from work because of a personal injury received in the discharge of his/her duties or because of illness from any contagious or infectious disease contracted in the performance of his/her duties.

- II. Any full-time regular employee documented as having been exposed to the COVID-19 virus in the discharge of his/her duties and required to quarantine for a specified number of days as recommended by the Centers for Disease Control (CDC) shall be entitled illness-in-the-line-of duty leave for that period of time, if the employee is unable to resume work at the end of that period of time, he/she may elect to use accrued sick leave and receive salary payments.

- III. Illness-in-the-line-of-duty leave is intended for use with Worker Compensation claims including having contracted the COVID-19 virus in the line of duty, and illnesses normally known as childhood diseases; such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. This leave is non-cumulative.

- IV. With exception to Paragraph II and III above, leave for any employee, as prescribed by law, shall be authorized for a total not to exceed ten (10) work days during any school fiscal year for an illness contracted or any injury sustained in the line of duty, or a total of ten (10) days for the same illness or injury. The employee granted such leave is entitled to full pay status for a period not to exceed ten (10) working days. If the employee is unable to resume work at the end of a ten (10) work day period, he/she may elect to use accrued sick leave and receive salary payments.

STATUTORY AUTHORITY:

1001.42, 1012.22, 1012.23, F.S.

LAWS IMPLEMENTED:

**1001.43, 1012.61, 1012.63,
1012.66. 1012.695 F.S.**

HISTORY:

**ADOPTED:
REVISION DATE(S):
FORMERLY: 3.105; 3.114**

Procedures for Leave Pertaining to COVID-19

A. Emergency Paid Sick Leave (EPSL)

1. In accordance with the Families First Coronavirus Response Act (FFCRA) (effective through December 31, 2020), an employee must qualify for Emergency Paid Sick Leave by completing the attached FORM C-19A for a maximum of two weeks per employee based on the employee's regular number of hours per day.
2. The employee obtains the approval of his/her supervisor who submits the FORM C-19A for approval from the District's Human Resources Department.
3. A copy of the FORM C-19A is submitted to the school's/site's Office Manager/Administrative Assistant.
4. The Office Manager/Administrative Assistant enters the EPSL leave in Skyward Time Off using the *Time Off* code **EMPDS – COVID Emergency Paid Sick Leave**. The applicable hours are placed on the Payroll sheet that is submitted to the Finance Department in the column designated COVID.
5. Hours in excess of 80 hours must be coded to the employee's sick leave or other sources, not EPSL.

B. Emergency Family and Medical Leave Act Expansion (EFMLA)

1. In accordance with the Families First Coronavirus Response Act (FFCRA) (effective through December 31, 2020) an employee must qualify for the Emergency Family and Medical Leave Act Expansion by completing the attached FORM C-19B for a maximum of 10 weeks per employee based on the employee's regular number of hours per day.
2. The employee obtains the approval of his/her supervisor who submits the FORM C-19B for approval from the District's Human Resources Department. The HR Department submits the EFMLA request to the School Board for approval using the same process as used for regular FMLA.
3. A copy of the FORM C-19B is submitted to the school's/site's Office Manager/Administrative Assistant.
4. The Office Manager/Administrative Assistant enters the EFMLA leave in Skyward using the *Time Off* code **EMFML-COVID Emergency FMLA Expansion**. The applicable hours are placed on the Payroll sheet that is submitted to the Finance Department.
5. During the period of EFMLA, the employee will earn 2/3 of the regular contract.

C. Exposure to Illness In-Line-of-Duty Leave

1. In accordance with Board Policy 6.543 In-Line-of-Duty leave, a full-time regular employee who has been exposed to the COVID-19 virus in the discharge of his/her duties must qualify for Exposure to illness In-Line-of-Duty Leave by completing the attached FORM C-19C.

2. The employee obtains the approval of his/her supervisor who submits the FORM C-19C for approval from the District's Human Resources Department.
3. A copy of the FORM C-19C is submitted to the school's/site's Office Manager/Administrative Assistant.
4. The Office Manager/Administrative Assistant enters the Exposure to Illness In-Line-of-Duty leave in Skyward Time Off using the *Time Off* code **EMEXP – COVID Employee Exposure**. The applicable hours are placed on the Payroll sheet that is submitted to the Finance Department in the column designated COVID.
5. The employee has 48 hours in which to be tested for the virus. In accordance with the provisions of Policy 6.543, the employee is entitled to In-Line-of-Duty Leave and will earn his/her regular daily pay.
6. If the employee can work remotely, the employee must continue while waiting for the test results. If the employee cannot work remotely, then upon receipt of the negative test result, the employee must return to work immediately or 48 hours whichever is sooner.

8/20/2020

The School Board of Gadsden County

Request for Emergency Paid Sick Leave

(Requires Approval by Human Resources and School District)

To request emergency paid sick leave as provided under the Families First Coronavirus Response Act, please complete the following request form and submit to your site administrator for signature and then forward to the Human Resources Department as soon as possible before leave commences. Appropriate documentation, as noted below, must be included with the leave request.

Documentation supporting the need for leave must be included with this request, as described below.

Employee Name (print clearly): _____

Site/Department: _____ Site Administrator: _____

Requested Leave Start Date: _____ End Date: _____

The amount of emergency paid sick leave being requested is _____ hours.

I am requesting this emergency paid sick leave due to my inability to work because (check the appropriate reason below):

- 1) I am subject to a federal, state, or local quarantine or isolation order related to COVID-19.
- 2) I have been advised by a health care provider to self-quarantine due to concerns related to COVID-19
- 3) I am experiencing symptoms of COVID-19 and seeking a medical diagnosis.
- 4) I am caring for an individual who is subject to either number 1 or 2 above
- 5) I am caring for my child whose primary or secondary school or place of care has been closed, or my child care provider is unavailable due to COVID-19 precautions; and,
 - I attest that no other suitable person is available to care for my child during the requested period of leave.
 - I attest special circumstances exist requiring my need for leave to care for a child ages 15-17.

I have attached appropriate documentation supporting my need for leave.

Employee Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Approved by:

HR Department Rep. Signature: _____ Date: _____

COMPENSATION PROVISIONS

1. The employee will be compensated for EPSL at their regular rate, up to \$511 per day, where leave is taken for reasons (1), (2), and (3) above (own illness or quarantine)
2. The employee will be compensated for EPSL 2/3 their regular rate, up to \$200 per day, where leave is taken for reasons (4) or (5) above (care for others or school closures).
 - If approved, I request to utilize my accrued leave to supplement the reduced compensation for this leave period.
 - The leave will be applied in the following order of availability: accrued comp time, personal leave, sick leave (if leave is for #4) or vacation leave.

Employee Signature: _____ Date: _____

The School Board of Gadsden County
Request for Emergency Family and Medical Leave Act Expansion
(Requires Human Resources and School District Approval)

To request Emergency Family and Medical Leave as provided under the Families First Coronavirus Response Act, please complete the following request form and submit to your site administrator for signature and then forward to the human resources department as soon as possible before leave commences. Appropriate documentation, as noted below, must be included with the leave request.

Documentation supporting the need for leave must be included with this request, as described below.

Employee Name (print clearly): _____

Site/Department: _____ Site Administrator: _____

Requested Leave Start Date: _____ End Date: _____

The amount of emergency paid sick leave being requested is _____ hours.

I am requesting this Emergency Family and Medical Leave due to my inability to work because (check the appropriate reason below):

- 1) I am caring for my child whose primary or secondary school or place of care has been closed, or my child care provider is unavailable due to COVID-19 precautions; and,
 - I attest that no other suitable person is available to care for my child during the requested period of leave.
 - I attest special circumstances exist requiring my need for leave to care for a child ages 15 – 17.

I have attached appropriate documentation supporting my need for leave.

Employee Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Approved by:

HR Department Rep. Signature: _____ Date: _____

Compensation Provisions

If approved, the employee will be compensated for Emergency Family and Medical Leave at 2/3 their regular rate, up to \$200 per day.

- If approved, I request to utilize my accrued leave to supplement the reduced compensation for this leave period.
 - The leave will be applied in the following order of availability: accrued comp time, personal leave, sick leave (if leave is for #4) or vacation leave.

Employee Signature: _____ Date: _____

The School Board of Gadsden County

Request for Exposure to COVID-19 In-Line-of-Duty Leave – Board Policy #6.543

(Requires Approval by Human Resources and School District)

Please complete the following request form and submit to your site administrator for signature and then forward to the Human Resources Department as soon as possible before leave commences. Appropriate documentation, as noted below, must be included with the leave request.

Documentation supporting the need for leave must be included with this request, as described below.

Employee Name (print clearly): _____

Site/Department: _____ Site Administrator: _____

Requested Leave Start Date: _____ End Date: _____

The amount of Exposure to COVID-19 In-Line-of-Duty leave being requested is _____ hours.

I am requesting this leave due to my inability to work due to the following provisions of the policy:

Any full-time regular employee documented as having been exposed to the COVID-19 virus in the discharge of his/her duties and required to be tested in order to return to the workplace shall be entitled to 48 hours of In-Line-of-Duty Leave. Any additional hours for this type of leave must be in accordance with recommendations from the Centers for Disease Control.

Employee Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Approved by:

HR Department Rep. Signature: _____ Date: _____

Coronavirus Disease 2019 (COVID-19)

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

COMMUNITY, WORK & SCHOOL

Preparing for a Safe Return to School

Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement.

This guidance is intended to aid school administrators as they consider how to protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

This guidance is for K-12 school administrators who are preparing for students, teachers, and staff to return to school in fall 2020. School administrators are individuals who oversee the daily operations of K-12 schools, and may include school district superintendents, school principals, and assistant principals.

It is critical that all administrators:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools' safe reopening and will help them stay open.
- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of [cohorting](#)).
- **Communicate, educate, and reinforce** appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Integrate SARS-CoV-2 mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling participation in activities where social distancing is not feasible).
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Make decisions that take into account the level of community transmission.
- Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible;
- Develop a proactive plan for when a student or staff member tests positive for COVID-19.
- Develop a plan with state and local health department to conduct case tracing in the event of a positive case.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19 transmission and response in your local area.

The guidance described in this document is based on the best available evidence at this time. This guidance is meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Key considerations for school administrators:

- COVID-19 transmission rates in the immediate community and in the communities in which students, teachers, and staff live
- Approaches to cohorting that fit the needs of your school/district and community (e.g., keeping students in class pods, staggering when students return to school facility, having the same teacher stay with the same group of students)
 - Can unused or underutilized school spaces, including outdoor spaces, be repurposed to increase classroom space and facilitate social distancing?
- Concurrently implementing multiple strategies in school to prevent the spread of COVID-19 (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorting)
- Best practices for your school and community to communicate, educate, and reinforce personal protective behaviors to prevent the spread of COVID-19 in school and in the community
- Integrating strategies to reduce COVID-19 transmission into co-curricular and extracurricular activities (e.g., limiting participation in activities where social distancing is not feasible)
- Planning and preparing for when someone gets sick
- Working with state and local health authorities to develop a plan to conduct contact tracing in the event of a positive case
- Communicating appropriately to families about home-based symptom screening

Critical Role of Schools

This guidance is intended, first and foremost, to protect the health, safety and wellbeing of students, teachers, other school staff, their families, and communities.

Schools are an important part of the infrastructure of communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Schools also provide critical services that help to mitigate health disparities, such as school meal programs, and social, physical, behavioral, and mental health services. School closure disrupts the delivery of these critical services to children and families, and places additional economic and psychological stress on families, which can increase the risk for family conflict and violence. ^{[1], [2]}

The unique and critical role that schools play makes them a priority for opening and remaining open, enabling students to receive both academic instruction and support as well as critical services. In order to prioritize opening schools safely and helping them to remain open, communities should consider adopting actions to mitigate community transmission. CDC's [Implementation of Mitigation Strategies](#)

[for Communities with Local COVID-19 Transmission](#) has strategies for community mitigation to reduce or prevent the spread of COVID-19, which in turn will help schools to open and stay open safely. Recognizing the importance of providing safe, in-person learning, communities may also wish to help schools by examining whether additional public or private space, including outdoor spaces, that is currently underutilized might be safely repurposed for school and instructional purposes.

Returning to school in fall 2020 poses new challenges for schools, including implementing mitigation measures (e.g., social distancing, cleaning and disinfection, hand hygiene, use of cloth face coverings), addressing social, emotional, and mental health needs of students, addressing potential learning loss, and preparing for the probability of COVID-19 cases within the broader school community. This guidance provides information about:

- what is currently known about COVID-19 among school-aged children;
- the importance of going back to school safely;
- what is currently known about SARS-CoV-2 (the virus that causes COVID-19) transmission in schools and its impact on community transmission; and
- the ways administrators for kindergarten through grade 12 (K-12) schools can plan and prepare for in-person instruction and minimize the impact of potential closures.

What is known about the signs and symptoms, burden, and transmission of SARS-CoV-2 among children?

Signs and Symptoms

Common COVID-19 symptoms [among children](#) include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. ^[3] However, many children and adults infected with the virus that causes COVID-19 are asymptomatic (meaning they have no signs or symptoms of illness).

Impact of COVID-19 on Children

Collecting and sharing data, including how it affects different places and populations, is important for understanding the context and burden of the COVID-19 pandemic. School officials should make decisions about school reopening based on available data including levels of community transmission and their capacity to implement appropriate mitigation measures in schools. Children appear to be at lower risk for contracting COVID-19 compared to adults. While some children have been sick with COVID-19, adults make up nearly 95% of reported COVID-19 cases. ^[4] Early reports suggest children are less likely to get COVID-19 than adults, and when they do get COVID-19, they generally have a less serious illness. ^[5] As of July 21, 2020, 6.6% of reported COVID-19 cases and less than 0.1% of COVID-19-related deaths are among children and adolescents less than 18 years of age in the United States. ^[6] Early reports suggest the number of COVID-19 cases among children may vary by age and other factors. Adolescents aged 10-17 may be more likely to become infected with SARS-CoV-2 than children younger than age 10, ^[7] ^[8] but adolescents do not appear to be at higher risk of developing severe illness. ^[9] There are currently a higher proportion of COVID-19 cases among Hispanic/Latino children as compared to non-Hispanic white children. Children and adults with certain [underlying medical](#)

[conditions](#) are at [increased risk of severe illness](#) from COVID-19. ^[10] Severe illness means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or may even die. Children with intellectual and developmental disabilities are more likely to have [comorbid medical conditions](#) (e.g., diseases of the respiratory system; endocrine, nutritional and metabolic diseases; and diseases of the circulatory system) that may put them at increased risk for severe illness from COVID-19. ^[11] Although rare, some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to SARS-CoV-2. As of May 20, 2020, the majority of children hospitalized with MIS-C had recovered. ^[12]

Data on SARS-CoV-2 transmission among children are limited. Evidence from other countries suggests that the majority of children with COVID-19 were infected by a family member. ^[13] For example, the first pediatric patients in South Korea and Vietnam were most likely from contact with an adult family member. ^{[14], [15]} Published reports from contact tracing of students with COVID-19 in schools from France, Australia, and Ireland suggest that students are not as likely to transmit the virus to other students compared to household contacts. ^{[16], [17], [18]} However, more research is needed on SARS-CoV-2 transmission between children and household members.

What is known about how schools have reopened and the impact on SARS-CoV-2 transmission?

Internationally, schools have responded to COVID-19 using a variety of approaches. ^{[19], [20]} For example, China, Denmark, Norway, Singapore, and Taiwan all required temperature checks at school entry. ^[21] Most countries have changed the way they operate to reduce class sizes, increase physical distance between students, and keeping students in defined groups to reduce contacts (i.e., [cohorting](#)). ^[22] Furthermore, many countries have staggered attendance, start and stop times, and created alternating shifts to enable social distancing. In some places this means that only certain students have returned to schools, either by grade range or need. For example, Denmark was the first European country to reopen schools. Denmark staggered students' reentry in waves (e.g., one group started school first, followed by another group at a later date), with limited class sizes and using other social distancing measures. ^[23] Younger students (under age 12) returned first based on their lower health risk and need for more supervision than older students. Class sizes were reduced to allow physical distancing. In Taiwan, students returned to school with mandatory temperature checks and use of face masks. Rather than national school closures, Taiwan relied on local decision-making to determine if classroom or school closures were needed, based on infection rates. ^[24]

There is mixed evidence about whether returning to school results in increased transmission or outbreaks. For example, Denmark initially reported a slight increase in cases in the community after reopening schools and child care centers for students aged 2-12 years, followed by steady declines in cases among children between ages 1 and 19 years. ^[25] In contrast, Israel experienced a surge of new cases and outbreaks in schools after reopening and relaxing social distancing measures; it is unclear

what caused the increase in cases and what other mitigation measures the schools had implemented. ^[26] In summer 2020, Texas reported more than 1,300 COVID-19 cases in childcare centers; however, twice as many staff members had been diagnosed as children, suggesting that children may be at lower risk of getting COVID-19 than adults. ^[27]

It is important to consider community transmission risk as schools reopen. Evidence from schools internationally suggests that school re-openings are safe in communities with [low SARS-CoV-2 transmission](#) rates. ^[28] Computer simulations from Europe have suggested that school re-openings may further increase transmission risk in communities where transmission is already high. ^[29] More research and evaluation is needed on the implementation of mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of [cohorting](#)) used in schools to determine which strategies are the most effective. Such research would improve understanding of the impact of mitigation strategies on the risk of SARS-CoV-2 transmission in schools, and ongoing monitoring and surveillance of transmission in schools could help with timely outbreak detection and prevent wider spread.

Why is it Important to Open Schools for In-Person Instruction?

While opening schools – like opening any building or facility—does pose a risk for the spread of COVID-19, there are many reasons why opening schools in the fall of 2020 for in-person instruction is important.

Schools play a critical role in the wellbeing of communities. Schools are a fundamental part of the infrastructure of communities. Schools provide safe and supportive environments, structure, and routines for children, as well as other needed support services to children and families. Schools play a vital role in the economic health of communities by employing teachers and other staff and helping parents, guardians, and caregivers work.

Schools provide critical instruction and academic support that benefit students and communities in both the short- and long-term. The main role and priorities of K-12 educational institutions are to provide age-appropriate instruction and support students' academic development. Reopening schools will provide in-person instruction for students, facilitate increased communication between teachers and students, and provide students with critical academic services, including school-based tutoring, special education, and other specialized learning supports.

Studies show that students have experienced learning loss during the period of school closure and summer months. ^[30] In-person instruction for students has advantages over virtual learning, particularly when virtual learning was not the planned format for instruction, and schools may not have the resources or capability to transition fully to virtual learning. In-person classroom instruction has the added benefit for many students of interpersonal interaction between the student and the teacher and the student and peers. ^[31] Teachers are able to more actively participate in student learning, provide feedback as students encounter challenges, and promote active learning among students. ^[32]

In-person instruction may be particularly beneficial for students with additional learning needs. Children with disabilities may not have access through virtual means to the specialized instruction, related services or additional supports required by their Individualized Education Programs (IEPs) or 504 Plans. ^[33] Students may also not have access through virtual means to quality English Language Learning (ELL). ^[34]

When schools are closed to in-person instruction, disparities in educational outcomes could become wider, as some families may not have capacity to fully participate in distance learning (e.g., computer and internet access issues, lack of parent, guardian, or caregiver support because of work schedules) and may rely on school-based services that support their child's academic success. The persistent achievement gaps that already existed prior to COVID-19 closures, such as disparities across income levels and racial and ethnic groups, could worsen and cause long-term effects on children's educational outcomes, health, and the economic wellbeing of families and communities. ^[35], ^[35] While concern over higher rates of COVID-19 among certain racial/ethnic groups may amplify consideration of closing a school that educates primarily racial minority students, there should also be consideration that these may also be the schools most heavily relied upon for students to receive other services and support, like nutrition and support services.

Schools play a critical role in supporting the whole child, not just the academic achievement of students.

- **Social and emotional health of students can be enhanced through schools.** Social interaction among children in grades K-12 is important not only for emotional wellbeing, but also for children's language, communication, social, and interpersonal skills. ^[37] Some students may have experienced social isolation and increased anxiety while not physically being in school due to COVID-19. Resuming in-person instruction can support students' social and emotional wellbeing. ^[38] Schools can provide a foundation for socialization among children. When children are out of school, they may be separated from their social network and peer-to-peer social support. Schools can facilitate the social and emotional health of children through curricular lessons that develop students' skills to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, establish and maintain positive relationships, and make responsible decisions. ^[39]
- **Mental health of students can be fostered through school supports and services.** Schools are an important venue for students to receive [emotional and psychological support](#) from friends, teachers, and other staff members. Lengthy school building closures can leave some students feeling isolated from important friendships and support from other caring adults. ^[40] Schools also provide critical psychological, mental and behavioral health (e.g., psychological counselling, mental and behavioral assessment) services to children who may not have access to these services outside of school. School closures have limited the availability of these services. Furthermore, isolation and uncertainty about the COVID-19 pandemic can create feelings of [hopelessness and anxiety](#) while removing important sources of social support. Some

students may have experienced trauma through the loss of a loved one from COVID-19. Increases in anxiety and depression may occur when students do not have the structure and routine that being in school brings to their daily lives. Finally, having opportunities to be physically active through recess and physical education can help improve students' feelings of anxiety and sadness. These physical activities should be provided regularly to students in a safe and supportive environment that includes physical distancing and strategies to reduce close contact between students.

- **Continuity of other special services is important for student success.** Students who rely on key services, such as school food programs, special education and related services (e.g., speech and social work services, occupational therapy), and after school programs are put at greater risk for poor health and educational outcomes when school buildings are closed and they are unable to access such school health programs and services.^[41] During periods of school building closures, students had limited access to many of these critical services, potentially widening educational and health disparities and inequities.

How can K-12 schools prepare for going back to in-person instruction?

Expect cases of COVID-19 in communities. International experiences have demonstrated that even when a school carefully coordinates, plans, and prepares, cases may still occur within the community and schools. Expecting and planning for the occurrence of cases of COVID-19 in communities can help everyone be prepared for when a case or multiple cases are identified.

- **Coordinate, plan, and prepare.** Administrators should coordinate with local public health officials to stay informed about the status of COVID-19 transmission in their community. Additionally, planning and preparing are essential steps administrators can take to safely reopen schools:
 - CDC's [Considerations for Schools](#) provides detailed recommendations for schools to plan and prepare to reduce the spread of COVID-19, establish healthy environments and maintain healthy operations. This guidance includes information about implementation of mitigation strategies, such as physical distancing within buses, classrooms and other areas of the school, healthy hygiene habits, cleaning and disinfection, use of cloth face coverings, staggering student schedules, and planning for staff and teacher absences (e.g., back-up staffing plans).
 - One important strategy that administrators can consider is [cohorting](#) (or "pods"), where a group of students (and sometimes teachers) stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment. At the elementary school level, it may be easier to keep the same class together for most of the school day. In middle and high school settings, cohorting of students and teachers may be more challenging. However, strategies such as creating block schedules or keeping students separated by grade can help to keep smaller groups of students together and limit mixing. Strategies that keep smaller groups of students together can also help limit the impact of COVID-19 cases when they do occur in a school. If a student, teacher, or

staff member tests positive for SARS-CoV-2, those in the same cohort/group should also be tested and remain at home until receiving a negative test result or [quarantine](#). This helps prevent a disruption to the rest of the school and community by limiting the exposure. Schools should have systems in place to support continuity or learning for students who need to stay home for either isolation or quarantine. This includes access to online learning, school meals, and other services. The same holds for students with additional needs, including children with a disability, that makes it difficult to adhere to mitigation strategies.

[Operating Schools During COVID-19](#): Guiding principles and mitigation strategies to use when school is open

- **Prepare for potential COVID-19 cases and increased school community transmission.** Schools should be prepared for COVID-19 cases and exposure to occur in their facilities. Collaborating with [local health officials](#) will continue to be important once students are back to school, as they can provide regular updates about the status of COVID-19 in the community and help support and maintain the health and wellbeing of students, teachers, and staff. Having a plan in place for maintaining academic instruction and ensuring students have access to special services is also critical.
- **Making decisions about school operations:** Administrators should make decisions in collaboration with local health officials based on a number of factors, including the [level of community transmission](#), whether cases are identified among students, teachers, or staff, what other indicators local public health officials are using to assess the status of COVID-19, and whether student, teacher, and staff cohorts are being implemented within the school.
- **What is the [level of community transmission](#)?** There are specific strategies schools can implement based on the level of community transmission reported by local health officials:
 - If there is [no to minimal community transmission](#), reinforcing everyday preventive actions, ensuring [proper ventilation](#) within school facilities, including buses, and maintaining cleaning and disinfection practices remain important. These actions can help minimize potential exposure. Schools should also monitor absenteeism among teachers, staff, and students to identify trends and determine if absences are due to COVID-19, symptoms that led to quarantine, concerns about being in the school environment and personal health and safety, or positive test results. Anyone who tests positive for COVID-19 should [stay home and self-isolate](#) for the timeframe recommended by public health officials. Anyone who has had [close contact](#) with someone who has tested positive or is symptomatic for COVID-19 should be tested and stay home until receiving a negative result, or [stay home and monitor for symptoms](#).
 - If there is *minimal to moderate* community transmission, schools should follow the actions listed above, and continue implementing mitigation strategies such as [social distancing](#), use of [cloth faced coverings](#), reinforcing everyday preventive actions, and maintaining cleaning and disinfection. This also can include ensuring that student and staff

groupings/cohorts are as static as possible and that mixing groups of students and staff is limited.

- If there is [substantial, controlled](#) transmission, significant mitigation strategies are necessary. These include following all the actions listed above and also ensuring that student and staff groupings/cohorts are as static as possible with limited mixing of student and staff groups, field trips and large gatherings and events are canceled, and communal spaces (e.g., cafeterias, media centers) are closed.
- If there is [substantial, uncontrolled](#) transmission, schools should work closely with local health officials to make decisions on whether to maintain school operations. The health, safety, and wellbeing of students, teachers, staff and their families is the most important consideration in determining whether school closure is a necessary step. Communities can support schools staying open by implementing strategies that decrease a community's level of transmission. However, if community transmission levels cannot be decreased, school closure is an important consideration. Plans for virtual learning should be in place in the event of a school closure.
- **Did a student or staff member test positive for SARS-CoV-2?** If someone within the school community (e.g., student, teacher, staff) tested positive for SARS-CoV-2, assessing the level of risk is important to determine if, when, and for how long part or all of a school should be closed. K-12 administrators can also refer to CDC's [Interim Considerations for K-12 for School Administrators for SARS-CoV-2 Testing](#), which provides additional information about [viral diagnostic testing](#). A single case of COVID-19 in a school would not likely warrant closing the entire school, especially if levels of community transmission are not high. The levels of community transmission described above and the extent of [close contacts](#) of the individual who tested positive for SARS-CoV-2 should all be considered before closing. These variables should also be considered when determining how long a school, or part of the school, stays closed. If the transmission of the virus within a school is higher than that of the community, or if the school is the source of an outbreak, administrators should work collaboratively with local health officials to determine if temporary school closure is necessary. Students, teachers, and staff who test positive or had close contact of the individual who tested positive should be provided with guidance for when it is safe to [discontinue self-isolation](#) or end [quarantine](#).
- **What other indicators are local public health officials using to assess the status of COVID-19?** Local health officials can help inform decisions related to school operations by examining public health [indicators](#) that are used to determine level of community transmission and disease severity levels. For example, indicators such as healthcare capacity (e.g., staffing, ICU bed occupancy), changes in newly identified COVID-19 cases, and percentage of people testing positive for SARS-CoV-2 infections in the community might be useful to determine whether to maintain or modify school operations. These indicators are set by state, local, tribal, and territorial health and healthcare officials, and should be shared with schools for decision making.
- **Is a cohort approach used within the school?** The level of student and staff mixing within the school should also be considered. If students are kept in cohorts to minimize mixing of students, exposure to an individual with COVID-19 may be limited to one particular cohort and not pose a broad risk to the rest of the school. Cohorts that have been in close contact with someone with

COVID-19 can switch to virtual learning and stay home in accordance with CDC's guidelines for [quarantine](#) and [self-isolation](#), and the school may remain open.

- **Communicate with families, staff, and other partners.** When preparing to go back to school, regular communication should be used to update students, families, teachers, and staff about academic standards, meal program services, and access to other school-based essential services that students and families rely on. Regular communication with families, staff, and other partners should include:
 - Updates about the status of COVID-19 in the school and community
 - Notification when there are COVID-19 cases in the school (when communicating about the health status of students, schools should take care to avoid disclosing personally identifiable information and should follow all applicable privacy requirements, including those of the Family Educational Rights and Privacy Act)
 - Explanation of what parents, students, teachers, and staff can expect when returning to school; in particular, communicating about:
 - the importance of staying home when sick and [staying home to monitor symptoms if close contact occurred with a person who tested positive for SARS-CoV-2](#)
 - considerations for COVID-19 symptom screenings
 - types of social distancing measures being implemented
 - when students, teachers, staff and/or visitors will be expected to wear cloth face coverings and whether cloth face coverings will be available from the school.
 - everyday [healthy hygiene practices](#) that will be implemented upon reopening (e.g., students, teachers, staff staying home when sick, hand hygiene, cleaning frequently touched surfaces)
 - actions being taken to prevent SARS-Cov-2 transmission in buses, school buildings and facilities
 - [actions that families and households can take to help prevent the spread](#) of COVID-19
 - actions families can take to [manage anxiety about COVID-19](#)
 - decisions about operational status, potential use of virtual learning if COVID-19 cases are identified among students, teachers, or staff, and
 - guidance on [caring for someone who is sick](#) and for [parents, guardians, and caregivers who are sick](#)
 - guidance on how to [reduce stigma](#). Fear and anxiety about a disease can lead to social stigma, which is negative attitudes and beliefs toward people, places, or things

Families and students who had to make alternative arrangements with community providers to receive services (e.g., physical or occupational therapy, speech therapy, mental health services) during periods of school closures may need additional support and communication to establish a transition plan upon returning to school. Additionally, some families may have experienced significant hardship that now increases the number of students who need or qualify for some services, such as school meal programs. Schools can take actions to identify, support, and communicate with families who need to initiate new services as schools prepare to open. Administrators can work with community partners to plan for

additional school-based services and programs during the transition back to normal schedules in anticipation of an increased need for mental health services.

Additional resources for K-12 administrators

- [Considerations for Schools](#)
- [Latest COVID-19 Information](#)
- [Cleaning and Disinfection](#)
- [Guidance for Businesses and Employers](#)
- [Guidance for Schools and Childcare Centers](#)
- [COVID-19 Prevention](#)
- [Handwashing Information](#)
- [Face Coverings](#)
- [Social Distancing](#)
- [COVID-19 Frequently Asked Questions](#)
- [People at Higher Risk](#)
- [Managing Stress and Coping](#)
- [HIPAA and COVID-19](#)
- [CDC Communication Resources](#)
- [Community Mitigation](#)
- [Approach for Monitoring and Evaluating Community Mitigation Strategies](#)
- [OSHA Guidance on Preparing Workplaces for COVID-19 pdf icon](#)
- [FERPA & Coronavirus Disease 2019pdf icon](#)

What Is Cohorting?

Cohorting (sometimes called podding) is a new term for a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students – and sometimes staff – together over the course of a pre-determined period of time. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible, thus:

- decreasing opportunities for exposure or transmission of SARS-CoV-2,
- reducing contact with shared surfaces,
- facilitating more efficient contact tracing in the event of a positive case, and
- allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases.

Cohorting strategies are common practice in many elementary schools across the United States. Many elementary school students have the same teacher and classmates during the entire school year. Implementation of this strategy varies, depending on setting and resources. For example:

- Schools may keep cohorts together in one classroom, and have teachers rotate between rooms.
- Schools may alternate cohorts by days or weeks, with cohorts assigned to specific days or weeks.
- Schools may adopt a hybrid approach, with some cohorts assigned to in-person learning and others assigned to online learning.

Evidence of the impact of cohorting on spread of COVID-19 is limited. Some evidence from other viral disease outbreaks and school reopenings in international settings suggests that cohorting may be an important tool for mitigating COVID-19 spread. However, it is essential to note that those studies were conducted in very different contexts, in communities with lower transmission levels.

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**Gadsden County School District
2020-2021 Bus Drivers and Aides Calendar**

| | |
|----------------|---|
| 2020 | |
| August 31 | Report to work |
| | |
| September 7 | Non-work day - Labor Day Holiday District-wide - Students out of school |
| | |
| October 23 | Non-work day - Students out of school |
| | |
| | |
| November 2 | Non-work day – Students out of school |
| November 11 | Non-work day - Veteran’s Day Observed - District-wide |
| November 20 | Non-work day - Students out of school |
| November 23-27 | Non-work days - Thanksgiving Holidays/Fall Break - Students out of school |
| | |
| December 21-31 | Non-work days - Christmas Holidays - Students out of school |
| | |
| 2021 | |
| January 1 | Non-work day - New Year’s Holiday - Students out of school |
| January 18 | Non-work day - Martin L. King, Jr. Day - District-wide - Students out of school |
| | |
| February 1 | Non-work day – Students out of school |
| | |
| March 15-19 | Non-work days - Spring Break Holidays - District-wide - Students out of school |
| | |
| April 2 | Non-work day - Good Friday - Students out of school |
| April 12 | Non-work day – Students out of school |
| | |
| May 31 | Non-work day – Memorial Day- District-wide – Students out of school |
| | |
| June 18 | Last day of work |
| | |
| | |
| | |

**Gadsden County School District
2020-2021 Eleven Month Calendar
Assistant Principals, Assistant Custodians,
11 Month Secretaries, Psychologists & Therapists**

| | |
|------------------|---|
| 2020 | |
| August 6 | Report to work |
| | |
| August | |
| | |
| September 7 | Labor Day Holiday - District-wide |
| | |
| October | |
| | |
| November 11 | Veteran's Day Observed - District-wide |
| November 25-27 | Thanksgiving Holidays/Fall Break |
| | |
| | |
| December 23 - 31 | Christmas Holidays |
| | |
| 2021 | |
| January 1 | New Year's Holiday |
| January 18 | Martin L. King, Jr. Day - District-wide |
| | |
| February | |
| | |
| March 15-19 | Spring Break Holidays - District-wide |
| | |
| April 2 | Good Friday |
| | |
| May 31 | Memorial Day Holiday - District-wide |
| | |
| June 30 | Last Work Day |

**Gadsden County School District
2020-2021 Food Service Calendar**

| | |
|----------------|---|
| 2020 | |
| August 27 | Managers Report to Work |
| August 27 | Workers Report to Work |
| | |
| September 7 | Non-work day - Labor Day Holiday District-wide - Students out of school |
| | |
| October 23 | Non-work day - Teacher Paid Holiday - Students out of school |
| | |
| November 2 | Non-work day – Teacher Planning Day – Students out of school |
| November 11 | Non-work day - Veteran’s Day Observed - District-wide |
| November 20 | Non-work day - Teacher Paid Holiday - Students out of school |
| November 23-27 | Non-work days - Thanksgiving Holidays/Fall Break - Students out of school |
| | |
| December 21-31 | Non-work days - Christmas Holidays - Students out of school |
| | |
| 2021 | |
| January 1 | Non-work day - New Year’s Holiday - Students out of school |
| January 18 | Non-work day - Martin L. King, Jr. Day - District-wide - Students out of school |
| | |
| February 1 | Non-work day – Teacher Planning Day – Students out of school |
| | |
| March 15-19 | Non-work days - Spring Break Holidays - District-wide - Students out of school |
| | |
| April 2 | Non-work day - Good Friday - Students out of school |
| April 12 | Non-work day – Teacher Planning Day – Students out of school |
| | |
| May 31 | Non-work day - Memorial Day Holiday - District-wide |
| | |
| June 21 | Last day of work for Workers |
| June 23 | Last day of work for Managers |
| | |

**Gadsden County School District
2020-2021 Calendar
10 Month Employees
191 Days Paraprofessionals
193 Days Visiting Teachers/Social Workers**

| | |
|----------------|--|
| 2020 | |
| August 24 | Report to work |
| | |
| September 7 | Labor Day Holiday - District-wide |
| | |
| October 23 | Non-work day |
| | |
| November 11 | Veteran's Day Observed - District-wide |
| November 20 | Non-work day |
| November 23-27 | Thanksgiving Holidays/Fall Break |
| | |
| December 21-31 | Christmas Holidays |
| | |
| 2021 | |
| January 1 | New Year's Holiday |
| January 18 | Martin L. King, Jr. Day - District-wide |
| | |
| March 15-19 | Spring Break Holidays - District-wide |
| | |
| April 2 | Good Friday |
| | |
| May 31 | Memorial Day Holiday - District-wide |
| | |
| June 23 | Last Work Day for Paraprofessionals |
| June 25 | Last Work Day for Visiting Teachers/Social Workers |
| June 29 | Last Work Day for 10 Month Employees |
| | |
| | |

**Gadsden County School District
2020-2021 Student Calendar
180 days**

| | |
|----------------|--|
| 2020 | |
| August 31 | Students first day of School |
| | |
| September 7 | Students out of school - Labor Day Holiday District-wide |
| | |
| October 5-9 | FTE Survey Week |
| October 23 | Students out of school - Teacher Paid Holiday |
| October 30 | End of 1 st Nine Weeks |
| | |
| November 2 | Students out of school – Teacher Planning Day |
| November 3 | Beginning of 2 nd Nine Weeks |
| November 11 | Veteran’s Day Observed District-wide |
| November 20 | Students out of school - Teacher Paid Holiday |
| November 23-27 | Thanksgiving Holidays/Fall Break |
| | |
| December 21-31 | Students out of school for Christmas Holidays |
| | |
| 2021 | |
| January 1 | Students out of school for New Year’s Holiday |
| January 4 | Students return to school |
| January 18 | Students out of school - Martin Luther King, Jr. Day - District-wide |
| January 29 | End of 2 nd Nine Weeks |
| | |
| February 1 | Students out of school - Teacher Planning Day |
| February 2 | Beginning of 3 rd Nine Weeks |
| February 8-12 | FTE Survey Week |
| | |
| March 15-19 | Students out of school - Spring Holidays - District-wide |
| | |
| April 2 | Students out of school - Good Friday - Teacher Paid Holiday |
| April 9 | End of 3 rd Nine Weeks |
| April 12 | Students out of school – Teacher Planning Day |
| | |
| May 31 | Students out of school – Memorial Day – District-wide |
| | |
| June 18 | Last day of school for students |
| | |
| | |

**Gadsden County School District
2020-2021 Teacher Calendar
196 days**

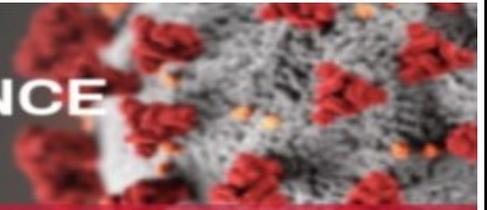
| | |
|----------------|--|
| 2020 | |
| August 24 | Teachers report for pre-planning |
| | |
| September 7 | Labor Day Holiday District-wide |
| | |
| October 5-9 | FTE Survey Week |
| October 23 | Teacher Paid Holiday (1) |
| October 30 | End of 1 st Nine Weeks |
| | |
| | |
| November 2 | Teacher Planning Day |
| November 11 | Veteran's Day Observed District-wide |
| November 20 | Teacher Paid Holiday (2) |
| November 23-25 | Teacher Paid Holiday (3, 4, 5) |
| November 26-27 | Thanksgiving Holidays/Fall Break – District-wide |
| | |
| December 21-31 | Students out of school for Christmas Holidays |
| | |
| 2021 | |
| January 1 | New Year's Holiday |
| January 4 | Students return to school |
| January 18 | Martin Luther King, Jr. Day – District-wide |
| January 29 | End of 2 nd Nine Weeks |
| | |
| | |
| February 1 | Teacher Planning Day |
| February 8-12 | FTE Survey Week |
| | |
| | |
| March 15-19 | Spring Holidays – District-wide |
| | |
| | |
| April 2 | Good Friday - Teacher Paid Holiday (6) |
| April 9 | End of 3 rd Nine Weeks |
| April 12 | Teacher Planning Day |
| | |
| | |
| May 31 | Memorial Day Holiday – District-wide |
| | |
| | |
| June 21-22 | Post Planning |
| June 22 | Teachers' Last Day |

**Gadsden County School District
2020-2021 Twelve Month Calendar
240 Days**

| | |
|----------------|---|
| 2020 | |
| July | |
| August | |
| September 7 | Labor Day Holiday - District-wide |
| October | |
| November 11 | Veteran's Day Observed - District-wide |
| November 25-27 | Thanksgiving Holidays/Fall Break |
| December 23-31 | Christmas Holidays |
| 2021 | |
| January 1 | New Year's Holiday |
| January 18 | Martin L. King, Jr. Day - District-wide |
| February | |
| March 15-19 | Spring Break Holidays - District-wide |
| April 2 | Good Friday |
| May 31 | Memorial Day Holiday - District-wide |
| June | |



COVID-19 PREVENTIVE GUIDANCE FOR SCHOOLS



FDOH-Gadsden is working diligently to ensure the safety and wellbeing of our community's students, teachers, and families. As we continue to collaborate with the school district to create a safe environment for our children to learn and our teachers to provide instruction, FDOH-Gadsden is providing the following guidance to manage the spread of COVID-19.

To Reduce the Spread:

- Maintain physical distancing (separation of all employees and students by at least 6 feet)
- Refrain from conducting face-to-face meetings (utilize virtual options or teleconferences instead)
- Wear cloth face coverings or masks
- Communicate and reinforce appropriate hand hygiene and social distancing
- Maintain healthy environments by cleaning and disinfecting frequently touched surfaces
- Refrain from congregating during lunchtime or during breaks

Responding to Symptomatic Staff and Students:

- Stay at home if you have at least one of the following:
 - Fever > 100.4°F
 - New uncontrolled cough
 - Diarrhea, vomiting, or abdominal pain
 - Sore Throat
 - Runny Nose
 - New onset of severe headache, especially with fever
- Immediately exclude anyone from campus who is symptomatic
- Educate parents, caregivers, and staff on the importance of monitoring symptoms prior to entering the school
- Seek testing via the Gadsden County Health Department
 - Monday - Friday @ 9AM - 11AM @ FDOH-Gadsden (Call 875-7200, Option 4)
 - Tuesdays 9AM - 1PM @ CRMC Gadsden Campus (Call 875-7200, Option 1)

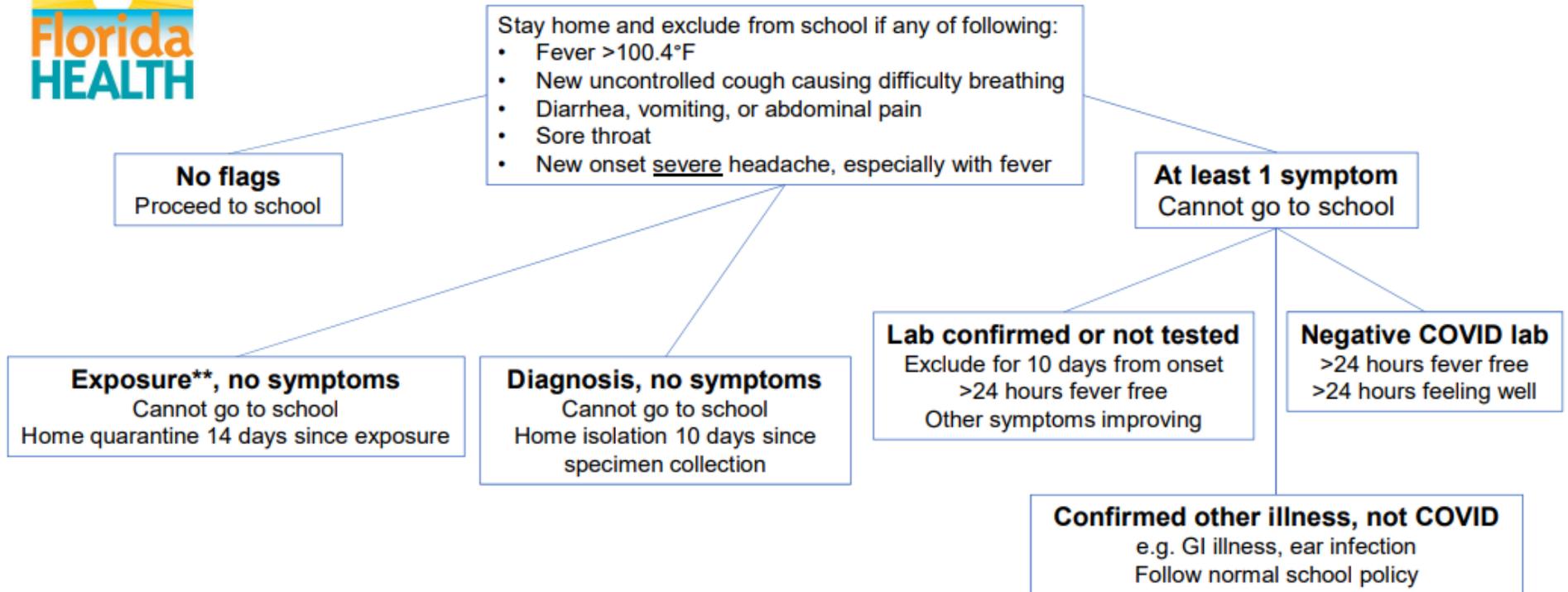
In-Person Interactions:

- Do not mix groups or classrooms of students (In the event a teacher is out of the classroom, identify another staff member to manage the classroom until an appropriate substitute is available.)
- Ensure substitutes and other staff are educated on maintaining social distancing and other strategies to reduce the spread of COVID-19.
- If seeking assistance from a teacher outside of your classroom, you should utilize available virtual options
- If virtual options are not appropriate for the situation, you must (1) maintain a physical distance of 6 feet or more, (2) wear a cloth face covering or appropriate PPE, and (3) minimize the length of contact to less than 15-minutes.

If You Test Positive: One of the most important components of the work we do related to COVID-19 is contact tracing. The more transparent you are during the investigation process, the better impact we will have in maintaining a safe environment for you, your peers, and your students. The more you share, the more we can do to stop the spread of COVID-19 in our community. We appreciate your support!



Daily Home Screening for Students*



*Note: these are not necessarily all the most common symptoms of COVID, but are adequate reasons to stay home.

Some states using in-school screening use: fever, or chills, or shortness of breath, or new cough, or new loss taste/smell.

** Exposure = close contact within 6 feet for 15 minutes of confirmed case; classroom cohorts may be classified as exposed.

8/12/2020



*P*utting *C*HILDREN *F*irst