CCSD Reopening of School Plan
SY2020-21
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INTRODUCTION

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

SECTION 1:

MAKING A DECISION AND GETTING STARTED

CCSD Reopening of School Models

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

<table>
<thead>
<tr>
<th>Traditional In-Person Model</th>
<th>Digital Learning Model</th>
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<tr>
<td>• All students and staff will report to school on August 3rd in our Traditional In-Person Model.</td>
<td>• Students will participate in a Digital Learning Model for instruction at home beginning August 3rd.</td>
</tr>
<tr>
<td>• A full schedule of course offerings will be available to students.</td>
<td>• Staff will report to campuses.</td>
</tr>
<tr>
<td>• All students are eligible.</td>
<td>• Some course offerings may not be available in the Digital Learning Model.</td>
</tr>
</tbody>
</table>

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

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

Source: Georgia’s Path to Recovery for K-12 Schools | Georgia Department of Education and Georgia Department of Public Health
SECTION 2:

SAFETY OF STUDENTS, STAFF AND VISITORS

EMPLOYEE AND STUDENT SAFETY

VOLUNTEER AND VISITOR RESTRICTIONS

CCSD schools and district offices will have limited access for volunteers and visitors to reduce the risk of exposure to COVID-19 virus. Lunch and classroom visits will not be allowed during the first nine-weeks. The District acknowledges the importance of volunteers including those from our local PTAs. PTA volunteers and visitors from governmental partners (i.e., Department of Family and Children’s Services (DFCS) and Department of Juvenile Justice (DJJ) should be restricted to offices or workrooms to limit possible contact with students.

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

TRAVEL RESTRICTIONS

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

EMPLOYEE SCREENING AND PROTOCOLS

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

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

Employees who have a positive response to the self-screening will not report to work and are directed to contact their supervisor immediately. Please see the COVID-19 Employee Self-Screening
Guidelines (Appendix D). More information regarding Back to Work Guidelines can be found in Appendix E, Return to Work Guidance for Employees. Substitute teachers, as temporary employees, will submit to temporal screenings and the COVID-19 questionnaire daily prior to the start of work.

HEALTH PROTOCOLS: EXPOSURE AND POTENTIAL SCHOOL CLOSING

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

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

COVID-19 CASES AND POTENTIAL SCHOOL CLOSURES
● Lead Nurses will immediately contact DPH upon confirmation or a potential exposure of a COVID-19 case for guidance and to begin contact tracing.
● CCSD will notify affected parents/guardians in the event of a positive COVID-19 case in the local school.
● Per current DPH guidance, CCSD can institute closures at the class, school, zone or district level depending upon student and staff exposures and positive COVID-19 cases with the following options:
  ○ Target closures within a school (i.e., individual classroom or impacted classrooms);
  ○ Short term closures; and/or,
  ○ Extended closures.
● The District will maintain a daily log of teachers, staff and students who a) did not attend school due to COVID-19 related illness or b) were sent home due to displaying COVID-19 symptoms. CCSD Lead Nurses will report cases to local public health officials. The District’s COVID-19 Response Team will monitor and document possible or confirmed COVID-19 Cases. The CCSD Reporting Guide for COVID-19 Exposure and/or Confirmed Cases Guide is found in (Appendix N).
*Closures will be addressed in a case-by-case manner.
## CCSD COVID-19 Exposure and Response Plan

<table>
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<tr>
<th>Response to Student &amp; Staff Screening Results</th>
<th>DIRECT EXPOSURE OF STUDENT OR STAFF MEMBER - NO SYMPTOMS</th>
<th>DIRECT EXPOSURE OF STUDENT OR STAFF MEMBER EXPOSED - AT LEAST 1 SYMPTOM</th>
<th>STUDENT OR STAFF MEMBER WITH CONFIRMED COVID-19 DIAGNOSIS OR POSITIVE LABORATORY TEST</th>
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<tr>
<td><em>Direct Exposure occurs when a person has had close contact (within 6 feet) for greater than 15 minutes with a person who has been a confirmed case of COVID-19</em></td>
<td>Students and staff that are found to have had direct exposure with no symptoms of COVID-19 while at school/work will be referred to the clinic and evaluated in the designated isolation COVID screening area.</td>
<td>Students or staff that are found to have had direct exposure and are showing symptoms of COVID-19 while at school/work should be referred to the clinic and evaluated in the designated isolation COVID screening area.</td>
<td></td>
</tr>
<tr>
<td>· Students and employees who are identified as direct exposures will be required to quarantine for 14 days. Negative tests will not change the length of quarantine or decrease the time a person is monitored, but a positive test would move a person into one of the yellow or red categories, based on whether they are still asymptomatic or have developed symptoms.</td>
<td>· Students and employees who are identified as direct exposures will be required to quarantine for 14 days. AND · At least 1 day (24 hours) have passed since recovery (defined as resolution of fever without the use of fever-reducing medications) AND improvement in respiratory symptoms (e.g., cough, shortness of breath). AND · At least 10 days have passed since symptoms first appeared. Refer to DPH’s “Return to School Guidance”</td>
<td>Symptomatic persons with confirmed COVID-19 can return to school after: · At least 1 day (24 hours) have passed since recovery (defined as resolution of fever without the use of fever-reducing medications) AND improvement in respiratory symptoms (e.g., cough, shortness of breath); AND, at least 10 days have passed since symptoms first appeared.</td>
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### Student Learning Platform
- Implement remote learning plan during student absence
- Implement remote learning plan during student absence

### Notification
- DPH-Yes
- Parents of children affected: Yes
- DPH-Yes
- Parents of children affected: Yes

### District Reporting & Communication
- School Leadership will contact assigned Zone Lead Nurse.
- Lead Nurse will consult with DPH and log information for monitoring.
- Lead Nurses will contact Risk Management (RM) if an employee has had exposure.
- School Leadership will contact assigned Zone Lead Nurse.
- Lead Nurse will consult with DPH and log information for monitoring.
- Lead Nurses will contact Risk Management (RM) if an employee has had exposure.

### Cleaning Protocols
- ABM Enhanced Cleaning Protocols
- Close off affected areas (i.e. classrooms, offices, etc.) and if possible, wait 24 hours before deep cleaning and disinfecting.
- ABM Enhanced Cleaning Protocols and Electrostatic Misting
- ABM Enhanced Cleaning Protocols and Electrostatic Misting

### Building Operations
- Continue implementation of preventative practices
- In consultation with DPH, consideration for the following operational decisions: · Targeted Closure – close off affected areas (i.e. classrooms, offices etc.) · Short Term Closure – Close for facility-wide deep cleaning · Extended Closure – close building or district for a determined time.
- In consultation with DPH, consideration for the following operational decisions: · Targeted Closure – close off affected areas (i.e. classrooms, offices, etc.) · Short Term Closure – Close for facility-wide deep cleaning · Extended Closure – close building or district for a determined time.

### Closure
- Class or School Closure would be determined by the nature of the exposure.
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CCSD Response Team: Rick Beaulieu (CHRO) 4384, Dr. Debra Murdock (CCDO) 4259, Bill Shelnak (CCSO) 8445, Dr. Mark Murges (ED – SCHOPS) 4228, Dr. Kerry Martin (ED – SCHOPS) 4276, Melissa Whitaker (Director, Risk Management & Benefits), Scott Kung (Supervisor, School Support Services) 8427, Sherrie Smith (Lead Nurse), Jamie Stefano (Lead Nurse), Jaime Stowe (Lead Nurse)

Source: Georgia’s Path to Recovery for K-12 Schools | Georgia Department of Education and Georgia Department of Public Health
SOCIAL DISTANCING AND PERSONAL HYGIENE

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

- Staggering bell schedules to limit traffic congestion in hallways;
- Avoiding large gatherings and discouraging congregating of students and staff;
- Altering lunch schedules to minimize the number of students in one area;
- Establishing workspaces that promote social distancing;
- Washing hands frequently or using hand sanitizer when hand washing is not possible;
- Covering of nose and mouth when sneezing or coughing;
- Avoiding touching face;
- Avoiding greetings involving physical contact;
- Avoiding using shared equipment when possible; and,
- Wearing a face covering/mask when social distancing is not achievable or when working with the public.

PERSONAL PROTECTIVE EQUIPMENT (PPE)/FACILITY UPGRADES

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

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

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

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

- Nurses, cafeteria staff and personnel conducting temporal scans will be required to wear gloves.
In addition to using PPEs, students and staff must remember to:

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

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

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

**PLAYGROUNDS**

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

**PERSONAL WORKSPACE/CLASSROOM**

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

**SHARED WORKSPACE**

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

**MEETINGS/GATHERINGS**

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

Employees should avoid social gathering in breakrooms, lunch spaces and work rooms.
SECTION 3:

FACILITIES CLEANING AND DISINFECTION MEASURES

SCHOOL FACILITY PROTOCOLS

FACILITIES CLEANING

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

The ABM EnhancedClean program includes:

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

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

BUS DRIVERS/BUS PROTOCOLS

Bus drivers and/or transportation staff will clean and disinfect the buses after each route. Transportation staff, including bus drivers, will be required to wear mask/protective shields. Bus drivers will also have hand sanitizer available.
• Bus drivers will wipe high touch areas between tiered routes.
• Bus drivers will spray all seats and high touch areas after the AM and PM routes.
• Transportation staff will fog buses with disinfectant weekly.
• Bus drivers will assign seating to students to improve loading and unloading efficiencies.

SECTION 4:

TEACHING AND LEARNING

TRADITIONAL IN-PERSON AND DIGITAL LEARNING MODELS

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

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

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

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

**Middle/High School:** Middle and high school students will have CCSD Digital Learning teachers. All online classroom instruction will utilize a combination of independent online work by the student and various real-time instructional opportunities including remediation and tutoring support with the dedicated CCSD teacher. The amount of real-time instruction will vary based upon the content being taught, as well as the grade level, age and need of the individual student. Students who select the digital learning model will be enrolled in APEX and/or Georgia Virtual School (GAVS) courses. The Digital Learning Course Catalog can be reviewed in (Appendix H). A certified teacher will be assigned to ensure that each student is making progress in order to complete course work in a timely manner and to provide instruction and remediation as needed. Counselors will be available to assist students with course selections. More information regarding daily schedule expectations for students can be found in (Appendix I), *Grades 6-8 Daily Schedule Expectations*, and (Appendix J), *Grades 9-12 Daily Schedule Expectations*.

**PROGRAMMING AND INSTRUCTIONAL SERVICES**

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

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

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

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

**GRADING POLICY**

**Grading and Attendance**

All student grading will be consistent with CCSD Policy and protocols no matter the instructional model chosen, Traditional In-Person or Digital Learning.
Completion Protocols
All students will be expected to follow the same grading and course work submission processes in both instructional models.

SECTION 5:

SCHOOL OPERATIONS AND STUDENT SERVICES

SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS AND STAFF

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

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

<table>
<thead>
<tr>
<th>Core Areas for Social Emotional Learning</th>
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<tr>
<td>Equity and Cultural Competence</td>
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<tr>
<td>Positive Behavioral Framework</td>
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<tr>
<td>Mental Health and Suicide Prevention</td>
</tr>
<tr>
<td>Trauma-Informed Practices</td>
</tr>
<tr>
<td>Staff Well-Being and Self-Care</td>
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</tbody>
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EXTRACURRICULAR ACTIVITIES AND AFTER-SCHOOL PROGRAMS

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

**STUDENT MEALS**

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

**HEALTH/NURSING SERVICES**

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

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

**SCHOOL LOGISTICS AND EVENTS**

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

- Assemblies and large group gatherings will be restricted.
- Field trips and travel will be suspended.
- Students will begin their day by reporting directly to their designated location (i.e., First Period Class, Homeroom) or in designated areas where social distancing can be achieved.
- Meal schedules will be modified to limit the number of students in the cafeteria.
- Middle and high schools will implement a staggered bell schedule for class transitions.
- Building volunteers and visitors will be limited to office and workroom areas.
- Open House/Meet-N-Greet Events will be held in-person for Pre-K/Kindergarten (ES), 6th Grade (MS), 9th Grade (HS) and students new to the school (ES/MS/HS). All other grade levels will host virtual/videoed welcomes to students and parents.
- CCSD Curriculum Nights will be held virtually.
CCSD will begin replacing traditional water fountains with Water-fill stations. School leaders are encouraged to allow students to bring a personalized water bottle for use throughout the school day.

SIGNAGE FOR SCHOOLS AND OFFICES

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

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**Cherokee County School District**

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**CCSD will begin replacing traditional water fountains with Water-fill stations. School leaders are encouraged to allow students to bring a personalized water bottle for use throughout the school day.**
SECTION 6:

TECHNOLOGY

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

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

**CCSD REOPENING 2020**

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**TRADITIONAL IN-PERSON MODEL**

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

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

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

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

- School buses will undergo daily cleanings and regular sanitizing.

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**DIGITAL LEARNING MODEL**

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

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

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**PANDEMIC PLANNING**

To prepare for the reopening of school for 2020-21, the Superintendent of Schools appointed a committee made up of CCSD senior and school staff, parents and community partners in late May, while another committee worked specifically on personnel issues. These committees discussed numerous options for the school year and how to make learning in-person a safer option for students, teachers and staff. This input was combined with information and guidance from the Centers for Disease Control and Prevention (CDC), Georgia Department of Public Health (DPH) and Georgia Department of Education (DOE) to develop our plan to reopen. These plans are all subject to change depending on the status of orders from State and Federal Government.
APPENDIX B: GEORGIA'S PATH TO RECOVERY FOR K-12 SCHOOLS
(Updated 7.13.20)
Considerations and Recommendations for Georgia’s Schools

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

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

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

*Georgia’s Path to Recovery for K-12 Schools* provides considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities. School leaders should engage and communicate with their students, staff, and communities in the development and implementation of their plans.
# Practicing Prevention and Responding to COVID-19 in K-12 Schools

Levels are aligned to DPH’s ‘Return to School Guidance After COVID-19 Illness or Exposure’ issued on June 13, 2020

## Temporary Closure(s)
- Consult with local and state DPH health officials
- Report closures to GaDOE
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)
- Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting.
- Determine partial or total closure by evaluating size and characteristics of student and staff populations, setting characteristics and environmental factors that affect transmission, increased absenteeism, and trends of suspected/confirmed cases of COVID-19 (see Considerations for Temporary Closures)
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see Protecting Vulnerable Populations for considerations)

For additional guidance, see the CDC’s Considerations for Schools

## Enhanced Mitigation Measures
- Establish and maintain communication with local and state DPH health officials
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)
- Implement enhanced social distancing measures (see Transitioning, Large Group Gatherings, and Teaching and Learning)
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)
- Isolate and deep clean impacted classrooms and spaces
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see Protecting Vulnerable Populations for considerations)

*Districts have the authority and flexibility to close school buildings and utilize distance/remote learning as needed.*

## Preventive Practices
- Establish and maintain communication with local and state DPH health officials
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see Protecting Vulnerable Populations for considerations)

DPH DOES NOT recommend using a test-based strategy for returning to school for children or adults (2 negative tests at least 24 hours apart) after COVID-19 infection. CDC has reported prolonged PCR positive test results without evidence of infectiousness. Although persons may have PCR positive results for up to 6 weeks, it remains unknown whether these PCR-positive results represent the presence of infectious virus. At this time, PCR positive specimens capable of producing disease have not been isolated more than 9 days after onset of illness.

## Recommendations

### Face Coverings
Per the Governor’s Executive Order, the use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish (i.e. during hallway transitions, drop-off/pick-up, etc.). Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.

> CDC Guidance

### Hand Sanitizer
Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.

> CDC Guidance

### Clean/Disinfect
Ensure safe and correct application of disinfectants and keep out of reach of children.

> CDC Guidance
Screening for and Responding to COVID-19 in K-12 Schools

School District Decision Tree

This District Decision Tree equips local school and public health leaders to mount a targeted response based on confirmed COVID-19 cases or exposures within a school community.

- CDC’s COVID-19 Symptoms and Self-Checker
- DPH’s Return to School Guidance After COVID-19 Illness or Exposure (issued June 13, 2020)

Districts continue to have the flexibility to implement prevention strategies above and beyond the recommendations laid out in this guidance and adopt instructional models that best serve their students, teachers, and community.

State and local public health officials may recommend that school districts adopt more enhanced mitigation strategies in response to community ‘flare ups’ or ‘hot spots’ of COVID-19 spread and in accordance with issued public health advisories.
Screening

Conducting regular screening for symptoms and ongoing self-monitoring throughout the school day can help reduce exposure. Teachers, staff, and students should be encouraged to self-monitor for symptoms such as fever, cough, or shortness of breath. If a student develops symptoms throughout the day, they MUST notify an adult immediately. More information on **how to monitor for symptoms** is available from the CDC.

Schools are **required** to:

- Enforce teachers, staff, and students stay home if:
  - They have tested positive for OR are showing COVID-19 symptoms, until they meet DPH’s “**Return to School Guidance After COVID-19 Illness or Exposure**”.
  - They have recently had close contact with a person with COVID-19, until the meet DPH’s “**Return to School Guidance After COVID-19 Illness or Exposure**”.
- Keep a daily log of teachers, staff, and students who a) did not attend school due to COVID-19-related illness or b) were sent home due to displaying COVID-19 symptoms and report cases to district public health officials (see [Map of Georgia Public Health Districts](https://dph.georgia.gov/document/document/return-school-guidance/download) and [Directory of Georgia District Health Directors](https://dph.georgia.gov/document/document/return-school-guidance/download)).

**DPH Guidance**

- **Quarantine Guidance: What to do if you were exposed to someone with COVID-19**
- **Isolation Guidance: What to do if you are sick with COVID-19**
- **Return to School Guidance After COVID-19 Illness or Exposure**

**Considerations for Temporary Closure(s)**

- When a student, teacher, or staff member tests positive for COVID-19 and has exposed others at the school, classrooms and office areas may need to close temporarily as students, teachers, and staff isolate and the area is cleaned.
- In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time closure may be necessary. Consider the following when determining the need for partial or total closure:
  - Size and characteristics of student and staff populations (e.g., population includes individuals with special healthcare needs and/or who are at higher risk for severe illness)
  - Setting characteristics and environmental factors that affect transmission (e.g., length of school day, intensity of hands-on instruction, ability to maintain social distancing, need for/sharing of common equipment, physical spacing in classrooms, movement through buildings, proportion of time spent outdoors, involvement in activities that may be more likely to generate aerosols)
  - Possibility of spread to others, including to additional individuals outside of the facility (e.g., exposures at large assemblies, on field trips, at extracurricular activities that include students from other schools, on school buses that transport riders from multiple schools)
  - Absenteeism among educators, students, and/or staff that is high enough to limit the ability of the school to function effectively
  - High suspected number of cases or greater case rate within the educational setting compared to the case rate in the community
  - Additional indicators (e.g., increased absenteeism) that might suggest undiagnosed or unreported COVID-19-like activity among students or staff

*See the District Decision Tree on page 5 of this document for a menu of responses.*
Georgia’s Path to Recovery for K-12 Schools

School District Decision Tree

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

**RECOMMENDATIONS**

**District/School Considerations:**
- Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols
- Encourage COVID-19 testing

**CDC Guidance**
- How to Protect Yourself and Others
- COVID-19 Symptoms
- COVID-19 and Children
- Communication Tools

**Georgia Department of Public Health website** | Find COVID-19 testing sites

**CDC COVID-19 Self-Checker**

**Georgia’s COVID-19 Hotline**
- Call: 844-442-2681

**Crisis Contacts**
- Support for people in distress, prevention and crisis resources

**Return to School**
- Launching a Return to School Committee
- Roadmap for Wellness

**Georgia Department of Economic Development**
- State’s PPE Suppliers List

**Georgia Department of Administrative Services**
- Statewide contracts for supplies/equipment

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## Enhanced Mitigation Measures

**RECOMMENDATIONS**

**District/School Considerations:**
- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Provide masks and other appropriate PPE to staff
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Take steps to ensure all water systems and features are safe
- Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks

**CDC Guidance**
- Reopening Guidance for Cleaning and Disinfecting Schools
- Guidance for Reopening Buildings After Prolonged Shutdown

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## Preventive Practices

**RECOMMENDATIONS**

**District/School Considerations:**
- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Provide masks and other appropriate PPE to staff
- Allow students and staff to bring face masks/coverings to use from home
- Allow staff to wear face masks/coverings and other appropriate PPE as desired
- Take steps to ensure all water systems and features are safe
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)

**CDC Guidance**
- Reopening Guidance for Cleaning and Disinfecting Schools
- Guidance for Reopening Buildings After Prolonged Shutdown

**Return to School**
- Roadmap for Facilities
<table>
<thead>
<tr>
<th><strong>Transporting Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Temporary Closure.</strong> Buses used to deliver meals to students and families.</td>
</tr>
<tr>
<td><strong>District/School Considerations:</strong></td>
</tr>
<tr>
<td>- Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week’s worth of meals every Monday)²</td>
</tr>
</tbody>
</table>

²Subject to future USDA meal waiver approval

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<table>
<thead>
<tr>
<th><strong>Entering School Buildings³</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Temporary Closure.</strong> Districts should require only that essential staff report in-person to carry out functions that are absolutely necessary.</td>
</tr>
<tr>
<td><strong>District/School Considerations:</strong></td>
</tr>
<tr>
<td>- District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements</td>
</tr>
<tr>
<td>- District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures</td>
</tr>
</tbody>
</table>

³School Calendars: Local school districts have authority over school calendars – meaning they have full authority to set start and end dates, holidays-breaks, and school hours, provided instructional requirements are met.

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<table>
<thead>
<tr>
<th><strong>District/School Considerations:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide hand sanitizer for students and bus drivers</td>
</tr>
<tr>
<td>- Provide face masks for bus drivers; allow students to wear face masks/coverings</td>
</tr>
<tr>
<td>- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)</td>
</tr>
<tr>
<td>- Eliminate field trips</td>
</tr>
<tr>
<td>- Clean and disinfect frequently touched surfaces on the bus at least daily</td>
</tr>
<tr>
<td>- Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households</td>
</tr>
</tbody>
</table>

**CDC Guidance**
- [What Bus Operators Need to Know](#)

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<table>
<thead>
<tr>
<th><strong>District/School Considerations:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Implement standard operating procedures while taking preventative measures such as:</td>
</tr>
<tr>
<td>- Providing hand sanitizer for students and staff</td>
</tr>
<tr>
<td>- Allowing bus drivers and students to wear face masks/coverings</td>
</tr>
<tr>
<td>- Limiting field trips</td>
</tr>
<tr>
<td>- Inspecting buses prior to students returning and as part of a regular rotation</td>
</tr>
<tr>
<td>- Cleaning and disinfecting frequently touched surfaces on the bus at least daily</td>
</tr>
<tr>
<td>- Airing out buses when not in use</td>
</tr>
<tr>
<td>- Lowering windows and allowing fresh air in during routes as weather permits</td>
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</tbody>
</table>

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<table>
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<td>- Implement standard operating procedures while taking preventative measures such as:</td>
</tr>
<tr>
<td>- Provide hand sanitizer for students and staff</td>
</tr>
<tr>
<td>- Limit unnecessary congregations of students and staff</td>
</tr>
<tr>
<td>- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</td>
</tr>
<tr>
<td>- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)</td>
</tr>
<tr>
<td>- Mark spaced lines to enter the building and designate entrance and exit flow paths</td>
</tr>
<tr>
<td>- Screen students and staff (to the extent practicable):</td>
</tr>
<tr>
<td>- Take temperatures ideally before entering buildings</td>
</tr>
<tr>
<td>- Isolate and send home if internal temperature over 100.4°F (38°C)</td>
</tr>
<tr>
<td>- Consider safety and privacy concerns (confidentiality should be maintained)</td>
</tr>
<tr>
<td>- Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers.</td>
</tr>
<tr>
<td>- Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup</td>
</tr>
</tbody>
</table>

**American Health Care Association**
- [COVID-19 Screening Checklist for Visitors](#)

**Society for Human Resources Management (SHRM)**
- [Coronavirus Warning Poster for Entrances](#)
### Serving Meals

**District/School Considerations:**
- Practice established social distancing protocols to the greatest extent practicable
- Provide PPE to participating staff
- Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)\(^2\)
- Distribute printed instructional packets/materials and district/school communications along with meals

**GaDOE Guidance**
- [Employee Safety Guidance for School Nutrition Programs](#)

\(^2\)Subject to future USDA meal waiver approval

### Transitioning

**Temporary Closure.**

**District/School Considerations:**
- Limit mixing between groups (to the extent practicable)
- For class changes and other transitions throughout the school day:
  - Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
  - Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students
  - Plan staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time
  - Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)

**District/School Considerations:**
- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish (i.e. during hallway transitions, drop-off/pick-up, going to and from the cafeteria, etc.)
  - Conducting cleaning of hallways and high-touch surfaces throughout the school day

**District/School Considerations:**
- Use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish (i.e. during class transitioning)
- Conducting cleaning of hallways and high-touch surfaces throughout the school day
- Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)
## Conducting Large Group Gatherings

Temporary Closure. Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order

<table>
<thead>
<tr>
<th>District/School Considerations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order</td>
</tr>
<tr>
<td>• Discourage the congregation of students in parking lots and common areas</td>
</tr>
<tr>
<td>• Stagger the schedule for large group gatherings (i.e. recess and school meals)</td>
</tr>
<tr>
<td>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</td>
</tr>
<tr>
<td>• Follow Georgia High School Association guidelines for sporting events and practices</td>
</tr>
</tbody>
</table>

## Supporting Teaching and Learning

Temporary Closure. District/School Considerations:

- Implement a robust Distance Learning Plan
- Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points
- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses or enroll students through the Georgia Virtual School (schools earn FTE while student stays at their home school)

### Resources

- Digital Learning Plan template (MDE)
- Deploying Devices, Ensuring Connectivity, and Expanding Access (GaDOE)
- Distance Learning Resources (GaDOE)
- Return to School Roadmap for Technology
- Individualized Digital Learning Plan for students with disabilities (GaDOE)
- Educator’s Guide to Safe and Effective Video Conferencing (Education Week)
- Public WiFi locations across Georgia

Traditional Instructional Model

- **Schools can deliver traditional instruction under “Exposure” by implementing the recommendations outlined in this guidance.** District or school-wide distance/remote learning is allowable and a local decision.
  - Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
  - Limit physical interaction through partner or group work
  - Establish distance between the teacher’s desk/board and students’ desks
  - Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing

### Hybrid Instructional Models

- Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as childcare requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in...

## Additional Connectivity and Devices guidance from Georgia’s K-12 Restart Working Group.
### Professional Learning for Teachers
- Making the Shift to Online Teaching and Learning
- Supporting Students with Disabilities Online

### American School Counselor Association
- School Counseling During COVID-19: Online Lessons and Resources

### School Library Media Specialists
- School Media Specialists Can Help During Crisis (School Library Journal)
- Digital Resource Ideas (GLMA)

### Targeted Distance/Remote Learning

<table>
<thead>
<tr>
<th>Daily Schedules</th>
<th>Grouping Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A/B Schedules</strong></td>
<td><strong>Alternating Days:</strong> students would be divided into 2 groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. <strong>Wednesday</strong> would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/Wednesday and Group B Students – Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, ‘off’ day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable. <strong>Alternating Weeks:</strong> Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable. <strong>Half Days:</strong> AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals.</td>
</tr>
<tr>
<td><strong>Targeted Distance/Remote Learning</strong></td>
<td><strong>Elementary Face-to-Face with Secondary Distance Learning:</strong> Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under ‘Confirmed Cases’ for preparing/delivering school meals for students who are remote learning.</td>
</tr>
</tbody>
</table>

### Target Interventions and Supports:
- Provide additional instructional supports to:
  - students at-risk of not graduating on time
  - students with disabilities (compensatory services)
  - students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
  - other students identified as being behind academically by teachers and parents.
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

### Address Learning Loss:
- Help students catch up/get ahead through the Georgia Virtual School
- Provide extended learning opportunities through before/after school programs, Saturday school, etc.

### Prepare for Potential Future Distance/Remote Learning by Increasing Current Blended Learning:
- Develop a digital learning plan
- Integrate virtual learning practices:
  - digitizing lessons
  - requiring a certain number of online assignments for each grading period
- Provide virtual learning-specific professional learning for educators:
  - Making the Shift to Online Teaching and Learning
  - Supporting Students with Disabilities Online
- Schedule specific planned district-school-wide digital learning days as part of the traditional school calendar

### Return to School
- Roadmap for School Operations and Instruction
Protecting Vulnerable Populations

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

Temporary Closure.
See Entering School Buildings for district/school staff guidance.

District/School Considerations:
- Employ additional nurses, health care aides, and full-time substitute employees

Society for Human Resources Management (SHRM)
- Employment FAQ
- What to Do When Scared Workers Don’t Report to Work Due to COVID-19
- Where can I find government and other reliable resources for workplace issues related to the coronavirus?

National Association of School Nurses
- Role of school nurses, providing care, and participating in return to school planning

District/School Considerations:
- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPAA requirements
- Adhere to state and federal employment law and extended leave allowances
- Offer an Employee Assistance Program to all staff members

District/School Considerations:
- Implement standard operating procedures while taking preventative measures such as:
  - Establish a point-of-contact with the local health department
  - Identify local COVID-19 testing sites
  - Provide hand sanitizer for students and staff
  - Provide PPE to vulnerable students and staff as appropriate; the use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish
  - Allow vulnerable students to complete their coursework virtually
  - Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
  - Establish a process for regular check-ins with vulnerable students and staff
  - Allow an early transition for vulnerable students to go to classes
  - Limit large group gatherings/interactions for vulnerable students and staff

See also GaDOE’s Pandemic Planning: Information for Public School Districts
When a Child, Staff Member, or Visitor Becomes Sick at School

District/School Considerations:

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

CDC Guidance

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

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

Richard Woods, State School Superintendent

For additional information, go to:

GaDOE.org/coronavirus | Georgia Department of Public Health
APPENDIX C: GUIDELINES AND BEST PRACTICES FOR VISITORS & VOLUNTEERS FOR PREVENTING AND REDUCING THE SPREAD OF RESPIRATORY ILLNESS
All Visitors, Volunteers, Contractors, Interns, and Temporary Employees (ASP Workers, Lunchroom Monitors, Substitutes, etc.) are required to check-in at the front desk to participate in Temporal and COVID-19 screenings. Please help us create a safe environment by practicing the following:

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

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

**Maintain a Healthy Environment**
- Consider taking breaks/lunch outside, in your office or personal workspace, or in such other areas where proper social distancing is attainable.
- Avoid using other employees' phones, desks, offices or other work tools and equipment.
- Avoid handshaking and other unnecessary person-to-person contact.
APPENDIX D: EMPLOYEE SELF-SCREENING GUIDELINES
COVID-19 Employee Self-Screening Guidelines

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

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

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

For additional information or guidance, visit www.cdc.gov or www.georgia.org.
APPENDIX E: RETURN TO WORK GUIDANCE FOR EMPLOYEES (Updated 7.13.20)
Return to Work Guidance for Employees

Cherokee County School District
Welcome Back!

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

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

• Before reporting to work all full-time and part-time employees will be responsible for self screening for COVID-19 symptoms and possible exposure.

• All substitutes, temporary employees, pre-service candidates and visitors entering our buildings will be screened for COVID-19 symptoms and possible exposure at receiving areas daily.

• Common areas and frequently touched surfaces are being cleaned daily. Cleaning supplies will be available, and employees are encouraged to clean and disinfect workspaces throughout the workday.

• Hand sanitizer is provided throughout the building.

• Posters are displayed with reminders on how to prevent the spread of germs.

• Cough & sneeze guards are being installed in strategic areas to prevent the spread of germs.

• Appropriate personal protective equipment (PPE) will be available for all employees to help prevent the spread of disease.
What you can do:

• Stay home or go home if you are sick.
• Maintain social distancing practices in the workplace.
• Follow cleaning product instructions when cleaning your work areas.
• Wash your hands frequently, or use hand sanitizer when hand washing is not possible.
• Cover your nose and mouth when sneezing or coughing.
• Avoid touching your face.
• Wear a face covering if social distancing is not achievable or when working with the public.
• Avoid greetings involving physical contact.
• Avoid using other employees’ phones, desks, offices or other work tools and equipment, when possible.
• Talk to your manager if you have concerns specific to your circumstances, such as a health condition that places you or someone in your household at high risk.
• Refrain from eating lunch or congregating in groups or areas where social distancing can’t be achieved.
• Be kind. Understand that this is a stressful time for everyone.
Can I continue to work from home?
We expect all employees to report to work on the first day designated on their assigned work calendar. Employees should contact their supervisor with any concerns. If employees need additional assistance, please contact the Benefits Office.

Is it safe to return to work?
We are taking every precaution to ensure our workplace is safe. We are following federal health and safety guidelines as well as guidance from our state and local governments. We are implementing practices such as health screenings and social distancing practices to keep our workplace healthy.
Do I have to answer medical questions when reporting to work?

All employees will be required to self monitor for COVID-19 symptoms. Substitutes, temporary employees, and pre-service candidates will be required to answer questions regarding COVID-19 and be temporal scanned when entering our buildings. Individuals who refuse to answer health screening questions will not be permitted access.

What should I do if I feel sick?

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

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

Will we continue to have in-person meetings?

In order to promote social distancing in the workplace, some meetings will need to be restructured. You may be asked to attend an in-person meeting with limited attendees in a space that is large enough to allow for distancing between participants. In addition, some meetings will include a virtual option for employees to participate from their personal workspace. The meeting organizer and your supervisor can provide you with guidance specific to attendance protocol.
What should I do if I have tested positive for COVID-19 or may have been exposed to someone who has tested positive for COVID-19?

Despite all precautionary measures, there is always a risk of exposure to communicable diseases that reach the workplace. Should an employee test positive for COVID-19 and/or be exposed to others who have tested positive for COVID-19, they should immediately contact their supervisor. The supervisor will notify the Office of Human Resources who will work with appropriate health officials to provide guidance to employees on current protocols and requirements.
APPENDIX F: GRADES K-2 DAILY SCHEDULE EXPECTATIONS: TEACHER AND STUDENT
Cherokee County School District
Grades K-2 Daily Schedule Expectations:
Teacher and Student

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

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

- **ELA daily** (70 minutes maximum daily; 50 minutes maximum on days without small group instruction)
  - **Opening**
    - Daily Morning or Weekly Message (approx. 1 minute daily)
    - Phonics/Fundations
    - Read-aloud/Shared Read (identify teaching focus prior to reading)
      - brief picture book or portion from chapter book
    - Introduce or restate standards aligned learning target for the week in student friendly terminology
  - **Work Session:**
    - Using RCD as a Guide
      - Mini-lesson- either reading or writing depending on RCD Task
        - Introduce task using gradual release with I Do, We Do, You Do
        - Use priority calendar and RCD Weekly Planner to guide assignments
        - Reader/writer response when appropriate so that student is writing daily
        - Independent Reading with RAZ Kids (approx. 8-10 minutes daily)
          - 1 book per day with listening, reading, and quiz
        - Virtual Reading Groups (20 minutes) (2 groups -10 min per group)
          - live lessons with small groups (a minimum of 2X per week/group)
          - Please see attached information to support Virtual Reading Group
        - EIP small group sessions minimum of two times per week
  - **Closing:**
    - Synchronous Daily Wrap-Up
    - Summarize Learning
    - Allow for share time or Q&A

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

  - **Opening:** Number Sense Routines/Ready Lesson
    - Whole group instruction (15 minutes daily) Follow Ready Lesson Progression beginning with Lesson Zero
      - Recorded, engaging lessons
      - Wednesday: Real-world, hands-on application
  - **Work Session:**
    - Virtual Small Math Groups (20-30 minutes)
      - Live lessons with small groups (once per week/group); AND/OR
      - Conferencing 1:1
- EIP small group sessions two times per week (3 times a week but dependent on case load)
- Science/SS (20 minutes)
  - alternate subjects every other week (if possible)

### K-2 Sample Teacher Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Morning Message (1 minute)</td>
<td>Morning Message (1 minute)</td>
<td>Morning Message (1 minute)</td>
<td>Morning Message (1 minute)</td>
<td>Morning Message (1 minute)</td>
</tr>
<tr>
<td>FLEX</td>
<td>Read-aloud with mini-lesson (10 minutes)</td>
<td>Read-aloud with mini-lesson (10 minutes)</td>
<td>Read-aloud with mini-lesson (10 minutes)</td>
<td>Read-aloud with mini-lesson (10 minutes)</td>
<td>Read-aloud with mini-lesson (10 minutes)</td>
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<td></td>
<td><strong>Work Session</strong></td>
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<td></td>
<td><strong>Whole group</strong></td>
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<tr>
<td></td>
<td><strong>Routines/Ready Lesson</strong></td>
<td><strong>Routines/Ready Lesson</strong></td>
<td><strong>Routines/Ready Lesson</strong></td>
<td><strong>Routines/Ready Lesson</strong></td>
<td><strong>Routines/Ready Lesson</strong></td>
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<td></td>
<td><strong>Opening</strong></td>
<td><strong>Opening</strong></td>
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<tr>
<td></td>
<td><strong>Number Sense</strong></td>
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<td></td>
<td><strong>Phonics/Word Study</strong></td>
<td><strong>Phonics/Word Study</strong></td>
<td><strong>Phonics/Word Study</strong></td>
<td><strong>Phonics/Word Study</strong></td>
<td><strong>Phonics/Word Study</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Independent Reading on RAZ-Kids (8-10 minutes)</strong></td>
<td><strong>Independent Reading on RAZ-Kids (8-10 minutes)</strong></td>
<td><strong>Independent Reading on RAZ-Kids (8-10 minutes)</strong></td>
<td><strong>Independent Reading on RAZ-Kids (8-10 minutes)</strong></td>
<td><strong>Independent Reading on RAZ-Kids (8-10 minutes)</strong></td>
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<tr>
<td></td>
<td><strong>Reading, quiz; OR</strong></td>
<td><strong>Reading, quiz; OR</strong></td>
<td><strong>Reading, quiz; OR</strong></td>
<td><strong>Reading, quiz; OR</strong></td>
<td><strong>Reading, quiz; OR</strong></td>
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<tr>
<td></td>
<td><strong>30 minutes per day for high-level readers</strong></td>
<td><strong>30 minutes per day for high-level readers</strong></td>
<td><strong>30 minutes per day for high-level readers</strong></td>
<td><strong>30 minutes per day for high-level readers</strong></td>
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<td></td>
<td><strong>One guided reading group</strong></td>
<td><strong>One guided reading group</strong></td>
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<td><strong>One guided reading group</strong></td>
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<tr>
<td></td>
<td><strong>1:1 conferencing as needed</strong></td>
<td><strong>1:1 conferencing as needed</strong></td>
<td><strong>1:1 conferencing as needed</strong></td>
<td><strong>1:1 conferencing as needed</strong></td>
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<td></td>
<td><strong>ELA</strong></td>
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<td></td>
<td><strong>Other subjects</strong></td>
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<td><strong>Other subjects</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
</tr>
<tr>
<td>MATH</td>
<td>Opening: Number Sense Routines/Ready Lesson (15 minutes)</td>
<td>Opening: Number Sense Routines/Ready Lesson (15 minutes)</td>
<td>Opening: Number Sense Routines/Ready Lesson (15 minutes)</td>
<td>Opening: Number Sense Routines/Ready Lesson (15 minutes)</td>
<td>Opening: Number Sense Routines/Ready Lesson (15 minutes)</td>
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<tr>
<td>MATH</td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
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<tr>
<td>MATH</td>
<td><strong>Whole group instruction</strong></td>
<td><strong>Whole group instruction</strong></td>
<td><strong>Whole group instruction</strong></td>
<td><strong>Whole group instruction</strong></td>
<td><strong>Whole group instruction</strong></td>
</tr>
<tr>
<td>MATH</td>
<td><strong>Work Session</strong></td>
<td><strong>Work Session</strong></td>
<td><strong>Work Session</strong></td>
<td><strong>Work Session</strong></td>
<td><strong>Work Session</strong></td>
</tr>
<tr>
<td>MATH</td>
<td><strong>30 minutes</strong></td>
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<td><strong>30 minutes</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
<tr>
<td>MATH</td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
<td><strong>Alternate subjects every other week (if possible)</strong></td>
</tr>
</tbody>
</table>

### Alternate subjects
- 1:1 conferencing as needed
- One Virtual math group
- Student Ready Practice
- 1:1 conferencing as needed

### Curriculum
- Informational (follow narrative, opinion, mini-lesson)
- Curriculum map/RCD

### Other Activities
- PLC
- Team planning
- Collaboration with co-teachers
- Conferencing
- RTI
- Individual conferences/assessments
- Virtual math group
- Reading, quiz
- One book per day
- 20 minutes per day
- High-level readers
- Group work
- Listening
- Oral language
- Mini-lesson
- Assessment
- FLEX Schedule
- Virtual field trip, research activities
- Individual conferences/assessments
- Real-world, hands-on application opportunities
- Math group
- Science/SS
### K-2 Sample Student Schedule

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

- The student schedule will be presented within daily modules.
  - Students may take breaks between tasks
  - Brain breaks will be promoted
- Wednesday schedule is lighter due to Faculty Flex Day
  - Individual conferences/assessments
APPENDIX G: GRADES 3-5 DAILY SCHEDULE EXPECTATIONS
Cherokee County School District
Grades 3-5 Daily Schedule Expectations

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

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

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

- **Every other day** (approximately 25 minutes)
  - Synchronous Days (Monday/Thursday): live or recorded lessons
  - Asynchronous Days (Tuesday/Friday): Applied Practice and/or RCD Performance Tasks; individual/small group conferences and small groups
  - Flex Day (Wednesday): Continued work on RCD Tasks; teacher feedback
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synchronous Day</strong>&lt;br&gt;60 minutes maximum; breakdown of times is flexible</td>
<td><strong>Asynchronous Day</strong>&lt;br&gt;60 minutes maximum; breakdown of times is flexible</td>
<td>Flex Day</td>
<td><strong>Synchronous Day</strong>&lt;br&gt;60 minutes maximum; breakdown of times is flexible</td>
<td><strong>Asynchronous Day</strong>&lt;br&gt;60 minutes maximum; breakdown of times is flexible</td>
</tr>
<tr>
<td>- Read Aloud/shared read/close read (10 minutes)</td>
<td>- Read Aloud (10 minutes)</td>
<td>- PLC Groups</td>
<td>- Read Aloud (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>- Word Study (10 minutes)</td>
<td>- Class meeting to clarify RCD task expectations. (5-10 minutes)</td>
<td>- Collaboration</td>
<td>- Class meeting to clarify RCD task expectations. (5-10 minutes)</td>
<td></td>
</tr>
<tr>
<td>- Live or recorded lesson based on RCD Curriculum Map (10 minutes)</td>
<td>- Students: o work on RCD Unit task (40 minutes)</td>
<td>- Provide feedback to students</td>
<td>- Students: o work on RCD Unit task (40 minutes)</td>
<td></td>
</tr>
<tr>
<td>- Independent reading practice (15 minutes)</td>
<td>- Teacher: o Small Group Instruction (30 minutes)</td>
<td>- Remediation</td>
<td>- Teacher: o Small Group Instruction (30 minutes)</td>
<td></td>
</tr>
<tr>
<td>- Live or recorded lesson based on RCD Writing topic (15 minutes)</td>
<td>o Individual Writing conferences and feedback (10 minutes)</td>
<td>- Conferencing with students</td>
<td>o Individual Writing conferences and feedback (10 minutes)</td>
<td></td>
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<tr>
<td>- Closing</td>
<td>- Closing</td>
<td>- Synchronous daily wrap-up/Q&amp;A</td>
<td>- Closing</td>
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<tr>
<td>- Synchronous daily wrap-up/Q&amp;A</td>
<td>- Synchronous daily wrap-up/Q&amp;A</td>
<td>- Summarize learning</td>
<td>- Synchronous daily wrap-up/Q&amp;A</td>
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</tr>
<tr>
<td>- Summarize learning</td>
<td></td>
<td></td>
<td>- Summarize learning</td>
<td></td>
</tr>
</tbody>
</table>
• Math (60 minutes maximum) Live sessions with students should occur daily either whole or small group
  • Every other day
    • Synchronous Days (Monday/Thursday): live or recorded lessons
    • Asynchronous Days (Tuesday/Friday): applied practice and/or performance tasks, and individual/small group conferences and small groups occur daily (M,T,T, F)
  • Flex Day (Wednesday): real-world, hands-on application, Problem solving tasks practice and application: teacher feedback
  • Once a week minimum (sample schedule below shows an option for two)
    • Live lessons with small groups
    • Conferencing 1:1
    • Daily iReady not included in the 45-minute math block time

### 3-5 Math Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Day</td>
<td>Asynchronous Day</td>
<td>Extended Learning Day</td>
<td>Synchronous Day</td>
<td>Asynchronous Day</td>
</tr>
<tr>
<td>45 minutes maximum;</td>
<td>45 minutes maximum;</td>
<td></td>
<td>45 minutes maximum;</td>
<td>45 minutes maximum;</td>
</tr>
<tr>
<td>breakdown of times is flexible</td>
<td>breakdown of times is flexible</td>
<td></td>
<td>breakdown of times is flexible</td>
<td>breakdown of times is flexible</td>
</tr>
<tr>
<td>Opening: Number Sense Routines/Ready Lesson</td>
<td>Opening: Number Sense Routines/Ready Lesson</td>
<td></td>
<td>Opening: Number Sense Routines/Ready Lesson</td>
<td>Opening: Number Sense Routines/Ready Lesson</td>
</tr>
<tr>
<td>• Students will participate in Live</td>
<td>• Students will participate in Live</td>
<td>• Teacher will provide feedback to students on formative assessments</td>
<td>• Students will participate in Recorded minilessons (15-20 minutes)</td>
<td>• Live teacher/ student meeting (15-20 minutes)</td>
</tr>
<tr>
<td>recorded minilessons (15-20 minutes)</td>
<td>recorded minilessons (15-20 minutes)</td>
<td>• Teachers will conference with students, schedule, and conduct small group instruction</td>
<td>recorded minilessons (15-20 minutes)</td>
<td>• Graded Formative or Summative assessment independent time (20-25 minutes)</td>
</tr>
<tr>
<td>Work Session:</td>
<td>Work Session:</td>
<td>• Student extended learning time</td>
<td>Work Session:</td>
<td>Work Session:</td>
</tr>
<tr>
<td>• Students will complete independent</td>
<td>• Students will complete ungraded</td>
<td></td>
<td>• Students will complete ungraded</td>
<td>• Graded Formative or Summative assessment independent time (20-25 minutes)</td>
</tr>
<tr>
<td>practice time (20-25 minutes)</td>
<td>formative assessment independent time</td>
<td></td>
<td></td>
<td>• Teachers will schedule and conduct small group instruction</td>
</tr>
<tr>
<td>• Teacher will schedule and conduct small</td>
<td>• Teacher will schedule and conduct small</td>
<td></td>
<td>• Teacher will schedule and conduct small</td>
<td>Closing: Formative Assessment; Q &amp; A opportunity; Discussion entry in Canvas</td>
</tr>
<tr>
<td>group instruction</td>
<td>group instruction</td>
<td></td>
<td>group instruction</td>
<td></td>
</tr>
<tr>
<td>Closing:</td>
<td>Closing:</td>
<td></td>
<td>Closing:</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment; Q &amp; A opportunity;</td>
<td>Formative Assessment; Q &amp; A opportunity;</td>
<td></td>
<td>Formative Assessment; Q &amp; A opportunity;</td>
<td></td>
</tr>
<tr>
<td>Discussion entry in Canvas</td>
<td>Discussion entry in Canvas</td>
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<td>Discussion entry in Canvas</td>
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</tr>
<tr>
<td>Additional iReady (45 minutes today for week)</td>
<td>Additional iReady (45 minutes today for week)</td>
<td></td>
<td>Additional iReady (45 minutes today for week)</td>
<td>Additional iReady (45 minutes today for week)</td>
</tr>
</tbody>
</table>
• **Social Studies** (Monday/Thursday) or **Science** (Tuesday/Friday) (20 minutes maximum per day)
  - **Synchronous Days** (Monday/Tuesday): live or recorded lessons
  - **Asynchronous Days** (Thursday/Friday): applied practice and/or performance tasks, and individual/small group conferences and small groups
  - **Flex Day** (Wednesday): teacher feedback, remediation, conferences, ELT (Extended Learning Time)
3-5 Science/Social Studies Sample Schedule

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

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

Cherokee County School District
APPENDIX H: MIDDLE AND HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG
# Middle School Digital Learning Course Catalog

## Core Courses

<table>
<thead>
<tr>
<th>Grading Level</th>
<th>Course Name</th>
<th>Grading Level</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>English Lit/Comp 6</td>
<td>7</td>
<td>English Lit/Comp 7</td>
</tr>
<tr>
<td></td>
<td>Adv English Lit/Comp 6</td>
<td>8</td>
<td>English Lit/Comp 8</td>
</tr>
<tr>
<td></td>
<td>Math 6</td>
<td>7</td>
<td>Math 7</td>
</tr>
<tr>
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<td>Adv Math 6</td>
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<td>Adv Math 8</td>
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<td></td>
<td>Accel Math 6</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Science 6</td>
<td>7</td>
<td>Science 7</td>
</tr>
<tr>
<td></td>
<td>Adv Science 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies 6</td>
<td>7</td>
<td>Social Studies 7</td>
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<tr>
<td></td>
<td>Adv Social Studies 6</td>
<td>8</td>
<td>Adv Social Studies 7</td>
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## Connections

<table>
<thead>
<tr>
<th>Grading Level</th>
<th>Course Name</th>
<th>Grading Level</th>
<th>Course Name</th>
<th>Grading Level</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Physical Education 6</td>
<td>7</td>
<td>Physical Education 7</td>
<td>8</td>
<td>Physical Education 8</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy 6</td>
<td></td>
<td>Computer Literacy 7</td>
<td></td>
<td>Computer Literacy 8</td>
</tr>
<tr>
<td></td>
<td>Health 6</td>
<td>7</td>
<td>Health 7</td>
<td>8</td>
<td>Health 8</td>
</tr>
<tr>
<td></td>
<td>Creative Writing 6</td>
<td></td>
<td>Creative Writing 7</td>
<td></td>
<td>Creative Writing 8</td>
</tr>
<tr>
<td></td>
<td>STEM Exploratory 6</td>
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<td>STEM Exploratory 7</td>
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<td>STEM Exploratory 8</td>
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<tr>
<td></td>
<td></td>
<td>8</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>*Spanish 1 A/B</td>
<td></td>
<td>*French 1 A/B</td>
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*8th graders taking High School credit courses requires administrative approval*
## ENGLISH/LANGUAGE ARTS COURSES

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<thead>
<tr>
<th>9th Literature / Composition A</th>
<th>10th Literature / Composition A</th>
<th>American Literature / Composition A</th>
<th>Advanced Composition A</th>
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</thead>
<tbody>
<tr>
<td>9th Literature / Composition B</td>
<td>10th Literature / Composition B</td>
<td>American Literature / Composition B</td>
<td>Advanced Composition B</td>
</tr>
<tr>
<td>Honors 9th Literature / Composition A</td>
<td>Honors 10th Literature / Composition A</td>
<td>Honors American Literature / Composition A</td>
<td>Honors Advanced Composition A</td>
</tr>
<tr>
<td>Honors 9th Literature / Composition B</td>
<td>Honors 10th Literature / Composition B</td>
<td>Honors American Literature / Composition B</td>
<td>Honors Advanced Composition B</td>
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</tbody>
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All AP Courses will be taken via Georgia Virtual School (GAVS)—see page 5

## MATHEMATICS COURSES

<table>
<thead>
<tr>
<th>Foundations of Algebra A</th>
<th>GSE Geometry A</th>
<th>GSA Algebra 2A</th>
<th>GSE Pre-Calculus A</th>
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<tbody>
<tr>
<td>Foundations of Algebra B</td>
<td>GSE Algebra B</td>
<td>GSA Algebra 2B</td>
<td>GSE Pre-Calculus B</td>
</tr>
<tr>
<td>GSE Algebra A</td>
<td>Honors GSE Geometry A</td>
<td>Honors GSA Algebra 2A</td>
<td>Honors Accel GSE Pre-Calculus A</td>
</tr>
<tr>
<td>GSE Algebra B</td>
<td>Honors GSE Geometry B</td>
<td>Honors GSA Algebra 2B</td>
<td>Honors Accel GSE Pre-Calculus B</td>
</tr>
<tr>
<td>Honors GSE Algebra A</td>
<td>Honors GSA Accel Algebra 1/Geometry A</td>
<td>Honors GSA Accel Geometry B/Algebra 2A</td>
<td>Statistical Reasoning A</td>
</tr>
<tr>
<td>Honors GSE Algebra B</td>
<td>Honors GSA Accel Algebra 1/Geometry B</td>
<td>Honors GSA Accel Geometry B/Algebra 2B</td>
<td>Statistical Reasoning B</td>
</tr>
<tr>
<td>Mathematics of Finance A</td>
<td>Mathematics of Finance B</td>
<td>College Readiness Mathematics A</td>
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All AP Courses will be taken via Georgia Virtual School (GAVS)—see page 5
### SCIENCE COURSES

<table>
<thead>
<tr>
<th>Biology A</th>
<th>Chemistry A</th>
<th>Physical Science A</th>
<th>Earth Systems A</th>
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<tbody>
<tr>
<td>Biology B</td>
<td>Chemistry B</td>
<td>Physical Science B</td>
<td>Earth Systems B</td>
</tr>
<tr>
<td>Honors Biology A</td>
<td>Honors Chemistry A</td>
<td>Physics A</td>
<td>Environmental Science A</td>
</tr>
<tr>
<td>Honors Biology B</td>
<td>Honors Chemistry B</td>
<td>Physics B</td>
<td>Environmental Science B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Honors Physics A</td>
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</table>

All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5

### SOCIAL STUDIES COURSES

<table>
<thead>
<tr>
<th>World History A</th>
<th>United States History A</th>
<th>Economics</th>
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<tbody>
<tr>
<td>World History B</td>
<td>United States History B</td>
<td>American Government</td>
</tr>
<tr>
<td>Honors World History A</td>
<td>Honors United States History A</td>
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</tr>
<tr>
<td>Honors World History B</td>
<td>Honors United States History B</td>
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</table>

All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5
### Elective Courses

<table>
<thead>
<tr>
<th>Art History A</th>
<th>French IA</th>
<th>Spanish IA</th>
<th>Health</th>
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<tbody>
<tr>
<td>Music Appreciation A</td>
<td>French IB</td>
<td>Spanish IB</td>
<td>Personal Fitness</td>
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<tr>
<td>Music Appreciation B</td>
<td>French IIA</td>
<td>Spanish IIA</td>
<td>Sociology</td>
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<td>French IIB</td>
<td>Spanish IIB</td>
<td>Psychology</td>
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<td></td>
<td>Spanish IIIA</td>
<td>World Geography</td>
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</tbody>
</table>

All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5

### CTAE Elective Courses

<table>
<thead>
<tr>
<th>Introduction to Digital Technology A</th>
<th>Legal Environment of Business A</th>
<th>Principles of Accounting IA</th>
<th>Principles of Business, Marketing, and Finance IA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Digital Technology B</td>
<td>Legal Environment of Business B</td>
<td>Principles of Accounting IB</td>
<td>Principles of Business, Marketing, and Finance IB</td>
</tr>
<tr>
<td>Introduction to Business Technology A</td>
<td>Human Resource Principles A</td>
<td>Principles of Accounting IIA</td>
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<tr>
<td>Introduction to Business Technology B</td>
<td>Human Resource Principles B</td>
<td>Principles of Accounting IIB</td>
<td></td>
</tr>
</tbody>
</table>

All AP Courses will be taken via Georgia Virtual School (GAVS)— see page 5
# HIGH SCHOOL DIGITAL LEARNING COURSE CATALOG

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

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

<table>
<thead>
<tr>
<th>ARTS</th>
<th>SOCIAL STUDIES</th>
<th>MATH &amp; COMPUTER SCIENCE</th>
<th>SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Art History</td>
<td>AP Comparative Government &amp; Politics</td>
<td>AP Calculus AB</td>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>AP European History</td>
<td>AP Calculus BC</td>
<td>AP Chemistry</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>SOCIAL STUDIES</th>
<th>MATH &amp; COMPUTER SCIENCE</th>
<th>SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language &amp; Composition</td>
<td>AP Macroeconomics</td>
<td>AP Computer Science Principles</td>
<td>AP Physics C: Mechanics</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>AP Microeconomics</td>
<td>AP Statistics</td>
<td>AP Physics I: Algebra-Based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORLD LANGUAGES</th>
<th>SOCIAL STUDIES</th>
<th>MATH &amp; COMPUTER SCIENCE</th>
<th>SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP French Language &amp; Culture</td>
<td>AP U.S. Government &amp; Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Spanish Language &amp; Culture</td>
<td>AP United States History</td>
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</tr>
<tr>
<td>AP World History</td>
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</tr>
</tbody>
</table>

AUGUST, 2020
APPENDIX I: GRADES 6-8 DAILY SCHEDULE EXPECTATIONS
Creekside County School District
Grades 6-8 Daily Schedule Expectations

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

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

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

Parents will:
- familiarize themselves with student courses
- monitor student progress
- supporting students in developing a schedule that is supportive to digital learning
- provide a quiet space conducive to digital learning
- encouraging students to ask for assistance
- verify that students are maintaining academic honesty while completing assignments
## 6-8th Grade Schedule for Asynchronous Learning through APEX

### Monday – Friday
**Approximately 240-300 minutes daily**

<table>
<thead>
<tr>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Check grades on recently completed assignments for each course.</td>
</tr>
<tr>
<td>- Communicate with teachers and/or managers regarding questions or concerns.</td>
</tr>
<tr>
<td>- Determine what assignments must be completed today in each course to stay on pace with course completion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Work and Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete all determined lessons and assignments.</td>
</tr>
<tr>
<td>- Submit assignments.</td>
</tr>
<tr>
<td>- Study for upcoming assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrapping up for the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ensure all required and due assignments have been submitted for grading.</td>
</tr>
<tr>
<td>- Send questions or concerns to teacher(s) and/or managers</td>
</tr>
<tr>
<td>- Organize materials and resources for the coming day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Emotional Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Balance time within the daily schedule to support regular physical activity, healthy foods and interaction with family and friends.</td>
</tr>
</tbody>
</table>
APPENDIX J: GRADES 9-12 DAILY SCHEDULE EXPECTATIONS
Cherokee County School District
Grades 9-12 Daily Schedule Expectations

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

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

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

Parents will:
- familiarize themselves with student courses
- monitor student progress
- supporting students in developing a schedule that is supportive to digital learning
- provide a quiet space conducive to digital learning
- encouraging students to ask for assistance
- verify that students are maintaining academic honesty while completing assignments
### 9-12th Grade Schedule for Asynchronous Learning through APEX

#### Monday – Friday

**Approximately 240-300 minutes daily**

**Progress Monitoring**
- Check grades on recently completed assignments for each course.
- Communicate with teachers and/or managers regarding questions or concerns.
- Determine what assignments must be completed today in each course to stay on pace with course completion.

**Independent Work and Submission**
- Complete all determined lessons and assignments.
- Submit assignments.
- Study for upcoming assessments.

**Wrapping up for the day**
- Ensure all required and due assignments have been submitted for grading.
- Send questions or concerns to teacher(s) and/or managers
- Organize materials and resources for the coming day

**Social Emotional Needs**
- Balance time within the daily schedule to support regular physical activity, healthy foods and interaction with family and friends.
APPENDIX K: DIVISION OF TECHNOLOGY & INFORMATION SERVICES
LAPTOP GUIDANCE
Looking to purchase a laptop for your student this year?
CCSD utilizes both Windows and Chromebook devices which allow students to access all the resources needed for their daily schoolwork. Lower cost brands to consider include Acer, Asus, Dell, HP, Lenovo, Microsoft, etc. Minimal specifications are provided below. If your student needs a little more power based on their interests, upgrades are always available. Always ask if there are students discounts; and, if you are an educator, take your CCSD ID and ask for an education discount.

<table>
<thead>
<tr>
<th>Chrome OS</th>
<th>Windows 10 Home or Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMD A9 Series processor</td>
<td>8th Generation Intel Core i3 Processor</td>
</tr>
<tr>
<td>4 GB memory</td>
<td>8 GB Memory</td>
</tr>
<tr>
<td>32GB eMMC storage*</td>
<td>256GB SSD storage*</td>
</tr>
<tr>
<td>11” diagonal Full HD touch display</td>
<td>11” diagonal Full HD touch display</td>
</tr>
</tbody>
</table>

Standard Features: Integrated camera, microphone, wireless and 10-hour battery

Warranty – you determine what your budget will allow

Features/upgrades to look for: 360-degree flip to make device behave like a tablet pc. Screen readable in full sun, rugged exterior with strong hinges, spill resistant keyboard, protective carrying case, mouse, stylus (optional), USB A and C Ports, headphone jack and microSD storage slot.
APPENDIX L: CCSD ADMINISTRATIVE GUIDELINES REGARDING
INTERNET ACCEPTABLE USE
CCSD Administrative Guidelines Regarding Internet Acceptable Use

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

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

INTRODUCTION

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

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

BASIC PRINCIPLES

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

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

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

appropriate person within the CCSD organization.

11. Refer media and press inquiries to our authorized District spokespersons. Social media networks, blogs and other types of online content sometimes generate press and media attention. If members of the media, including journalists or bloggers, contact you about a statement that you made that might be considered sensitive to CCSD, please refer them to an appropriate Division of Public Information, Communications and Partnerships contact unless you have been authorized to respond or speak on behalf of our organization.

12. Obtain appropriate permission. Before you refer to or post images of current or former employees, students, vendors or suppliers by name, be sure you have appropriate permission. Get written permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property. Additionally, seek permission of your supervisor when implementing a form of social media new to your classroom or job related responsibilities.

13. Minimize security risks. Social media sites and accounts can attract hackers and can present risks to corporate networks, as well as your personal computer or mobile device. A compromised account can also create disclosure concerns for the organization. To minimize these risks, use a password for social media accounts that is not easy to guess. Monitor your social media accounts periodically if you do not actively use them. Also, be mindful that social media sites sometimes are used to distribute malicious software or code, or "malware". If you think a link sent to you might be malware, do not click on it, as it could result in software or code being downloaded or installed on your own computer and/or the CCSD network.

GUIDELINES SPECIFIC TO: USE WITH STUDENTS

1. The teacher must be the originator of the classroom social media "tool" and will manage and monitor the tool's use.

2. The teacher must ensure all students in the class have access to the social media tool(s) during the assignment time period. Alternative assignments must be given to students that do not have access to social media sites.

3. The social media tool(s) used must have an educational purpose directly tied to the curricular area for which the instructor teaches.

4. If direct communication with students is needed, teachers are required to maintain appropriate on-line dialogue at all times.

5. It is the teacher’s responsibility to model and teach appropriate rules of digital citizenship. Students will be directed to advocate and practice safe, legal, and responsible use of information and technology.

6. School administrators must be informed when implementing a form of social media new to your classroom.

GUIDELINES SPECIFIC TO: PROFESSIONAL USE

1. Remember that you are representing CCSD in your posts and content.

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

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

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

GUIDELINES SPECIFIC TO: PERSONAL USE

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

VIOLATIONS

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

GOOD PRACTICES FOR USING SOCIAL MEDIA RESOURCES

Ensure Safety and Security

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

Be a Good Digital Citizen

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

Focus on Respect

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

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

- Report instances of cyber bullying

TERMINOLOGY

Blogs

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

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

Digital Images

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

Social Networks

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

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

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

Instant Electronic Communication

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

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

Micro Blogging
CCSD Administrative Guidelines Regarding Internet Acceptable Use

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

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

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

Social Bookmarking

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

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

Video

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

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

Wikis

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

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

APPENDIX A

CCSD Social Network Rules of Engagement

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

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

2. Easily identify students and/or staff in defamatory, abusive, or generally negative terms. If you disagree with the content, we ask that you refrain from personal attacks or being disrespectful of others.

3. Do not show proper consideration for others’ privacy or are considered likely to offend or provoke others – i.e., do not pick fights or goad others into inflammatory debates. Malicious intent and or participation not in the spirit of civil conversation will be excluded.

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

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

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

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

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

**DISTRIBUTION**
- Students – In the event of a mandated school closure, CCSD will allow enrolled students who have a need to check out laptops to use for instructional purposes. The devices at the schools will serve as the check-out pool. Devices must be properly checked out to the student using CCSD’s Resource Management System – Destiny. Devices can be checked out through the school’s Media Specialist or any Technology Specialist.

**Software**
- **LEARNING MANAGEMENT SYSTEM**
  - Student/Parent - CCSD utilizes a comprehensive online learning management platform called Canvas for all grade levels. Canvas allows teachers to create courses, upload assignments into the courses, and make available to students, all the resources they would need to complete the course. It provides tools for easy and convenient communications and collaboration between the students and the teacher. It requires Internet access. All CCSD students are enrolled in Canvas courses by their teachers.

**Internet**
- **MOBILE HOT SPOTS**
  - Students - Remote digital learning requires Internet access. CCSD currently has about 100 mobile, content filtered, broadband hot spots, called Kajeets, available for students without home Internet access to check out on a first come first serve basis and for limited periods of time.

### Software

**Software**

- **LEARNING MANAGEMENT SYSTEM**
  - Parents – Parents have visibility into Canvas through a separate login where they can monitor their student(s) progress and communicate with the teacher.
    - [https://myccsd.instructure.com/login/canvas](https://myccsd.instructure.com/login/canvas)

### Internet

**Internet**

- **MOBILE HOT SPOTS**
  - Staff – CCSD has a very limited number of non-filtered hot spots available for staff check out on a first come first serve basis and for limited periods of time.

---

CCSD Division of Technology and Information Services

bb:6.2.2020
Technology & Information (using Incident IQ help desk) who will pull them from devices dedicated to staff on a first come first serve basis until supplies run out. Devices must be properly checked out to the support staff using CCSD's Resource Management System – Destiny.

**LIABILITY**

All devices are expected to be returned in the same condition as when they were checked-out. If there is any damage or missing parts, an invoice for the cost to repair or replace will be sent to the user. If the device is unusable, lost or stolen, the invoice will be for the cost to replace the entire unit.

**CONTENT**

CCSD has invested heavily in robust digital curricular content. Students can access this content via the Canvas LMS, or through their browser splash page upon login to the CCSD network. Watch [this brief video](#) on how to access CCSD's digital resources.

**SCHOOL WI-FI ACCESS**

During periods of school closure, CCSD may allow students and staff who have no or poor Internet access to park in a CCSD facilities’ parking lot and use the Wi-Fi signal to complete schoolwork.

**SUPPORT/REPAIR**

CCSD will provide ongoing technical support and repair services for technology items on loan to students and staff during a closure. Support hours are 8:30am – 4pm Monday through Friday, excluding holidays. Teachers and staff will utilize the CCSD help desk ticketing system, Incident IQ, which will route the ticket to the appropriate technologist. Students/parents will also be able to submit tickets using Incident IQ as a guest. The link is located on each School’s and the District’s Website.

**SUPPORT/TRAINING**

Ongoing support and/or training for teachers is available through request made via the helpdesk on any CCSD digital content. Devices are housed in the school's Media Centers and must be properly checked out to the student using CCSD's Resource Management System – Destiny.

**PUBLIC BROADBAND ACCESS**

Some municipalities and businesses provide and allow free access to the Internet. (e.g., the City of Ball Ground has installed a wi-fi hotspot at the Ball Ground Senior Center on Civic Drive downtown as a spot where people can come, stay in their cars, and upload or download assignments as needed. It is called "Ball Ground Hot Spot" and is not password protected.)
<table>
<thead>
<tr>
<th><strong>CCSD</strong> will provide a location for devices in need of repair to be dropped off. This location will be housed at 1010 or 1020 Keeter Road, Canton GA, depending on the anticipated volume of repairs. Signage will direct visitors to the correct building.</th>
<th><strong>Students/parents</strong> are encouraged to contact their teacher for any assistance related to access to content or help with instruction on assignments. Students/parents will also be able to submit tickets using Incident IQ as a guest. The site is located on each School's and the District's Website.</th>
<th>Many Carriers also provide low-cost Internet for qualifying families. <a href="https://broadband.georgia.gov/options-internet-mobile-phone">https://broadband.georgia.gov/options-internet-mobile-phone</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RETURN</strong> CCSD will declare a date or series of dates for returning loaned equipment and resources. Materials not returned by the final deadline will be processed as lost or stolen and may result in a Destiny fine, invoice or police report.</td>
<td><strong>CCSD Mobile W-Fi-Busses</strong> CCSD is currently exploring mobile wi-fi enabled busses to place in select locations throughout the District to assist families without Internet to have access.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX N: CCSD REPORTING GUIDE FOR COVID-19 EXPOSURE AND/OR CONFIRMED CASES
CCSD REPORTING GUIDE FOR COVID-19 EXPOSURE
AND/OR CONFIRMED CASES

Principals and Division Supervisors who have employees report a confirmed COVID-19 case or an exposure to a confirmed COVID-19 case should submit information to the CCSD Response Team for documentation and guidance. Leaders should report the following information to the CCSD Response Team:

- Name of Employee
- Nature of COVID-19 report (confirmed COVID-19 case or exposure to a confirmed COVID-19 individual).
- Date of confirmed diagnosis or exposure.
- Symptoms, if any.

Zone Lead Nurse Assignments

<table>
<thead>
<tr>
<th>CCSD Innovation Zone/District Office Division</th>
<th>Assigned Lead Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee Innovation Zone</td>
<td>Sherrie Smith</td>
</tr>
<tr>
<td>Creekview Innovation Zone</td>
<td>Jaime Stowe</td>
</tr>
<tr>
<td>Etowah Innovation Zone</td>
<td>Jami Stefano</td>
</tr>
<tr>
<td>River Ridge Innovation Zone</td>
<td>Sherrie Smith</td>
</tr>
<tr>
<td>Sequoyah Innovation Zone</td>
<td>Jaime Stowe</td>
</tr>
<tr>
<td>Woodstock Innovation Zone</td>
<td>Jami Stefano</td>
</tr>
<tr>
<td>Tippens Education Center</td>
<td>Jami Stefano</td>
</tr>
<tr>
<td>ACE Academy</td>
<td>Jaime Stowe</td>
</tr>
<tr>
<td>Ralph Bunche Center</td>
<td>Sherrie Smith</td>
</tr>
<tr>
<td>CCSD District Divisions</td>
<td>Jami Stefano</td>
</tr>
</tbody>
</table>

Principal Guidance for Reporting an Employee Case to CCSD Response Team

1. Principal or designee will email his/her Zone Lead Nurse (CC: the appropriate OSO Executive Director, Dr. Kerry Martin or Dr. Mark Merges, and the Risk Management Director, Melissa Whatley) the information requested above.
2. Zone Lead Nurse will reply to the principal/designee with directions and guidance, and/or information from the Department of Public Health (CC: OSO Executive Director and Risk Management Director).
3. Zone Lead Nurse (or designee) will enter information into the CCSD Response Team spreadsheet.
4. Principal or designee will consult with employee providing guidance from the Zone Lead Nurse. Principal or school-based leader advises employee to contact the Benefits Office for guidance on documenting any applicable leave under FFCRA.
Principal Guidance for Reporting Students to CCSD Response Team

1. School-based nurse reports student COVID-19 dismissals/absences/cases to his/her Zone Lead Nurse (reporting should include the school principal).
2. Zone Lead Nurse will collect school information and report as directed to DPH.
3. Zone Lead Nurse (or designee) will enter information into the CCSD Response Team spreadsheet.
4. Zone Lead Nurses will consult with school-based nurses to provide guidance and support.

Division Guidance for Supervisors Reporting to CCSD Response Team

1. Division Supervisor will email their Zone Lead Nurse (CC: Risk Management Director, Melissa Whatley) the information requested above.
2. Zone Lead Nurse will reply to the Division Supervisor with directions and guidance, and/or information from the Department of Public Health (CC: Risk Management Director, Melissa Whatley).
3. Zone Lead Nurse (or designee) will enter information into the CCSD Response Team spreadsheet.
4. Division Supervisor will consult with employee providing guidance from the Zone Lead Nurse. Division Supervisor advises employee to contact the Benefits Office for guidance on documenting any applicable leave under FFCRA.
## CDC Recommendations for Discontinuation of Isolation

<table>
<thead>
<tr>
<th>COVID-19 Case with Symptoms</th>
<th>COVID-19 Case without Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons with COVID-19 who have symptoms and were directed to care for themselves may return to school/work under the following conditions:</td>
<td>Persons with laboratory-confirmed COVID-19 or exposure to a confirmed COVID-19 individual without symptoms may return to school/work under the following conditions:</td>
</tr>
<tr>
<td>• At least 10 days have passed since symptoms first appeared <strong>AND</strong></td>
<td>• At least 10 days have passed since the date of the their first positive COVID-19 diagnostic test</td>
</tr>
<tr>
<td>• At least 24 hours have passed since the last fever without the use of fever-reducing medications <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>• Symptoms (e.g., cough, shortness of breath) have improved.</td>
<td></td>
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</tbody>
</table>

Note that Center for Disease Control (CDC) recommendations for persons known to have been **exposed** to COVID-19 is 14 days of quarantine after exposure based on the time it takes to develop the illness if infected.