Bradley County Schools
Reentry Plan

2020-2021 School Year
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Dear Bradley County Employees and Families,

The changes in our lives due to the COVID-19 Pandemic are many. Even though the impact of the virus continues to change fundamental aspects of how we live, we are excited to welcome our students back in our halls on August 5th, 2020. In Bradley County Schools, we believe that the best and most effective learning takes place in our classrooms with face to face instruction, but we are also offering the Bradley County Virtual School option to help meet the needs of all families.

The Bradley County Schools Reopening Task Force has been hard at work over the past two months, meeting, researching, and developing a plan to ensure that our schools are a safe and healthy place for all students to learn. Through guidance from the Center for Disease Control, the state, and local health departments, Tennessee Department of Labor and others, we have developed the 2020-2021 Reopening Bradley County Schools Guide.

While I know that there are differing opinions and everyone might not agree with our reopening plan, the decisions have not been made lightly and we have taken into consideration input from our community survey as well as the latest information from our local health officials. It is our goal to continue growing students and building futures. Please take a few minutes to read over the guide so you can be informed on the return to school plan. Individual schools have developed specific plans based on the district plan and will be communicating with their respective families.

We at Bradley County Schools are so excited to welcome back our employees, students and families on August 5th. Thank you for your continued trust, patience and flexibility as we continue to deal with the fluid nature of COVID-19. It is my hope that you and your family have a wonderful rest of the summer.

Sincerely,

Dr. Linda Cash

800 South Lee Hwy.
Cleveland, TN 37311
(423) 476-0620
Fax (423) 476-0485
Academic Plan 2020-2021 School Year

Bradley County Schools - Scenarios for School Operations 2020-2021

Our plan is to return to school under Scenario 2 (Yellow) on August 5th, 2020. Our model to switch between contingencies/scenarios will be in collaboration with the Health Department and our community partners to assess our position as the situation dictates and the totality of facts and circumstances are weighed.

Scenario 1
All Schools Open
(No restrictions)

On Campus Learning as normal
(Pre Covid)

Curriculum delivered on campus through face-to-face instruction. All extracurricular activities are normal.

Scenario 2
All attending school in-person
(Restrictions and Extra Precautions)

All schools open and learning resumes in classrooms. Most operations are normal. Increased precautions.

Health and safety protocols for buildings, buses and training. (Outlined in Health and Safety Plan)

Scenario 3
Hybrid
(In-person and Remote)

Blended Learning model (face to face and remote) where class sizes are reduced and alternate schedules take place.

An increase in active COVID-19 cases could prompt local Health Department, CDC and the TDOE to implement stronger health and safety protocols.

Scenario 4
Remote Learning for All
(No on campus activities)

All students continue learning remotely using Schoology and instruction from teachers.

A major outbreak would force schools to shut down. All schools closed and remote learning plan in place.

Additional Option for All Students:

In addition to the scenarios, families have the option to enroll their child(ren) in Bradley County Virtual School. This would become your child(ren)'s base school. Students K-12 have the option to enroll. For more information on Bradley County
Background

Guiding Organizations
Center for Disease Control (CDC)

Bradley County Schools receives guidance from the Center for Disease Control, in deciding when and how to safely reopen and operate our schools. The CDC reminds us that “the more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread,” and that the virus is mostly spread when people talk, cough or sneeze. Therefore, the CDC recommends a number of personal prevention practices and environmental cleaning and disinfecting protocols to help lower the risk of COVID-19 exposure and spread when schools are open for instruction. BCS continues to adhere to CDC considerations, in collaboration with state and local rules and regulations when preparing to open our schools in August 2020. As we plan for next year, we are looking through a lens focused on the following:

- Promoting Behaviors that reduce spread
- Maintaining Healthy Environments
- Maintaining Healthy Operations
- Preparing when someone gets sick.

Tennessee Department of Education

The Tennessee Department of Education has issued a Reopening Schools: Overview Guide for LEAs, as well as various reopening toolkits, that collectively assist Bradley County Schools’ reopening plan. The Department of Education recommends planning for COVID-19 induced school closure and risk-conscious reopening in alignment with the following phases: Response (March), Resilience (April-June), Return (July-September), Resurgence (Varies), and Reimagination (On-going). Therefore, we are especially mindful of the components of the RETURN phase in the development of the reopening plan.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>School reopening with districts structured in different ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>In cooperation with public health, employ policies and procedures to prevent, identify, and mitigate spread of COVID19. Monitor reopening related to virus spread.</td>
</tr>
<tr>
<td>Academics</td>
<td>Launching a new school year with a thoughtfully planned academic program (using locally-driven model) to include distance learning options for medically high risk children, those who may need to quarantine for 14 days after an exposure, and with a distance learning plan ready to launch in the case of resurgence.</td>
</tr>
<tr>
<td>Staff</td>
<td>Ensure staff expectations and roles align with the reopening plans and that staff are included in that planning. Employ strategies to mitigate the impact of decreased staffing capacity and lack of reliable availability of substitute teachers upon reopening.</td>
</tr>
<tr>
<td>Operations</td>
<td>Adjusting existing and developing new procedures to accommodate school reopening to included accommodations for cohorts of students into small groups, physically distancing individuals, and implementation of possible testing strategies.</td>
</tr>
</tbody>
</table>
BCS and the School Reopening Task Force are in continuous communication with the Bradley County Health Department to monitor spread, track cases, and identify trends with gauging the risk of COVID-19.

**School Reopening Plan**

Bradley County Schools and the Reopening Schools Task Force designed this Reopening Plan around a scenario approach that includes data-driven and safety minded gating criteria. Our students, staff and families are at the center of our approach to reopen schools. We developed this plan with an abundance of care and caution. The plan was developed to protect the health and wellbeing of all while mitigating the likelihood of COVID-19 exposure, and maximizing opportunities for learning.

**Scenarios:** (Our plan is to return to school under Scenario 2 (Yellow) on August 5th, 2020. Our model to switch between contingencies/scenarios will be in collaboration with the Health Department and our community partners to assess our position as the situation dictates and the totality of facts and circumstances are weighed)

**Scenario 1: No risk of community transmission of COVID-19. Requires no Mitigation.**

All schools are open. Curriculum is delivered with face-to-face instruction. All extracurricular activities operate as normal. This scenario is school before COVID-19.

**Scenario 2: All students attending school in-person. Most operations are normal with extra precautions and safety measures in place.** *BCS will resume on August 5th, under scenario 2.*

All schools are open and learning resumes in classrooms with extra precautions in place. Health and safety protocols for buildings and buses. Additional training for implementation will take place. Movement will be minimized in buildings while keeping cohorts of students together when possible. A plan will be in place to meet social and emotional needs of students, families and staff.

**Scenario 3: Hybrid/Blended Learning Model. Some students will attend in-person while some are learning virtually.**

An increase of active COVID-19 cases could prompt the local health department, CDC and the TDOE to implement stronger health and safety protocols. In this scenario there will be increased health protocols for buildings and buses. There will be reduced class sizes with alternate schedules. During this time there will be limited extra-curricular activities. Students working virtually will have access to devices and connectivity. There will be an alternative feeding plan for the hybrid/blending learning scenario.
Scenario 4: Remote Learning for all students. All school buildings closed.
A major outbreak or as the current situation dictates would force schools to shut down. All schools would close and remote learning would take place. There would be no on campus activities during Scenario 4. Teachers would provide direct instruction through the Learning Management Platform, Schoology. A remote feeding plan would be activated and a plan for continuation of services for Special Education, ESL and At-Risk students in Tier II and Tier III would be implemented.

Terms Defined
- **In-person Learning**: Traditional face-to-face teaching and learning in a brick and mortar school.
- **Hybrid/Blended Model**: Teaching that combines traditional school attendance with online home learning into a cohesive educational experience. This model could be used to reduce classroom size in half and allow students to alternate days.
- **Learning Management System**: A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.
- **Remote Learning**: In the event of a school closure, this at home learning environment would allow for instruction, practice, and communication to be facilitated using digital resources.

Health and Safety Plan
It is crucial for Bradley County Schools to focus on the fundamentals of health and safety in our schools in order to mitigate risk for students, staff and families during the 2020-2021 school year. The following are health and safety measures BCS will follow as reopen schools in August.

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

In order to reduce the spread of COVID-19, the CDC and TN Dept. of Health recommends that people:
1. Stay at home when sick or symptomatic.
2. Wear cloth face coverings in public settings when around people, especially when other social distancing measures are difficult to maintain.
3. Reinforce handwashing with soap and water for at least 20 seconds or use of hand sanitizer when soap and water are not readily available.
BCS Recommendation for Face Coverings:
- BCS recommends that face covering be worn by staff and students (particularly older students) as feasible, and strongly recommend in times when physical distancing is difficult.
- Information will be provided to staff, student and families on proper use, removal, and washing of cloth face coverings. Proper use will be taught and reinforced in schools.
- Face coverings should not be placed on: 1) children younger than 2 years old, 2) anyone who has trouble breathing, 3) anyone who is incapacitated or otherwise unable to remove the covering without assistance.

Adequate Supplies
Healthy hygiene behaviors will be supported by providing adequate supplies, including soap, hand sanitizer (unscented), paper towels, disinfectant wipes, face coverings (as feasible) and no-touch/foot pedal trash cans.

Signs and Messages
- Signs will be posted in highly visible locations (e.g., school entrances, restrooms, common areas) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly handwashing hands and properly wearing a face covering).
- Regular announcements and communication will take place on reducing the spread of COVID-19.
- Video recording will be shared with staff, students and families that include proper handwashing technique, sneezing and coughing technique, face covering use and other pertinent behaviors that mitigate the spread of COVID-19 and other illnesses.

Students, Staff and Families: Prevention
- Staff and students are to stay home if sick or symptomatic. (See Appendix B and C
- Staff will enter through temperature and symptom checkpoints upon arrival each day.
- All students will receive temperature checks at the beginning of each day. Each school has developed a plan and will be communicating with their families.
- Parents are encouraged to complete temperature checks on child(ren) each morning before school and must keep students home if they are sick or presenting any symptoms related to COVID-19.
- Positive Test and “Sick at School” protocol, and a Response team are implemented. Please see Appendix B for additional information.
- Physical Distancing and face coverings (highly recommended) for staff and students.
- Enhanced disinfection processes continue
- Building entry and exit protocols continue
- No non-essential visitors, staff or vendors. Sign-in and temperature checks are required for all visitors.
• Athletic and extracurricular events will be conducted in accordance with state and local guidelines

Classroom and School Areas
Individual schools have created a plan in accordance with the District plan to operate under processes and procedures to help mitigate the spread of COVID-19. The plan will be shared with students and families as they are finalized. Please see below for an overview:
• When opening a building to essential visitors, seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from waiting room, mark spaces on floors or at tables).
• Students belongings should be kept separated from others’ and labeled or kept in separate containers, students should not share items.
• Classroom windows should be open when possible and conditions allow.
• Restrict hallway use or stagger movement, and establish movement patterns. Where feasible, hallways should be marked for one-directional movement on the floor and/or appropriate signage.
• Avoid mixing students in common areas particularly with students from other classes.
• Avoid multiple students in restrooms.

Disinfecting Protocols
• Enhanced disinfecting occurring at all BCS locations
• Water fountains will not be used. Students should bring a clear water bottle to school each day.
• Multiple Opportunities planned throughout the day for handwashing and use of hand sanitizer.
• Classrooms will be fogged
• Disinfect classrooms after class comes and goes
• Common areas will be sanitized throughout the day- door knobs, handrails, etc.
• Classroom doors should be kept open as much as possible to reduce touching of doorknobs and air circulation.
• Supplies (soap, paper towels, etc.) checked frequently throughout the day
• Guidance will be provided on disinfecting shared musical instruments and no sharing of common classroom items such as pencils, glue, textbooks, etc.
• ABM conducts training for staff on enhanced cleaning protocols and follows written protocol plan when custodians call in sick.
• See Appendix D (Sanitation and Health)
Academic Plan

The Vision of Bradley County Schools is ‘Growing Students – Building Futures’. During these unprecedented times, we are striving to continue to focus on our Vision and continue to meet the educational needs of our students. The details listed within this section are to provide guidance related to the delivery of academics with Bradley County Schools. Decisions to move between scenarios will be determined by the culmination of data and in collaboration with the Bradley County Health Department and our community partners.
Explanation of Scenarios Might We See in 2020-2021:

All schools are open. Curriculum is delivered with face-to-face instruction. All extracurricular activities operate as normal. This scenario is school before COVID-19 and not an option at this time.

Traditional-Scenario 2: All students attending school in-person. Most operations are normal with extra precautions and safety measures in place.
All schools are open and learning resumes in classrooms. Most operations are normal with increased health and safety precautions for buildings and buses. Additional training for implementation will take place. Movement will be minimized in buildings while keeping cohorts of students together when possible. A plan will be in place to meet social and emotional needs of students, families and staff. More details available in the Health and Safety Plan. Foreign exchange students will not be enrolled during the 2020-2021 school year.

Hybrid Learning Model-Scenario 3: Some students will attend in-person while some are learning remotely.
An increase of active COVID-19 cases could prompt the local health department, CDC and the TDOE to implement stronger health and safety protocols. This hybrid/blended learning model, where class sizes are reduced and alternate schedules take place. During this time, there will be limited extra-curricular activities. Students working remotely will have access to devices and connectivity and utilize a Learning Management System, Schoology, to access coursework and correspondence from teachers.

Remote Learning for All Students-Scenario 4: All school buildings closed.
A major outbreak would force schools to shut down. All schools are closed and no activities held on campus. All students will continue learning remotely using Schoology and instruction from teachers. Services for Special Education, ESL and At-Risk students in Tier II and Tier III would continue to be implemented remotely.

Bradley County Virtual School
Kindergarten-12th grade students who are enrolled in Bradley County Virtual School will master state standards as they engage in remote synchronous and asynchronous learning, guided by a certified Bradley County teacher. Students will be required to enroll for a minimum of one semester.

*Students with extenuating circumstances should contact Bradley County Schools at 423.476.0620.
Hybrid/Blended Learning Structure

Hybrid/Blended learning is an approach to learning that combines educational materials and opportunities for interaction in both in-person and electronic environments, utilizing the strengths of each regarding content and delivery. During blended learning, the gradual release method is the preferred learning structure.

<table>
<thead>
<tr>
<th>Content Delivery</th>
<th>Guided Instruction</th>
<th>Collaborative Learning</th>
<th>Independent Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers lead instruction as students observe. Usually brief in nature, the lesson engages students in the learning by building and/or activating background knowledge, establishing and/or revisiting routines and expectations, establishing the purpose for learning, and providing a mini-lesson based on the standards. Teachers observe student engagement and use formative assessments to inform instruction.</td>
<td>Teachers guide instruction as students participate. Teachers observe student engagement and use formative assessments to inform instruction and provided students with feedback on their learning.</td>
<td>Students use academic language as they work together to consolidate and apply their understanding of the content. Students are primarily responsible for their learning while teachers observe and provide support when needed. Teachers observe collaborative learning and use formative assessments and conferring to inform instruction, providing students with feedback on their learning.</td>
<td>During independent tasks, students apply learning in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding. Students are primarily responsible for learning.</td>
</tr>
</tbody>
</table>

Sample Hybrid/Blended Instructional Schedule

**Group A**-Last name begins with A-K
- Monday / Wednesday-On Campus for Content Delivery & Guided Instruction
- Tuesday / Thursday-Remote Collaborative Learning

**Group B**-Last name begins with L-Z
- Monday / Wednesday-Remote Collaborative Learning
- Tuesday / Thursday-On Campus for Content Delivery & Guided Instruction

**Groups A & B**
- Friday-All Students Remote Participating in Independent Tasks
Remote Learning Structures

**Expectations:** The students, teachers, and families are committed to remote learning across the curriculum.

**Support:** Regardless of the level of tech experience, varied supports will meet the needs of students, teachers, and families.

**Professional Development:** Teachers will be supported and expected to continue to learn and share their learning to support students.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Supplemental Activities</th>
<th>Academic Feedback</th>
</tr>
</thead>
</table>
| Structured and intentional, grade-level learning aligned to content standards and learning targets, directed by the teacher. This instruction should be provided synchronously and made available for asynchronous access directly following. Daily instructional minutes dedicated to direct instruction may be subdivided as developmentally appropriate. (e.g., morning session, afternoon session). As applicable, student work should be submitted for feedback/grading. | Structured and intentional, personalized learning opportunities based on a range of academic content (e.g., science, social studies) and social-emotional well-being. Where applicable, student work should be submitted to demonstrate current understanding and inform teacher feedback. Examples of Supplemental Activities may include but are not limited to the following:  
- Read 20 min/day with a family member or friend  
- Advisory  
- Accelerated Reader  
- STEM/STEAM  
- Read-alouds/genre hosted by the librarian  
- Journaling (draw/write)  
- Imaginative play  
- Ready Rosie or other educational programs on public television.  
*Personalized intervention, RTI, and ESL services may be provided to students during supplemental activity time.* | Dedicated time set aside for students to review and respond to teacher feedback. |
## Sample Remote Instructional Schedules

### Sample Kindergarten (240 minutes)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Direct ELA Instruction</th>
<th>Direct Math Instruction</th>
<th>Supplemental Activities</th>
<th>Music Activities</th>
<th>Physical Education Activities</th>
<th>iReady</th>
<th>Academic Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>50 minutes daily</td>
<td>40 minutes daily</td>
<td>60 minutes daily</td>
<td>20 minutes daily</td>
<td>20 minutes daily</td>
<td>20 minutes daily</td>
<td>30 minutes daily</td>
</tr>
</tbody>
</table>

### Sample 1st-5th grades (390 minutes)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Direct ELA Instruction</th>
<th>Direct Math Instruction</th>
<th>Supplemental Activities</th>
<th>Music Activities</th>
<th>Physical Education Activities</th>
<th>iReady</th>
<th>Academic Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>60 minutes daily</td>
<td>50 minutes daily</td>
<td>120 minutes daily</td>
<td>40 minutes daily</td>
<td>40 minutes daily</td>
<td>30 minutes daily</td>
<td>50 minutes daily</td>
</tr>
</tbody>
</table>

### Sample 6th-8th grade (390 minutes)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Direct ELA Instruction</th>
<th>Direct Math Instruction</th>
<th>Direct Science Instruction</th>
<th>Direct Social Studies Instruction</th>
<th>Direct Electives Instruction</th>
<th>Supplemental Activities</th>
<th>iReady</th>
<th>Academic Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>60 minutes daily</td>
<td>60 minutes daily</td>
<td>50 minutes daily</td>
<td>40 minutes daily</td>
<td>45 minutes daily</td>
<td>30 minutes daily</td>
<td>75 minutes daily</td>
<td></td>
</tr>
</tbody>
</table>
Sample 9th-12th grade (390 minutes)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Direct Instruction (Blocks 1-4)</th>
<th>Independent Practice</th>
<th>Supplemental Activities Academic Content</th>
<th>Academic Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>40 minutes per block</td>
<td>30 minutes per block daily</td>
<td>80 minutes daily</td>
<td>30 minutes daily</td>
</tr>
</tbody>
</table>

**Implementation**

School leaders should work with teachers to design daily schedules. An example may be found [here](#). Families should be provided information on regularly scheduled times for synchronous direct instruction. Each teacher should, with the principal, identify and host office hours for a minimum of 30 minutes in the morning and 30 minutes in the afternoon.

Schools should determine additional opportunities for student engagement (e.g., morning meetings, wellness checks, counseling, advisory)

**Expectations for Teachers**

Teachers will maintain an on-line presence.

○ Update courses weekly (e.g., standards, assignments, discussion boards, summaries, due dates, reminders) no later than Sunday by 5:00 pm.

○ Score assignments, quizzes, and tests and provide feedback through the Schoology platform

○ To address speaking/listening and ask/answer questions, host at least one academic classroom discussion per week (This can serve as a supplemental learning activity for the day).

Be available to answer questions and provide guidance.

○ Host daily office hours. (Minimum of 30 minutes in the morning and 30 minutes in the afternoon.)

○ Be flexible in providing additional options based on the needs of children and their families.

○ Utilize a variety of communication methods including Zoom, Google Meet, Remind, email, phone, text.

Promote and participate in the continuation of curriculum-based PLCs.
Whole Child Supports- Social/Emotional
Social and Emotional Learning Plan

Purpose:
The Bradley County School District is dedicated to providing a safe, supportive, and equitable learning environment that promotes all students’ social and emotional development. Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic on their lives and communities, and access needed support through school or community partners.

Support for Administrator and Supervisors
- Reflection on COVID 19 School Closure and Team Building
- Restarting Schools: A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- Introduction to Schoology Learning Management System
- Reopening Schools 2020-2021 for Administrators
- Getting Started After COVID-19 with Tara Brown

Support for Counselors
- Restarting Schools: A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- Developing a Needs Assessment for COVID-19 with Dr. Quagliana
- Monthly meetings to voice concerns and develop trauma informed lessons and other resources

Support for Teacher/Staff
- Training Provided - A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- Training provided - Getting Started After COVID-19 with Tara Brown
- Health and Safety orientation to understand expectations for all 3 scenarios:
  - Expectations for health and safety
  - Training from Nurses on proper hygiene practices and use of PPE
  - Expectations to stay home if sick
  - Daily check in with symptom and temperature checking
  - Building Entry and Exit protocols
  - Procedures for movement in the buildings
  - Schoology
- SEL supports will be provided for teachers/staff members impacted by COVID-19.

Support for Students
- Counselors/teachers will in-person or virtually administer a needs assessment to students that allows them to identify their need for academic and/or social emotional support upon returning to school.
● School counselors will reach out to identified students/families who need additional social and emotional support.
● All schools will build in time during the school day for students to participate in social and emotional learning activities.
● School Counselors will work with building level administrators and teachers to provide support for students and families through individual and/or small group counseling and classroom presentations.
● Counselors will be available to meet virtually or over the phone with students during intermittent closures.

Support for Parents/Guardians
● BCS will create SEL lessons for students as well as resources, materials and videos for parents/guardians to utilize.
● All schools will offer an online form that allows parents or caregivers to contact school counselors seeking support for their student, family, or self.

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

Buildings
● Limit non-essential visitors, staff and vendors. Visitors will receive a temperature check prior to entering the building.
● Seating should be arranged to accommodate social distancing and discourage groups from congregating.
● Sign-in is required using the visitor management system.
● Symptom disclosure is required for all persons entering any BCS building.

Transportation
Transportation Goal
The Bradley County Schools Department of Transportation considers it a privilege to be entrusted to transport the students of Bradley County daily. It is our goal to have the most productive, efficient, and safest school bus delivery system ever. We can accomplish this goal by working together to ensure that all students are ready for school each day and are fully prepared to actively participate in the learning process. Our drivers and support personnel are some of the best available and we are dedicated to providing transportation services to all eligible students.

● Support is needed from each school to help spread the message to parents and guardians: “If your child is sick stay home”!
● Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
● Buses will be inspected to TDOT standard
● Bus driver training is provided annually and will include visual symptom COVID-19 screening
● The seat directly behind the driver will remain open
• The EPA Approved chemical for cleaning buses is Alpha HP / equivalent or higher grade. These will be supplied to bus contractors / Enviro Mist Probiotic will also be utilized in conjunction with foggers or electrostatic devices
• Buses will be cleaned by drivers before and after drop off and route completion
• Adults who do not need to be on the bus should not be on the bus
• Hand sanitizer will be used upon bus entry
• Personal Protective Equipment (PPE) will be used on a voluntary basis as it is not required at this time.
• Protocols for children getting sick on the bus will remain the same but sanitation with Alpha HP etc. is to be used
• Communication with Buses: They are now equipped with 800 MHz radio “CO-Buses” channel.
• Important Change- Middle School and High School Students making transfers from an elementary school can no longer congregate at the elementary school. Students must wait in personal vehicles or bus until transfer arrives.

Scenarios:
1) All students attending school in-person
2) Hybrid – Some students attend in-person while some are virtual
3) Remote Learning for all students

All students attending school in-person:
• Hand sanitizer/Mask/Gloves – Hand Sanitizer and PPE will be provided by the school system and on the bus for students and adults.
• Assigned seats – The driver will ask students to ride in the same seat each day to control contact with other students. Elementary students will sit in the front of the bus.
• Sanitize buses – The school system will provide each bus a sprayer and Alpha HP to spray the bus daily.
• Buses Route – The buses will run regular schedule.
• Fresh Air – All buses will lower the windows to insure fresh air on the bus.
• Spacing Seats – When feasible social distancing will be practiced.
• Face Forward – All students must face forward to minimize the spread of germs.
• Responsibilities of bus driver – Sanitize bus, manage seats, manage hand sanitizer

Hybrid
• All bullets from the above “All Students attending school in-person”.
• The only additional bullet - The buses will only run half of the routes. The schedule will be route “A” on Monday, Wednesday, and route “B” on Tuesday and Thursday. Friday routes will run to distribute food.

Remote Learning
Bus routes will run to deliver food to students.
The point of contact for all transportation questions/concerns is Gary Austin at gaustin@bradleycountyschools.org 423-476-0620 ext. 2026. More information including Bus Zone Locator can be found Here.

**School Nutrition**

Staff: Cafeteria Staff will wear mask during all operations. Other PPE will be worn as needed.

1. **All students attending school in-person**
   a. Students, Teacher, and cafeteria staff wash hands before and after each meal.
   b. Meal activities continue per normal operating procedures which include, but are not limited to proper cleaning and sanitizing doorknobs, dining tables, and high traffic areas.
2. Group students in assigned seating (similar to classroom) where practicable
3. No more than 10 students in a row (then skip 2 to 3 seats for distancing)
4. Students can line up on both sides (if possible have students skip a seat)
5. Enter serving line with no more than 3 people, then space 3 to 6 feet and continue.

**Open selection of food (salad bars, self-serve stations and share charts) should be closed or manned by an adult to avoid multiple surface touches.**

Optional Practices- Outdoor Dining, Staggered lunch times, Creative Seating and Meals in Classroom (breakfast).

**Hybrid - Some students attend in-person while some are virtual**

Drive thru meal options for Breakfast and Lunch will be provided at school locations.
If available, seek waivers that allow meal flexibility.
Practice no contact hand-offs.
If you choose to wear a mask, you must know how to use it properly.

Best practice- Direct car or foot traffic to enter parking lots from specified driveway and exit out of another direction to increase efficiency and promote safe distancing.
Cross-train program staff to perform essential activities in the event of key absences or emergencies situations.

Keep staff, customers, parents, and other stakeholders informed with current and reliable information.

**Remote Learning for all students**

Drive thru meals options for Breakfast and Lunch will be provided at school locations.
Practice no contact hand-offs.
If available, seek waivers that allow meal flexibility.
If you choose to wear a mask, you must know how to use it properly.
Best practice- Direct car or foot traffic to enter parking lots from specified driveway and exit out of another direction to increase efficiency and promote safe distancing.

Food Trucks may be used at key locations. Buses may be used for food deliveries. Keep staff, customers, parents, and other stakeholders informed with current and reliable information.

The Point of Contact for School Nutrition is: ebrown@bradleyschools.org

Extracurricular Activities

- Students and staff are expected to stay home if sick or experiencing symptoms.
- Extracurricular opportunities for students can convene under local, state and national health and safety guidelines approved by the principal and Director of Schools.
- All coaches, band directors and activity sponsors will be trained to implement appropriate health and safety procedures, including measures to mitigate exposure/spread and to appropriately respond to a sick or symptomatic person.
- Emphasize health and safety procedures and practices for extracurricular participants, such as social distancing, handwashing and sanitizing.
- BCS will follow the National Federation of State High School Federations (NFHS) NFHS Guidance for a Return to High School Marching Band and the NFHS Guidance for Return to High School Athletics and Activities, adhering to those plans’ protocols.
  - BCS will continuously evaluate local health data and trends, as well as other relevant considerations, in determining the appropriate time and transition to move to different phases of NFHS guidelines.

Communication Plan

Purpose:
The Bradley County School District is committed to honest, transparent and consistent communication with our stakeholders throughout the planning and reopening of schools after the closure due to COVID-19. The purpose of the BCS Communications Plan is to present a clear and concise framework for communicating with both internal and external audiences in our school community. We have endured a period of great uncertainty. It is our main goal to communicate on a regular basis and with clarity the plans to reopen school in a safe and efficient manner.

Target Audience
- School Board
- Internal Staff
- Students
- Parents
- Community Partners
- Media

**Communication Channels**

**Electronic**
- District Website
- District All Call Messaging System (Call, Text and Email)
- Director’s View
- Email
- Social Media
  - Facebook
  - Twitter
  - Instagram

**Media**
- Cleveland Daily Banner
- Press Releases
- Radio Broadcast- My Mix 104.1
- Regular Video Messages from the Director of Schools

**Goal**
To communicate the processes and procedures developed by the Reopening School Task Force to safely reopen schools for all involved.

**Objectives**
1. Present Reopening Plan to School Board on July 9th
2. Reach all staff members with complete plan by July 13th
3. Reach all parents and stakeholders with complete plan by July 17th
4. Provide clear and consistent communication ongoing through the summer and return to school.

**Strategies**
- Release a COVID Reopening Update on a regular basis to keep all stakeholders up-to-date on the latest information.
- Make the full Reopening Plan available for staff, parents and public review. Utilize our communication mediums to drive the stakeholders to the BCS Website for review.
- Break the plan into smaller segments by topic area. (Ex. The School Day, Health and Safety Protocols, Bus, etc...)
- Create Toolboxes for Administrators, teachers, students and parents.
- Create a short video series on topics that will foster a smooth transition back to school.
Communication Methods
- Publish the COVID-19 Reopening Update on regular basis as new information is available.
- Post the Board Approved Plan on the District website in an easy to find location for staff, students, parents and other stakeholders to access and review.
- Produce smaller pieces of plan in a regular communication so it will be easier to read and understand. Link each communication to the full plan.
- Utilize internal communication to ensure that all staff members are aware and understand the full plan.
- Regular video updates by Dr. Cash and through our short video series on important topics.
- Provide all updates to local media
- Share all updates with community partners
- Create a Toolbox, located on new Learning Management Platform-Schoology, for Administrators, Teachers, Students and Parents

Professional Development and Training

Prior to Start of School

Administrator and Supervisors
- Reflection on COVID 19 School Closure and Team Building
- Restarting Schools: A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- Introduction to Schoology Learning Management System
- Creating a plan for reopening school 2020-2021
- ELA Training
- Reopening Schools 2020-2021 for Administrators
- Getting Started After COVID-19 with Tara Brown

Counselors
- Restarting Schools: A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- Developing a Needs Assessment for COVID-19 with Dr. Quagliana

New Teacher Orientation
- Introduction to District Supervisors
- Training provided to orient new employees in the areas of:
  - Technology
  - New teacher supports
  - HR policies and procedures
  - Benefits and payroll
  - Teacher Evaluation Model – Project COACH
  - Classroom Management
  - Math/ELA Curriculum
  - What is a Ready Graduate?
**Teacher/Staff COVID-19 Induction**
- August 3rd - A Trauma Informed Response to COVID-19 with Dr. Heather Quagliana from Lee University
- August 3rd - Getting Started After COVID-19 with Tara Brown
- July 13-17th Schoology Transition Team Training
- Health and Safety orientation to understand expectations for all 3 scenarios:
  - Expectations for health and safety
  - Training from Nurses on proper hygiene practices and use of PPE
  - Expectations to stay home if sick
  - Daily check in with symptom and temperature checking
  - Building Entry and Exit protocols
  - Procedures for movement in the buildings
  - Schoology

**Bus Drivers/Monitors/Contractors**
- July 13th Special Education Bus Drivers/Monitors
- July 13th Bus Contractors

**School Nutrition Managers**
- July 29th – School Nutrition Mangers Training
- July 30th – All School Nutrition Employee Training
- August 4th – School Nutrition Managers Training by school nurses on hygiene

**School Nurses:**
- July – ZOOM meeting to prepare for training all staff on hygiene/sanitation
- August 4th – Training with Tabitha Payne

**Parent COVID-19 Updates**
- Information will be available to parents in multiple formats:
  - Website and Social Media
  - All Calls
  - School based orientations (zoom or in-person)
  - Video clips
- Updates will include a Student and Parent Health and Safety information to ensure expectations are understood:
  - Expectations for social distancing and mask wearing.
  - Expectations to stay home if sick.
  - Use of Symptom Checking App.
  - Building Entry and Exit protocols.
  - Limitations for non-essential visitors, staff, and vendors.
  - Gatherings and events
- Hybrid and Remote learning protocols
  - Building protocols.
  - Student and Parent expectations.
○ Learning hours and supports.

Concurrent School Year Training
Student COVID-19 Orientation

● Orientation will be conducted on the first day of school for students.
● The orientations will include a Student Health and Safety orientation to ensure expectations are clear for all reopening phases.
  ○ Expectations for social distancing and movement throughout the building
  ○ Cleanliness protocols for handwashing, coughing, and sneezing practices, and cleaning high touch surfaces
  ○ Expectations to stay home if sick
  ○ Understanding Building Entry and Exit protocols.
● Learning protocols defined for students based on:
  ○ Remote/online Learning with Schoology
  ○ Blended Learning

New Teachers:

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

The Point of Contact for Professional Development is tmurray@bradleyschools.org
Appendix A - Student Attendance

Student Attendance

- Attendance will be taken as normal. See Bradley County Board of Education Attendance Policy. [BCS Board Policy 6.200](#)
- If a student tests positive for COVID-19 or the local Health Department requires a student to quarantine and the student actively participates and meets expectations through remote learning, the student will be considered present.

Student Attendance in the Case of Remote Learning

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

1. Every student must participate in remote learning every instructional day
   - Participation includes a visual, verbal, or written confirmation of student participation in instructional time.
   - Examples of participation include, but are not limited to:
     1. A student participates in a phone call or live (synchronous) virtual video session with his or her teacher, with parent support as appropriate for the age of the student;
     2. A student completes work in a learning management system (LMS),
     3. A student submits work through a hard-copy.
Appendix B- Response Teams- Sick at School and Positive COVID-19 Protocols

Prior to Start of School

Establish a Rapid Response Team

● The purpose of the Rapid Response Team is to:
  ○ Respond quickly to sick children during school hours.
  ○ Respond to a positive COVID-19 test of a student or a staff member.
  ○ Communicate with respective parent and/or guardian when a student presents as sick or symptomatic, or reports a positive COVID-19 test.

● Membership of the Rapid Response Team includes, but is not limited to:
  ○ School Nurse.
  ○ School Administrator.
  ○ School Counselor.
  ○ Others as determined by district and school Administrators.

● Communications protocols for the Rapid Response Team are to be established prior to school starting; guidance from BCS and other Guiding Organizations is forthcoming.

Sick Child at School

● As soon as a sick student is identified with COVID-like symptoms, the student is sent to the School Nurse.
● School Nurse will triage the student and, as appropriate, isolate the student from others.
● The sick student will be provided a face covering to wear, as tolerated.
● Engage the Rapid Response Team and, in addition:
  ○ Contact parent for dismissal.
  ○ Identify any relevant classmates for potential contact tracing, facilitated by the Bradley County Health Department.

● School nurses must disinfect the school clinic and other areas where a sick student was triaged or provided aid.
● Any students sent home with a fever should remain home until they are fever- and symptom-free, without the aid of fever-reducing medicine, for a minimum of 48 hours before returning to school.

Positive COVID-19 Test

Student Cases

  a. If a student tests positive for COVID-19 then the Health Department will ask the parent’s verbal permission to notify the school system.
b. The Health Department will contact BCS and we will then gather any information about the child to assist them with contact tracing such as seating charts for bus, classroom, and cafeteria.

c. The student will follow the guidelines of the Health Department for being released from isolation and quarantine.

d. **Releasing Cases and Contacts from Isolation and Quarantine**

e. If a student has siblings then they are considered household contacts and must be quarantined for 14 days after the case has been afebrile and feeling well (because exposure is considered ongoing within the house).

f. A classroom occupied by a person that tested positive for COVID-19 should be closed off for a minimum of 24 hours to allow respiratory droplets to settle; after 24 hours, the classroom will be disinfected and cleaned thoroughly.

**Isolation Room Description**

**Isolation Room**

- An isolation room will be designated at each school building. Signage on the door will designate.
- The isolation room will be located near the nurse’s office and have access to an exit door to prevent contamination to additional school areas.
- The isolation room door will have a window in it for monitoring purposes and a sign indicating the space is an isolation area.
- Only essential easy to clean furniture will be allowed in the isolation room.

**Isolation Procedure**

- Students presenting with a temperature of 100.4 or higher will be immediately escorted to the designated isolation room.
- Students will be given a face mask, if tolerated, as he/she is being escorted to the isolation room. If face mask is not tolerated or not available, a tissue should be used to cover the individual’s mouth and nose.
- The door to the isolation room should remain closed when occupied.
- Parents are to be notified of the student’s condition and sent a request to pick up the student immediately.
- Parents will be instructed where to pick up and sign out the student to limit exposure. • Students/staff in isolation will be monitored at all times.
- The school nurse will utilize the appropriate Personal Protective Equipment (PPE) when caring for anyone in isolation.
- A log will be kept on the isolation cart with the name of anyone admitted to the isolation room, date, time entered, and time exited. Cleaning & Disinfecting
- Once staff/student has vacated the isolation room, the room should be ventilated prior to cleaning and disinfection. This process should be followed for each case of isolation.
Appendix C- Human Resources

Human Resources: Contact Sarah Crispin  scrispin@bradleyschools.org

1. Procedures for reporting COVID-19 exposure

Employees must notify Human Resources immediately if they are experiencing any of the following high-risk factors associated with COVID-19:

- Symptoms of fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
- Known exposure to or reasonable suspicion of exposure to any confirmed outbreak involving COVID-19.
- A member of their household is diagnosed with COVID-19.
- A member of their household is attending or working in a setting that is experiencing a confirmed outbreak of COVID-19.

After making notification, employees should wait before reporting back to work until notified by Human Resources. After receiving an employee notification, the HR department will partner with the Bradley County Health Department to determine next steps prior to the employee returning to work.

After making the required notification to Human Resources, all employees are subject to the required work restrictions or exclusions that are imposed upon them as specified in Tennessee law, the local Bradley County Health Department, and any other regulatory authorities.

2. Family Medical Leave Act - High risk employees, underlying conditions

Paid Sick Leave And Expanded Family and Medical Leave Under The Families First Coronavirus Response Act

People Who Need To Take Extra Precautions - CDC Recommendation

3. Families First Coronavirus Response Act - Effective April 2, 2020 and will continue through December 31, 2020

The Act provides benefits above and beyond what employers already provide to employees in regards to sick leave benefits and Family Medical Leave.

If a staff member tests positive for COVID-19 they are asked to quarantine or isolate then they are eligible for emergency paid sick leave under the Families First Coronavirus Response ACT (FFCRA). This emergency paid sick leave will cover up to 10 working days that the BOE will cover
versus having to use a staff member’s sick leave balance. Documentation will be required to make sure the staff member qualifies for the leave. If a staff member is considered a contact, meaning they have been exposed to COVID-19, but they are showing no current symptoms then they can return to work and follow the critical infrastructure workers guidance.

**COVID-19 Exposed, Asymptomatic Critical Infrastructure Workers Guidance**

### 4. Emergency Paid Sick Leave Act

Full-time employees are entitled to 80 hours (two weeks) of paid sick leave to self-quarantine, seek preventive care or a diagnosis, or receive treatment for COVID-19. The benefit for full-time employees is capped at $511 per day.

Part-time employees are also entitled to paid time off to self-quarantine, seek preventive care or a diagnosis, or receive treatment for COVID-19. The paid time off for part-time employees is capped at $511 per day based upon the average number of hours that they work in a typical two-week period.

If a full-time employee needs to care for a family member, or a child whose school or childcare provider is closed due to COVID-19, that employee is entitled to 80 hours (two weeks) of paid sick leave at two-thirds of their regular pay. This is capped at $200 per day.

Part-time employees are entitled to the average number of hours they work in a typical two-week period at two-thirds of their typical pay. This is capped at $200 per day.

### 5. Emergency Family Medical Leave Expansion Act

Employees can take up to 12 weeks of job-protected leave if the employee is unable to work or telework due to a need to care for a child under 18 years of age because that child's school or place of care has closed or the child's child care provider is unavailable due to a public health emergency with respect to COVID-19. The first 10-days of this leave can be unpaid sick leave, but the subsequent days must be paid leave calculated based on the number of hours the employee would normally be scheduled to work, not less than two-thirds the employee's regular rate of pay. Caps on this are $200 per day or $10,000 in the aggregate.

### 6. Notification to schools about a possible positive case

As we return to school with our current public health situation there is the possibility of our teachers, staff, and students encountering a positive case of COVID-19. Because COVID-19 can pass from person to person without symptoms, the Bradley County Schools have been extremely careful to follow state and local health department guidance. We have also stepped up efforts to clean and sanitize all workplace environments. Everyone must be aware that this disease can spread quickly and
easily. School personnel should be alert to the symptoms of COVID-19 in order to maintain a healthy and safe environment. If you have any of these symptoms, you should get tested and alert the health department. If you notice that you have one or more of these symptoms and you have been to a Bradley County Schools facility, please promptly contact Sarah Crispin in the Human Resource office. If you do not have any of these symptoms, you should nevertheless take steps to protect yourself and your community; practice safe-distancing, wear appropriate personal protective equipment where required in public, and limit unnecessary travel out outside the home or work.

We appreciate the dedication each of you have to our community and the education profession. Working together, we will get through this challenging time. Meanwhile, if you have any questions, please contact Sarah Crispin, HR Director at 423-476-0620 ext. 2039.

Symptoms of COVID-19

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

7. FOR EMPLOYEES WHO HAVE BEEN DIAGNOSED WITH COVID-19

a. If you (employee) have not yet notified the local health department, please do so and follow whatever guidance they provide.

b. Determine whether you were present at any Bradley County Schools facility during the 14-day period immediately preceding the date of your diagnosis. If so, please contact Sarah Crispin, HR Director.

c. Staff need to Self-Report to HR - Symptoms, Diagnosed, awaiting test results, or exposed to someone in the last 14 days.

d. When you contact Ms. Crispin, please inform her of the last date and time that you were in a Bradley County Schools facility.

e. Immediately separate staff with COVID-19 Symptoms or who test positive.

f. Close off area until after cleaning and disinfecting has been completed.

g. Notify the health department while maintaining confidentiality of the staff member.

h. Work with the health department for additional guidance on who is a possible contact and who to notify about the possibility of being a contact.
i. Advise the sick individuals that they should contact HR to determine if they have met the health department’s criteria to discontinue home isolation.

j. The Health Department will work with Bradley County Schools to develop a communication plan such as a call message or letter template to use to communicate with parents and staff after a case has been confirmed in the school. We will ensure communications conform to HIPAA and FERPA regulations.

k. Identify those who have been within six feet of the individual for 10 minutes or more at any time within 48 hours before the individual’s onset of symptoms until the individual has left school property.

These individuals will possibly be considered contacts by the health department and will need to contact HR for guidance on following Critical Infrastructure guidance from the health department to continue to work.

l. With guidance from the local health department, we ask that you refrain from visiting any Bradley County Schools property or attending any Bradley County Schools events after you receive a positive COVID-19 diagnosis.

m. The HR department will partner with the local health department to determine next steps prior to the employee returning to work.

n. Once you are released to return to work then you will need to provide appropriate documentation to Sarah Crispin, HR Director.

Follow local health department guidance: Contact Tracing

1. The local health department will contact individuals if they have been exposed to a confirmed positive COVID-19 diagnosis. They will work with Bradley County Schools on necessary sanitation, people to send home, and if areas need to be shut down for a period of time due to confirmed COVID-19 diagnosis at a Bradley County Schools facility.

2. The local or regional health department will conduct a case investigation to identify anyone who came into close contact with the case (within 6 feet or less for 10 minutes or more) or is a household contact and notify them of their exposure.

3. The timeframe for having contact with an individual includes the period of time of 48 hours before the individual became symptomatic.

4. Close contacts must be quarantined at home for 14 days following their exposure to the case and will be monitored by public health by regular phone calls throughout the 14 days unless they are a critical infrastructure employee and have no symptoms of COVID-19.

5. The health department may need our assistance in identifying and notifying close contacts of the case in the workplace. Public health will protect the patient’s confidentiality and will only share information necessary to inform the investigation and prevent others from getting sick.

Maintain Confidentiality

1. If an employee is diagnosed with COVID-19, employers should inform fellow employees of their possible exposure to COVID-19 in the workplace, but must maintain confidentiality as
required by the Americans with Disabilities Act (ADA). Employers should never divulge the name of an infected employee to others at the workplace beyond those conducting the investigation.

2. Practice routine cleaning and disinfection of frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs. Dirty surfaces can be cleaned with soap and water prior to disinfection. To disinfect, use products that meet EPA’s criteria for use against SARS-CoV-2, the cause of COVID-19, and are appropriate for the surface.

Staff Cases

If a staff member tests positive for COVID-19 they are asked to quarantine or isolate then they are eligible for emergency paid sick leave under the Families First Coronavirus Response ACT (FFCRA). This emergency paid sick leave will cover up to 10 working days that the BOE will cover versus having to use a staff member’s sick leave balance. Documentation will be required to make sure the staff member qualifies for the leave.

If a staff member is considered a contact, meaning they have been exposed to COVID-19, but they are showing no current symptoms then they can return to work and follow the critical infrastructure workers guidance.

COVID-19 Exposed, Asymptomatic Critical Infrastructure Workers Guidance

Critical Infrastructure Workers Exposed to a Person with Suspected or Confirmed COVID-19

If an employee has been exposed to COVID-19,

Asymptomatic - no current symptoms

Pre-Screen
Measure the employee’s temperature and assess symptoms prior to them starting work.

Regular Monitoring
As long as the employee doesn’t have a temperature or symptoms, they should self-monitor under the supervisor of their employer’s occupational health program.

Wear a Mask
The employee should wear a face mask at all times while in the workplace for 14 days after last exposure. Employers can issue facemasks or can approve employee’s supplied cloth face coverings in the event of shortages.

Social Distance
The employee should maintain 6 feet and practice social distancing as work duties permit in the workplace.

Disinfect and Clean Work Spaces
Clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment routinely.
If the critical infrastructure employee becomes sick during the day, they should be sent home immediately.

Surfaces in their workspace should be cleaned and disinfected.

Information on persons who had contact with the ill employee during the time the employee had symptoms and 2 days prior to symptoms should be compiled.

Others at the facility with close contact within 6 feet of the employee during this time would be considered exposed.

Returning to Work

Staff who exhibit symptoms consistent with COVID-19 are to be masked and immediately sent home.

Staff may return to work if:

1. The Health Care Provider confirmed that the individual’s illness is not due to COVID-19 because another explanation was identified. (Example: strep throat confirmed by a positive strep test)
2. The individual had a positive COVID-19 molecular/PCR test and completed isolation for a minimum of 10 days AND had resolution of symptoms for at least 72 hours.
3. In the case of an individual with symptoms that did not obtain testing, then the individual must complete isolation for a minimum of 10 days AND have resolution of symptoms for at least 72 hours.

8. Signs that need to be posted
   a. CDC signs about symptoms
      Symptoms of Coronavirus
      Stop The Spread
   
   b. Optional Signs to Post for Schools
      Wash Your Hands
      Germs Are All Around You
      Hand Washing Is Your Superpower!
      Cover Coughs and Sneezes

9. Screening and self-check

Screening for fever and symptoms of COVID-19 upon entry to work
Staff will have temperature checks with a touchless thermometer upon arrival to school and answer COVID-19 screening questions.

People with COVID-19 have reported a wide range of symptoms varying from no symptoms to mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Screen all employees reporting to work for COVID-19 symptoms with the following questions:
• Have you experienced any of the following in the last 24-48 hours?

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Headache
- Sore throat
- Diarrhea
- New loss of taste or smell
- Congestion or runny nose
- Nausea or vomiting

• Have you been in close contact with a confirmed case of COVID-19 in the past 14 days?

  - Being within 6 feet of a sick person (or a person who tests positive for COVID-19) for 10 minutes or longer
  - Being in direct contact with germs from a sick person with COVID-19 (e.g., being coughed on, kissing, sharing utensils, etc.)
  - Living in the same household as a sick person with COVID-19
  - Caring for a sick person with COVID-19

Any employee who has any of the COVID-19 symptoms or who is running a fever should be asked to leave the premises immediately and seek medical care and/or COVID-19 testing, per Tennessee Department of Health and CDC guidelines. Symptoms should not be presumed to be seasonal allergies or sinusitis until COVID-19 has been excluded.
COVID-19 REPORT TO WORK EMPLOYEE PROTOCOLS

As an employee, you are expected to:

- Upon entering the facility complete the daily screening by checking temperatures and answering COVID-19 symptom questions. See symptoms of COVID-19.
- Do not report to work if you are exhibiting COVID-19 symptoms.
- If you are at work and you are exhibiting COVID-19 symptoms notify your supervisor before leaving work.
- Maintain social distancing if possible; if this is not possible try to not be in close contact for more than fifteen minutes.
- Continue to practice good hygiene.
- Wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol if soap and water are not available, especially after touching frequently used items or surfaces; Avoid touching eyes, nose, and mouth.
- Sneeze or cough into a tissue or inside of your elbow.
- Disinfect frequently used items and surfaces as much as possible, such as phones, doorknobs, copy machines, table surfaces, etc.
- Minimize nonessential travel and follow health department guidelines when traveling outside the region.
- Stay home if you are sick.
- It is highly encouraged to wear a face covering. If in close proximity for instructional purposes, wear mask.

I have read and understand this document:

__________________________________________ __________________________
Employee Signature Date
12. PPE (Personal Protective Equipment) for employees: available in the Nurse’s Office

- At this time face masks are not required. Bradley County Schools (BCS) has masks available for employees, you may use your own mask or use one provided by BCS. Please talk to your principal if you want to request a mask. It is highly encouraged to wear a mask. If in close proximity for instructional purposes, wear a mask.
- We are not able to provide masks to visitors. Masks are available for BCS employees only.
- We also have gloves available for employees only. Please feel free to bring your own as desired but they must be new and latex free.

Please make sure that all used masks and gloves are properly disposed of in the trash can.

13. Sub Training - Video training about cleaning (tpayne@bradleyschools.org)

Video options for MBC (becannon@bradleyschools.org tpayne@bradleyschools.org)

- Handwashing
- Hand sanitizer - Enter/Exit
- Donning and Doffing mask and gloves
- Do not touch face
- PPE correctly disposed of in the trash can
- Clean work area

14. Nurses training (tpayne@bradleyschools.org)

- PPE Usage
- In-Service at each school - Training all staff

Point of Contact for Human Resources: scrispin@bradleyschools.org
Appendix D - Safety and Health

Health and/or safety protocols
Guidance for health and/or safety protocols to be in place as students and staff enter the school every day as part of reopening. These include protocols related to mask usage, temperature checks, and/or sanitation of hands, clothing, and materials, etc. A practical good sense approach to sanitation will make a difference.

A. No change to regular security procedures and protocols.
   - CAVEAT: Limit visitors, Screen all outside visitors to include temperature check.

B. Guidelines for school planning:

1. Early and often communication will be made to your school community reminding guardians and parents that if they suspect their child is sick to keep them at home. If they have seasonal allergies and experience a runny nose coughing, and sneezing, parents should be encouraged to provide their child with a simple mask.

2. Students are not required to wear mask and gloves. If parents want their child to wear mask and gloves, the parent will provide the equipment. We will have a limited supply for students from TEMA. However, no ETA has been determined for delivery. School staff is not responsible for making the student keep the equipment on.

3. Staff will be screened upon arrival through a school appointed representative (visual, verbal, and temperature). No touch thermometers will be provided to schools.

4. It is a best practice for adults to practice 6’ spacing between other adults where practicable.

5. Strive to have staff and department meetings virtually instead of in person.

6. Bus/car drop off points will have sanitation / visual screening points established at selected entrances into the school. Several stations can be made in order to ensure an expedited process.

7. Student groups should be kept to classroom sizes. For example, if your average classroom size is 20, that same class should stay together as much as possible without coming into contact with other groups of 20 for long periods of time. Gym classes etc. should keep “groups” of students together but separate from other groups.
   * Smaller Groups of 10 are preferred. The size of a group may be dependent on the situation.

8. Practice limited movement in hallways etc. It is not recommended for students to be working on special projects or clubs that might have them in the hallways etc. unnecessarily.

9. Develop foot traffic patterns that keep student orderly in the hallways while changing classes in order to eliminate groups from gathering. For instance, the right side of the hallway might be used for one direction and the left side of the hallway for the opposite.

10. Classrooms should have hand sanitizer readily available for staff/student use if the class leaves and comes back into the room (e.g. cafeteria back to classroom). Every student upon entry/exit into classrooms should use hand sanitizer if they are required to change classes etc. Students may bring their own. Encourage unscented.

11. Assign classroom seating. Be consistent with it.

12. Encourage students to bring clear water bottles from home to avoid drinking directly out of water fountains.

13. Work with Day Porters to enhance the cleaning of surfaces that are commonly used (e.g. lobbies, restrooms etc.) as practicable throughout the day. The school district will help with
cleaning supplies and Day Porter gaps. Day Porters or other janitorial services will use disinfectant instead of general-purpose cleaners.

14. Personal Protective Equipment (PPE) will be available and provided to employees upon request.

15. While we are not requiring 6’ spacing between students in a classroom, it is a best practice to have students face the same direction in the room. Strive for 3’ spacing between students.

16. Outside visitors should be kept to an absolute minimum and should comply with a screening temperature check.
   * Adult to adult contact, including visitors etc. is highly discouraged (see ref: American Pediatric Association)

- Screening criteria for students is visual. Training to staff will be provided. Contact tpayne@bradleyschools.org
- Staff and students who screen as a “risk” should be isolated and sent home/picked up. One area should be identified and used as a point of isolation for people who may be sick.

Screening points should include but are not limited to; mask, and gloves. These items are to be made available to the employee and are highly encouraged but not required for wear at this time. Screeners should be volunteers. If no volunteers, Principal decision.

Entry points into the school (i.e. sanitation stations) should be equipped at a minimum with hand sanitizer or wipes. If the entry point is near a restroom, the restroom hand washing stations can be used and cleaned after the initial school entry process is completed. All points should be monitored by staff.

**Related Arts General:**

- Small assigned groups (no more than 10) but can have multiple groups
- Mark off gathering spaces to keep distance and maintain same groups
- Clean equipment after use
- Use hand sanitizer before entering classroom

**Primary and Secondary School Specific best practices from the American Academy of Pediatrics:**

**Pre-Kindergarten (Pre-K)**

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

*Higher-priority strategies:*

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.
• Teachers maintain 3 to 6 feet distance from students. If in close proximity, it is recommended to wear a mask.

• Recess:
  • Limit groups and number of classrooms
  • Maintain small assigned groups
  • Wash hands after being on playground

Lower-priority strategies:
• Face coverings (cloth) for children in the Pre-K setting may be difficult to implement and are not required at this time.
• Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

Elementary Schools
Higher-priority strategies:
• Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
• Cohort classes to minimize crossover among children and adults within the school.
• Utilize outdoor spaces when possible.
• Teachers maintain 3 to 6 feet distance from students. If in close proximity, will wear a mask.
• Limit amount of one on one time with students to maximize good distancing.
• Recess:
  • Limit groups and number of classrooms
  • Maintain small assigned groups
  • Wash hands after being on playground

Lower-priority strategies:
• The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
• Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

Secondary Schools
There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:
• Universal face coverings in schools when not able to maintain a 6-foot distance (adults).
  CAVEAT Bradley County Schools are not requiring masks unless in close proximity with students. Voluntarily, anyone may wear masks.
• Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
• Desks should be placed 3 to 6 feet apart when feasible.
• Teachers maintain 3 to 6 feet distance from students. If in close proximity, it is recommended to wear a mask.
• Limit amount of one on one time with students to maximize good distancing.
• Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
  • Ideas that may assist with cohorting:
    • Block schedule (much like colleges, intensive 1-month blocks).
    • Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
    • Have teachers rotate instead of students when feasible.
    • Utilize outdoor spaces when possible.
    • Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
    • Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

**Dismissal:**

• Stagger dismissal and keep students moving in one direction
• Keep students in small areas or classroom while waiting for dismissal
• Clean hands prior to getting on the bus

**Special Education**

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.
Appendix E- Cleaning Protocols and Safety Data Sheets

General Protocols:

1. Cleaning materials will be provided for each classroom.
   - This is to ensure consistency throughout the district. (Spray Bottle, Disinfectant, PPE, paper products)
   - Disinfecting Solution will be Alpha HP (EPA# 70627-62). Do not use other product as it may not be suitable for school use.
2. See Tab A Appendix D for Alpha HP Safety Data Sheet (SDS)
3. Principals and teachers develop cleaning schedule for classrooms during the day when students are present
   - The expectation is to wipe down desk, chairs etc. and highly touched areas between class changes etc.
   - Wear the appropriate Personal Protective Equipment
   - Apply the Alpha HP solution and allow it to dwell for at least 30 seconds prior to wiping it off.
   - Discard the wasted materials
   - Ensure desk, chairs, etc. are dry prior to use.
   - Repeat as necessary for class changes etc.

5. Utilize school personnel for monitoring in cafeteria to allow periodic cleaning as needed.
Maximize the use of your “Day Porters”. Be mindful not to utilize them the majority of the time in the cafeteria but elsewhere in your building.

1. Discussions are taking place to bolster our current ABM cleaning contract to include AMB’s “Enhanced Clean” program with their certification ratings.
2. In addition to standard sanitizing program: Daily after hour’s program for all schools is to be implemented including weekends as necessary.
3. Sports and other authorized after hours / weekend activities is the responsibility of the organizing party to sanitize the area and equipment and coordinate with ABM etc. if additional help is needed.
4. ABM will be enhancing some of their protocols as well to include more sanitizing throughout the day including, but not limited to, restroom cleaning multiple times per day as well as doorknobs, etc.
5. Night cleaning crews will perform their usual functions, but a sanitation portion is will to be added to their protocol.

Intensive Protocols (Friday Cleaning and or Possible COVID-19 contamination)

4 Step Process
1. Multi-Task Cleaner (or Soap and Water) Remove soil from all areas
2. Disinfect (Alpha-HP) following all label instructions with Electrostatic Sprayers
3. Protect: (Enviro Mist) Probiotic Electrostatic mist
   - See Tab B Appendix D (Surface Cleaning Protocols)
4. Adenosine Triphosphate (ATP) “cleanliness test” (USDA approved) using Hygenia Luminometers
Coordination for these efforts are being made with ABM and select BCS employees

**Innovation in Infection Control:**

5. Bradley County Schools will purchase Ultra Low Volume (ULV) Foggers to utilize until Electrostatic is available
6. Bradley County Schools will purchase up to 15 VP300ES Cordless Electrostatic Backpack Sprayers
7. Bradley County Schools will purchase up to 36 VP300ES Cordless Electrostatic Hand held units.
   - To be used with appropriate disinfectant
   - Training to be delivered to appropriate personnel (TBD)
   - Protocols will be used when deep cleaning or extra cleaning is needed or required
8. Maintenance Crews will apply Biosurfactant coil cleaner to HVAC Coils. UV lighting TBD. Air Handling Units to be operating at 100% for fresh air.

*Electrostatic sprayers* use positive and negative charges to make disinfecting solutions electromagnetically stick to targeted surfaces. For example, no matter which angle you disinfect a surface from, the charge created by the electrostatic sprayer makes the disinfectant wrap around and cling to the entire surface

**Tab A Appendix D (Alpha-HP)**

**TAB B Appendix D (Cleaning Protocols)**

ALPHA HP_SDS.pdf

Appendix F - Technology

COVID-19: CLEANING COMPUTERS AND ELECTRONICS FOR ALL USERS

The following information provides guidance on how to clean high-touch electronics. Examples include computers, computer accessories, touchscreen devices, printers and copiers hereinafter referred to as “electronics”). All electronics in shared and public locations should be frequently cleaned and disinfected. When cleaning electronics it is important to follow the manufacturer recommendations for specific cleaning requirements.

General cleaning tips:
● Use a lint-free cloth, such as a screen wipe or a cloth made from microfiber.
● Avoid excessive wiping and submerging items in cleanser to avoid damage.
● Unplug all external power sources and cables.
● **Do not use aerosol sprays, bleach, or abrasive cleaners.**
● Ensure moisture does not get into any openings to avoid damage.
● **Never spray cleaner directly on an item.**

Approved COVID-19 disinfectants safe for computers, accessories, and electronics:
● Using a Clorox disinfectant wipe or a wipe containing 70% alcohol, gently and carefully wipe the hard, nonporous surface of the item. This includes the display, touchscreen keyboard, mouse, and the exterior surface of the item. If you have concerns about the cleaning product being used, please refer to the manufacturer’s recommendations and warning label.
● When using a disinfectant wipe, it is important to follow the contact time found on the label. It may be necessary to use more than one wipe to keep the surface wet for the recommended contact time.
● Do not use fabric or leather surfaces on items, as this can scratch or damage to the items.
● **Do not use bleach to disinfect computers and electronics.**

How to clean Apple products:

Apple products are made with a variety of materials, and each material might have specific cleaning requirements. To get started, here are some tips that apply to all products:

Use only a soft, lint-free cloth. Avoid abrasive cloths, towels, paper towels, or similar items.
Avoid excessive wiping, which might cause damage.
Unplug all external power sources, devices, and cables.
Keep liquids away from the product, unless otherwise noted for specific products.
Don't get moisture into any openings.
Don't use aerosol sprays, bleaches, or abrasives.
Don't spray cleaners directly onto the item.

Is it OK to use a disinfectant on my Apple product?
Using a 70 percent isopropyl alcohol wipe or Clorox Disinfecting Wipes, you may gently wipe the hard, nonporous surfaces of your Apple product, such as the display, keyboard, or other exterior surfaces. Don't use bleach. Avoid getting moisture in any opening, and don't submerge your Apple product in any cleaning agents. Don't use on fabric or leather surfaces.

Resources
- Yale Environmental Health and Safety
- CDC: Cleaning & Disinfecting Schools
- Apple: How to Clean Your Apple Products
- Microsoft: Clean and Care for your Surface
- 5 Steps to Clean and Disinfect Your Chromebook

TAB A Appendix F (Schoology Expectations)

TAB B Appendix F (Tech Dept. Priority Professional Development Needs for Restarting School)

Point of contact for Technology is swebb@bradleyschools.org
## Appendix G - Special Services

### Scenario #1

**SPED Services:**
- PPE is provided for staff in all cases
- Inclusion in designated classrooms with appropriate groupings (no pull-over)
- Specialized Intervention will be provided in small group pull-out
- Related services (speech, OT, PT) will continue through inclusion and pull-out
- Full-time self-contained classrooms (CDC; behavior) will continue under normal operations
- Services for students at high-risk will be determined by the IEP team
- Quarantined sped students will be served following the contingency plan determined by the IEP team

*Enhanced cleaning to be used throughout to include but not limited to Fogger/Electrostatic discharged disinfectant and probiotic solutions on schedule and as needed.*

### Scenario #2

**SPED Services:**
- Inclusion in designated classrooms with appropriate groupings (no pull-over)
- Specialized Intervention will be provided in small group in the general education classroom
- Full-time self-contained classrooms (CDC; behavior) will continue (A/B schedule)
- Related services (speech, OT, PT) will be provided in the general education classroom
- Services for students at high-risk will follow the contingency plan determined by the IEP team

*Enhanced cleaning to be used throughout to include but not limited to Fogger/Electrostatic discharged disinfectant and probiotic solutions on schedule and as needed.*

### Scenario #3

**SPED Services:**
- IEP services will continue in a modified format through remote learning, following the contingency plan determined by the IEP team

Point of Contact for Special Services is [rwhite@bradleyschools.org](mailto:rwhite@bradleyschools.org)
Appendix H- Career and Technical Education (CTE)

“CTE programs provide learners with unique opportunities to explore and prepare for careers, including hands-on and lab-based learning using specialized facilities and equipment, industry credentials, and work-based learning and industry engagement, and subsequently have many instructional needs that differ from the needs of academic classrooms.”  

ACTE High-quality CTE Planning for a COVID-19 Impacted School Year

Career and Technical Education Curriculum and Instruction
Quality CTE programs of study use a curriculum that is based on industry-validated technical competencies and Tennessee Department of Education standards, aligned with relevant content in core subjects, and incorporates employability skill standards. CTE curriculum also allows for students to apply knowledge and skills toward the development of industry credentials and Career Technical Student Organizations. In the event of transition between the 3 identified models (in-person, hybrid, and remote), campus closures, or other limitations on to lab or theory instructional time, CTE teachers will identify which standards require the most attention in alignment with industry goals and which standards are less critical to learner development and practice. Advisory committees will be consulted as the need for prioritizing standards occur to ensure revision does not reduce overall student outcomes.

Ensuring CTE program accessibility to hands-on skill development could require simulation programs or simulated environments to be used in CTE courses. Accessibility for learners can also involve giving students a choice of formats for skill assessments; examples may allow students to demonstrate their knowledge and skill attainment by writing a reflection, making a video, creating a digital or manual project, or giving a presentation. Consultation with business partners and advisory committees will be utilized to identify skill standards and practices that must be practiced in person, such as those required by accreditation, industry credentials or a licensing. This will allow for prioritization of any limited in-person lab access.

To ensure equity and access the CTE director and CTE teachers will collaborate with staff from special education, English language learner and other departments to facilitate services and provide CTE instruction.

Cleaning/Sanitation of lab and shop areas
CDC guidelines recommend frequent disinfection of high-touch surfaces with EPA-recommended disinfectants. Individual teachers will be responsible for cleaning and sanitizing within their classroom and lab and shop spaces.

Smaller equipment, tools and supplies may be assigned to individual students to reduce the need for cleaning and the spread of germs. Requiring even more frequent handwashing or sanitizing than usual within labs and shared spaces will be an important preventative measure. Advisory committees and business partners will be consulted on best practices for cleaning and safety protocols within specific industries, i.e. Advanced Manufacturing.

CTE equipment and PPE in CTE
Most CTE programs already utilize individual workstations/tables that are spaced for safety. Classrooms and shops, labs, or hands-on spaces that are more collaborative will be impacted and will need to discourage students from working in small groups in the same space. Skill development activities in these spaces will adapt for cleaning and safety protocols which vary based on the activity.

At-home mobile kits of materials may be utilized for skill development if the district moves to remote only option. Kits containing industry-standard tools and equipment, or non-industry standard materials like cardboard in place of wood, may be assigned to or checked out by students for at-home practice.

General personal protective equipment (PPE) and occupation-specific PPE required for the completion of skills, tasks, practicum classes, or industry certifications will be provided to students and staff. Otherwise CTE will follow the district guidelines for masks and gloves for general CTE classwork.

**Clinical and Work Based Learning placements and procedures**

Quality CTE programs of study incorporate the Tennessee WBL Continuum at the Career Immersion level. Schools partner with business, industry, or community professionals to engage students in in-depth application of tasks required in a given career field, aligned to a program of study, using a practicum model. Work Based Learning during COVID-19 may be in workplaces outside of the school, within the school in a school enterprise model or project based model, or virtually in collaboration with business and industry.

Regardless of the WBL model, coordinators will need to pay close attention to students’ WBL training and safety plans. WBL agreements will facilitate activities or placements that develop and reinforce technical, academic and employability skills and align to students’ program of study. WBL coordinators will work closely with the CTE director to identify business and community partners’ capacity and willingness to engage in WBL, those accepting students for in-person at the worksite, company requirements for social distancing safety on the worksite maintaining WBL alignment with students’ educational goals, and development and coordination of school-based models and virtual and simulated WBL options.

Health Science clinical lab options may require having students sign up for lab time. This would also allow the school to put a cap on the number of people in the lab at each time.

**Industry certifications, CTE Dual Enrollment classes/content and Dual Credit testing, guidelines and EPSO (Early Postsecondary Opportunities)**

A decision to shift to all remote learning or blending learning could impact Dual Enrollment accreditation, industry certification and licensure requirements, and/or funding opportunities for EPSOs. The CTE Director will work directly with the appropriate institution or program governing/accrediting bodies, CTE program advisory boards regarding the ramifications of alternative instructional models. The CTE director will coordinate with secondary and postsecondary systems for early postsecondary opportunities especially if the secondary school and/or the postsecondary choose different delivery modes or instructional calendars for the 2020–21 school year. Principals, teachers, students, parents, and all stakeholders will be informed of necessary procedural or qualification changes.

**Career Technical Student Organization Activities**
Career and technical student organizations (CTSOs) are an integral part of CTE instruction and an essential element of a quality CTE program of study.

“Many traditional CTSO activities, such as conferences, community service projects, competitive events and fundraisers, present added challenges in a COVID-19-impacted school year. The national CTSO organizations are working to address these challenges, with the majority planning to offer meetings and leadership training through multiple modes of engagement to support state organizations and local chapters and make it as easy as possible on advisers, whether those states and local chapters are operating in in-person, remote or blended learning environments. Local leaders can look to their national and state organizations for additional direction and supports as the year unfolds.” ACTE

CTE teachers and student officers will be consulted regularly about the activities and priorities of their organizations centered around hosting meetings and elections in-person or through virtual means, membership recruitment, redesigning competitions, leadership development, fundraisers and community projects for social distancing or virtual platforms, and scheduling CTSO activities to maximize participation in-person or at home.

**CTE and Career Exploration Activities**

Bradley County Schools Career Counselors will work with principals, counselors and teachers to ensure accessible career guidance and advising for students and parents, including follow-up efforts to encourage planned transition activities, Early Postsecondary documentation and credit transfer such as acceptance of credit for prior learning assessments; and access to industry credentials and programs that integrate basic skills education and CTE. Career development activities will continue with modifications to accommodate COVID-19 precautions. Meetings and interactions with business and community leaders, such as industry tours, guest speakers and mock interviews, can happen virtually to reduce visitors to campus.

Larger events such as career fairs will be adapted to other means for the fall.

In addition career counselors with other key counseling staff will steer students and families to available supports and build awareness of key deadlines and other info to help graduates transition from high school to postsecondary education and work. Posting will be expanded using the THINK CTE website.

The Point of Contact for CTE is arobinson@bradleyschools.org
### Possible Scenarios and Considerations for Career Technical Education 2020-2021 Reopening

For CTE programs at least some face-to-face instruction is necessary for knowledge, practice, and skill development linked to standards and preparation for industry certification, WBL, and CTSOs required for Perkins V Quality CTE Program Development.

<table>
<thead>
<tr>
<th>1. All students attending school in-person</th>
<th>2. Hybrid - Some students attend in-person while some are virtual</th>
<th>3. Remote Learning: All students would learn remotely, with a few isolated exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> All schools open and learning resumes in classrooms. Most operations are normal.</td>
<td><strong>Description:</strong> An increase in active cases of COVID-19 could prompt local health department, CDC and the TDOE to implement stronger health and safety protocols.</td>
<td><strong>Description:</strong> A major outbreak would force schools to shut down. All schools closed and remote learning in place.</td>
</tr>
</tbody>
</table>

- Health and safety protocols: CTE programs will adapt their classrooms, shops, and laboratories to meet state and local safety requirements
- Minimize movement in buildings.
- Keeping cohorts of students together when possible
- Plan for meeting social and emotional needs of students, families and staff.
- Plan for recovering standards lost due to COVID-19 spring closure
- Prioritize CTE standards and content
- Communication plan and resources
- Prioritize CTE standards and content, adapting curriculum for virtual platforms
- Minimize movement in buildings and common areas
- Provide professional development relevant to new instructional models and COVID-19 challenges.
- Limited CTSO activities
- Designate teacher office hours for remote learning questions
- Medically high risk students could switch to remote learning
- Plan for meeting social and emotional needs of students, families and staff
- WBL will be available at the worksite, school-based or project-based with increased COVID precautions.
- CTSO activities will resume observing health and safety protocols
- Additional health and safety protocols
- Institute an A/B model, students are split into two groups. Each group is on campus two days, then learns remotely two days while the other group is on campus. The fifth day is a distance learning day for everyone: blended learning
- Lab students may sign up for lab time to meet additional clinical/lab requirements in small groups.
- Assist with student access to devices and connectivity to participate in simulated experiences
- Prioritize standards and content, adapting curriculum for virtual platforms
- Minimize movement in buildings and common areas
- Provide professional development relevant to new instructional models and COVID-19 challenges.
- Limited CTSO activities
- Designate teacher office hours for remote learning questions
- Medically high risk students could switch to remote learning
- Plan for meeting social and emotional needs of students, families and staff
- Plan for recovering standards lost due to COVID-19
- Communication plan and resources
- Provide planning time and encouraging PLCs
- Instruction provided remotely utilizing Schoology and other resources
- Provide professional development relevant to new instructional models and COVID-19 challenges
- WBL will be available at the worksite, school-based or project-based with increased precautions
- In this scenario students would engage in remote instruction, synchronously (in real time) and/or asynchronously.
- CTE minor modifications could include allowing small number of students on campus for minimal hands-on lab work, postsecondary, EPSO opportunities or serving some students with special needs in person.
- Prioritize standards and content, adapting curriculum for virtual platforms, and evaluate the efficacy of remote curriculum tools and implementation.
- Assist with student access to devices and connectivity to access to technology to participate in virtual and simulated experiences.
- Plan for meeting social and emotional needs of students, families and staff
- Communication plan and resources
- Provide planning time and encouraging PLCs
- Designate teacher office hours for remote learning questions
- Instruction provided remotely utilizing Schoology and other resources
- Provide professional development relevant to new instructional models and COVID-19 challenges
- Virtual CTSO and WBL activities
Appendix I - Resources

References:

(a) World Health Organization (WHO): COVID-19
(b) US White House Guidelines: Opening Up America Again
(c) US Department of Health & Human Services: Covid-19 Updates
(d) US Department of Education: COVID-19 Information and Resources
(e) US Department of the Treasury: CARES ACT
(f) Centers for Disease Control and Prevention (CDC): COVID-19
(g) CDC/Federal Emergency Management Agency (FEMA) COVID-19 Resources
(h) American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry
(i) TN Department of Health / Bradley County Department of Health: Reopening TN Responsibly
(j) TN Department of Health Reopening Guidelines and Resources Guidelines
(k) TN State Government Covid-19 Dashboard: Bradley County COVID-19 Cases
(l) TN Department of Education / Reopening Schools: Reopening Schools: Overview Guide For LEAs
(m) TN Department of Education School Reopening Toolkit TDOE School Opening Toolkit
(n) Bradley County Emergency Management Agency (EMA) Southeast Tennessee Region Pandemic plan 2007
(o) Bradley County School District Pandemic Response Plan https://bradley.em-plans.com/
(q) National Institute for Excellence in Teaching: Planning Guide / Scenarios and Considerations for 2020-21
(r) Nashville’s Plan for opening Schools: Framework for a Safe, Efficient, and Equitable Return to School
(s) ABM Services: Enhanced Clean Services and z bioscience True Clean Technology