Muscogee County School District
2020-2021 School Year
Reopening Plan

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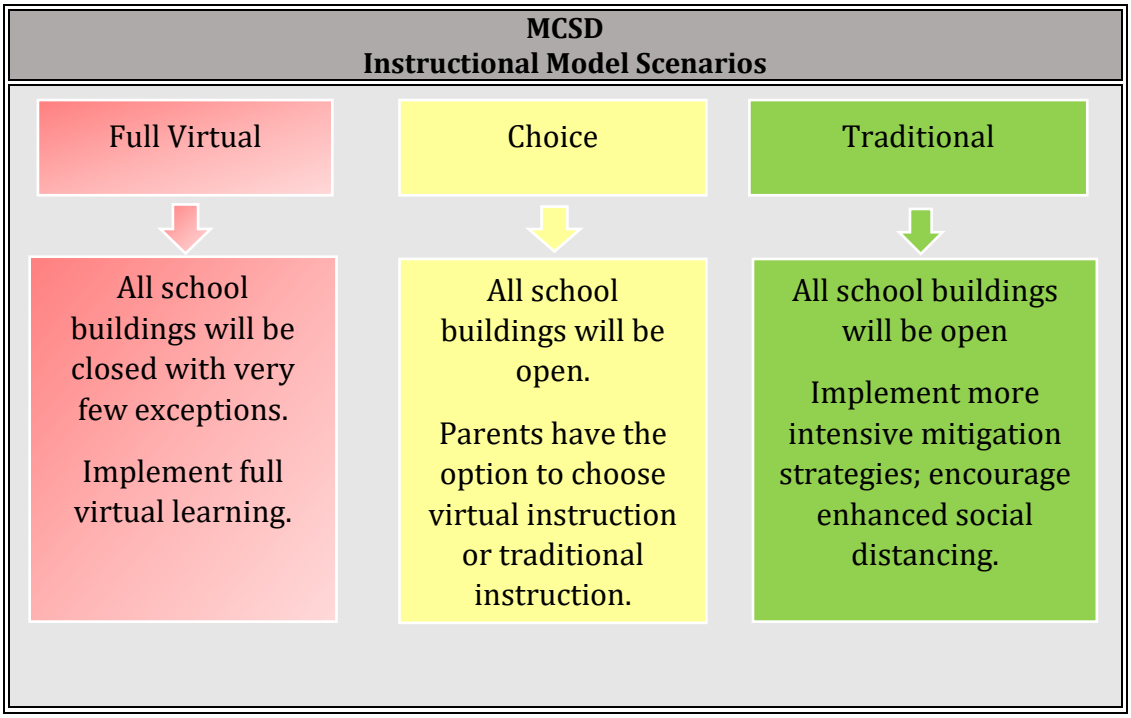
Overview

As the Muscogee County School District moves towards the beginning of the 2020-2021 school year, there are still several unknowns regarding the COVID-19 pandemic and the many ways it will impact the upcoming school year. Even so, plans must be created and shared based on the information that is currently available. Any plan must be able to pivot as new information or guidance is shared and this document captures our best understanding as of July 2020. There were three possible scenarios that were considered for the beginning of the 2020-2021 school year. The following table provides a high-level description of those three scenarios.



Instead of a one-size-fits all approach, the above descriptions and parameters provide a menu of instructional models and responses that we can adopt to ensure the continued success and safety of students and staff members throughout the 2020-2021 school year.

Background and Rationale

In order to explore the scenarios and implications of each scenario, cross functional teams representing all the Muscogee County School District departments were assembled and tasked with specific sections. The four-step approach that was taken leveraged information and resources obtained through our partnership with Education Elements. The first step involved identifying the various knowns and unknowns. From there, we determined there were three viable scenarios that could be used to start the upcoming school year. The third step looked to recognize any consistencies in need that occurred across the scenarios and prioritize those as items that required teams to assemble, investigate possibilities, and provide recommendations. These items would be considered our "big rocks" and teams were created to address each of those big rocks. The teams also needed to account for any interdependencies between the big rocks along with any prerequisites or dependent activities. The fourth step focused on the need to communicate with various stakeholder groups along the way as information and progress was made in the planning work.

Sources of Information

During the research and completion of this process, information from various sources was considered and influenced the District teams. Input from local sources included the Mayor's office and the local Department of Public Health agencies. Information from state authorities such as the Governor's office, the Georgia Department of Education (GaDOE), Georgia High School Association (GHSA) also helped shape this work. Finally, we looked to national information sources such as the Centers for Disease Control and Prevention (CDC) and the American Academy of Pediatrics (AAP) for guidance.

District Engagement

In order to investigate and evaluate impacts, needs, and considerations associated with this once in a lifetime event, we created a diverse cross functional team of central office and campus based personnel to execute this approach and leveraged input from both external and internal stakeholders as guidance for our planning work and areas that needed to be addressed.

Working Teams

In order to move quickly through the work, we approached the three scenarios with three smaller working groups: Culture, Instruction and Learning, and Operations.

The Culture group covered topics of how we serve our stakeholders. Topics like the physical and emotional health and overall wellness options were included. Additionally, this section addressed leading and engaging our various stakeholders to gauge their concerns and questions. Finally, identifying additional needs of vulnerable students and employees was explored by this team.

The Instruction and Learning group addressed our core mission of teaching and learning. Areas such as the instructional expectations that would be required for any of the three scenarios and how schools might schedule courses within any of the scenarios, including adjustments made for athletics. Also covered were the impacts to student assessments and any additional professional development needs as a result of the possible scenarios. Finally, addressing class to class transitions was part of this group's work.

The last working group, Operations, focused on operational capacities and needs. Topics such as transportation, buildings and grounds maintenance and school nutrition were studied.

Culture

As previously mentioned, the Culture team was formed to address the physical and mental health conditions for students and employees. This team also led the efforts to engage our various stakeholders through small focus groups, community chat sessions facilitated via Zoom, and surveys provided to larger audiences. The captured feedback is in the appendix of this document. Leadership for this team was assigned to Dr. Angela Vickers-Ward. Contact: Vickers.angela.d@muscogee.k12.ga.us 706-748-3336.

Culture of Kindness

The impacts of the COVID-19 pandemic, the rapid and sudden end of last school year, and recent national events show us that building a culture of kindness is an essential element. Topics such as character word of the month, social justice, bully prevention, and digital citizenship will be shared via school counseling lessons. The lessons will be available virtually or in person depending on the instructional scenario.

In addition to the traditional practices and lessons covered in this area, students, parents and staff will receive daily affirmation announcements via several online methods.

Online professional development courses focusing on Trauma Informed Schools and Restorative Practices will be available to teachers and staff.

Schools will also participate in The Great Kindness Challenge via a virtual format, regardless of scenario.

Student Emotional Wellness

Social-Emotional Learning (SEL) resources are provided for teachers and parents to use with students. The resources/lessons would be provided in a virtual and/or face-to-face instructional environment.

The District will work with the Local Interagency Planning Team (LIPT) to meet with parents and develop behavioral/ mental health support plans for students and families in need of wraparound support services. The meetings will be held face to face in cases where the agencies are re-opened and the parent consents to the support. In all other cases, these meetings will happen using a video conference tool.

The District will make use of a socio-emotional/behavioral screening using the Behavioral and Emotional Screening System (BESS). Teachers will administer these assessments using a virtual or in person classroom, depending on the scenario.

School Social Workers and Regional Graduation Coaches will conduct the Muscogee County Attendance Panel (MCAP) and the Truancy Intervention Program (TIP) with students, parents, and community partners. These sessions will be conducted in person, if possible, or via a video conference tool.

In addition, when in person options are available, Signs of Suicide Prevention will be conducted for middle and high school students.

Staff Emotional Wellness

To address rising stresses associated with the COVID-19 pandemic, MCSD has created a COVID-19 staff resources web site. Important resources such as the Employee Assistance Program (EAP) can be found on this page.

The District is also working with the Pastoral Institute to create short mental health videos. These videos will be available to employees, parents and students and will address topics such as dealing with trauma and handling stress and anxiety. Additional initiatives, such as mindfulness training, are in various stages of development.

Finally, the District has partnerships with community resources that can provide options for tele-mental health therapy that can be available for students, staff, and caregivers.

Students with Disabilities

Programs for Exceptional Students will support the District's outlined learning schedule for both in-person and/or virtual instruction. Students with disabilities will receive supports and services based on their Individual Education Programs regardless of whether they choose the in-person or virtual instructional model. Appropriate instruction will be provided while complying with federal, state and local requirements.

When appropriate, virtual meetings will be used to convene special education parent/teacher conferences and procedural meetings, such as local screening committee reevaluation, eligibility, and IEP Team Meetings.

Because of the individualized nature of the services provided, we anticipate that you may have questions specific to your child's services and supports. We look forward to working with you to make sure those questions are answered. Please call 706-748-2000 to set up a telephone conference or meeting to discuss any questions you may have.

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Student Physical Wellness and Visitor Management

Full Virtual Option

In this scenario, all buildings will be closed, and no additional steps will be required to provide for the physical safety of students.

Choice Option and Traditional Options (for students attending school within District facilities)

As the Muscogee County School District (MCSD) continues to evaluate the COVID-19 situation, we are adjusting our policies and procedures to ensure we are prioritizing student and personnel safety. Effective immediately, MCSD has adopted a general rule that it will prohibit non-essential visitors to schools and buildings. Exceptions to this rule for specific situations will be addressed at the school level on a case by case basis, based on the circumstances. MCSD understands the importance of parent / grandparent /guardian involvement, and seeks to reinstate visitation as

soon as it is safe, so this procedure will be continuously reviewed and adjusted to align to the medical guidance and COVID-19 situation in the Muscogee County community.

Please be aware that MCSD will screen any admitted visitors for COVID-19 symptoms and will requires that any visitors wear masks to promote social distancing. This updated procedure will be in place until the transmission of COVID-19 is no longer a threat to patients, staff, and the community.

Crisis Response Modifications to Address COVID-19 Outbreaks

The Muscogee County School District has an existing Crisis Response team and protocol. After learning that there has been a positive diagnosis of COVID-19, Muscogee County School District will act quickly to identify all parties potentially exposed during the infectious period and take appropriate action to avoid further exposure. Contact exposures with those diagnosed with COVID-19 will be investigated in collaboration with the Department of Public Health, local authorities, and Muscogee County School District Pandemic Response Team

Exposure Risk Reduction

Students with a temperature of 100.0 or above or who are exhibiting other COVID-19 symptoms should not come to school. If those symptoms are identified at school, the Georgia Department of Education and the CDC recommend that schools remove such students from the classroom and separate them while parents/guardians are contacted, and the student can be removed from school.

Instruction and Learning

The Instruction and Learning team was formed to address the District instructional expectations and needs of students, as well as the logistics of how daily school schedules and campus movements and gatherings may look. Other areas addressed by this team include athletics, student assessment and areas of professional learning that will be required for teachers. Leadership for this team was assigned to Mr. Keith Seifert. Contact: Seifert.Keith@muscogee.k12.ga.us 706-748-2109 or Ms. Lorrie Watt watt.lorrie.l@muscogee.k12.ga.us 706-748-2134.

District Instructional Expectations

Regardless of the instructional scenario selected to start the 2020-2021 school year, there are some District instructional expectations that must be observed. These include:

- Academically challenging standards- based classroom focused on target mastery
    - The state-adopted standards are used for instruction in order to provide a balanced curriculum for the whole child. Standards are broken down into learning targets which students work towards mastering.
- Personalized Learning
    - The District will continue the shift to Personalized Learning as the instructional framework used in our classrooms.
    - This framework includes:
        - Instructional materials customized to individualize students' paths and pace along with performance tasks that allow students to demonstrate their knowledge in a variety of ways.
        - Instruction aligned to students' specific needs and goals to create a learning environment where all individual needs can be met.
        - Teachers using data to inform instructional decisions. Students can review their own data to make learning decisions. Some examples of data used for making decisions include State, District and School-based assessments as well as Universal Screeners which are used to determine what areas students might need extra support.
        - Providing students with opportunities to reflect on what they are learning and to set goals to cultivate ownership of their education.
- Gradual Release Method for instruction
    - Teachers use this instructional model to transfer the responsibility in the learning process from the teacher to the students.
        - I Do (teachers lead the instruction)
        - We Do Together (the whole class works with the teacher in large group instruction)
        - You Do Together (students work with their peers)
        - You Do Alone (students work by themselves)
- Use of District adopted or approved resources
    - Curriculum resources are reviewed and adopted for District-wide use. Many of these resources are provided digitally as well as in print.
- Use of technology for instruction, resources and productivity
    - Technology will be used for instruction, collaboration with peers, to access instructional resources, accessing assessments, and to also produce presentations, documents and projects.

- Daily Reading and Writing in all content areas
    - State-adopted standards include reading and writing components in all content areas.
- Appropriate instruction will be provided while complying with federal, state and local requirements. Supports and services for students with disabilities will include accommodations while participating in either of the choice models. Instructional delivery will be designed to ensure the implementation of the least restrictive environment (LRE) as required by the student's IEP. When necessary, virtual meetings will be used to convene special education procedural meetings, such as a local screening committee, reevaluation, eligibility and IEP team meetings.

- Data driven decision-making using State, District and School-based data-
    - Teachers continually use data to determine what extra support may need to be put into place for individual students and to determine if a referral needs to be made to provide additional resources.
        - Schools have regularly scheduled Tier 1 PBIS meetings to look at discipline data, attendance data, and/or screening data to make decisions around student prevention and intervention efforts.
        - Tier 2/3 meetings should look at student response to intervention and adjust accordingly to assist with instructional/intervention planning.

- Accurate record keeping
    - Teachers will maintain accurate records in all areas including but not limited to grading, attendance and discipline.
- Professionalism
    - Teachers and administrators continue to build their knowledge, skills, and practices in order to be effective educators in both the traditional and virtual classrooms
    - Teachers and administrators create a positive, caring and respectful environment
    - Purposefully built positive relationships with students and parents to create a positive classroom environment Positive Behavioral Interventions and Supports (PBIS)
        - Respect for all
        - Family oriented
        - Create a "Safe Place"
        - Positive, fun and engaging environment
- Behavioral and Social Emotional Learning Instruction
    - Teacher led Positive Behavioral Interventions and Supports (PBIS) lessons based on each school's expectations/rules matrix.
        - The expectation is that this is done the first two weeks of school and on a regular schedule that the school develops for the entire school year. This schedule should provide for direct instruction on behavioral expectations/rules at least monthly and more often for schools that need more intensive behavioral/social emotional instruction.
        - Use of SEL approved resources for SEL lessons

- Effective communication and student feedback
    - Teachers listen to their students and are responsive.
    - Teachers explain things clearly and break down more difficult ideas into simpler and smaller pieces.

    - Teachers provide helpful feedback that is goal-referenced, specific and personalized, timely, ongoing, and consistent.
- Consistent grading across all options
    - Grading will be consistent whether a student is attending classes virtually or in the traditional face-to-face classroom.
- Student responsibility for learning and grades
    - As part of the Personalized Learning framework students will be provided with opportunities to reflect on what they are learning and to set goals in order to take on more responsibility for their learning.
- Virtual teachers will be effective in (Professional Development to be offered as outlined in the Professional Development portion of this document)
        - Their use of a video conferencing platform
        - Communication with students and parents
        - Classroom management in the virtual environment
        - Consistency in scheduling, rituals and routines in the virtual environment
        - Collaboration and planning for and in the virtual environment
        - Building relationships with students in a virtual environment
        - Conducting breakouts for small groups and student collaboration in the virtual environment
        - Creating and administering assessments for and in the virtual environment
- St. Elmo Considerations:
        - Students will not report to St. Elmo to enhance social distancing
        - St. Elmo teachers will continue to provide the same level of service to each caseload of students
        - St. Elmo teachers will report to their worksite to provide daily instruction in a virtual format
        - Students in in secondary schools will be served through advanced content with gifted endorsed teachers
        - All gifted students will receive no less than 5 segments (approximately 5 hours) per week

General Considerations

In looking at the three instructional scenario options, the following parameters were established:

Fully Virtual Model

- District minimums are established for direct instruction* and asynchronous instruction**

  *Direct Instruction: The teacher will meet via a video-conferencing platform with his/her students for direct instruction.

  **Asynchronous Instruction: Student directed activities assigned by the teacher but not involving direct teacher contact or instruction.
- All students, 1st -12th, will have options for art, music, and PE
- Time is built in for academic or behavior intervention for students with significant needs and for standard protocol interventions
- Students with disabilities will be served according to their individualized education program (IEP)
- English language learners will receive required language acquisition services as defined by state and federal guidelines

Choice Model

- Schedule will consider CDC guidelines for schools, where feasible
- Parents must determine whether students will be virtual or in-person
- Time is built in for academic or behavior intervention for students with significant needs and for standard protocol interventions

- Students with disabilities will be served according to their individualized education program (IEP)
- English language learners will receive required language acquisition services as defined by state and federal guidelines

Traditional Model

- Schedule will consider CDC guidelines for schools, where feasible
- Where possible, introductory-level electives in middle and high schools are scheduled for mornings, and advanced are scheduled for afternoons
- Time is built in for academic or behavior intervention for students with significant needs and for standard protocol interventions
- Students with disabilities will be served according to their individualized education program (IEP)
- English language learners will receive required language acquisition services as defined by state and federal guidelines

After careful consideration, the Muscogee County School District recommended the Choice Model, providing the option for parents/guardians to choose either the Virtual Model or the Traditional Model. Parents/guardians will have to select their preferred model through the online registration process in the Parent Portal. Students must remain in their preferred model for the first nine-week grading period, unless there are extenuating circumstances. The deadline to complete this process is Friday, July 17, 2020.

To assist parents/guardians in making their selection for an instructional model, school administrators and District staff have developed general guidelines and sample schedules to illustrate the two models. Listed below, you will find information about the Elementary, Middle, and High School Virtual and Traditional schedules.

Elementary School Choice Model Option

As previously stated, the District has recommended the Choice Model. Therefore, parents/guardians will select either virtual or in-person instruction for their students. In-person instruction is delivered using a Traditional Schedule. Virtual instruction is delivered through a Virtual Schedule as developed by each elementary school. Depending on the number of virtual students, schools will determine how instruction will be delivered. This may include distance learning (virtual students attending traditional classes via Zoom) or utilizing a District/school virtual teacher. Students with disabilities will be served according to their individualized education program. English language learners will receive required services.

Elementary School Virtual Schedule

To support the Virtual Schedule, school administrators and District staff established minimum allotments of instructional time that will be provided to each grade level. Using these minimum requirements, each elementary school will develop its own virtual schedule. Please see the table below for the minimum requirements.

Weekly Minimum Requirements for Instruction										
Level	**Type of instruction**	**ELA/ Reading**	**Math**	**Social Studies**	**Science**	**Art**	**Music**	**PE**	**Counseling**	**Gifted**
PreK	Direct	7.5 hours, inclusive of all areas							Provided as needed	n/a
	Asynchronous	5 hours, inclusive of all areas								
K – 2nd	Direct	2 hours	2 hours	30 min	30 min	30 min	30 min	30 min	45 min	5 hours
	Asynchronous	2 hours	2 hours	30 min	30 min					
3rd – 5th	Direct	3 hours	3 hours	90 min	90 min	30 min	30 min	30 min	45 min	5 hours
	Asynchronous	3 hours	3 hours	30 min	30 min					
Intervention: 150 minutes (five, 30-minute sessions) will be provided for all elementary levels.										
Special education: Services will be provided based on the student's individualized education program (IEP).										
English Language Learners: Required services will be provided to applicable students.										
Direct Instruction: The teacher will meet via a video-conferencing platform with his/her students for direct instruction. **Asynchronous Instruction:** Student directed activities assigned by the teacher but not involving direct teacher contact or instruction.										

Using a Virtual Model, some general expectations for a typical instructional day are the following:

- Virtual students will follow the traditional schedule and log into class at the same time as their peers to be counted present. Students will participate in class via Zoom and Canvas with their teacher who will project classroom instruction and assignments virtually as he/she is teaching live. Sessions may be recorded for viewing at a later time for any student.
- Parents/guardians of Pre-K students need to be aware that Pre-K is an opt-in program, and you need to be prepared to provide a device and a reliable internet connection for Pre-K Students.
- Grading for virtual students will follow the same guidelines as traditional students.
- Teachers will be expected to make daily contact with their virtual students to provide the necessary support and feedback.
- It should be noted, virtual students may not have the same amount of direct instruction contact time as traditional students due to recommendations to limit screen time. However, virtual students will receive asynchronous instruction through supplemental activities, such as independent projects, IXL, Achieve 3000, Lexia, and other digital resources.

Note: Based on student enrollment in the virtual model, schools will make every effort to provide a virtual teacher for these students. However, schools will have the option to utilize direct instruction with traditional teachers when student enrollment is low in a particular grade level, content area or specialized course.

Sample virtual schedules are given below. However, each elementary school has the authority to adjust these samples to meet the unique needs of the school. Parents and guardians should contact the individual school for more information.

Sample PreK Virtual Learning Schedule					
The order of activities, transition times, and period length may vary, as determined by each elementary school.					
Time	**Activity**				
8:00-8:15	Circle Time/Large Group				
8:15-8:45	Music and Movement				
	Story Time				
	Social Emotional Learning (SEL)				
	Phonological Awareness Activity				
8:45-9:00	Large Group Literacy/Science/Social Studies				
9:00-10:00	Independent Play Time/Center Time				
10:00-10:30	Small Group Instruction				
10:30-11:00	Individual Instruction				
	Outside Time and Transition to Lunch				
Small Group Instruction (reading 1x week and math 1x week for each student)					
Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***	
Group A	*Group C*	*Group A*	*Group C*	*Individual Intervention*	
Group B	*Group D*	*Group B*	*Group D*	*Indiv. Interv./Small Group*	

Sample K-2nd Grade Virtual Learning Schedule					
The order of activities, transition times, and period length may vary, as determined by each elementary school.					
Time/Days	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30	SEL/ILT				
8:30-9:30	Reading & ELA				
9:30-9:35	Brain Break				
9:35-10:35	Math				
10:35-10:40	Brain Break				
10:40-11:10	Science	Social Studies	Science	Social Studies	Science
11:10-11:55	Art	Music	PE	Technology	SEL/Counseling
11:55-12:25	Lunch				
12:25-12:40	Recess/Brain Break				
12:40-1:30	Supplemental Literacy Activities: Lexia, Group Projects, Individual Feedback Sessions, Progress Monitoring				
1:30-2:20	Supplemental Math Activities: IXL, Group Projects, Individual Feedback Sessions, Progress Monitoring				
Brain Break: Mental breaks designed to help students stay focus and attentive. **SEL:** Social and Emotional Learning **ILT:** Increased Learning Time					

Sample 3rd-5th Grade Distance Learning Schedule					
The order of activities, transition times, and period length may vary, as determined by each elementary school.					
Time/Days	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30	SEL/ILT				
8:30-9:45	Reading & ELA				
9:45- 9:50	Brain Break				
9:50-11:05	Math				
11:05-11:10	Brain Break				
11:10-11:40	Science	Social Studies	Science	Social Studies	Science
11:40-12:25	Art	Music	PE	Technology	SEL/Counseling
12:25-1:05	Lunch				
1:05-1:20	Recess/Brain Break				
1:20-1:50	Supplemental Literacy Activities: Lexia, Group Projects, Individual Feedback Sessions, Progress Monitoring				
1:50-2:20	Supplemental Math Activities: IXL, Group Projects, Individual Feedback Sessions, Progress Monitoring				
Brain Break: Mental breaks designed to help students stay focus and attentive. **SEL:** Social and Emotional Learning **ILT:** Increased Learning Time					

Elementary School Traditional Schedule

Some of the general parameters and safety measures for the traditional model are the following:

Entering the Building:

- Faculty and staff arrive as designated by the school to complete check-in procedures. Students will be allowed in the building based on school procedures.
- Upon arrival, students will follow the school's procedures for breakfast (if applicable) that will allow for reasonable social distancing.

Lunch

- Schools will provide the necessary time and space to allow for smaller numbers of students in the cafeteria. Other spaces may also be used for lunch (courtyards, designated classrooms, etc.) depending on the numbers.
- Distribution of lunches will be set up for students to pick up their lunch in their designated locations. These locations will help to expedite students getting time to sit and eat lunch

Transitions

- Schools will utilize one-way routes as often as possible, practice social distancing during movement, will stagger dismissal as needed, and will limit capacity in common areas.

Below is a sample schedule; however, each elementary school has the authority to adjust this sample to meet the unique needs of the school. Parents and guardians should contact the individual school for more information.

Sample Pre-K Traditional Schedule	
The order of activities, transition times, and period length may vary, as determined by each elementary school principal.	
Time	**Activity**
7:30-8:00	Arrival/Breakfast/Table Activities
8:00-8:30	Circle Time/Morning Message Board/Social Emotional
	Story Time
	Music with Movement
	Phonological Awareness Activity (daily)
8:30-9:50	Center Time
	Note: Time is extended by 20 minutes to accommodate a small group from 8:30 - 8:45 and a small group from 9:35 - 9:50.
9:50-10:05	Clean- up Time
10:05-10:50	Outside Time
10:50-11:20	Lunch Time
11:20-12:20	Rest Time
12:20-12:35	Story Time
12:35-12:50	Music with Movement
12:50-1:05	Story Time
1:05-1:35	Small Group
1:35-1:55	Special Activities/Topic of Study Development
1:55-2:10	Large Group Literacy
2:10-2:20	Story Time
2:20-2:30	Closing Activity and Prepare for Dismissal

Sample K-5th Grade Traditional Schedule					
The order of activities, transition times, and period length may vary, as determined by each elementary school					
Time/Days	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:15- 8:00	Arrival & Breakfast				
8:00-8:30	SEL/ILT				
8:30-10:00	Reading & ELA				
10:00-10:30	Lunch				
10:30-10:45	Brain Break/ Restroom				
10:45-11:30	Art	Music	PE	Technology	SEL/Counseling
11:30-1:00	Math	Math	Math	Math	Math
1:00-1:25	Recess/ Brain Break/Restroom				
1:25-2:30	Science	Social Studies	Science	Social Studies	Science
2:30-3:00	Dismissal				
Brain Break: Mental breaks designed to help students stay focus and attentive. **SEL:** Social and Emotional Learning **ILT:** Increased Learning Time					

Middle School Choice Model Option

The middle school principals have recommended to follow the same schedule whether students attend classes virtually or in-person. However, some middle schools will offer an alternating (A/B) schedule in which students only attend half of their classes each day. Other schools will offer a straight schedule, where all six classes meet each day.

Some general expectations for a typical instructional day are the following:

- Virtual students will follow the traditional schedule and log into class at the same time as their peers to be counted present. Students will participate in class via Zoom and Canvas with their teacher who will project classroom instruction and assignments virtually as he or she is teaching live. Sessions may be recorded for viewing at a later time for any student.
- Grading for virtual students will follow the same guidelines as traditional students.
- Teachers will be expected to make daily contact with their virtual students to provide the necessary support and feedback.
- It should be noted, virtual students may not have the same amount of direct instruction contact time as traditional students due to recommendations to limit screen time. However, virtual students will receive asynchronous instruction through supplemental activities, such as independent projects, IXL, Achieve 3000, Lexia, and other digital resources.

Note: Based on student enrollment in the virtual model, schools will make every effort to provide a virtual teacher for these students. However, schools will have the option to utilize direct instruction with traditional teachers when student enrollment is low in a particular grade level, content area or specialized course.

Entering the Building:

- Faculty and staff arrive as designated by the school to complete check-in procedures. Students will be allowed in the building based on school procedures.
- Upon arrival, students will follow the school's procedures for breakfast (if applicable) that will allow for reasonable social distancing.

Lunch

- Schools will provide the necessary time and space to allow for smaller numbers of students in the cafeteria. Other spaces may also be used for lunch (courtyards, designated classrooms, etc.) depending on the numbers.
- Distribution of lunches will be set up for students to pick up their lunch in their designated locations. These locations will help to expedite students getting time to sit and eat lunch

Transitions

- Schools will utilize one-way routes as often as possible, practice social distancing during movement, will stagger dismissal as needed, and will limit capacity in common areas.

Samples of each type of schedule are provided below; however, each middle school has the authority to adjust these samples to meet the unique needs of the school. Parents and guardians should contact the individual school for more information.

Sample Middle School Alternating (A/B) Schedule for Virtual and Traditional Instruction				
The order of periods, ILT, transition times, and period length may vary, as determined by each middle school.				
Time	**A-Day Period**	**B-Day Period**	**Amount of Time**	**Description**
8:20 - 8:40	Homeroom	Homeroom	20 minutes	Breakfast in the classroom Chromebook check & charge
8:40 - 8:50	Transition		10 minutes	Staggered release or remain in Homeroom for 1st period
8:50 -10:32	1st period	2ND period	102 minutes	90 minutes of instruction (Virtual students will report for first 20 minutes to join direct instruction.) 12 minutes for scheduled bathroom breaks, as needed
10:32 -10:42	Transition		10 minutes	Staggered release
10:42 -11:42	ILT	ILT	60 minutes	Direction instruction as follows: (Virtual students will report to join direct instruction for SEL.) • 30 minutes of SEL (required) • 30 minutes of enrichment or remediation using supplements, such as Achieve 3000, IXL, Lexia, or individualized teacher support
11:42 -11:52	Transition		10 minutes	Staggered release
11:52 - 2:04 A lunch 12:00–12:30 B lunch 12:45–1:15 C lunch 1:30—2:00	3RD period	4TH period	132 minutes	90 minutes of instruction (Virtual students will report for first 20 minutes to join direct instruction.) 30 minutes for lunch, staggered transition & selected classes eat in the classroom 12 minutes for scheduled bathroom breaks, as needed
2:04 - 2:14	Transition		10 minutes	Staggered release
2:14 - 3:53	5TH period	6TH period	102 minutes	90 minutes of instruction (Virtual students will report for first 20 minutes to join direct instruction.) 12 minutes for scheduled bathroom breaks, as needed
3:53 - 4:30	Staggered dismissal			
ILT: Increased Learning Time; time to be used for academic enrichment, remediation, or SEL. **SEL:** Social and emotional learning				

Sample Middle School Straight Schedule for Virtual and Traditional Instruction			
The order of periods, ILT, transition times, and period length may vary, as determined by each middle school.			
Time	**Period**	**Amount of Time**	**Description**
8:20 – 8:50	Homeroom	30 minutes	Grab & go breakfast in the classroom Chromebook check & charge
8:50 – 8:59	Transition	9 minutes	Staggered release or remain in Homeroom for 1st period
8:59 – 9:49	1st period	50 minutes	Virtual students will report for first 20 minutes to join direct instruction. 12 minutes for scheduled bathroom breaks, as needed
9:49 – 9:58	Transition	9 minutes	Staggered release
9: 58 – 10:48	2ND period	50 minutes	Virtual students will report for first 20 minutes to join direct instruction. 12 minutes for scheduled bathroom breaks, as needed
10:48 – 10:57	Transition	9 minutes	Staggered release
10:57 – 11:27	ILT	30 minutes	Virtual students will report to join direct instruction for SEL. 30 minutes of SEL, required
11:27 – 11:36	Transition	9 minutes	Staggered release
11:36 – 12:57	3RD period and Lunch	81 minutes	Virtual students will report for first 20 minutes to join direct instruction. 30 lunches with staggered transition; selected classes will eat in the classroom 12 minutes for scheduled bathroom breaks, as needed
12:57 – 1:06	Transition	9 minutes	Staggered release
1:06 – 1:56	4TH period	50 minutes	Virtual students will report for first 20 minutes to join direct instruction. 12 minutes for scheduled bathroom breaks, as needed
1:56 – 2:05	Transition	9 minutes	Staggered release
2:05 – 2:55	5TH period	50 minutes	Virtual students will report for first 20 minutes to join direct instruction. 12 minutes for scheduled bathroom breaks, as needed
2:55 – 3:04	Transition	9 minutes	Staggered release
3:04 – 3:54	6TH period	50 minutes	Virtual students will report for first 20 minutes to join direct instruction. 12 minutes for scheduled bathroom breaks, as needed
3:54 - 4:30	Staggered dismissal		
ILT: Increased Learning Time to be used for SEL. **SEL:** Social and emotional learning			

High School Choice Model Option

The high school principals have recommended to follow the same schedule whether students attend classes virtually or in-person. However, some high schools will offer an alternating (A/B) schedule in which students attend four of their classes one day and three the following day. Other schools will offer a straight schedule, where all seven classes meet each day.

Some general expectations for a typical instructional day are the following:

- Students will follow the traditional schedule and log into class at the same time as their peers to be counted present. Students will participate in class via Zoom and Canvas with their teacher who will project classroom instruction and assignments virtually as he or she is teaching live. Sessions may be recorded for viewing later for any student.
- Grading for virtual students will follow the same guidelines as traditional students.
- Teachers will be expected to make daily contact with their virtual students to provide the necessary support and feedback.
- It should be noted, virtual students may not have the same amount of direct instruction contact time as traditional students due to recommendations to limit screen time. However, virtual students will receive asynchronous instruction through supplemental activities, such as independent projects, Achieve 3000, and other digital resources.
- Some courses (electives) may not be available to virtual students.

Note: Based on student enrollment in the virtual model, schools will make every effort to provide a virtual teacher for these students. However, schools will have the option to utilize direct instruction with traditional teachers when student enrollment is low in a particular grade level, content area or specialized course.

Entering the Building:

- Faculty and staff arrive as designated by the school to complete check-in procedures. Students will be allowed in the building based on school procedures.
- Upon arrival, students will follow the school's procedures for breakfast (if applicable) that will allow for reasonable social distancing.

Instruction:

- Instructional time for each class will be determined by school for teachers to provide quality instruction.
- Teachers are provided with time to wipe down desks and get ready to transition to the next period.
- Transition time between classes will be determined by school. Schools will stagger these times and provide enough time for students to get to class and to limit contact time in hallways.

Lunch

- Schools will provide the necessary time and space to allow for smaller numbers of students in the cafeteria. Other spaces may also be used for lunch (courtyards, designated classrooms, etc.) depending on the numbers.
- Distribution of lunches will be set up for students to pick up their lunch in their designated locations. These locations will help to expedite students getting time to sit and eat lunch.

Advisory/Acceleration/ILT

- Advisory/counseling sessions will be scheduled each week. During this time, the students will meet with their advisors to address key social/emotional topics through guidance lessons; small group counseling; one-on-one conferencing with advisor – building relationships.
- On days that are not Advisory days, students will be scheduled for Increased Learning Time (ILT) to support student learning with activities such as SAT Prep/College-Career pathway; Khan Academy; USA Test Prep; Georgia Futures. Instructional intervention support will be provided through Multi-tiered Systems of Supports (MTSS).
- Teachers/students will use instructional resources /technology to provide remediation/acceleration/ progress monitoring/conferencing.

Exiting the Building

- Schools will stagger release times to limit contact time in hallways and common areas.

Samples of each type of schedule are provided below; however, each high school has the authority to adjust these samples to meet the unique needs of the school. Parents and guardians should contact the individual school for more information.

Sample High School Alternating (A/B) Schedule for Virtual and Traditional Instruction			
The order of periods, transition times, lunch schedule, and period length may vary, as determined by each school.			
Time	**A-Day**	**B-Day**	**Amount of Time**
7:55 - 8:10	Homeroom (and breakfast in classroom, if applicable)	Homeroom (and breakfast in classroom, if applicable)	15 minutes
8:10 - 9:40	1st Period	2nd Period	90 minutes
9:40 - 9:50	Transition		10 minutes
9:50 - 11:20	3rd Period	4th Period	90 minutes
11:20 - 11:30	Transition		10 minutes
11:30 - 1:30 A Lunch, 11:30 - 11:55 B Lunch, 12:00 - 12:25 C Lunch, 12:30 - 12:55 D Lunch, 1:00 - 1:30	5th Period and Lunch	6th Period and Lunch	120 minutes
1:30 - 1:40	Transition		10 minutes
1:40 - 3:10	7th Period	Advisory/Acceleration/ILT	90 minutes
3:10 - 3:25	Dismissal		15 minutes

<table>
<tr><th colspan="6">Sample High School Straight Schedule for Virtual and Traditional Instruction</th></tr>
<tr><td colspan="6">The transition times, lunch schedule, and period length may vary, as determined by each school.</td></tr>
<tr><th>Time</th><th>Group A</th><th>Group B</th><th>Group C</th><th>Group D</th><th>Group E</th></tr>
<tr><td>8:00 - 8:30</td><td colspan="5">ILT</td></tr>
<tr><td>8:30 - 9:20</td><td colspan="5">1st Period (50 minutes)</td></tr>
<tr><td>9:25 - 10:15</td><td colspan="5">2nd Period (50 minutes)</td></tr>
<tr><td>10:20 - 11:20</td><td colspan="5">3rd Period (50 minutes)</td></tr>
<tr><td rowspan="5"></td><td>11:15 - 11:40
A Lunch
(25 minutes)</td><td>11:15 - 11:40
4th Period, part 1
(25 minutes)</td><td rowspan="2">11:15 - 12:05
4th Period
(50 minutes)</td><td rowspan="2">11:15 - 12:05
4th Period
(50 minutes)</td><td rowspan="2">11:15 - 12:05
4th Period
(50 minutes)</td></tr>
<tr><td rowspan="2">11:45 - 12:35
4th Period
(50 minutes)</td><td>11:40 - 12:05
B Lunch
(25 minutes)</td></tr>
<tr><td>12:10 - 12:35
4th Period, part 2
(25 minutes)</td><td>12:10 - 12:35
C Lunch
(25 minutes)</td><td>12:10 - 12:35
5th Period, part 1 (25 minutes)</td><td rowspan="2">12:10 - 1:00
5th Period
(50 minutes)</td></tr>
<tr><td rowspan="2">12:40 - 1:30
5th Period
(50 minutes)</td><td rowspan="2">12:40 - 1:30
5th Period
(50 minutes)</td><td rowspan="2">12:40 - 1:30
5th Period
(50 minutes)</td><td>12:35 - 1:00
D Lunch
(25 minutes)</td></tr>
<tr><td>1:05 - 1:30
5th Period, part 2
(25 minutes)</td><td>1:05 - 1:30
E Lunch
(25 minutes)</td></tr>
<tr><td>1:35 - 2:25</td><td colspan="5">6th Period (50 minutes)</td></tr>
<tr><td>2:30-3:25</td><td colspan="5">7th Period (50 minutes)</td></tr>
<tr><td colspan="6">ILT: Increased Learning Time
SEL: Social and Emotional Learning</td></tr>
</table>

Transitioning Between Classes

In the case of a fully virtual instructional model, the building will be closed, requiring no modification to transitioning between classes.

For options that support in building instruction, movement between classes will utilize CDC guidelines, where feasible. The Districts will utilize the MCSD Strategic Waiver for seat time to provide additional time between classes for transitioning. This will be supported by staggered class releases that will reduce the number of student contact in the hallways. Opportunities to create one-way student traffic as a means of reducing student contact interactions will be implemented as much as possible.

Large Group Meeting and Assemblies

In the instructional scenarios where students will be attending classes inside a building, the District will look to offer smaller alternative group activities that replicate larger student assemblies. Schools will restrict the opportunities for large gatherings in common areas, hallways, and gymnasiums. To achieve this, lunches may be consumed in classrooms where feasible and the larger spaces within a school (gymnasiums, cafeterias, media centers, and outside spaces) may be used to provide instruction to support physical distancing.

District Assessment Planning

The District's Assessment Plan Committee members were tasked with developing a plan to deliver assessments to students during the 2020-21 school year, following the period of school closures which began on March 16, 2020, due to the COVID-19 pandemic. The assessment plan for opening school after the spring closure seeks to answer three essential questions:

- What data do we need?
- What data sources do we have access to for each grade and content area?
- How often do we need the data during the upcoming school year?

Members of the committee agree upon various points of considerations regarding the implementation and delivery of a District assessment plan for the upcoming school year. The table below outlines several of these considerations. Important to note are the implications of assessing students in a traditional environment in comparison to a virtual (online) environment. Although the two models present different issues regarding test security, as well as presentation and delivery, the committee agrees that consideration must be given to making our assessments as comparable as possible across both environments.

Considerations for Assessment in Traditional and Virtual	
Traditional Instructional Model	**Virtual Instruction Model**
Anticipating the desire to analyze and compare assessment results gathered from the two models, the intent is to use assessment content and instruments that are the same or as comparable as possible	
Baseline assessments at outset of school year at each grade level and content area are needed	
MasteryConnect platform will be used to deliver all District assessments; MasteryConnect and Canvas will be used to deliver most school/classroom-based assessments	MasteryConnect or Canvas will be used to deliver all District and school/classroom-based assessments
Teachers will move toward giving all school-based assessments online	Teachers will deliver all school-based and District assessments online
All students K-12 will have access to devices	Students in Grades 3-12 will have access to assigned MCSD devices; students in Grades K-2 will not
Through professional development, teachers will: • Develop skills to facilitate the use of digital assessment platforms (use of Canvas and MasteryConnect) • Develop knowledge and skills in the use of formative assessment (FIP and personalized learning)	Through professional development, teachers will: • Develop skills leading to the enhancement of online assessment delivery—its tools and reporting aspects (MasteryConnect) • Develop knowledge and skills in the use of formative assessment (Formative Instructional Practices Modules and personalized learning)
Teaching staff will continue to develop best practices in the area of assessment proctoring	Online teachers will use software tools such as Zoom or Microsoft Teams to proctor online assessments

In keeping with the Muscogee County School District's three reopening scenarios for the 2020/2021 school year, or the possible need to use any one of the scenarios exclusively at any point in the new school year, the Assessment Plan Committee has made the following assertions regarding assessing students:

Assessment of Student Learning in a Fully Virtual Model Option

- Three assessment checkpoints will be used to determine student readiness and progress
- August Baseline (to include standards from Quarter 4 2019 and Quarter 1 2020-21)
- All assessments will be delivered digitally using vendor platforms, Canvas and MasteryConnect
- Video conferencing may be used for performance tasks
- Virtual formative assessments would be ongoing
- Additional support for mobile devices
- Some paper-based assessments where needed
- Additional planning for assessments when traditional school resumes

Additionally, an assessment plan that can be used in a virtual scenario must consider some factors associated with a fully virtual setting. The following are some of those factors:

- Additional parent support for mobile devices may be needed to allow those with a compatible device to access assessments digitally to reduce the number of students using paper assessments
- Tracking the availability of provided devices and connectivity by households
- Alternate but comparable forms of assessment would need to be developed for those students without any digital access
- A means for collecting student data from those without digital access would need to be devised
- An additional baseline checkpoint would be necessary upon the resumption of traditional school
- The use of digital platforms for some skills assessed may not be developmentally appropriate for early learners and some students with disabilities, therefore, additional planning at the school level would be needed to address these issues

Assessment of Student Learning in a Choice Model Option

- Three assessment checkpoints will be used to determine student readiness and progress
- August Baseline (to include standards from Quarter 4 2019 and Quarter 1 2020-21)
- All assessments will be delivered digitally using the product platform, Canvas or MasteryConnect
- Virtual and face to face formative assessments would be ongoing for each model

Assessment of Student Learning in a Traditional Model Option

- Three assessment checkpoints will be used to determine student readiness and progress
- August Baseline (to include standards from Quarter 4 2019 and Quarter 1 2020-21)
- All assessments will be delivered digitally using the product platform, Canvas or MasteryConnect
- Performance based assessments would be conducted face to face
- Mixed virtual and face to face formative assessments would be ongoing

Assessment Data Sources

Elementary

Grade Level	Subject and Data Sources			
	ELA	Math	Science	Social Studies
P	STAR Early Literacy			
K	GKIDS Readiness, STAR, Lexia, Writing Prompts	GKIDS Readiness, STAR, IXL		
1	STAR, Lexia, Writing Prompts	STAR, IXL, Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
2	STAR, Lexia, Writing Prompts	STAR, IXL, Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
3	STAR, Lexia, Writing Prompts	STAR, IXL, Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
4	STAR, Lexia, Writing Prompts	STAR, IXL, Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
5	STAR, Lexia, Writing Prompts	STAR, IXL, Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments

Middle School

Grade Level	Subject and Data Sources			
	ELA	Math	Science	Social Studies
6	PCRW, Achieve 3000, STAR 360	STAR Screener, IXL, Quarterly Benchmark Assessments	Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
7	PCRW, Achieve 3000, STAR 360	STAR Screener, IXL, Quarterly Benchmark Assessments	Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
8	PCRW, Achieve 3000, STAR 360	STAR Screener, IXL, Quarterly Benchmark Assessments	Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	Quarterly Benchmark Assessments
HS		STAR Screener, IXL, Quarterly Benchmark Assessments	Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	

High School

Subject	Subject and Data Sources			
	ELA	Math	Science	Social Studies
9th Grade Literature	Georgia Collections, PCRW, Achieve 3000			
American Literature	Georgia Collections, PCRW, Achieve 3000			
Algebra I		IXL, Quarterly Benchmark Assessments		
Geometry		IXL, Quarterly Benchmark Assessments		
Biology			Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	
Physical Science			Science and Engineering Practices pre-test (in development), Quarterly Benchmark Assessments	
US History				Quarterly Benchmark Assessments, (THEMES?)
Economics				Quarterly Benchmark Assessments, (THEMES?)

Timeline for Assessment Delivery

The Assessment Plan Committee agreed upon the following timeline for assessment delivery for the school year 2020-2021. The timeline features three data-gathering checkpoints during the school year—beginning, mid-year and year-end.

Date	**Assessment**	**Students**
August 2020 (first 10 days of school year)	District baseline assessment (to include standards from quarter 4 2019/2020 and quarter 1 2020/2021)	All grade levels and content areas
Mid-year (prior to Winter Break in December 2020)	District Checkpoint	All grade levels and content areas
End-of-year • If state waiver of GMAS is approved by ESSA; May 2021, prior to school year end	District Checkpoint	All grade levels and content areas
• If state waiver of GMAS is denied by ESSA	GMAS (April through May in accordance with state windows) District Checkpoint	Grades 3-8 and related EOCs for mid and high school students (GMAS) Grades K-2 and high school students in non-EOC courses

Professional Learning Priorities

No matter which instructional scenario the District moves forward with, there are professional development needs that must be continued and/or added in order to be best prepared to serve our various stakeholders. The following are some of the top professional development priorities:

- Personalized Learning
    - The District will continue to work with teachers on the shift to Personalized Learning as the instructional framework used in our classrooms.
    - This framework includes:
        - Instructional materials customized to individualize students' paths and pace along with performance tasks that allow students to demonstrate their knowledge in a variety of ways.
        - Instruction aligned to students' specific needs and goals to create a learning environment where all individual needs can be met.
        - Teachers using data to inform instructional decisions. Students can review their own data to make learning decisions. Some examples of data used for making decisions include State, District and School-based assessments as well as Universal Screeners which are used to determine what areas students might need extra support.
        - Providing students with opportunities to reflect on what they are learning and to set goals to cultivate ownership of their education.

- Canvas (MCSD's Learning Management Platform)
    - Canvas is the District's Learning Management System. The District will continue to provide training for teachers, administrators and staff on utilizing the platform for instruction. School leaders can contact their Learning Innovation Specialist or area Content Specialist to assist in setting up additional requested training.
- Infinite Campus and Student Longitudinal Data System (SLDS)
- New Teacher Orientation
    - All new teachers to the District are invited to the annual New Teacher Orientation offered just prior to the school year beginning. Topics specific to each teacher's position are covered by the District's specialists from each division. Follow-up sessions are offered as the year progresses.
- Virtual Instruction on how to make a more effective online instructional environment
    - Given the current demand for expertise in conducting instruction virtually, professional development and support will be provided for the following:
        - Effective use of a video conferencing platform
        - Communication with students and parents
        - Classroom management in the virtual environment
        - Consistency in scheduling, rituals and routines in the virtual environment
        - Collaboration and planning for and in the virtual environment
        - Building relationships with students in a virtual environment
        - Conducting breakouts for small groups and student collaboration in the virtual environment
        - Creating and administering assessments for and in the virtual environment

- Instructional Resources (District Adopted)
    - Resources are adopted for District-wide use. The District continues to offer support and training on the use of these materials. This training is for first-time users, refresher courses or to dive deeper into the features.
- Formative Assessments
    - Teachers continuously assess where students are. The following professional development is being offered to support teachers.
        - MasteryConnect (a resource that helps teachers identify and track student mastery of State Standards to inform teaching practices)
        - Data driven decision-making using State, District and School-based data
- Leadership Strand
    - To support school administrators with managing the virtual environment the following professional development will be offered as training and support.
        - Virtual Walkthroughs
        - Virtual Teacher Observations
        - Canvas for Administrators

There must be flexibility in the delivery models of the above priorities to provide choices that meet various concerns. MCSD may make use of any or all of the following methods:

- Archived Videos
- Video Conferencing
- Self-paced courses built in Canvas
- Professional Learning Communities
- Face-to-Face instruction
- Master Teacher observations (virtual or face-to-face, when possible)

Some additional considerations that go into addressing an appropriate professional development strategy include:

- Current initiatives and continuing rollouts
- The "Teacher Distance Learning Survey" results indicated:
    - A need for more varied opportunities for instructional delivery
    - A need for more in-depth training on supplemental instructional resources
- Professional learning delivery models to fit the needs of the individual
- Providing support for individuals in need of assistance
- Support for administrators on navigating the virtual learning environment to support teachers

Athletics – Extra Curricular Activities

The changes to athletics involve regular screenings and additional protocols for practices.

Coaches and Students should be screened daily. Screening will include the following:

- Temperature taken before entering the facility
- A series of questions, from the GHSA Guidance:
    - Have you had a fever in the last week?
    - Have you been diagnosed with COVID-19?
    - Have you been in contact with anyone diagnosed with COVID-19?
    - Have you had a cough, sore throat, shortness of breath, or recent loss of taste?
- If a student presents with fever, symptom(s), or exposure they will be removed from the day's activities
    - The student will be moved to an isolation area and his/her parents contacted to pick up
    - If student has a fever, he/she should be quarantined for 14 days at home or may return early with a negative COVID-19 test result
- If at any time a coach/student tests positive for COVID-19, the coach/student will complete a 14-day quarantine (no exceptions) before returning to practice
- Self-monitoring is encouraged for all
- If you are feeling sick, please contact your Head Coach and stay home that day
- If parents want to have their student tested for COVID-19, they can contact the Columbus Health Department. Parents will have to pre-register to have their student tested. Parents can contact the CHD by phone at 706-321-6300 or at https://covid19.dph.ga.gov .

Protocols for Practice

- Masks/face coverings and gloves are encouraged when applicable
- Athletes should practice social distancing during the practice when applicable
- Athletes will be encouraged to wash their hands or use hand sanitizer regularly
- Each sport will have a separate pick up location
- Students should have their own water bottle, no bottles will be shared at practice or games
- Sanitizing Expectations
    - The Weight Room will be sanitized before and after each practice
    - Weight Room equipment will be wiped down by player after each use
    - Any other equipment used outdoors will be sanitized after each practice
    - Bathrooms will be wiped down/sanitized after each practice
    - Hand Sanitizer will be available for use during the workout

As recommendations are received from the GHSA some of the guidelines may change. Coaches will keep parents updated. In addition to the above, some additional impacts depending on the instructional scenario will be in place.

Athletics in a Full Virtual Scenario:

- Guidance from the Georgia High School Association, Georgia Department of Education, and our local health officials would guide us if competition is allowed
- If allowed to compete, teams would follow the MCSD protocols at all practices

- For practices, students will need to be sure they are able to get to the practice location at the appropriate time
- For competitions, students will need to be sure they are able to get to the appropriate venue, or if a team bus is taken, get to the school at the appropriate time

Athletics in a Choice Scenario:

- All students, whether they choose distance learning or the traditional model, will be able to participate in their school's extra-curricular activities, including athletics (must be academically eligible)
- All practices and/or competitions will be held after regular school hours
- Teams should follow the protocols set by MCSD at all athletic practices. This includes the screening process that coaches and players should go through before each practice
- Any student choosing distance learning is expected to be at practice on time; the student is also expected to provide their own transportation to and from practice

Operations

This section addresses additional areas required in order to support the instructional day, such as transportation and school nutrition; as well as, addressing facility maintenance and cleaning. Leadership for this team was assigned to Mr. David Goldberg. Contact: Goldberg.David.S@muscogee.k12.ga.us 706-748-2371.

Plant Services

It is the goal of Plant Services to provide support for the instructional scenario that is chosen and to be able to pivot during the year if that scenario needs to be changed. The following sections reflect guidance of the MCSD Cabinet, the Center for Disease Control and the Department of Public Health.

Plant Services employees:

- Will wear appropriate PPE to complete work orders and preventive maintenance measures
- Will use hand sanitizer before entering and after leaving a building
- Will follow District guidelines and procedures regarding employees who believe they have been exposed or may have come in contact with Covid-19

Additional equipment and support for schools and support buildings:

- Install sneeze guards before the first day of school for areas with frequent public interaction
- Continue to change HVAC filters on schedule
- Increase fresh air intake where feasible
- Discontinue use of water fountains in the buildings
- Discontinue use of playgrounds

Work order support for schools and support buildings:

- Continue to respond to work orders and perform preventive maintenance support
- Be prepared to add or adjust additional activities that may be a result of the instructional scenarios changing throughout the year

Custodial support for schools and support buildings:

- Provide a cleaning frequency chart that addresses Covid-19 concerns
- Request building staff to help with personal space disinfecting procedure (room door handles, desk tops, pencil sharpeners, etc.)
- Fogging building as needed with an approved EPA disinfectant to eliminate Covid-19 contaminates that might be present

Vendors:

- Require vendors to follow the recommendations and procedures of MCSD when working inside or outside of District facilities.

Drills (Fire and Severe Weather):

- Follow recommendations of state and local public safety officials to accommodate each model; this might require more than one drill a month

Transportation

The function of the Transportation team depends on the instructional model selected. In a Fully Virtual scenario, the team will focus on the delivery of meals along with any additional District required transportation needs. In a Choice Model, the transportation team can continue the same services as in the Fully Virtual scenario and add to it the ability to provide transportation to any eligible students. Under a Traditional model, the Transportation team will take on its traditional duties.

Specific steps for the bus fleet will include:

- Provide drivers and monitors with PPE
- Clean and disinfect buses using disinfectant spray and wipes
- When in operation, buses will be disinfected after each tier
- Install hand sanitizers stations on each bus (For employee and student use)
- All students will have assigned seats in case COVID tracking is necessary

Additional steps that will impact the bus shop include the following:

- Sanitize the shop offices and bays for surfaces with daily contact
- Conduct a deep cleaning of the shop bays and offices on the first week of our return. Every Friday, clean the shop bays to prepare for the next work week
- Every two days, the shop bays are sanitized with the use of industrial foggers
- Restrict all access from any person not employed by the shop
- Maintain 6 feet workspace. Limiting two mechanics per bay
- Encourage the use of PPE (gloves and mask) for all shop employees
- Encourage the importance of hand washing
- Install hand sanitizing stations throughout the shop offices, bays, and fueling station
- Employees are encouraged to take lunch breaks in their area, apart from each other to support social distancing guidelines
- Monitor employee's temperature daily as a measure for early detection
- Report infected employee to the chain of command

To address the transportation operations needs and the staff that perform those duties, the following measures will be implemented:

- Supply office staff with PPE and disinfectant
- Set up check in/out points. Reduce personnel traffic by developing one entry/exit point
- Install hand sanitizing stations throughout hallways and near restrooms
- Place disinfectant spray and wipes for restroom use

- Encourage the importance of hand washing
- Restrict access to unauthorized personnel
- Minimize personal communication
- Report procedure for employees who are exposed or suspects they have been in contact with Covid-19 at work

School Nutrition Program

Much like the Transportation team, the School Nutrition Program (SNP) function changes based on the instructional scenario. In any scenario, this year will be a challenge both logistically and financially, requiring additional training to deal with the complexities. In addition, there are students with special dietary needs that must be met regardless of instructional scenarios. Additional challenges will impact the 12 traditionally paying schools since they will need to account for students' statuses – free, reduced, or paid. The process of capturing these meals will be difficult as we try to collect payment for meals.

In all cases, SNP staff will follow appropriate safety measures:

- Temperature screening upon arriving for work
- Wear face covering at all times
- Handwashing and glove use – current practices
- Follow ServSafe guidelines (aligned to CDC/Public Health regulations)
- Practice social distancing where possible - prepping meals, cashier stands, students
- Attend additional training focusing on the above topics (virtual, when possible)
    - Virtual meetings as a way to facilitate regular and monthly staff meetings
    - Utilize trainings from SNA and ICN, including Civil Rights training per regulations
    - Develop trainings as videos and post to YouTube
- The SNP team will also request that vendors provide their plans for ensuring safety

Full Virtual Scenario

Staying in a fully virtual scenario, the SNP team will continue to operate using the Seamless Summer Option model with meal service at selected schools and utilizing buses for distributing meals. Currently, adults may pick up meals due to a USDA waiver that exists until 6/30/21.

Choice Scenario

Under the Choice model, students may elect to attend school for in-person instruction or virtually by distant learning. Pre-payment for meals is highly encouraged to reduce the amount of contact with money. Free & Reduced Meal Applications at non-CEP schools must be completed within the 30-day grace period or the student's status will change to paid. This is especially important for students returning to the school setting after the 9 weeks period.

Breakfast and lunch meal service will be provided but will be different for both in-school and virtual students than in previous years.

Breakfast:

- Grab N Go or Breakfast in the Classroom
- Meals consumed in classroom

- Alternate serving sites – bus loops, car rider drop-off, walkers' entrance
- Technology/devices to capture meals at remote locations

Lunch:

- Meals served through serving lines and captured at the point of sale
- Alternate non-touch methods for capturing meals – name tags, ID cards, etc.
- Meals consumed in cafeteria or other locations, i.e. classrooms, gyms, outside, meeting rooms, etc.
- Disposable supplies used – trays, containers, wrapped silverware

Virtual Learning:

- Meals distributed at their home school only – accountability
- Pickup times scheduled to not interfere with regular meal service
- Identifying virtual students
- Alphabetical roster of all virtual students for use by SNP Manager to help capture meals
- Information Card issued at time of registration with school name and student's name to be shown at time of pickup
- Student and/or parent will pick up meals at kitchen door
- Distribute breakfast for the next day with lunch pickup

Traditional Scenario

In the traditional model, all students will be served according to the traditional practices. In addition, student consumption location options can include classrooms, cafeteria, or, weather permitting, outside.

Finally, there are a list of considerations and potential impacts that must be addressed:

- Food and supply orders need to be placed a minimum of two weeks ahead of the opening date.
- Participation in school meals could be reduced which impacts the number of staff required and adverse impacts on the budget.
- Variance in models within the District may be needed since it would be challenging to have a single solution that fits all needs.
- No outside foods allowed in schools – pizza parties, cupcakes for birthday celebrations, sale from outside vendors such as Kona Ice, etc.
- Currently high schools and some middle schools have a short amount of time to feed. They will need more lunch periods to create a reduction in student contact.

After researching different scenarios, School Nutrition is recommending meal distribution through the serving line:

- Easiest and least confusing not only for the staff but the students as well
- Can identify those with special dietary needs
- Proper student meal statuses will be captured at the 12 paying schools, hopefully reducing charges
- Offer vs Serve can be practiced, which will help reduce costs and plate waste

Covid-19 Training, Protective Gear and Face Coverings

Following CDC recommendations, students, employees, and permitted visitors should wear cloth face coverings when on school district property. Parents or guardians of students, MCSD employees and permitted visitors should bring a clean cloth face covering from home to wear while on school district property. (Parents and coaches will collaborate on making decisions about the use of face coverings while engaged in school athletic activities.)

The following situations are appropriate to not wear a face covering:

- Outside where social distancing can be achieved
- "Mask Down Zones" in classrooms where students can safely, but temporarily, remove masks
- While eating

Budgetary Impact

One-Time Purchases (minimal replacement)

- Screening items (e.g. thermometers, software, etc.)
- Sneeze guards installed at reception areas throughout the District
- Hand sanitizer dispensers throughout schools, buses and District offices
- Signage

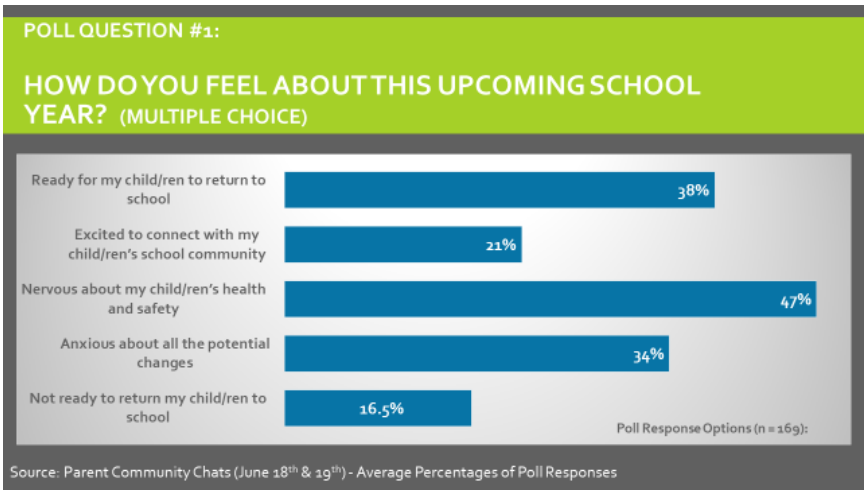
Ongoing Purchases

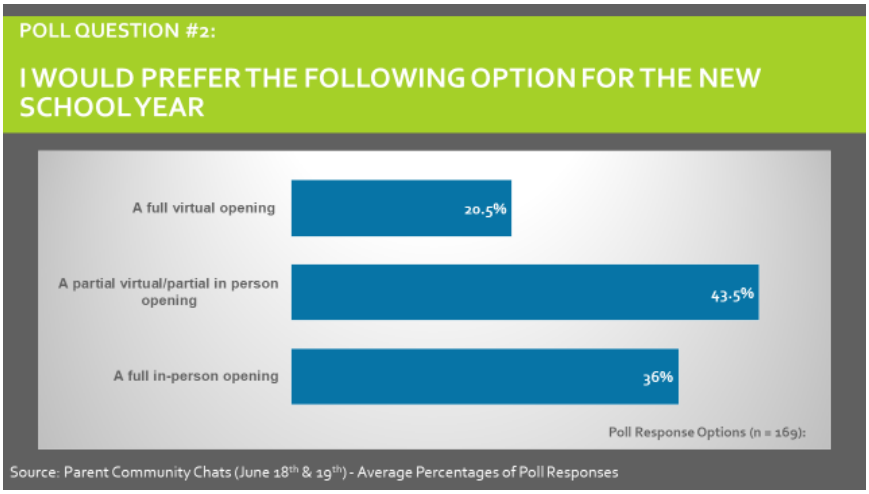
- Hand sanitizer fill dispensers per classroom
- Disinfectant wipes
- Soap
- Paper towels

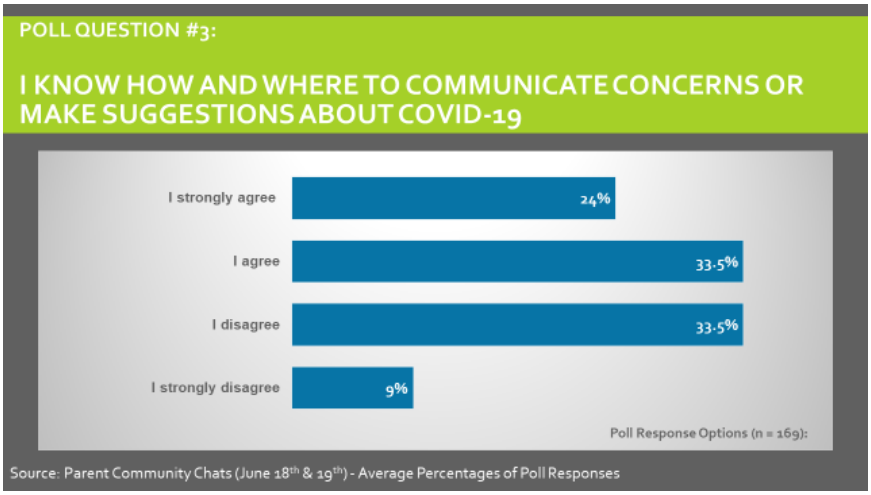
Appendix

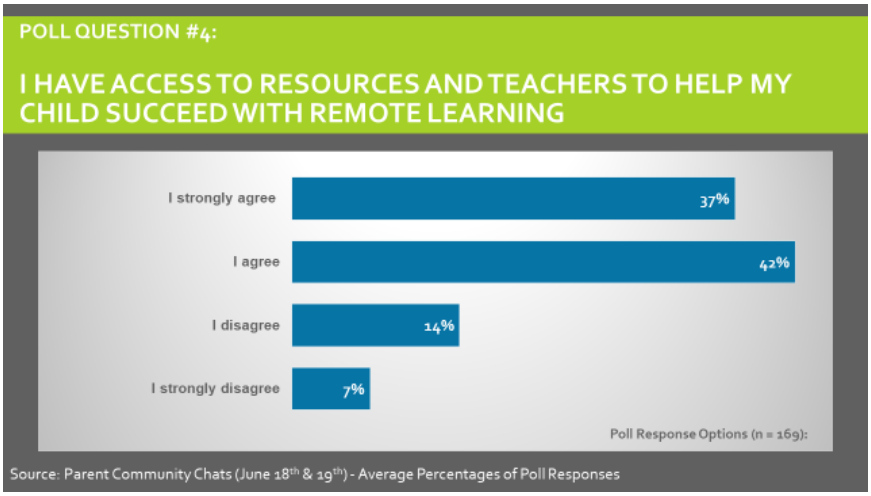
Community Chats (Via Zoom)

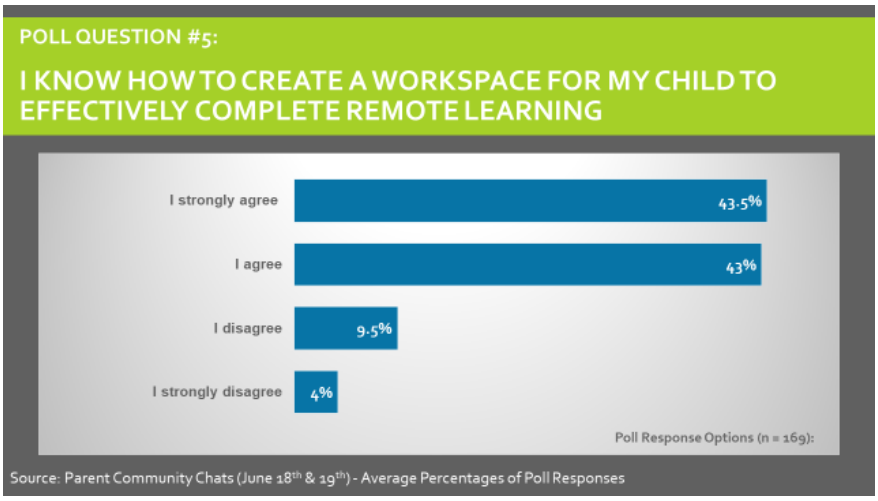
Parent Poll results





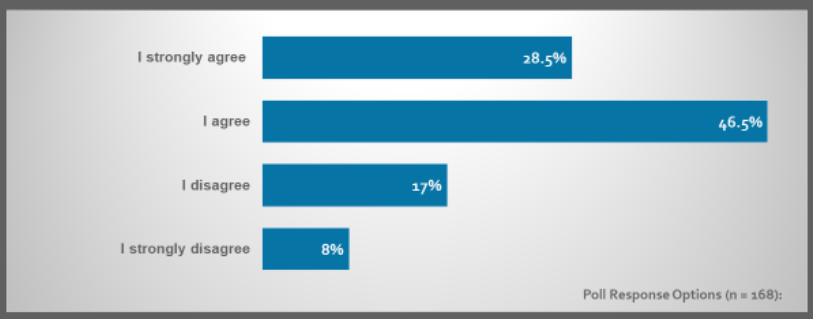

POLL QUESTION #3:
I KNOW HOW AND WHERE TO COMMUNICATE CONCERNS OR MAKE SUGGESTIONS ABOUT COVID-19
I strongly agree
24%
I agree
33.5%
I disagree
33.5%
I strongly disagree
9%
Poll Response Options (n = 169):
Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses


POLL QUESTION #4:
I HAVE ACCESS TO RESOURCES AND TEACHERS TO HELP MY CHILD SUCCEED WITH REMOTE LEARNING
I strongly agree
37%
I agree
42%
I disagree
14%
I strongly disagree
7%
Poll Response Options (n = 169):
Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses


POLL QUESTION #5:
I KNOW HOW TO CREATE A WORKSPACE FOR MY CHILD TO EFFECTIVELY COMPLETE REMOTE LEARNING
I strongly agree
43.5%
I agree
43%
I disagree
9.5%
I strongly disagree
4%
Poll Response Options (n = 169):
Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

POLL QUESTION #6:

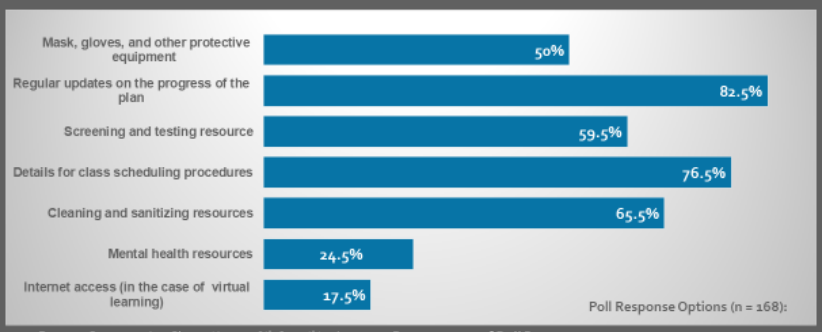
MY CHILD/REN AND I WERE ABLE TO ADJUST VIRTUAL LEARNING FROM MARCH THRU MAY



Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

POLL QUESTION #7:

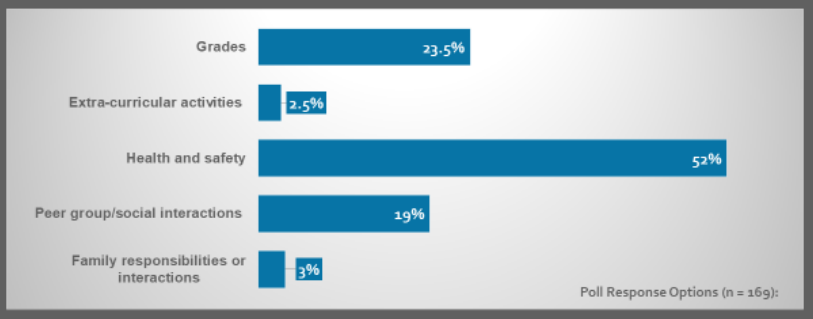
I NEED THE FOLLOWING SUPPORT OR RESOURCES TO FEEL CONFIDENT ABOUT A RE-OPENING PLAN (MULTIPLE CHOICE):



Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

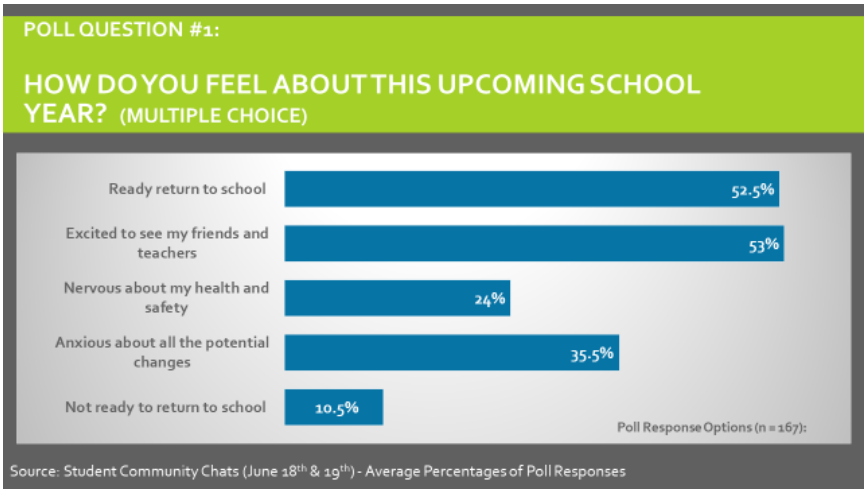
POLL QUESTION #8:

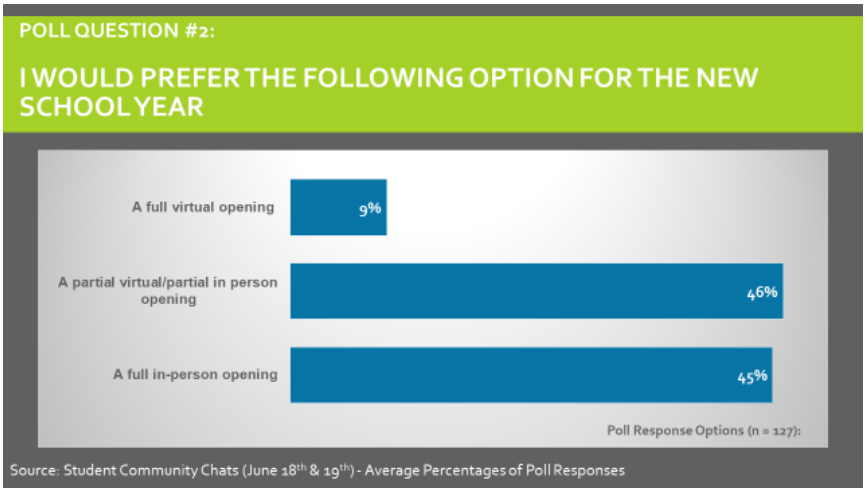
I AM MOST CONCERNED ABOUT HOW THE RE-OPENING PLAN COULD AFFECT MY CHILD/REN'S:

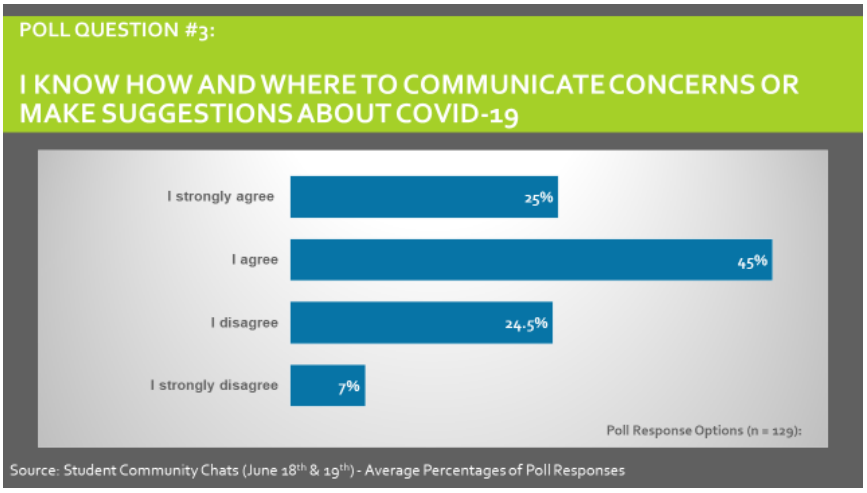


Source: Parent Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

Student Poll Results

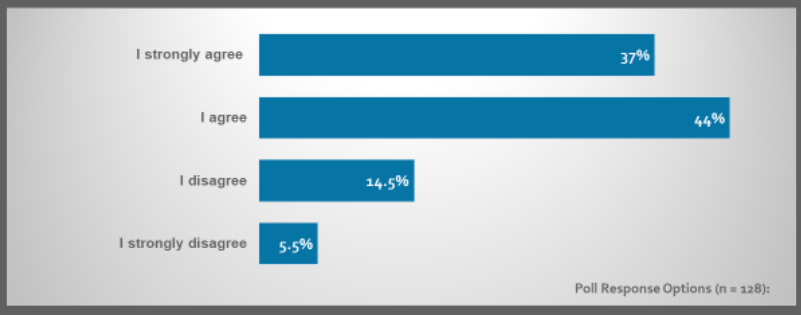






POLL QUESTION #4:

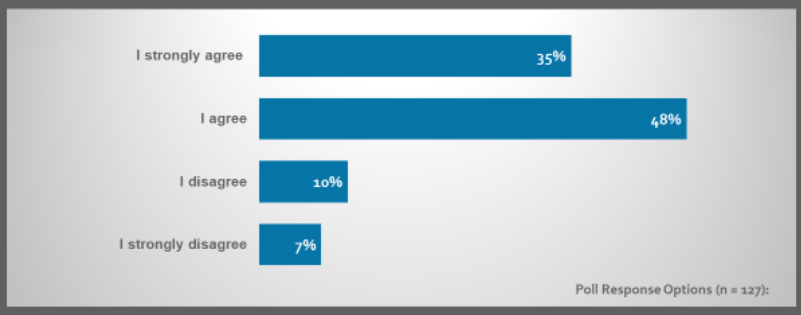
I HAVE ACCESS TO RESOURCES AND TEACHERS TO SUCCEED WITH REMOTE LEARNING



Source: Student Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

POLL QUESTION #5:

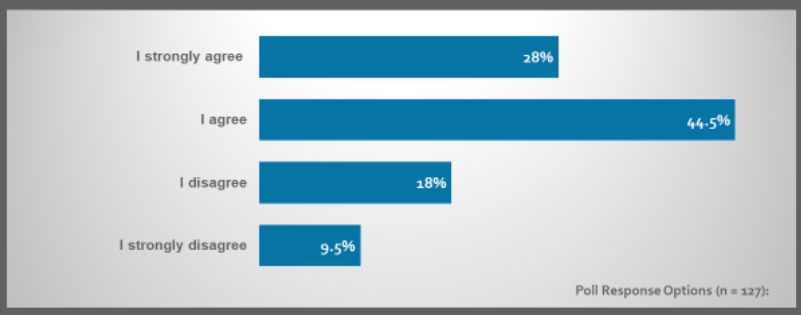
I FEEL COMFORTABLE CREATING A WORKSPACE TO EFFECTIVELY COMPLETE REMOTE LEARNING



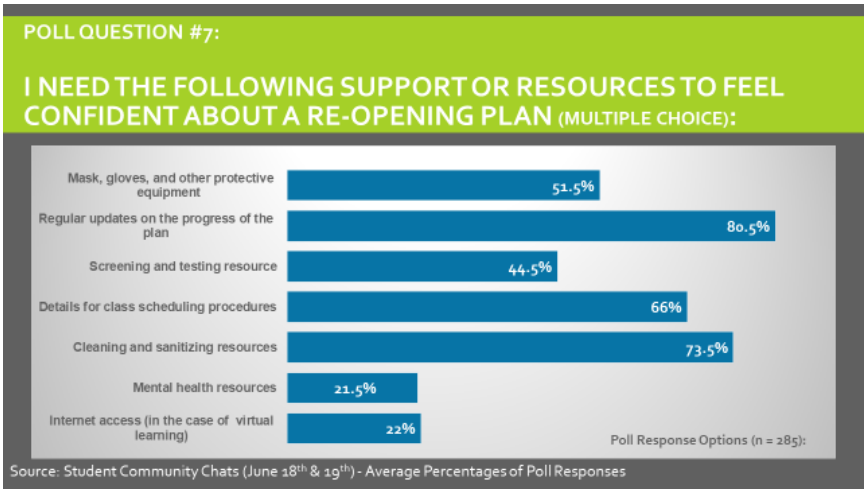
Source: Student Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

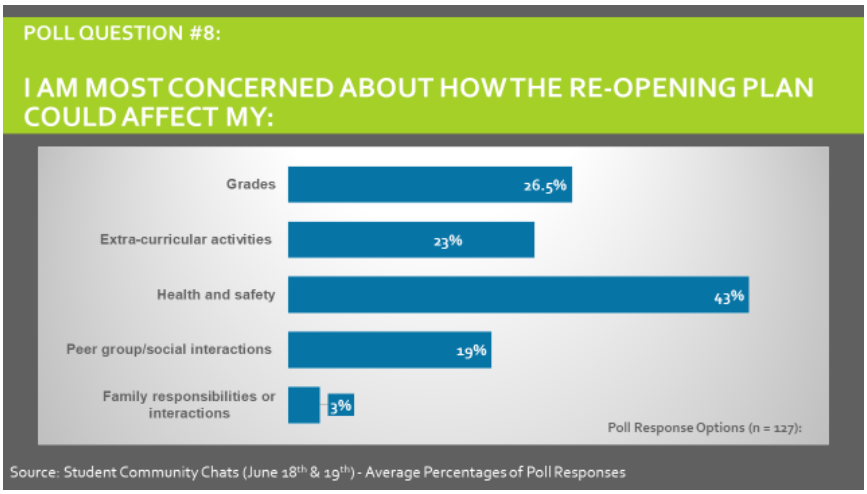
POLL QUESTION #6:

I WAS ABLE TO ADJUST TO VIRTUAL LEARNING FROM MARCH THRU MAY



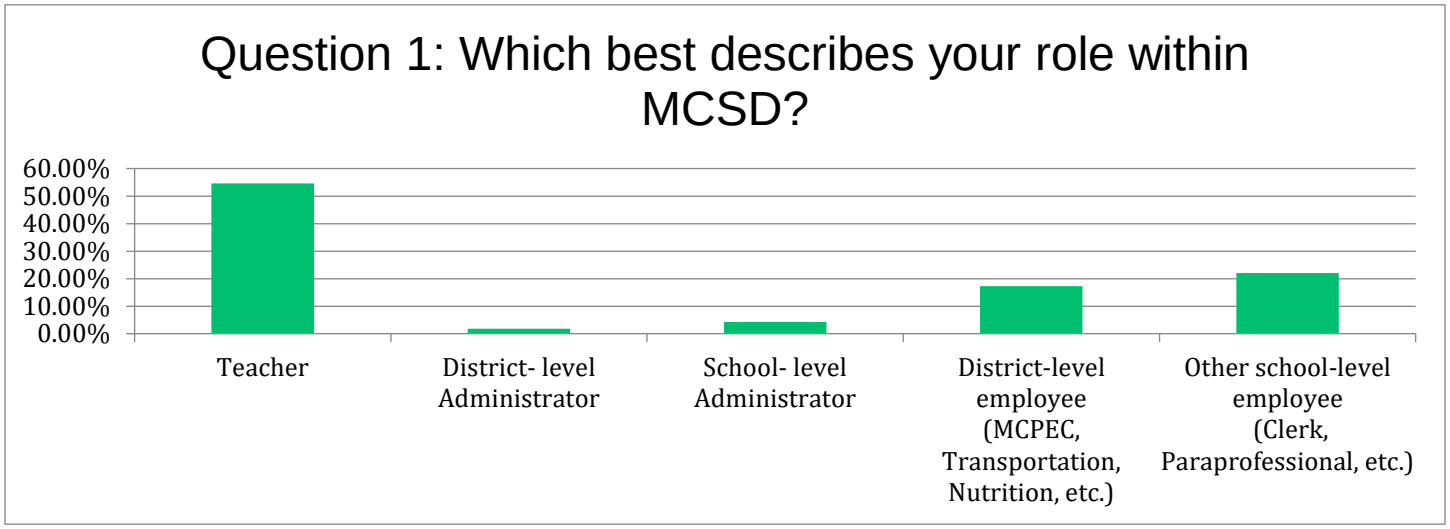
Source: Student Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

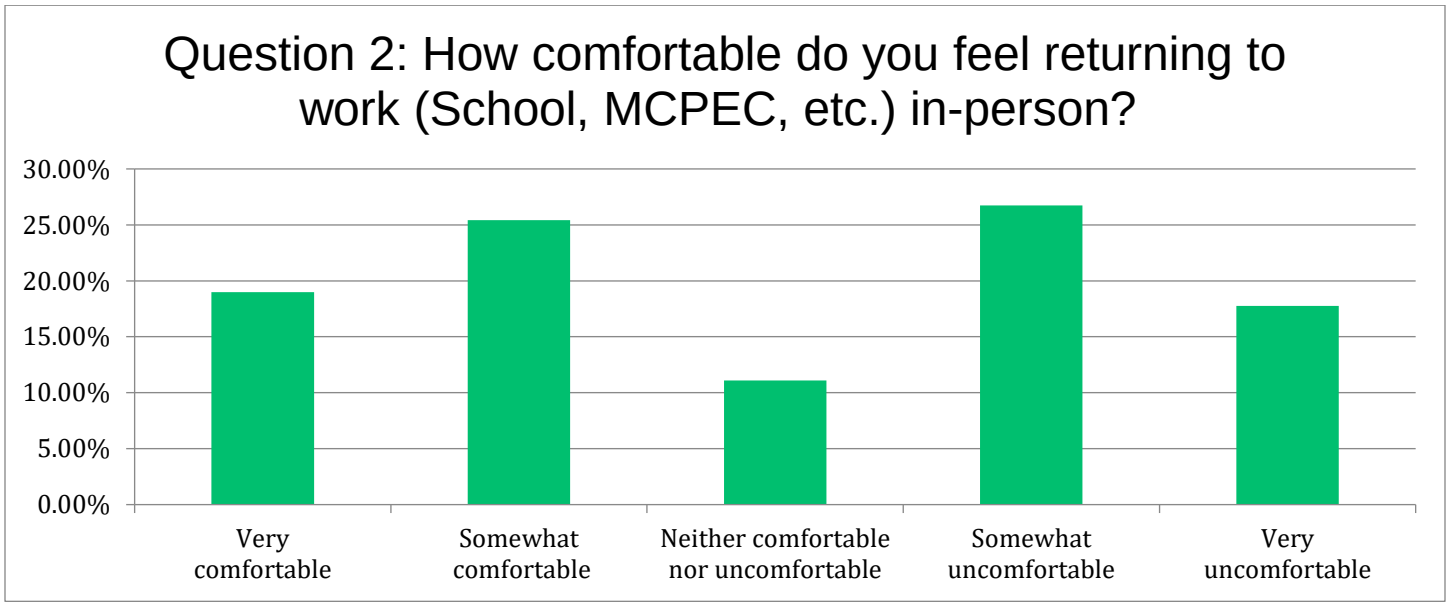

POLL QUESTION #7:
I NEED THE FOLLOWING SUPPORT OR RESOURCES TO FEEL CONFIDENT ABOUT A RE-OPENING PLAN (MULTIPLE CHOICE):
Mask, gloves, and other protective equipment
51.5%
Regular updates on the progress of the plan
80.5%
Screening and testing resource
44.5%
Details for class scheduling procedures
66%
Cleaning and sanitizing resources
73.5%
Mental health resources
21.5%
Internet access (in the case of virtual learning)
22%
Poll Response Options (n = 285):
Source: Student Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

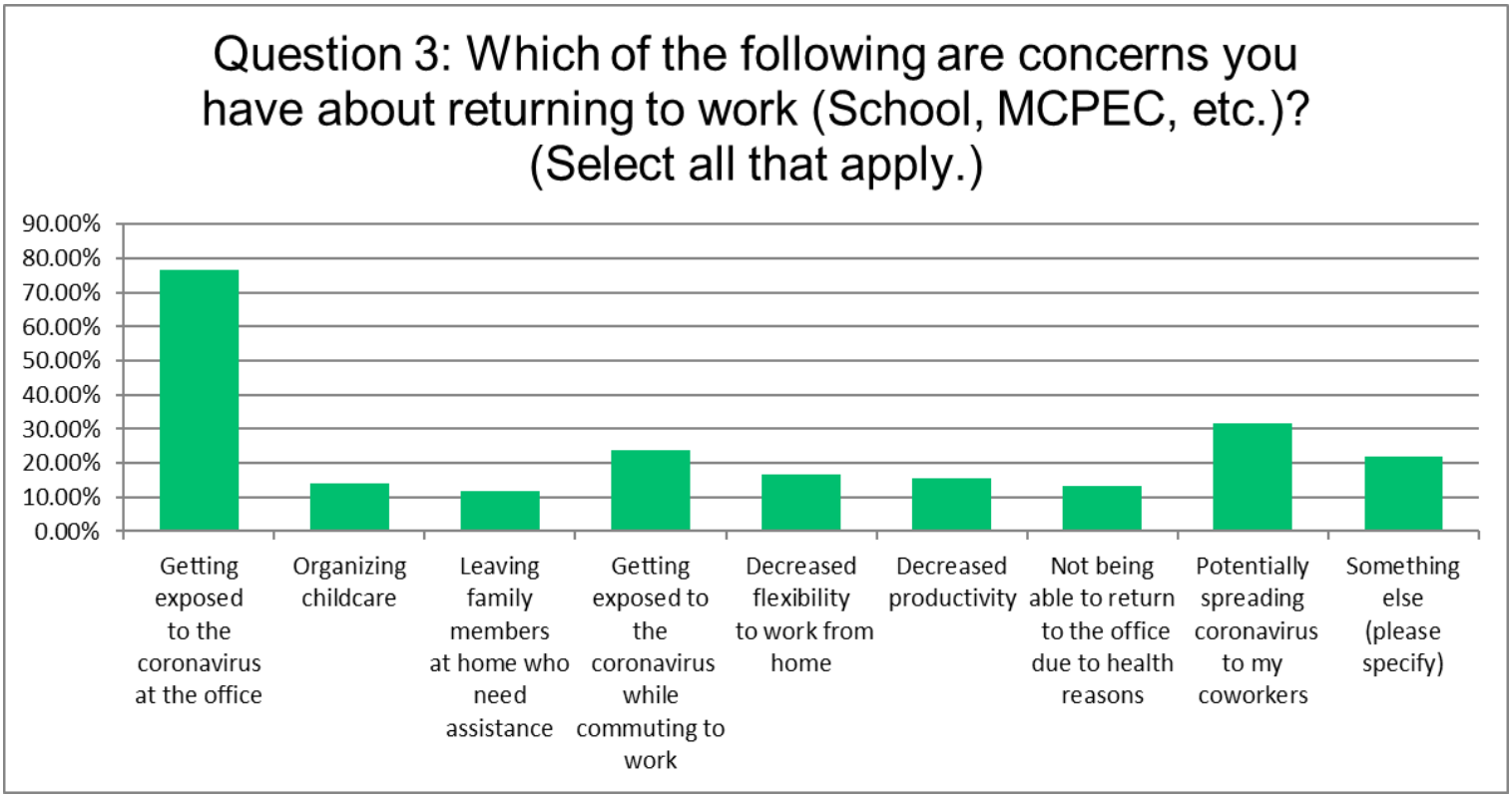

POLL QUESTION #8:
I AM MOST CONCERNED ABOUT HOW THE RE-OPENING PLAN COULD AFFECT MY:
Grades
26.5%
Extra-curricular activities
23%
Health and safety
43%
Peer group/social interactions
19%
Family responsibilities or interactions
3%
Poll Response Options (n = 127):
Source: Student Community Chats (June 18th & 19th) - Average Percentages of Poll Responses

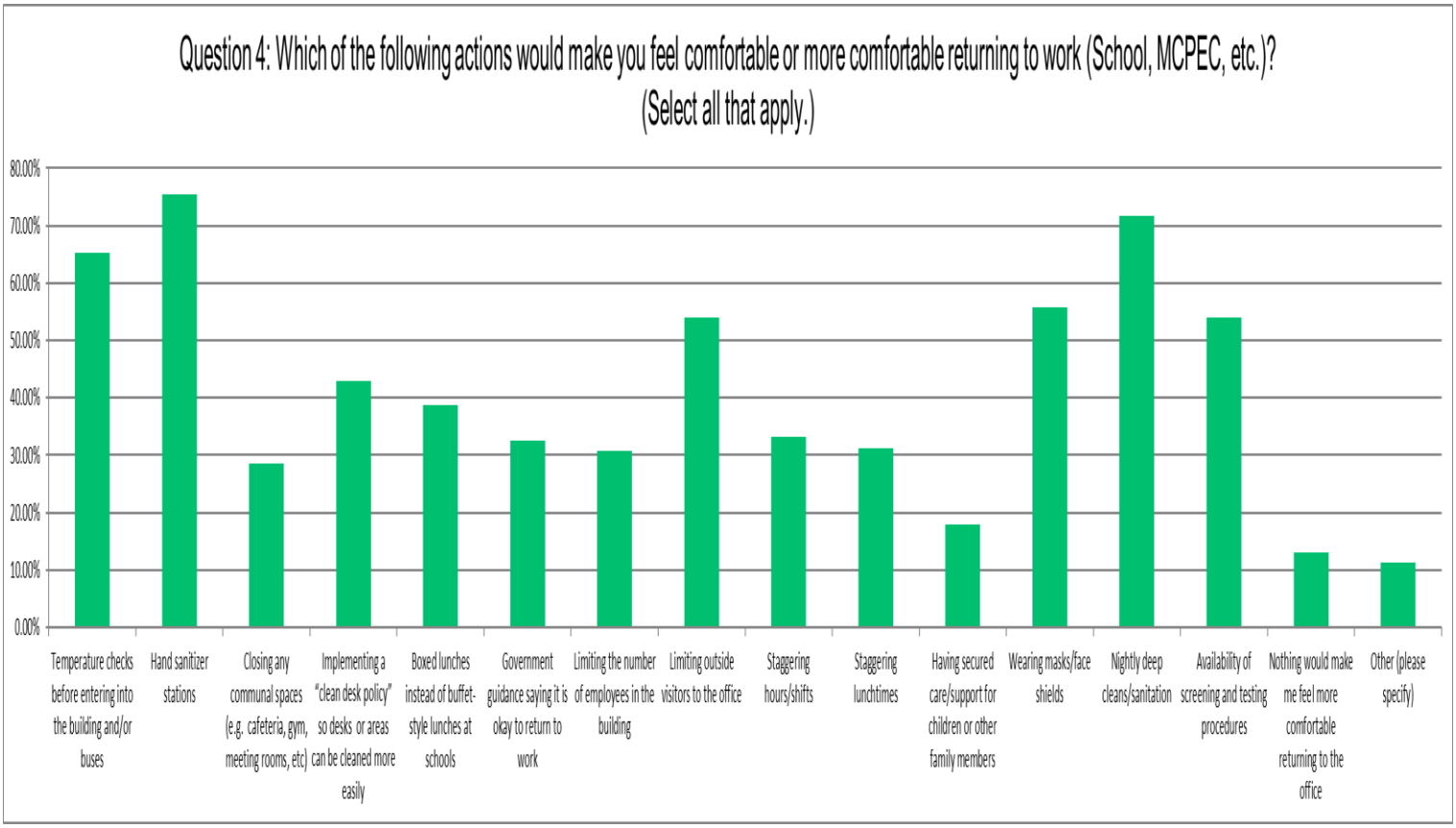
Survey Feedback

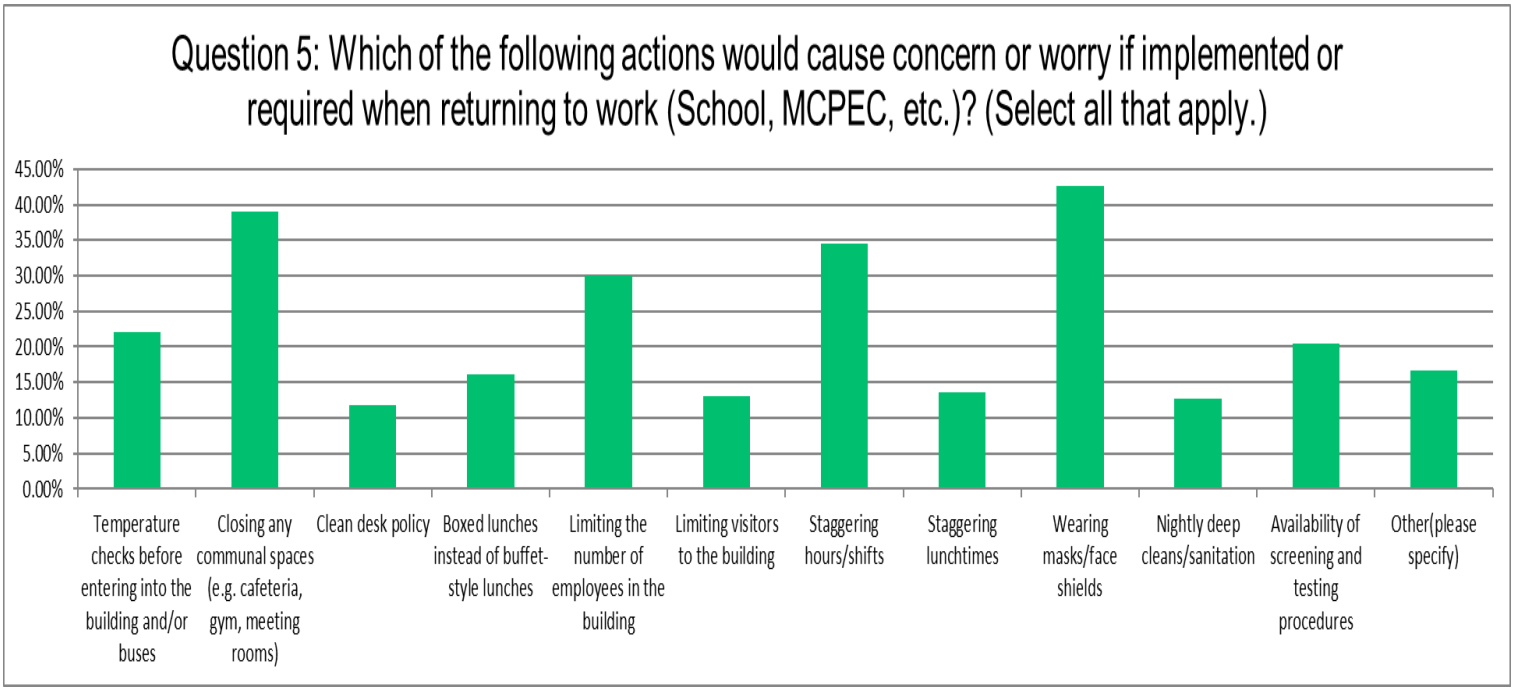
Employee Feedback Survey

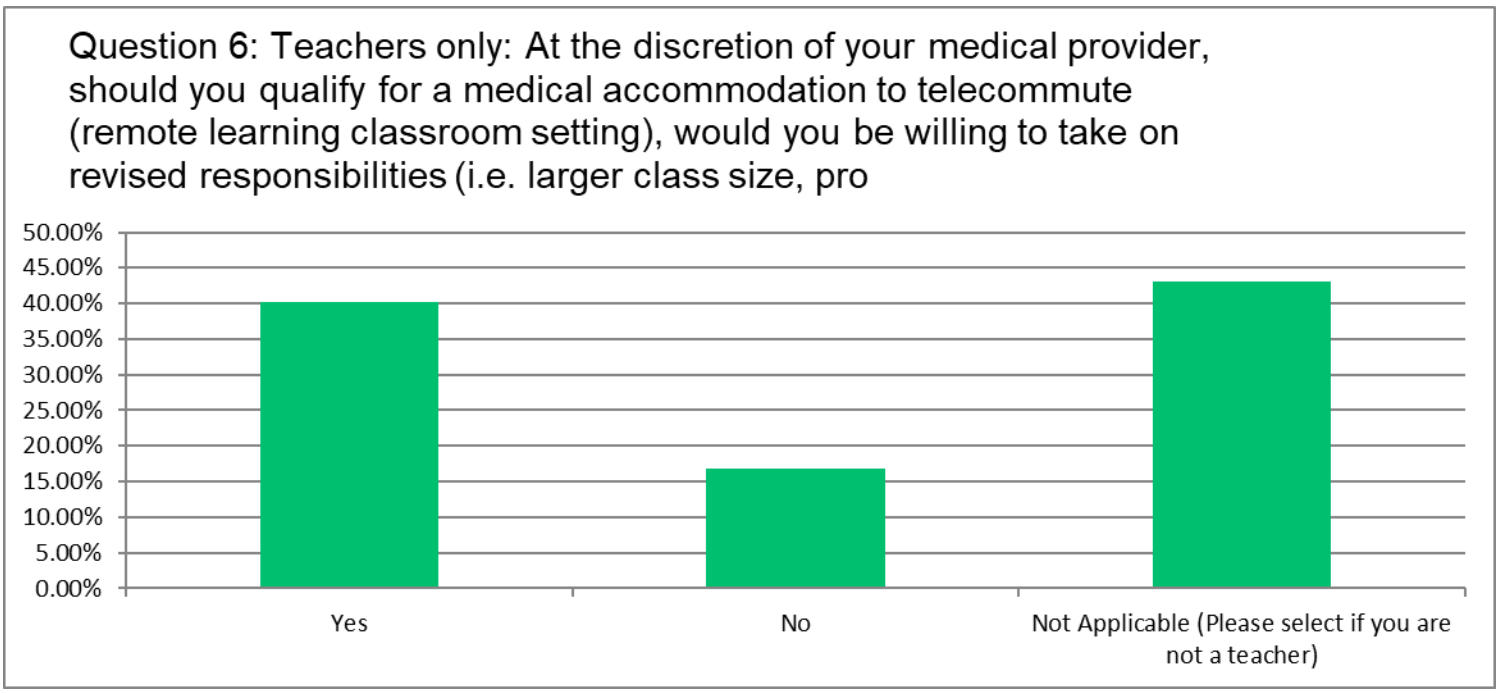


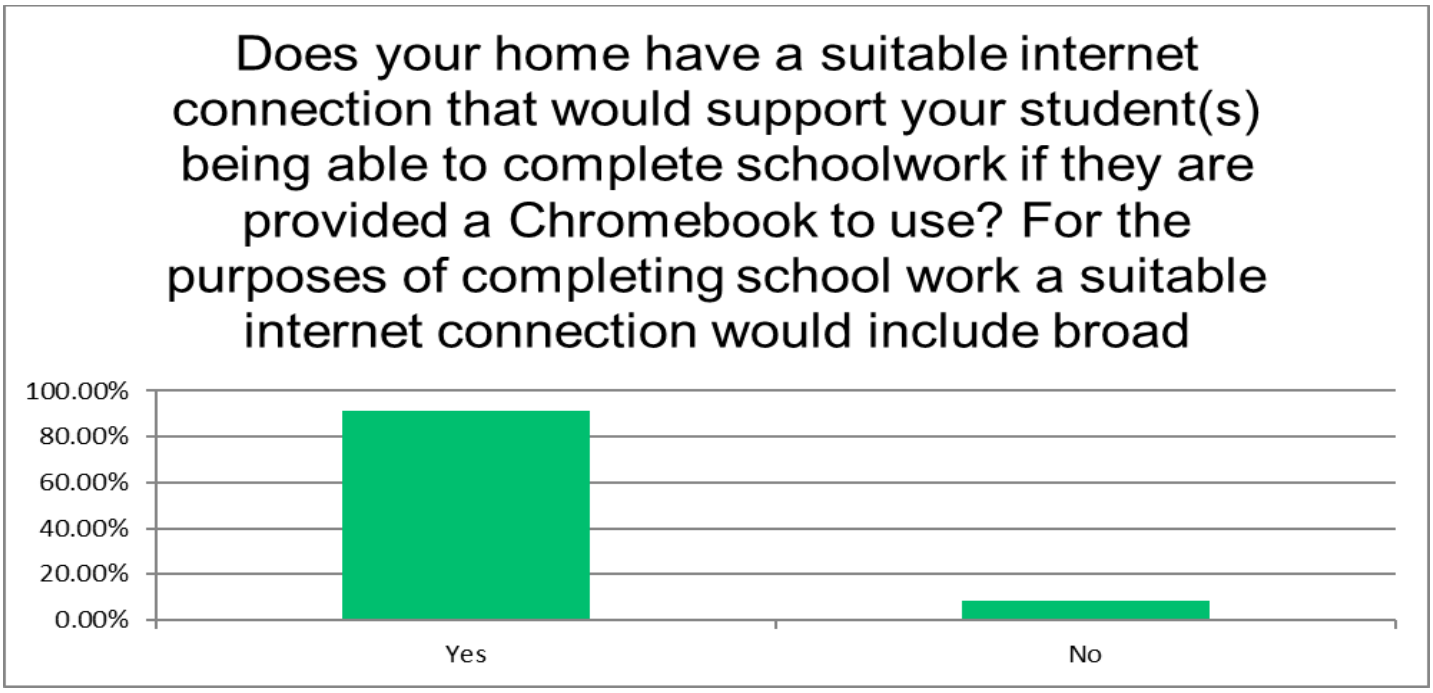


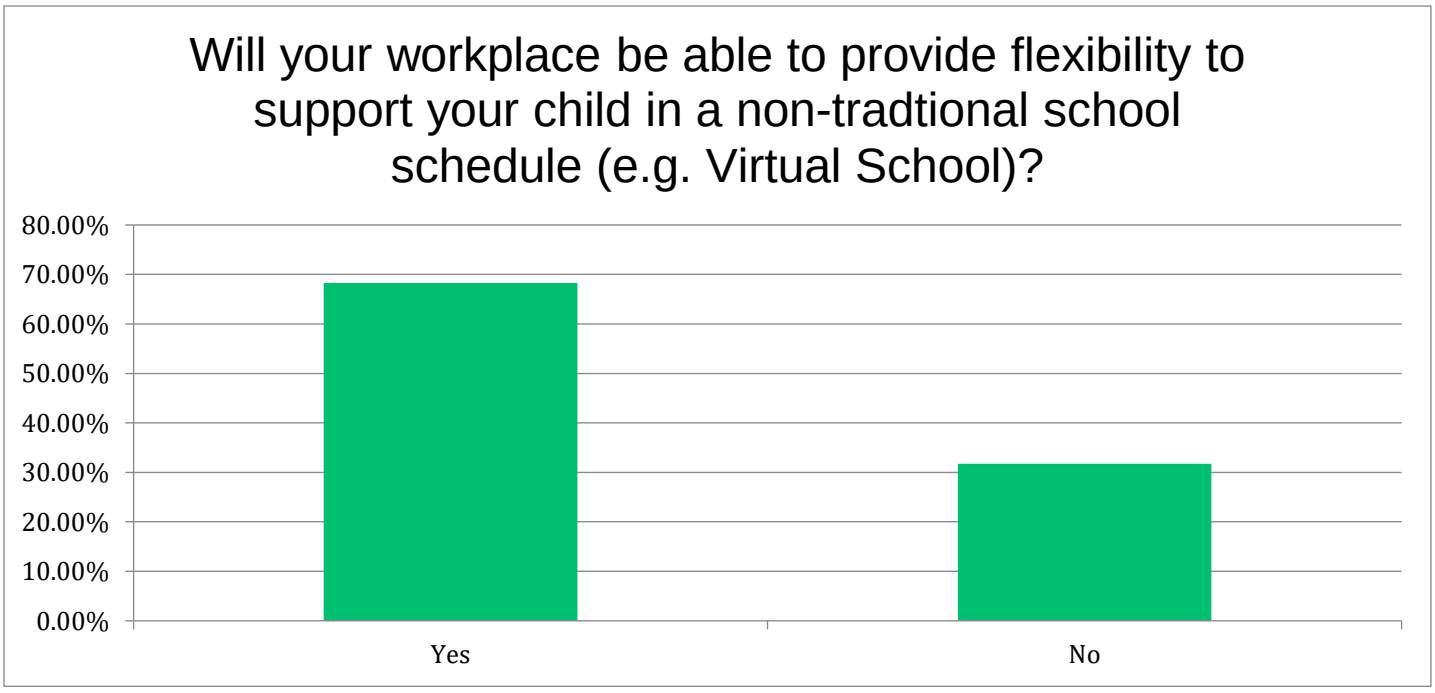

Question 3: Which of the following are concerns you have about returning to work (School, MCPEC, etc.)? (Select all that apply.)
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Getting exposed to the coronavirus at the office
Organizing childcare
Leaving family members at home who need assistance
Getting exposed to the coronavirus while commuting to work
Decreased flexibility to work from home
Decreased productivity
Not being able to return to the office due to health reasons
Potentially spreading coronavirus to my coworkers
Something else (please specify)

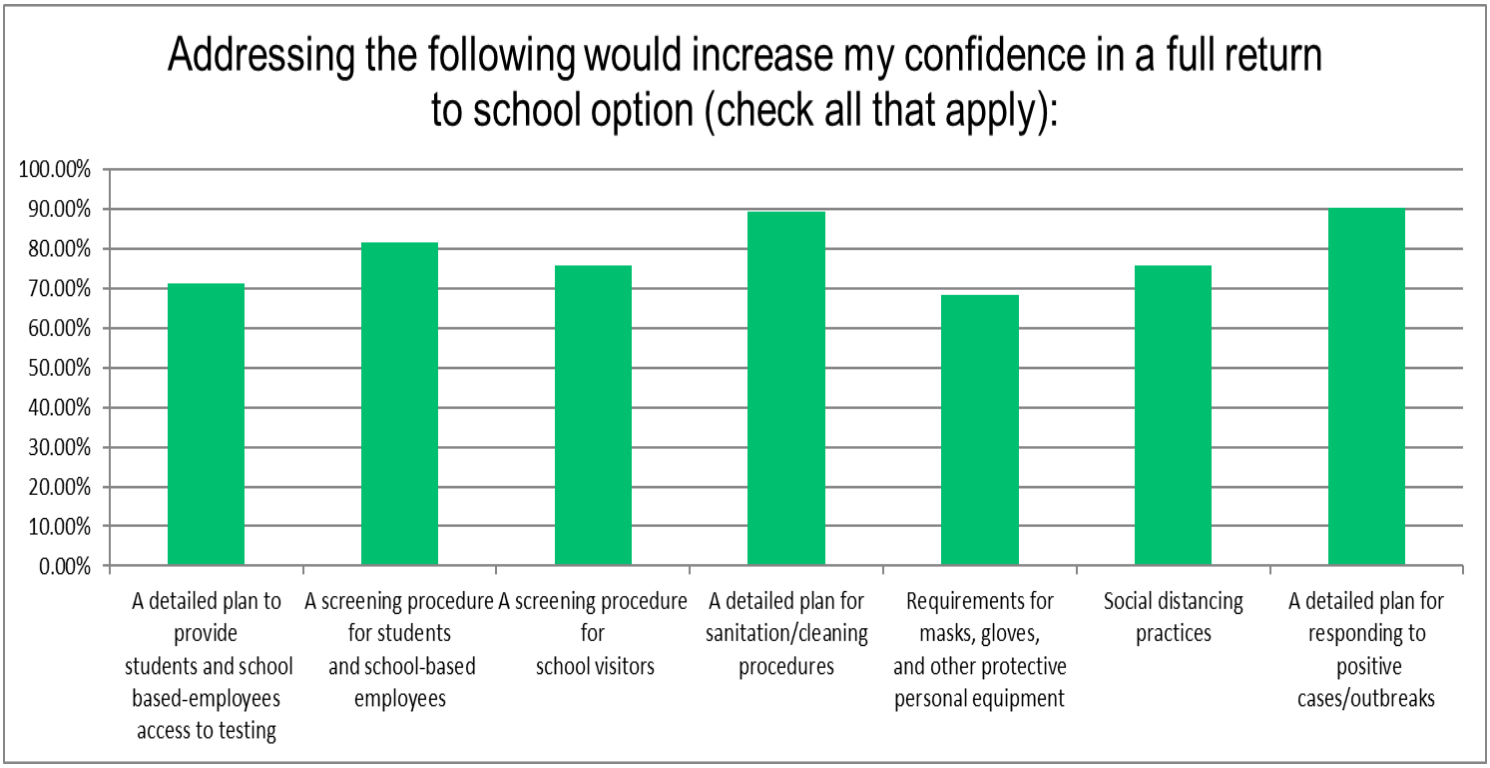

Question 4: Which of the following actions would make you feel comfortable or more comfortable returning to work (School, MCPEC, etc.)? (Select all that apply.)
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Temperature checks before entering into the building and/or buses
Hand sanitizer stations
Closing any communal spaces (e.g. cafeteria, gym, meeting rooms, etc)
Implementing a "clean desk policy" so desks or areas can be cleaned more easily
Boxed lunches instead of buffet-style lunches at schools
Government guidance saying it is okay to return to work
Limiting the number of employees in the building
Limiting outside visitors to the office
Staggering hours/shifts
Staggering lunchtimes
Having secured care/support for children or other family members
Wearing masks/face shields
Nightly deep cleans/sanitation
Availability of screening and testing procedures
Nothing would make me feel more comfortable returning to the office
Other (please specify)

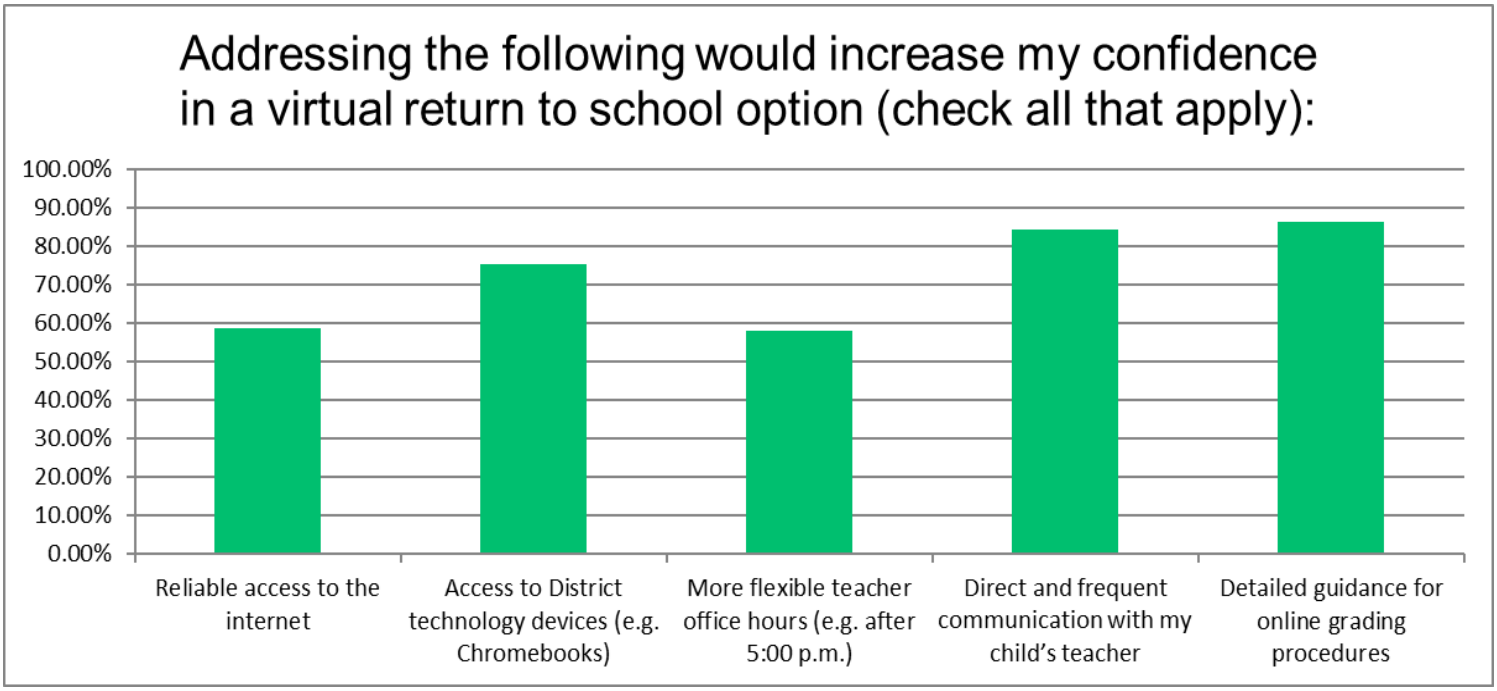

Question 5: Which of the following actions would cause concern or worry if implemented or required when returning to work (School, MCPEC, etc.)? (Select all that apply.)
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Temperature checks before entering into the building and/or buses
Closing any communal spaces (e.g. cafeteria, gym, meeting rooms)
Clean desk policy
Boxed lunches instead of buffet-style lunches
Limiting the number of employees in the building
Limiting visitors to the building
Staggering hours/shifts
Staggering lunchtimes
Wearing masks/face shields
Nightly deep cleans/sanitation
Availability of screening and testing procedures
Other(please specify)

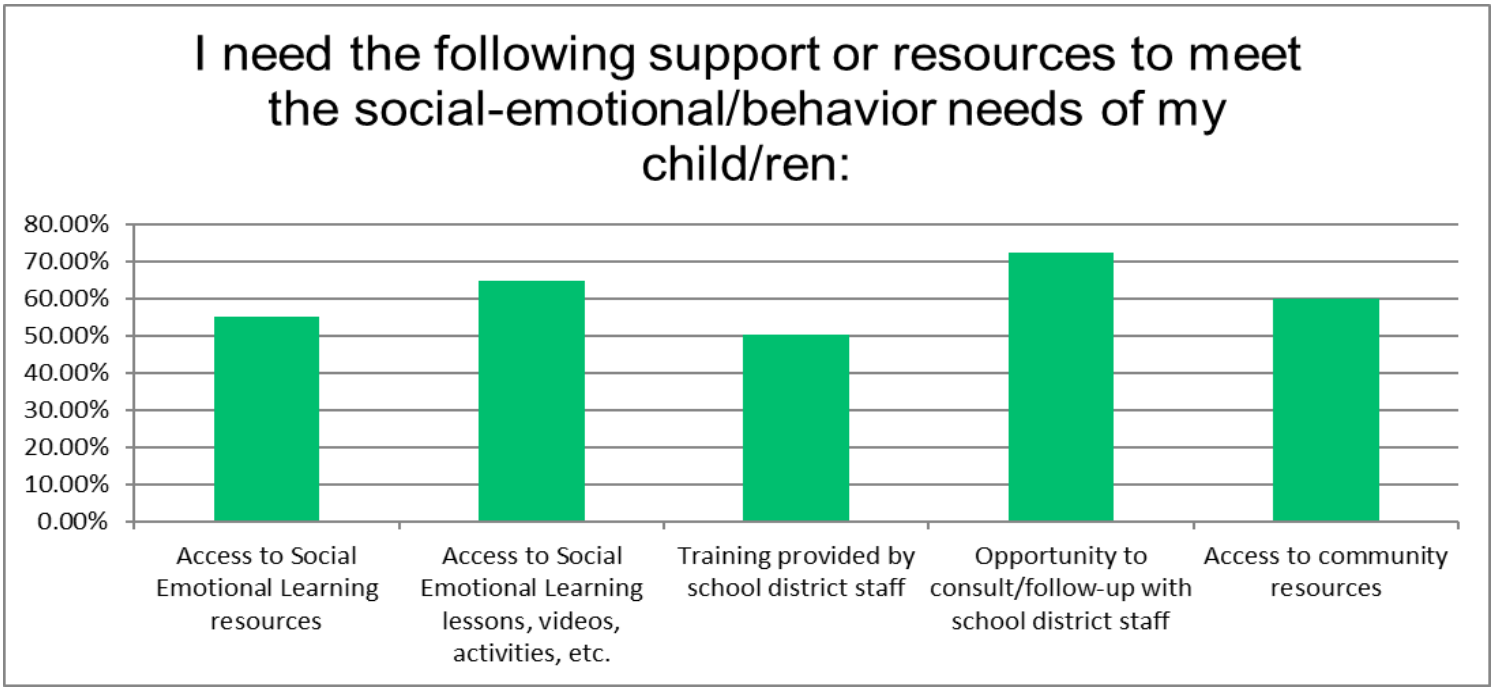

Question 6: Teachers only: At the discretion of your medical provider, should you qualify for a medical accommodation to telecommute (remote learning classroom setting), would you be willing to take on revised responsibilities (i.e. larger class size, pro
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Yes
No
Not Applicable (Please select if you are not a teacher)

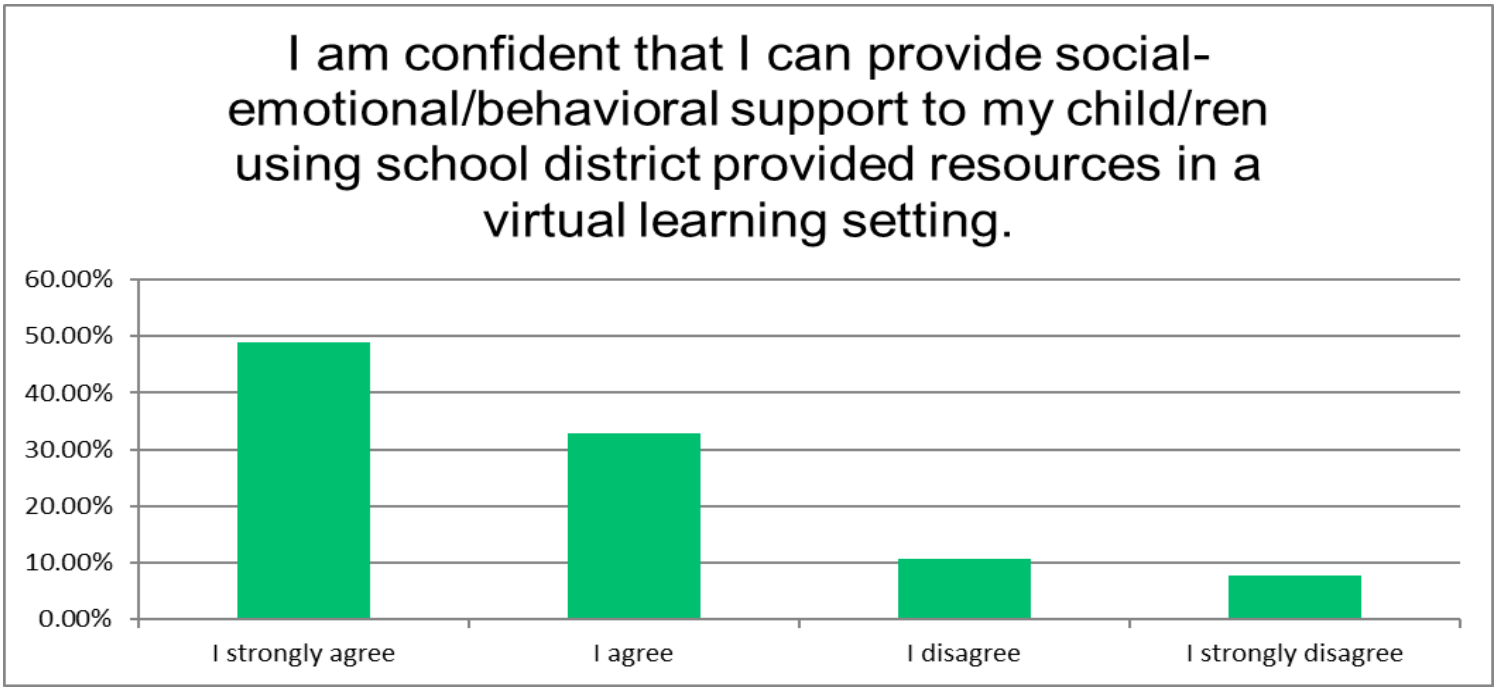

Does your home have a suitable internet connection that would support your student(s) being able to complete schoolwork if they are provided a Chromebook to use? For the purposes of completing school work a suitable internet connection would include broad
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
Yes
No

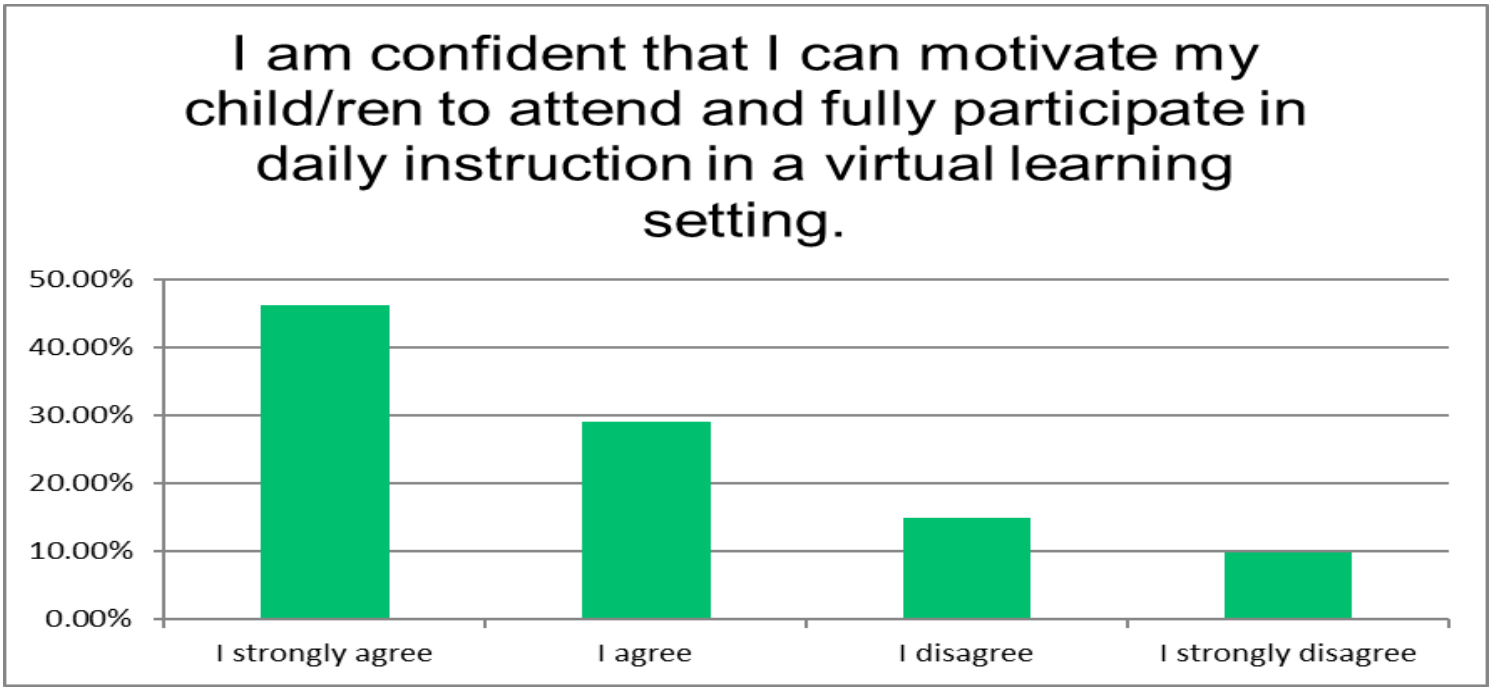

Will your workplace be able to provide flexibility to support your child in a non-tradtional school schedule (e.g. Virtual School)?
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Yes
No

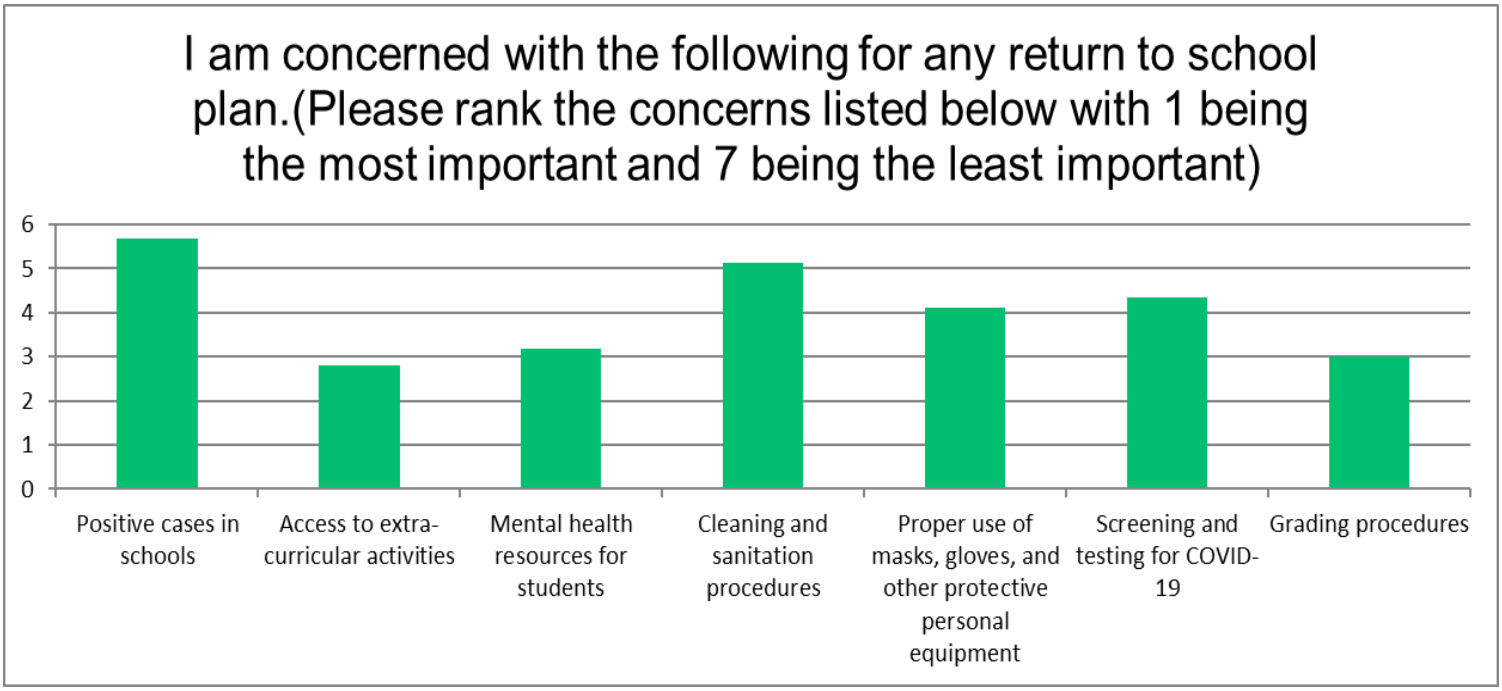

Addressing the following would increase my confidence in a full return to school option (check all that apply):
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
A detailed plan to provide students and school based-employees access to testing
A screening procedure for students and school-based employees
A screening procedure for school visitors
A detailed plan for sanitation/cleaning procedures
Requirements for masks, gloves, and other protective personal equipment
Social distancing practices
A detailed plan for responding to positive cases/outbreaks

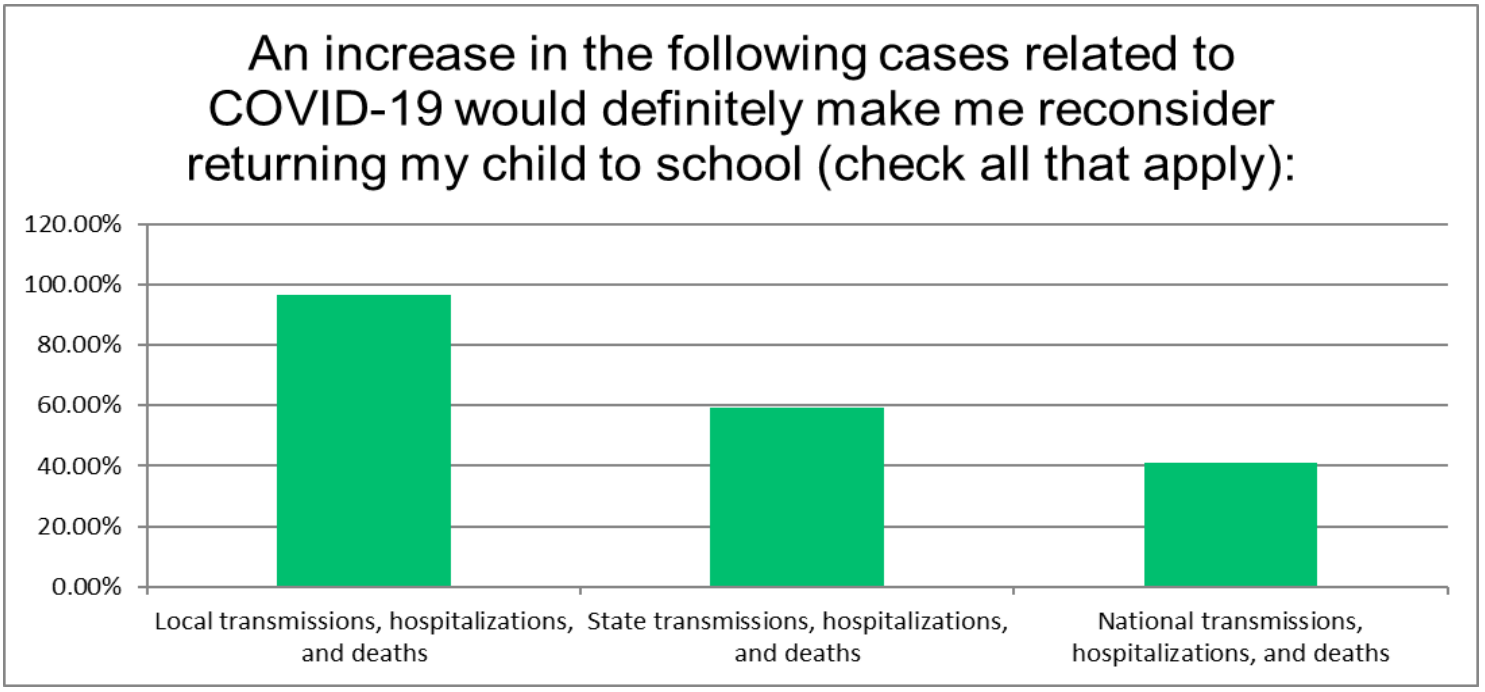

Addressing the following would increase my confidence in a virtual return to school option (check all that apply):
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Reliable access to the internet
Access to District technology devices (e.g. Chromebooks)
More flexible teacher office hours (e.g. after 5:00 p.m.)
Direct and frequent communication with my child's teacher
Detailed guidance for online grading procedures

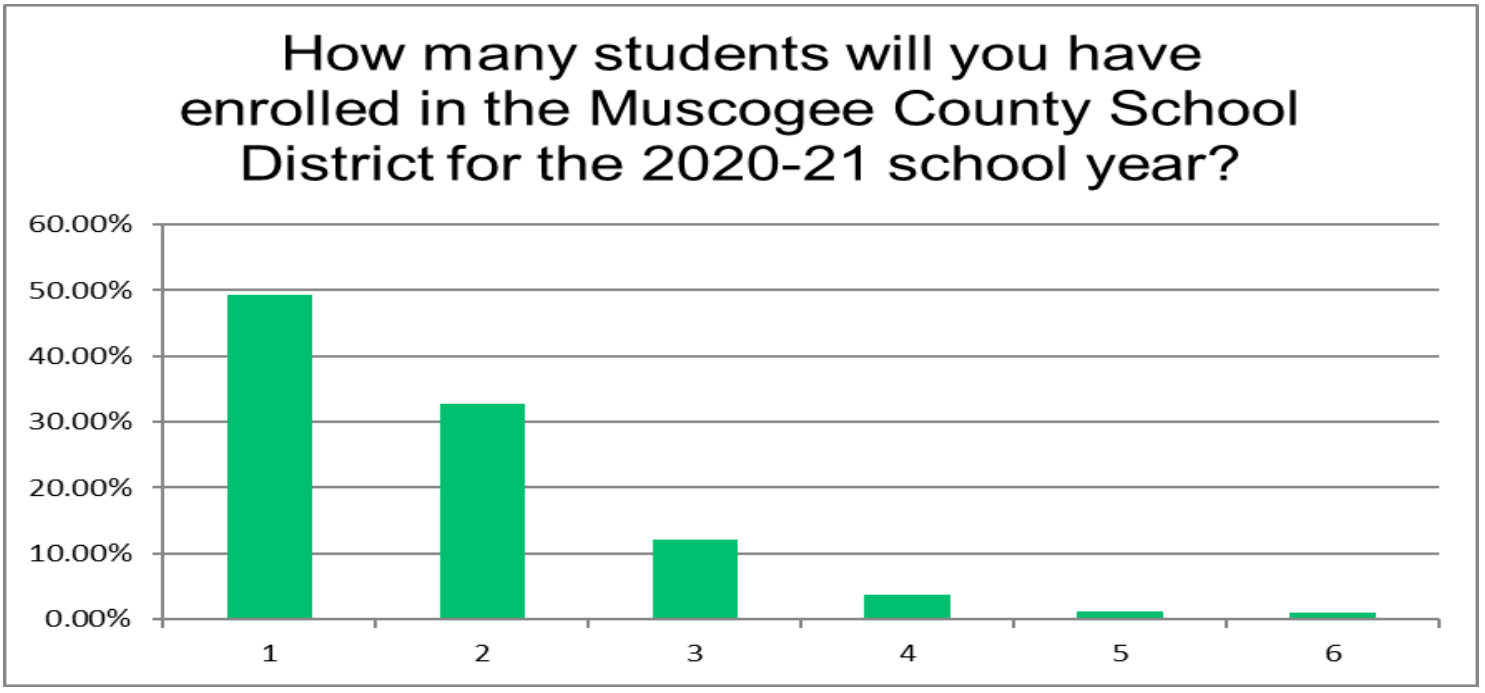

I need the following support or resources to meet the social-emotional/behavior needs of my child/ren:
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Access to Social Emotional Learning resources
Access to Social Emotional Learning lessons, videos, activities, etc.
Training provided by school district staff
Opportunity to consult/follow-up with school district staff
Access to community resources

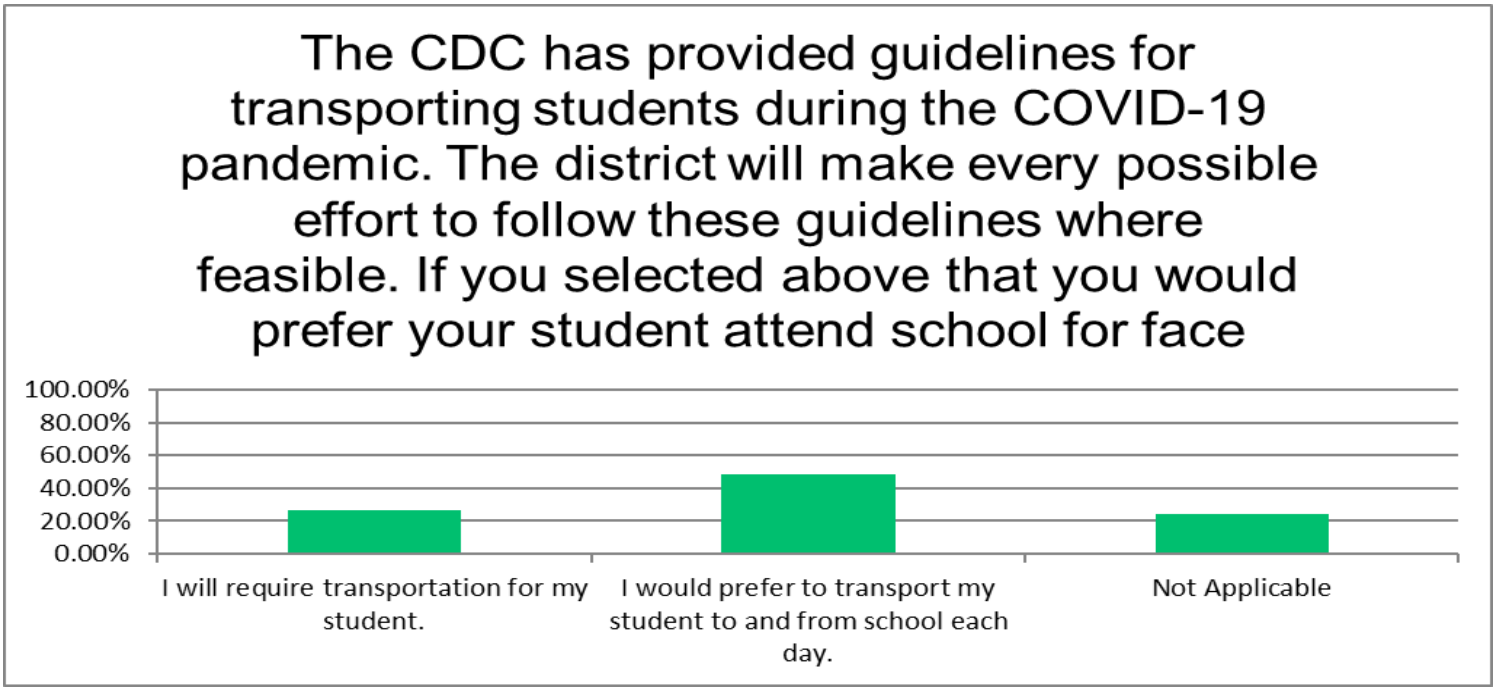

I am confident that I can provide social-emotional/behavioral support to my child/ren using school district provided resources in a virtual learning setting.
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
I strongly agree
I agree
I disagree
I strongly disagree


I am confident that I can motivate my child/ren to attend and fully participate in daily instruction in a virtual learning setting.
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
I strongly agree
I agree
I disagree
I strongly disagree


I am concerned with the following for any return to school plan.(Please rank the concerns listed below with 1 being the most important and 7 being the least important)
6
5
4
3
2
1
0
Positive cases in schools
Access to extra-curricular activities
Mental health resources for students
Cleaning and sanitation procedures
Proper use of masks, gloves, and other protective personal equipment
Screening and testing for COVID-19
Grading procedures


An increase in the following cases related to COVID-19 would definitely make me reconsider returning my child to school (check all that apply):
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
Local transmissions, hospitalizations, and deaths
State transmissions, hospitalizations, and deaths
National transmissions, hospitalizations, and deaths


How many students will you have enrolled in the Muscogee County School District for the 2020-21 school year?
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
1
2
3
4
5
6


The CDC has provided guidelines for transporting students during the COVID-19 pandemic. The district will make every possible effort to follow these guidelines where feasible. If you selected above that you would prefer your student attend school for face
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
I will require transportation for my student.
I would prefer to transport my student to and from school each day.
Not Applicable

Program for Exceptional Students -Frequently Asked Questions

What are the details on IEPs and how this works with both options?
Students with disabilities will receive supports and services based on their Individual Education Program (IEP) whether the family chooses the in-person or virtual instructional model. Appropriate instruction will be provided while complying with federal, state, and local requirements. Supports and services for students with disabilities will include the necessary accommodations and/or modifications while participating in either of the choice models. Instructional delivery will be designed to ensure the implementation of the least restrictive environment (LRE) as required by the student's IEP. When necessary, virtual meetings will be used to convene special education procedural meetings, such as a local screening committee, reevaluation, eligibility and IEP Team Committee Meetings.

Will students with disabilities (SWD) have to wear a face covering?
Special considerations for students with exceptionalities, such as hearing impaired, ESOL, and students with speech and language disabilities or other disabilities should collaborate with the students IEP and 504 team.

What if my student with a disability doesn't do well virtually, can they come back to school?
If you have concerns about the instructional model you have chosen, you may request an IEP meeting to discuss.

Will the district be providing technology/access to internet?
If students have additional technology needs outside of what is being provided to the general education, an IEP meeting will be held to discuss supports and services.

Will specialized transportation still be provided?
Yes. Specialized transportation will be provided for the traditional/brick and mortar model per the student's IEP.

Will meetings such as eligibility, re-evaluation, and IEP teams be held if I choose virtual?
Yes. Meetings will be held via district's approved online platform.

Will students with disabilities be receiving instruction from a special education teacher?
Instructional provider(s) will be aligned with the IEP as indicated in the service grid.

Will students with disabilities still have access to their non-disabled peers in the traditional/brick and mortar model?
Yes. Special education students will continue to have access as indicated by their IEP, following the district's social distancing guidelines.

If a special needs student chooses virtual learning, how will the IEP services be met (Barton, OT, PT, Speech Therapy)?
The service model for some services may look different for the virtual model vs. the traditional brick and mortar version (OT, PT, Speech, Barton Reading…etc.), however the services will be designed to meet what is designated in the current IEP. Parents/team members will have the opportunity to ask any questions/voice any concerns via an IEP Amendment Meeting if necessary. Some services may look similar (e.g. speech), in terms of presentation and activities by the speech therapist (via Zoom or other approved platform); however, there may be some need for discussion and/or amendments for IEP Services such as OT/PT per the following example:
Ex: Student will engage in a reciprocal back and forth motor activity (roll and catch a ball with the therapist for at least 3 consecutive opportunities). In this example, this would not be able to be completed virtually with the therapist, it would require a parent/caregiver or other identified person to be the 2nd person rolling and catching

the ball with the child. The virtual therapist would be "guiding" the activity by zoom (or another approved platform), coaching the adult and commenting to the child, collecting data based on what she is viewing…etc. If a parent was to identify the virtual model as their choice model, the IEP Team to include the parent or guardian will discuss the IEP implementation of related services through an IEP Amendment Meeting.

My child uses Assistive Technology per his/her IEP. Are the virtual teachers going to be trained in how to assign compatible work?

Yes. IEPs will be reviewed once parents have indicated their choice model and teachers/supports will be assigned based on the needs identified in the student's IEP (to include Assistive Technology as it relates to a virtual model).

How will data be collected for special education students?

Progress monitoring will be collected per the student's IEP (with both format and frequency as identified) regardless of the model chosen. Some IEPs may need to be amended based on the methods identified in order for them to be more compatible with the virtual model. As stated above, the Program for Exceptional Students is anticipating and aware that amendment meetings will need to take place for questions/concerns such as these.

How do we obtain comp/special services for the time we lost in special services?

Muscogee County School District Program for Exceptional Students will follow the pending guidance from Georgia Department of Education. The IEP will need to review data and make individual determination. It may be helpful to address students with disabilities within the larger context of remediation needs to address loss of skills for students with and without disabilities.

For additional information and assistance please contact the following individuals:

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Custodial Services Schedule

Muscogee County School District
School Custodial Services - Covid-19 Version
1.0

	FREQUENCY						
AREA	DAILY	WEEKLY	MONTHLY	AS NEEDED	WINTER BREAK	SPRING BREAK	School Staff Daily
GROUNDS							
1. POLICING							
- PICK UP PAPER (Perimeter of Facility)	X						
- EMPTY TRASH CANS (Perimeter of Facility)	X						
- SWEEP/BLOW (All Entrances/Exit to Facility)	X						
- PRESSURE WASH (To Include Courtyards)							
- EMPTY TRASH CANS(Parking Lots, Fields, Etc.)	X						
CAFETERIA or CAFETORIAM							
1. CEILINGS							
- REMOVE COBWEBS/ DUST		X					
2. LIGHT FIXTURES							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X	X				
3. VENTS, HORIZONTAL SURFACES							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X					
4.BLINDS OR SHADES							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X					
- CLEAN WINDOWS (Inside)		X					
5. WALLS AND DOORS							
- SPOT WASH (Remove Marks & Scuffs)	X						
- CLEAN GLASS (Doors)	X						
- WASH THOROUGHLY		X	X				
- CLEAN WINDOWS	X	X					
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/POLISH KICK PLATES		X	X				
6. WATER FOUNTAINS - DISCONTINUE USE							
- DISINFECT AND CLEAN	X		X	X			
7. TABLE AND CHAIRS			X				
- CLEAN UNDERNEATH TAB LES (Physical Table)			X				
- WASH THOROUGHLY AND DISINFECT	X						
- REMOVE GUM		X	X				
8. TRASH CANS							
- EMPTY AND CLEAN	X						
- REPLACE LINERS	X						
- WASH THOROUGHLY AND DISINFECT	X						
9. BASEBOARDS							
- DUST		X					
- DAMP CLEAN			X				
- SCRUB CLEAN				X			
10. FLOORS							

- REMOVE CHEWING GUM	X						
- SWEEP	X						
- WET MOP/ AUTO SCRUB	X						
- AUTO SCRUB		X					
- MACHINE SCRUB AND RECOAT					X	X	
11. STAGES							
- SWEEP	X						
- MOP		X					
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)							
KITCHENS							
All Food Service Kitchens Shall Receive a Deep Cleaning to the Walls and Floors							
RESTROOMS							
1. HIGH & LOW CLEANING							
- REMOVE DEBRIS FROM CEILING	X						
- CLEAN WINDOWS	X						
- DUST, REMOVE COBWEBS	X						
2. EXHAUST, VENTILATION GRILLS, LIGHT FIXTURES							
- DUST	X						
- DAMP CLEAN/WIPE DOWN THOROUGHLY	X						
3. WALLS, PARTITIONS							
- WASH THOROUGHLY AND DISINFECT	X						
- REMOVE GRAFITTI	X			X			
- REMOVE CHEWING GUM	X						
4. FIXTIRES- URINALS, SINKS, COMMODES, PIPES							
- CLEAN AND DISINFECT	X			X			
5. COUNTERS, BRIGHT METAL							
- WASH THOROUGHLY AND DISINFECT	X			X			
- POLISH	X						
6. DISPENSERS- REPLENISH SUPPLIES							
- SOAP (ANTI-BACTERIAL)	X			X			
- PAPER	X			X			
7. WASTE RECEPTICLES							
- EMPTY	X			X			
- REPLACE LINERS	X			X			
- WASH THOROUGHLY AND DISINFECT	X			X			
8. FLOOR							
- SWEEP	X			X			
- WET MOP & DISINFECT	X			X			
- MACHINE SCRUB (Thoroughly Rinse)		X		X			
- REMOVE CHEWING GUM	X			X			
- FLOOR DRAINS - FLUSH, TREAT		X		X			
9. DOORS							
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/ POLISH KICK PLATES			X				
CLASSROOMS, ART ROOMS, LABS							
1. HIGH & LOW CLEANING							
- DUST, REMOVE COBWEBS	X						
2. EXHAUST, VENTS, GRILLS, LIGHT FIXTURES							
- DUST (On Rotation)	X						

- DAMP CLEAN/WIPE DOWN THOROUGHLY	X						
3. WALLS							
- SPOT WASH-REMOVE MARKS & SCUFFS			X	X			
- WASH THOROUGHLY			X	X			
4. CHALKBOARDS/MARKER BOARDS TRAYS							
- CLEAN	X						
5. WINDOWS							
- SPOT CLEAN (Inside) CLASSROOM		X		X			
- WASH (Inside) CLASSROOM			X				
- DUST WINDOW SILLS REMOVE COBWEBS	X						
6. BLINDS AND SHADES							
- DUST		X					
- WASH THOROUGHLY		X					
COMPUTERS							
- DUST	X						
- DAMP WIPE/ DISINFECT	X						X
- REMOVE CHEWING GUM		X					
- DISINFECT SINKS AND WATER FOUNTAINS	X						
8. WASTE, RECEPTACLES, AND PENCIL SHARPENERS							
- EMPTY (Includes Pencil Sharpener)	X						
- REPLACE LINERS	X						
- WASH THOROUGHLY AND DISINFECT	X			X			
9. FLOORS							
- DUST MOP/REMOVE GUM	X						
- DAMP MOP, SPOT MOP	X						
- BRUNISH (On Rotation)		X					
- MACHINE SCRUB AND RECOAT					X	X	
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)				X			
10. FLOOR (CARPETED)							
- VACUUM DOOR MATS	X						
- VACUUM CARPET	X			X			
- SPOT CLEAN	X						
- SHAMPOO/ EXTRACT				X			
11. DOORS							
- CLEAN GLASS	X						
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						X
- CLEAN/ POLISH KICK PLATES			X				
CORRIDORS, COMMON AREAS							
1. DIFFUSERS, VENTS, LIGHT FIXTURES							
- DUST		X		X			
- CLEAN WINDOWS		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X					
2. WALLS/ FURNISHINGS							
- DUST	X						
- SPOT WASH-REMOVE MARKS & SCUFFS	X						
- WASH THOROUGHLY		X					
- REMOVE CHEWING GUM	X						
3. FOYER							
- SPOT CLEAN GLASS	X						
- CLEAN GLASS	X						

- DUST LEDGES, SILLS, DISPLAYS	X						
4. DOORS							
- SPOT CLEAN	X						
- CLEAN GLASS	X						
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/POLISH KICK PLATES			X				
5. WATER FOUNTAINS - DISCONTINUE USE							
- CLEAN AND DISINFECT	X			X			
- POLISH BRIGHT METAL		X		X			
6. WASTE RECEPTICLES							
- EMPTY	X			X			
- REPLACE LINERS	X			X			
- WASH THOROUGHLY AND DISINFECT	X						
7. Cove Base							
- DUST	X						
- CLEAN AND REMOVE SCUFFS		X					
8. MATS (Inside/Outside)							
- VACUUM	X						
- CLEAN BENEATH (Remove)	X						
9. FLOORS							
- DUST MOP	X						
- SPOT MOP	X			X			
- AUTO SCRUB/BURNISH		X					
- MACHINE SCRUB & RECOAT				X	X	X	
- STRIP AND REFINISH							
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)							
STAIRWELLS							
1. HIGH & LOW CLEANING							
- REMOVE DEBRIS FROM CEILING		X		X			
- CLEAN WINDOWS (Inside)		X		X			
- DUST, REMOVE COBWEBS	X						
2. STEPS							
- SWEEP	X			X			
- MOP	X			X			
- REMOVE CHEWING GUM	X			X			
3. HAND RAILS							
- DUST	X						
- DAMP WIPE/ DISINFECT	X						
- WIPE DOWN THOROUGHLY & DISINFECT	X						
3. WALLS							
- SPOT WASH-REMOVE MARKS & SCUFFS	X						
- CLEAN GLASS	X						
- CLEAN PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/POLISH KICK PLATES			X				
4. LANDINGS							
- SWEEP	X						
- MOP	X						
- REMOVE CHEWING GUM	X						
- MACHINE SCRUB & RECOAT				X	X	X	

Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)							
MEDIA CENTER							
1. HIGH & LOW CLEANING							
- REMOVE DEBRIS FROM CEILING		X					
- DUST, REMOVE COBWEBS		X					
2. EXHAUST, VENTS, GRILLS, LIGHT FIXTURES							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X		X			
3. WALLS AND DOORS							
- SPOT WASH-REMOVE MARKS & SCUFFS	X						
- CLEAN GLASS	X						
- CLEAN PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/POLISH KICK PLATES			X				
4. WINDOWS							
- SPOT CLEAN (Inside)		X		X			
- WASH (Inside)			X				
- DUST WINDOW SILLS REMOVE COBWEBS	X						
5. BLINDS AND SHADES							
- DUST		X					
- WASH THOROUGHLY		X		X			
6. FURNITURE / BOOKSHELVES / COMPUTERS							
- DUST	X						
- DAMP WIPE/ DISINFECT	X			X			X
- REMOVE CHEWING GUM	X						
- DISINFECT SINKS	X			X			X
7. WASTE, RECEPTACLES, PENCIL SHARPENERS							
- EMPTY	X			X			
- REPLACE LINERS	X						
- WASH THOROUGHLY AND DISINFECT	X			X			
8. FLOORS (NON-CARPETED)							
- REMOVE CHEWING GUM	X						
- DUST MOP	X						
- SPOT MOP	X			X			
- MACHINE SCRUB & RECOAT				X	X	X	
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)				X			
9. FLOORS (CARPETED)							
- VACUUM	X						
- REMOVE CHEWING GUM	X						
- SPOT CLEAN	X			X			
- DEEP CLEAN/EXTRACT				X			
GYM							
1. HIGH & LOW CLEANING							
- WASH WINDOWS (Inside)	X		X				
- SPOT CLEAN WINDOWS (Inside)	X	X		X			
- DUST, REMOVE COBWEBS	X						
2. WALLS							
- SPOT WASH & REMOVE MARKS	X						
3. BLEACHERS							
- SWEEP	X	X					

- REMOVE CHEWING GUM	X	X					
- SPOT WASH & REMOVE MARKS	X	X					
4. UNDER BLEACHERS							
- SWEEP		X					
- PICK UP DEBRIS	X	X					
- SPOT MOP	X	X		X			
5. FLOORS							
- REMOVE CHEWING GUM	X						
- DUST MOP	X						
- SPOT MOP	X			X			
- BURNISH		X					
- AUTO SCRUB		X					
- MACHINE SCRUB & RECOAT					X	X	
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)							
6. WASTE RECEPTICLES							
- EMPTY AND CLEAN	X						
- REPLACE LINERS	X						
- WASH THOROUGHLY AND DISINFECT	X	X		X			
7. FURNITURE/ FIXTURE- DESKS, COUNTERS, SINKS, FOUNTAINS & COMPUTERS							
- DUST	X	X					
- DAMP WIPE/ DISINFECT	X	X					X
- REMOVE CHEWING GUM		X					
- DISINFECT SINKS	X						X
8. EXHAUST, VENTS, GRILLS							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X		X			
OFFICES / CLINICS / WORKSTATIONS / ISOLATION ROOM							
1. HIGH & LOW CLEANING							
- CLEAN WINDOWS	X			X			
- DUSTING/REMOVING COBWEBS	X	X		X			
2. EXHAUST, VENTS, GRILLS, LIGHT FIXTURES							
- DUST		X	X				
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X	X				
3. WALLS							
- SPOT CLEAN	X			X			
4. WINDOWS							
- SPOT CLEAN (Inside)	X						
- WASH (Inside)		X	X				
- DUST WINDOW SILLS REMOVE COBWEBS	X	X					
5. BLINDS AND SHADES							
- DUST		X					
- WASH THOROUGHLY			X	X			
6. FURNITURE							
- DUST	X	X					
- DAMP WIPE/ DISINFECT	X						X
- REMOVE CHEWING GUM	X	X					
7. WASTE RECEPTICLES							
- EMPTY	X						
- REPLACE LINERS	X						

- WASH THOROUGHLY AND DISINFECT	X	X		X			
8. FLOORS (NON-CARPETED)							
- REMOVE CHEWING GUM	X						
- DUST MOP	X						
- SPOT MOP	X			X			
- MACHINE SCRUB & RECOAT				X		X	
Strip and Refinish (Apply Five (5) Coats of Finish to Protect Floors to Maintain High Gloss at All Times)							
9. FLOORS (CARPETED)							
- VACUUM	X						
- REMOVE CHEWING GUM	X						
- SPOT CLEAN	X						
- DEEP CLEAN / EXTRACTION				X			
10. DOORS							
- CLEAN GLASS	X						
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						X
- CLEAN/ POLISH KICK PLATES			X				
CUSTODIAL CLOSETS							
1. HIGH & LOW CLEANING							
- DUSTING/REMOVING COBWEBS		X					
2. EXHAUST, VENTS, GRILLS, LIGHT FIXTURES							
- DUST		X					
- DAMP CLEAN/WIPE DOWN THOROUGHLY		X					
3. WALLS							
- DAMP WIPE/SPOT CLEAN			X				
4. FIXTURES, SHELVES, TOOLS							
- CLEAN SINKS	X						
- WIPE DOWN SHELVES		X					
- CLEAN, RINSE OFF/ OUT, WIPE DOWN CLEANING TOOLS	X						
5. EQUIPMENT							
- CLEAN, RINSE OFF/ OUT, WIPE DOWN		X		X			
6. FLOOR							
- SWEEP	X						
- WET MOP & DISINFECT		X		X			
- MACHINE SCRUB				X			
- FLOOR DRAINS- FLUSH, TREAT				X			
7. DOORS							
- CLEAN & DISINFECT PUSH PLATES, KNOBS, HANDLES	X						
- CLEAN/ POLISH KICK PLATES			X				
8. ENTIRE AREA							
Elevator							
- SWEEP/ VACUUM	X						
- MOP (VCT Only)	X						
- WALLS	X						
WIPE DOWN / DISINFECT RAILS AND PUSH BUTTONS	X						
REPAIRS							
REPORTED TO OFFICE				X			
MECHANICAL ROOMS							
SWEEP/ CLEANED		X	X				