



Reopening Academic Programs

Introduction

These guidelines have been created by the Learning and Teaching- Academic Programs Department members and content leads for this area. The guidelines include best practices and research from other districts and states.

Presented by Yalanda Bell
Executive Director of the Academic Programs Department

Summary of Guidance Across All Academic Programs:

- Students should wear masks during class. Based on the content area, there will be situations where students lower their masks. The lowering of masks should only take place for brief periods of times and based on the instruction of the teacher.
- Use only equipment that can be cleaned and sanitized properly.
- Build time for sanitizing within the individual teaching schedule.
- Limit the use of storage rooms, small rooms (practice rooms, etc.) and time between uses as much as possible.
- Make sure common multi-touch surfaces can be sanitized between uses.
- Reduce sharing equipment unless time for sanitizing is built into schedule.
- Utilize social distancing practices.

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Performing Arts - Coordinator Matthew Koperniak

BAND

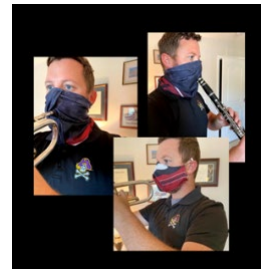
SUMMARY OF GUIDANCE:

- Wear **masks** during band class.
- Use **bell covers** when playing wind instruments indoors.
- Play for no more than **30 minutes** at a time when playing wind instruments indoors.
- Empty **water** from brass instruments into designated areas.
- Avoid **sharing instruments** or equipment unless time for sanitizing is built into schedule.
- Recorders **are not recommended** during Face-to-Face instruction.
- Avoid partner dancing, touching, and vigorous movement activities that require heavy exertion. Prioritize in-place dancing, hand motions, sign language, and Kodaly hand symbols.

This guidance is based upon the [Performing Arts Aerosol Study](#) conducted by researchers from the University of Colorado and the University of Maryland.

MASKS

Masks should be worn during band class. Students who play wind instruments may lower the mask only when playing. When not playing, students should keep mask over mouth and nose. Students who play wind instruments may wear a special mask for band with a small opening for the mouthpiece, pictured below. Masks should be provided by the student or local school. The district does not provide masks for band.



BELL COVERS

Students who play instruments with bells should use a bell cover of multi-layer high denier nylon. Bell covers should be provided by the student or local school. The district does not provide bell covers. Video tutorial: [How to make a bell cover without sewing](#)



INDOOR PLAYING TIME

Research indicates that 30 minutes is the recommended length for indoor playing of wind instruments. A 15-minute break is recommended between playing time. When playing outdoors, a 5-minute pause is recommended after 30 minutes of playing wind instruments.

WATER FROM BRASS INSTRUMENTS

Water keys should not be emptied directly onto the floor. Directors should create a plan for students to empty their water keys in a prearranged location. This can include students supplying a cloth that can be kept in a bag in their case and taken home to wash, a strip of cloth to wrap around the key(s) and safely disposed of at the end of class, or an absorbent disposable cloth.

BAND ROOM SETUP

When possible, practice social distancing within the band room. Teachers should maintain an accurate seating chart, in the event contact tracing is necessary.

If necessary, equipment and large percussion instruments could be relocated throughout the school building to maximize space in the band room.

Consider splitting students into small ensembles (trios, quartets, etc) to utilize numerous spaces throughout the band room area with teacher supervision.

For larger classes, consider using alternative spaces, such as the cafeteria, auditorium, or outdoor locations when possible.



INSTRUMENTS & EQUIPMENT

Avoid sharing instruments unless time is built into the schedule for appropriate sanitization. Use [NAfME Instrument Cleaning Guidelines](#) and [Percussive Arts Society Guidelines](#).

Consider non-traditional solutions when maximizing your instrument inventory. For example, students who play tuba might keep a concert tuba at home for practice, and play on a sousaphone during class. Students who play baritone saxophone could keep that instrument at home for practice, but play on an alto or tenor saxophone in class. Reach out to other MS & HS band directors in your zone to support each other with any extra instruments in your inventory.

Band directors should create procedures for their instrument storage room to maximize spacing and distance. Consider spacing locker assignments so that students in the same class period are not next to each other.

CHORUS

MASKS

Masks should be worn at all times during chorus class.

INDOOR SINGING TIME

Research indicates that no more than 30 minutes is the recommended length for singing indoors with masks. A 15-minute break is recommended between singing time.

When singing outdoors, a 5-minute pause is recommended after 30 minutes of singing. Masks must still be worn when singing outdoors.

CHORUS ROOM SETUP

Teachers should maintain an accurate, regular seating chart, in the event contact tracing is necessary.

If necessary, equipment and risers could be relocated throughout the school building to maximize space in the chorus room.

Consider splitting students into small ensembles (trios, quartets, etc) to utilize numerous spaces throughout the chorus room area with teacher supervision.

For larger classes, consider using alternative spaces, such as the cafeteria, auditorium, or outdoor locations when possible.



Equipment

Avoid sharing equipment unless time is built into the schedule for appropriate sanitization. Avoid sharing the piano. When necessary, refer to [Piano Technicians Guild cleaning recommendations for COVID-19](#).

Visual Art, Dance and Theatre – Coordinator Betsy Eppes

MASKS:

Masks should be worn during art, dance, and theatre classes with considerations made for participation in vigorous physical activity.

- Consult with School Administration and/or School Cluster Nurse on guidance for students wearing face coverings when participating in moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions, if there is a concern or question
- Theatre that requires singing, sing with mask on no longer than 30 minutes.
- Indoor Singing Time Research indicates that 30 minutes is the recommended length for singing indoors with masks.
- When singing outdoors, a 5-minute pause is recommended after 30 minutes of singing. Masks must still be worn when singing outdoors.
- People who are engaged in high intensity activities, like dancing, running, leaping, may not be able to wear a mask if it causes difficulty breathing. If unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange (for instance, outdoors versus indoors) and where it is possible to maintain physical distance from others.

EQUIPMENT & SUPPLIES:

- Inventory dance, art, and theatre equipment at the school to identify which pieces of equipment can be easily and effectively sanitized. Wooden, cloth or porous materials such as wooden clay tools, props, or costumes, are more difficult to properly sanitize than vinyl or plastic materials.
- Limit the use of equipment and supplies and limit sharing supplies and equipment unless equipment can be properly sanitized between use by multiple students. For supplies that will be touched or handled by students, assign each student their own for that class period when possible. Additional surface and cleaning guidance can be found in this [document from the Centers for Disease Control](#) (CDC)
- Create individual student kits. If possible, provide each student a kit of “high-touch” supplies—such as costumes, wigs, makeup, pencils, erasers, drawing materials, and brushes—that can be carried with them. Develop a “minimum, better, best” list of art supplies that can be used for each project.
- Take caution when using shared equipment in dance and theatre, including barres, props, instruments, cross-training gear (therabands, physioballs, etc.). This equipment should be used sparingly, if at all, and sanitation procedures in place after each use.
- Provide scripts for each student—ideally digitally—that honor copyright restrictions.
- Students should not share any voice amplification equipment, if possible. Students should avoid touching any curtain.



Rehearsals, Performances & Stage – Coordinator Betsy Eppes

- Student performers should not be allowed to make entrances or exits through the house, OR blocking should consist of all students present onstage to reduce entryway contamination.
- Whenever possible, students, staff, and volunteers should wear masks when backstage, in the green room or other theatre related spaces, and adhere to the CDC guidelines for handling and sanitizing the masks.
- One-way entrance and exit from the theater. No admission should be allowed following the beginning of a performance. Extended intermission and audience dismissal by row.
- Conduct technical rehearsals with the minimal number of students possible and adhere to social distancing for both performers and technicians throughout.
- Provide a hand-washing station or have hand sanitizer readily available in the dressing rooms, green rooms, backstage and all other production areas.
- Launder all costumes and sanitize wigs after each rehearsal.
- Hold larger-cast rehearsals in gyms, cafetorium-type spaces or outside to meet social distancing guidelines more easily.
- If facilities must be shared, consider increasing the amount of time between use of shared space to allow for one group to leave before another group enters the facility. Allow time for cleaning and/or disinfecting.
- Props master should be present & masked backstage to sanitize props as they exit the stage
- Limit the number of students in the control booth, based on social distancing rule.
- Sanitize all technical hardware--microphones/headsets, rigging, sound and light boards, lights and rigging before and after each rehearsal per manufacturer instruction. (For microphone care, see: <https://www.shure.eu/musiciansdiscover/educational/keeping-your-microphone-clean>)
- Limit concessions stand sales to pre-packaged beverages and food or eliminate concessions completely
- Wipe down surfaces and theatre seating after every rehearsal/performance.
- Patrons of live performances should
 - wear masks
 - follow a pre-marked pathway entrance in and out of the theatre or dance studio
 - undergo temperature checks prior to entering the building

- For safety and opportunity, along with in-person performances before an audience, consider these three options regarding live student theatrical performance:
 1. Virtual performance models that rely on video conferencing applications.
 2. Outdoor performances, where social distancing would be easier.
 3. In-person onstage performances simultaneously streamed live to an online audience.

Art, Dance, Theatre /Classroom Set-Up & Capacity Recommendation:

- Dance floor/room needs to thoroughly cleaned and ready to accommodate the next group.
- Dance classes could be moved to the gym to allow for more social distancing.
- Utilizing social distancing, dance classes may focus on more axial movement (movement around one's own axis) and reduce locomotor activities.
- Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for theatre.
- Use the art patio for class outdoors as weather allows.
- Identify activities and units that can enhance the development of dance education and theatre education skills (e.g., solo, interpersonal communication, monologue).
- Keep each student's belongings in a separate, safe, and clean space such as individually labeled cubbies, lockers, or areas.
- Plan to incorporate marked off areas (e.g., tape, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination.
- If students are required to remain in the same classroom for all instructional periods throughout the day, have art education teachers rotate through classrooms to deliver instruction.
- Ensure adequate supplies for all students to eliminate sharing of high-touch materials such as textbooks, instructional materials, equipment, etc. to the extent possible. Clean and disinfect supplies after student use and between class periods.

JROTC – Colonel Travis Heard

- Encourage cadets to lead by example through their individual behaviors to protect themselves and those around them.
- Avoid sharing resources – flags, ropes, rifles, etc. If sharing is necessary, clean and disinfect between different students.
- The requirement for issuing uniforms to Cadets is suspended until the spring semester.
- All FCS JROTC competitions for the fall semester have been cancelled. Programs may conduct practices and rehearsals within established [FCS guidelines for cocurricular activities](#).

Health and Physical Education— Coordinator Jodie Fleming

SUMMARY OF GUIDANCE:

- Wear **masks** during Health & Physical education classes
- Use only **equipment** that can be cleaned and sanitized properly
- Limit the use of **locker rooms**, stagger locker assignments, locker visitation schedules, and time between uses as much as possible. Make sure common multi-touch surfaces can be sanitized between uses
- **Gym/Classroom set up & capacity** recommendations
- Physical Education teachers should continue communicating with the school athletic directors on shared spaces (locker rooms, weight rooms, etc.)

All information below is directly pulled from the American Society for Health and Physical Educators (SHAPE) publication of considerations for school re-entry, the Centers for Disease Control (CDC) COVID-19 School Guidance Documents and documentation published for school staff and administration in the Fulton County School System:

https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx

<https://www.cdc.gov/coronavirus/2019-ncov/communication/guidance-list.html?Sort=Date%3A%3Adesc>

MASKS:

Masks should be worn during Health and Physical Education Classes. With considerations made for participation in vigorous physical activity.


- Consult with School Administration and/or School Cluster Nurse on guidance for students wearing face coverings when participating in moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions, if there is a concern or question.
- Consider having students and teachers bring or have access to a second face covering if their face mask becomes wet or damaged during Physical Education.
- People who are engaged in high intensity activities, like running, may not be able to wear a mask if it causes difficulty breathing. If unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange (for instance, outdoors versus indoors) and where it is possible to maintain physical distance from others



EQUIPMENT:

- Inventory physical education equipment at the school to identify which pieces of equipment can be easily and effectively sanitized. Cloth or porous materials are more difficult to properly sanitize than vinyl or plastic materials.
- Limit the use of physical education equipment and eliminate the use of equipment that would be passed between or shared by multiple students throughout a class period. For equipment that will be touched or handled by students, assign each student their own piece of equipment for that class period when possible.
- Properly clean and disinfect equipment between classes and at the end of the school day. If there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes, avoid the use of equipment altogether. If using equipment, keep extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity.
- Please see the Teachers/Staff information on the custodial check list submitted to all schools, collaborate with your custodial staff for supplies and procedures you may need to use or participate in with regards to sanitization of equipment.
- Some materials (porous or cloth material) cannot be effectively cleaned and should be removed from instructional areas (e.g., area rugs, pillows, cushions).
- Sanitize all equipment between class periods. Consult with the school-wide COVID-19 response team and CDC guidance on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles). Surfaces like walls and floors do not require additional sanitation and will only require standard cleaning.

Teachers/Staff
Microfiber Cloth and Clean by Peroxy being used by Teachers/Staff(wipes might be easier, but not as effective as Microfiber Cloths. To ensure the safety and health of students and staff, the Microfiber Cloth and Clean by Peroxy use.
Teachers/Staff wiping their work spaces down daily
PE Teachers have Halt Disinfectant and Gloves to clean PE Equipment at the end of each day.
Soiled Microfiber cloth being dropped for daily laundering
Clean Microfiber cloth being picked up each day
No Aerosol or Plug in Airfresheners(Memo went out already banning these in schools. For those that suffer from asthma and allergies these are major triggers. Now more than ever this is important since we are dealing with a Respiratory Viruses with this Pandemic)

 <i>Teacher Routine Cleanings</i>	
During the Day Classroom/Office Tasks	Daily
<i>Between class change overs</i>	
Spray Clean by Peroxy on light switches, door handles and door knobs and wipe clean with Microfiber Cloth	
Spray Clean by Peroxy on any items used by multiple students during class and wipe clean with Microfiber Cloth	
<i>During break from students in your classroom</i>	
Spray Clean by Peroxy on light switches, door handles and door knobs and wipe clean with Microfiber Cloth	
Spray Clean by Peroxy on any items used by multiple students during class and wipe clean with Microfiber Cloth	
Spray Clean by Peroxy on the following surfaces: desks, chairs, counters, sinks, dispensers, light switches and door handles	
Wipe down all surfaces you have sprayed with your microfiber cloth	
To wipe down a computer screen and keyboard spray the cloth first and then wiping the computer screen	

LOCKER ROOMS:

- Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. It is recommended that schools limit the use of locker rooms and stagger students' schedules when in use.
- Consider revising policies stating that students must change into a physical education uniform for participation in physical education.
- Consider spacing locker assignments so that students in the same class period are not next to each other.
- If facilities must be shared, consider increasing the amount of time between use of shared space to allow for one group to leave before another group enters the facility. Allow time for cleaning and/or disinfecting.

GYM/CLASSROOM SET UP & CAPACITY RECCOMENDATIONS:

- Have students and staff wash or sanitize hands as they enter and exit the class. Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines.
- Teachers should use a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).
- Limit games and activities that require physical contact and require students to be in close physical proximity to each other.
- Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction.
- Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication).
- Keep each student's belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas.
- Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination.
- Drinking fountains should be deemed out of service. Encourage students and staff to use individual water bottles.
- If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction.

Guidance for FCS Pre-K Classrooms – Coordinator Montreal Bell

SUMMARY OF GUIDANCE:

- Higher-priority strategies:
 - ✓ Cohort classes to minimize crossover among children and adults within the program and within each classroom. (Divide children into two smaller groups to participate in activities together throughout the day.)
 - ✓ Limit the mixing of children, such as staggering playground times and keeping groups separate for activities.
 - ✓ Utilize outdoor spaces when possible.
- Schedules represent changes in Rest Time to accommodate social distancing.
- All Pre-K teachers and Pre-K paraprofessionals are required to participate in the instructional process
- Pre-K students should wear masks during instructional times except for during rest time.
- Classroom arrangement and furniture guidance is provided.
- During Phases 3, 4 and F2F instruction attendance will be taken daily using the District's guidelines for virtual and in person participation.
- Students should bring the bags that were distributed for "take home" learning activities and use the items inside for classroom learning. This will eliminate the need to share crayons, markers, pencils, etc.

The guidance is based upon the [Bright from the Start Georgia's Pre-K Program School Year 2020-2021 Guidance](#).

RECESS

Thirty minutes of recess should be scheduled for students attending F2F instruction each day. Recess times should be staggered to keep students in cohort groups. We recommend scheduling Recess and Center Time together so that students can be split into smaller groups (see "on site" schedule below).

CENTER TIME

Teachers will need to select which Centers to open each day to allow time to clean and sanitize before the next set of students use Center materials. When all students return to F2F, centers should be assigned to each Cohort. Cohort 1 will use designated centers on Day 1 and Cohort 2 will use different centers on Day 1. At the end of the day, all materials will be cleaned and sanitized so the centers can be exchanged for Cohorts 1 and 2 on the following day. In the traditional model, the class would be split into two consistent groups and the groups would participate in activities separately (i.e. one group has circle time while the other group goes outside).

REST TIME

Rest time will need to be scheduled at the end of the day so that parents can opt to pick up students from school before rest time begins. The intent of this process is to reduce the number of students in the classroom during the rest period. Students will be encouraged to bring their own rest mats that can be brought back and forth to school each day or stored in backpacks and cubbies. Folding rest mats will be assigned to students that do not have their own items for rest time and reserved for those students. All rest mats should be cleaned and sanitized on both sides before storing them. Students that remain at school for rest time should be placed as far apart as possible and positioned head to toe.

At rest time, try to space out children's mats as much as possible. Consider placing children head to toe to further reduce the potential for viral spread (CDC recommendation).

Example 1:



Example 2:



DEVICES

Teachers will be provided with additional iPads to support classroom instruction. These devices will be assigned to the Pre-K classrooms for students to use. No devices will be assigned to individual students.

ATTENDANCE

Pre-K students are expected to participate in daily instruction at home or at school during Phases 3 & 4 or full time F2F instruction. Teachers will follow the district's process for attendance during Phases 3, 4 and F2F instruction. Students that do not participate in Pre-K instructional activities (learning packet, online or F2F) will need to be withdrawn and added to the waiting list.

Sample Pre-K Schedule Phases 3 and 4

A1 = Adult 1; A2 = Adult 2

Time	On Site	At Home
7:40-7:50	Arrival	Breakfast
7:50-8:00	Morning Announcements	Morning Announcements (<i>virtual</i>)
8:00-8:15	Morning Message	Morning Message (<i>SI</i>)
8:15-8:45	Large Group Literacy Story Time #1 Phonological Awareness (<i>A1 leads</i>)	At home activities (<i>learning bundle</i>)
8:45-9:15	Small Group Literacy/Math/Science/Social Studies standards taught during this block (<i>A2 leads</i>)	Large Group Literacy Story Time #1 Phonological Awareness (<i>Synchronous A1 leads</i>)
9:15-9:30	Social Emotional (<i>A1 or A2 leads</i>)	Independent Play/Outside Time
9:30-10:00	Math (<i>A1 or A2 leads</i>)	
10:00-10:40	Transition/Lunch (<i>A2 leads</i>)	10:00-10:15 (<i>Synchronous A1 leads</i>) Math Lesson 10:15-10:30 At home activities (<i>Math work from learning bundle</i>)
10:40-11:10	Outdoor Play (<i>A1 and A2 leads</i>)	Lunch
11:10-12:10	Center Time/Clean Up (<i>A1 and A2 leads</i>)	Independent Play/Outside Time
12:10-12:20	Story Time #2 (<i>A1 or A2 leads</i>)	Specials (<i>Asynchronous</i>)
12:20-12:30	Music & Movement (<i>A2 leads</i>)	Science/Social Studies (<i>Asynchronous</i>)
12:30-12:45	Closing Circle (<i>A2 leads</i>)	Small Group (<i>Synchronous</i>)
12:45-1:00	Snack/Pack/Bathroom	12:45-1:05 Group 1 (<i>A1 leads</i>)
1:00-2:00	Rest Time (<i>A2 Break 1:00-1:30</i>)	1:05-1:25 Group 2 (<i>A1 leads</i>)
		1:30-1:50 Group 3 (<i>A2 leads</i>)
2:00-2:20	Dismissal (<i>A1 and A2 assist</i>)	*Children not in small group can participate in: independent play, outdoor play, or rest time (<i>A1 Break 1:30-2:00</i>)

Recommended: 60 minutes outdoor play and 60 minutes independent play during remote learning (at home) days.

Sample Pre-K Schedule Full F2F (all students returning)

A1 = Adult 1; A2 = Adult 2

Time	On Site – Cohort 1 (1/2 class)	On Site – Cohort 2 (1/2 class)	At Home
7:40-7:50	Arrival	Arrival	Breakfast
7:50-8:00	Morning Announcements	Morning Announcements	Morning Announcements (<i>virtual</i>)
8:00-8:15	Morning Message (A1 leads)	Morning Message (A2 leads)	Morning Message (<i>SI</i>)
8:15-8:45	Large Group Literacy Story Time #1 Phonological Awareness (A1 leads)	Small Group Literacy/Math/Science/Social Studies standards taught during this block (A2 leads)	Large Group Literacy Story Time #1 Phonological Awareness (<i>SI</i>)
8:45-9:15	Small Group Literacy/Math/Science/Social Studies standards taught during this block (A2 leads)	Large Group Literacy Story Time #1 Phonological Awareness (A1 leads)	At home activities (<i>learning bundle</i>)
9:15-9:25	Social Emotional (A2 leads)	Social Emotional (A1 leads)	Independent Play/Outside Time
9:25-9:55	Math (A1 leads)	Math (A2 leads)	
9:55-10:30	Transition/Lunch (A2 leads)	Transition/Lunch (A1 leads)	10:00-10:15 Math Lesson (<i>Asynchronous</i>) 10:15-10:30 At home activities (<i>Math work from learning bundle</i>)
10:30-11:00	Outdoor Play (A1 leads)	10:30-11:30	Lunch
11:00-11:10	Transition Activity (A1 leads)	Center Time/Clean Up (A2 leads)	11:00-11:30 Independent Play/Outside Time

11:10-11:20	Story Time #2 (A1 leads)		
11:20-11:30	Music & Movement (A1 leads)		
11:30-12:30	Center Time/Clean Up (A1 leads)	11:30-12:00 Outdoor Play (A2 leads)	11:30-12:00 Specials (Asynchronous)
		12:00-12:10 Transition Activity (A2 leads)	12:00-12:30 Independent Play/Outside Time
		12:10-12:20 Story Time #2 (A2 leads)	
		12:20-12:30 Music & Movement (A1 leads)	
12:30-12:45	Closing Circle (A2 leads)	Closing Circle (A1 leads)	Science/Social Studies (Asynchronous)
12:45-1:00	Snack/Pack/Bathroom (A2 leads)	Snack/Pack/Bathroom (A1 leads)	Small Group (Synchronous) 12:45-1:05 Group 1 (A1 leads)
1:00-2:00	Rest Time (A2 Break 1:00-1:30)	Rest Time (A2 Break 1:00-1:30)	1:05-1:25 Group 2 (A1 leads) 1:30-1:50 Group 3 (A2 leads)
2:00-2:20	Dismissal (A1 and A2 assist)	Dismissal (A1 and A2 assist)	*Children not in small group can participate in: independent play, outdoor play, or rest time (A1 Break 1:30-2:00)

Recommended: 60 minutes outdoor play and 60 minutes independent play during remote learning (at home) days.

Recommended Classroom Setup:  [PK Classroom Setup FY21 \(002\).pptx](#)

Career, Technical, and Agricultural Education – Director Dustin Davis

This is a live document that will be updated regularly as the COVID-19 situation unfolds. We recommend revisiting this document regularly. The district CTAE office will update school leaders as new updates are available.

OVERVIEW

CTE classrooms engage students in learning activities that require critical thinking as well as experimentation. As such, students need to be prepared to enter both CTAE classrooms and lab spaces feeling safe and comfortable. The goal is to ensure that students and staff are engaging with one another in a safe manner according to the health and safety guidelines set by the CDC, the Georgia Department of Public Health, and Fulton County Schools. *The following guidance is in preparation for the return to face-to-face instruction during the 2020-2021 school year.*

It is permissible to use CTAE Cost Center Funds to procure items to assist with safety and sanitation in the classroom. Please expend Cost Center funds first and then reach out to Dustin Davis, Director of CTAE, to request additional programmatic funds once Cost Center funds have been depleted.

GENERAL CTAE LAB CONSIDERATIONS

1. As students enter, CTE teachers should develop and use a system to keep each student's personal belongings separated to avoid mass groupings of students.
2. Students should use their Fulton County Schools one-to-one electronic device (or personal electronic device) to the maximum extent possible.
3. Disinfect frequently touched surfaces daily according to FCS guidelines. This includes tables, chairs, doorknobs, light switches, countertops, handles, desks, lab equipment, peripheral computer equipment, faucets, and sinks. Please consider the following:
 - **Disinfecting** kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
 - **Develop a system to wipe down, clean, and disinfect all shared equipment.** All equipment that is touched by students should be disinfected using **only** FCS approved cleaning products in conjunction with the manufacturer's recommendations. **Clean by Peroxy is the District approved disinfectant solution.**
 - **Never directly spray liquid onto a piece of equipment with electrical components.**
 - **Dry surfaces thoroughly** to avoid pooling of liquids.
 - **Allow for cleaning/disinfecting time between each group of students/class.**
4. Where possible, arrange computers so students are facing the same direction. When possible, students should sit at opposite ends of rectangular tables.

5. Avoid having students gather in groups to observe teacher demonstrations. Consider ways that teachers could pre-record demonstrations to show to the class while maintaining social distancing guidelines.
6. To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction if appropriate supervision is in place.
7. There are CTAE standards in some classes that teach students about hygiene, maintenance, cleaning, etc. As such, teachers should teach students how to properly disinfect and clean equipment and surfaces in the classroom within reason. Allow for extra time at the end of the instructional period to allow students to assist in the cleaning process, when applicable.
8. Shared items such as culinary and food lab aprons and/or chef coats are to be laundered after each student use, following CDC guidelines OR students could provide their own personal coat/apron. It is highly suggested that students provide their own items to use to the maximum extent possible.

WORK-BASED LEARNING AND INTERNSHIPS

We hope to have students return to worksites beginning in Phase 3. Until you receive further notice, students should continue with virtual assignments. The CTAE office will send out guidance around job sites once it has been approved.

CTSO FIELD TRIPS

Until further notice, CTSO field trips and conferences are not permitted. Advisors should continue with virtual conference participation to fulfill Program of Work duties until further guidance is provided.

CAREER AND TECHNICAL INSTRUCTION (CTI)

CTI teachers should be present in classes, either remote or face-to-face. Accommodations should be provided for exceptional students. The CTI teacher should assist the regular ed CTE instructor with both virtual and face-to-face instruction, while also meeting the support service requirements of the IEP.