

Gadsden City Schools

Reopening Schools 2023-2024

Description, Plan Details as it relates to Reopening Schools	Description and Planning for Implementation
Traditional Learning	<ul style="list-style-type: none">● All students are expected to attend in the traditional school setting.● Schools will be open 5 days a week, and all traditional students will attend school daily.● Students will go to designated areas upon arrival. Individual schools will have plans in place for arrival and departure. Masks will be based on individual preferences, but not required. Students will go back to traditional classroom settings.● All schools will have release times for buses and car lines based upon individual school plans.● Physical Education and enrichment will take place in all schools and disinfecting will still take place on a daily basis. <p>All students will begin on August 9, 2023.</p>
School Procedures	<ul style="list-style-type: none">● A camera will be in place at the front door of each school for visitors to state their reason for entering the school. Building access restrictions may be in place as needed.● Parent conferences should be scheduled.● Lunchrooms will return to normal capacity.● Facial coverings – Will be optional for all teachers and employees.● Water fountains will be available. Students are encouraged to bring individual water bottles with their name on the bottle. Students will NOT share water bottles with other students.● Restrooms will be sanitized multiple times a day.● Each school will develop an individualized plan for their schools population, demographics, and environmental conditions.

<p>Classroom Procedures (Elementary)</p>	<ul style="list-style-type: none"> ● Classrooms will be sanitized on a regular basis. ● Classroom teachers will educate students on best practices for self-care, as well as, care of others. (hand washing, limit sharing of personal items, sneezing in elbow, etc.) Desks and table surfaces will be cleaned during transition times. ● Students will only be allowed to bring essential items into the classroom. ● Physical education and enrichment will still take place. ● Each individual school will address club activities. ● Field trips will be allowed with prior permission from the Board of Education. ● Daily attendance will be required whether Remote or Traditional as applicable.
<p>Secondary Schools Extracurricular Activities</p>	<p>Additional Guidance may be forthcoming as athletic seasons progress.</p> <ul style="list-style-type: none"> ● Students are encouraged to self-report to administrators, sponsors, or coaches if they have been exposed to someone who has tested positive for COVID-19. The student will then need to abide by applicable protocols. ● All athletic teams, band, cheer, and academic clubs will follow guidance as applicable during meetings, practices, transportation, competition and other organized activities provided by the AHSAA, ADPH, ALSDE, and the Gadsden City Board of Education. The respective supervisor will distribute these guidelines. ● Only Essential Personnel will be directly involved on sidelines or club-based practices, competitions etc
<p>Special Education</p>	<ul style="list-style-type: none"> ● Students with individualized learning plans (IEPs) will be graded on the student's ability and assignment completion. ● Classrooms with high-risk students in our most restrictive environment who may have underlying health conditions or undergoing disease treatment will be sanitized and cleaned throughout the day. ● The use of social stories, visual cues, and other appropriate developmental strategies will be used to reinforce new concepts and protocols put in place by the individual schools for the safety of the students and staff. ● High -risk students and/or families who may require remote instruction full time due to underlying health conditions, undergoing disease treatment or those family members who are at-risk (virtual reopening plan is highly encouraged).

<p>Special Education Blended</p>	<ul style="list-style-type: none"> ● Special Education-specially designed instruction will be delivered per the IEP by a certified special education teacher and general education teacher through Google Classroom, Screencastify, and educational programs including IXL, Lexia, Freckle, USATest Prep, Education.com, News-2-You, Matt and Molly, and other programs identified in the student’s IEP. ● Students will follow the traditional rotation set aside by the individual schools for re-entry. ● Specially designed instruction will be determined by the IEP on a case-by-case basis. The IEP team will determine the location and the amount of services. ● The team will need to consider all safety guidelines when determining the location of these services.
<p>Special Education Related Services</p>	<ul style="list-style-type: none"> ● Related services will be provided in school for all traditional students based on the student’s IEP. ● Virtual students will receive services by Alabama Pediatric Therapy Services. The school system will contact and set up services per the student’s IEP. ● These services may be provided via teletherapy and/or in office visits ● The school system will contact Alabama Pediatric Therapy Services with the amount of services needed per IEP. Once this contact is made, the parent will contact APTS to schedule the day and time of the services. ● Gadsden City Schools will follow all federal and state guidelines for services. Services will be delivered under the COVID-19 guidelines and safety measures. ● Students who receive speech services, will receive individualized speech kits on their IEP along with teletherapy.
<p>Special Education Extra-Curricular Activities</p>	<ul style="list-style-type: none"> ● Extra-curricular activities are not limited. The Special Education Department and students will follow the guidelines set up by the Gadsden City Board of Education in reference to extra-curricular activities. ● Beautiful Rainbow Cafe will operate in a normal capacity based upon Health Department regulations.
<p>English Language Learners (ELs)</p>	<ul style="list-style-type: none"> ● Understand that like all other students, ELs are entitled to FAPE (Free and Appropriate Public Education). The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including English as a Second

Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.

- Provide ELs who are also identified as students with disabilities support for their EL needs, as well as supports for their disabilities. During school closures these dually identified students must continue to receive these supports. As in times with traditional schooling, individually identified students should have their language needs represented in their annual meetings about their IEP.
- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures may be provided through translation and/or interpretation.
- Build in time for translation in order to provide timely communication
- Consider personal check-ins with ELs and families, using an interpreter if needed
- Explore strategies to increase the access and understanding of families to online instruction and resources.
- Consider that flexibility may be necessary for the implementation of specific supplemental language instruction education programs, but these programs must continue to be provided to ELs during remote learning.
- Establish systems for ongoing collaboration between Classroom and EL teachers, and EL support providers. Ensure that mainstream teachers embed accessibility tools, such as scaffolds, explicit vocabulary instruction and differentiated supports into their grade-level and content-area instruction.
- Develop and maintain ongoing communication with families of ELs regarding remote learning and returning to their school building. Create procedures for supporting translation and interpretation for families with limited English proficiency regarding remote learning, instructional methods and returning to school.
- Develop a school culture where multilingualism is seen as a rich asset that contributes to the school and broader communities.
- Offer web-based, on-demand professional learning on how to serve ELs effectively.
- Establish a process for carrying out the required procedures for potential English learners and identified English learners including:
- Ensuring adherence to the statewide identification procedures (i.e., Home Language Survey, English language proficiency screener);

	<ul style="list-style-type: none"> ● Continuing to provide parental notifications (i.e., EL identification letter, EL continuation of services letter, EL exit letter); ● Adhering to annual English language proficiency assessment requirements; ● Attend to the SEL needs of English learners, understanding that ELs may have unique, individual needs from each other and from their non-EL peers. ● Our school system will use state-identified EL screening tools to test students for EL services eligibility. Should school schedules need to be modified, some schools may still identify students as provisional ELs until all students have been screened and identified as ELs. ● Provide small group and individual support based on each EL's needs ● Use scaffolding instructional strategies ● Focus on developing productive and receptive language skills such as listening, speaking, reading, and writing ● Use formative assessments to identify gaps ● Develop digital opportunities for review and recovery. ● Ongoing collaboration between classroom teacher and EL teacher providing appropriate instruction ● Provide office hours to touch base with individual ELs when needed.
<p>Health and Wellness</p> <p><i>This plan is based on current guidelines from the ADPH, ALSDE, CDC, and local physicians and is subject to change as new recommendations are released.</i></p>	<ul style="list-style-type: none"> ● All staff will be required to complete the annual Standard Precaution Training. ● Posters and signage available for classrooms and hallways. ● CNP workers, bus drivers, nurses and custodians will be provided with PPE if desired. ● If a child has a pre-existing condition, parents are advised to speak with their child's primary care physician about returning to school. ● Parents will monitor their children's health conditions each morning BEFORE sending them to school. A student with a temperature of 100.4 or greater, cough, congestion, shortness of breath, sore throat, muscle pain, headache, chills, new loss of taste or smell, or stomach symptoms should STAY HOME. Consider COVID testing if there is no other explanation. ● Parents should administer any morning medication doses at home in order to limit the number of students in the health room, thus limiting possible exposure to illness. ● Teach and reinforce proper handwashing, coughing/sneezing into tissue or bend of elbow, not touching eyes, nose, and mouth and not sharing personal items/supplies. ● Parents, update contact information at your student's school and make plans to ensure someone is available to check your student out if needed.

	<ul style="list-style-type: none"> ● Parents notify the principal or nurse immediately if your student has tested positive for COVID, has been exposed to COVID, or if anyone in the household tests positive for COVID. ● Make sure your student’s immunizations are up to date. Students’ entering K4, K5, and 6th grade will most likely need immunizations. ● Parents should discourage students from taking non-essential items to school. Items taken to school should be sanitized as feasibly possible.
<p>Child Nutrition Program (CNP)</p>	<ul style="list-style-type: none"> ● Local CNP will adhere to current nutrition guidelines and practices ● Families are encouraged to prepay for meals to reduce the handling of money. ● Each school will create cafeteria procedures based on their individualized school needs/demographics. ● GCS will work with the ADPH to follow current guidelines. Outside visitors and/or family guests will not be allowed to dine in the school cafeterias. ● Local school CNP will adhere to current nutrition guidelines and practices.
<p>Transportation</p>	<ul style="list-style-type: none"> ● Buses will be at normal capacity. Students may wear masks based on individual or family preferences. Only transportation staff and aides will be allowed to enter the bus when loading and unloading students. Parents and guardians should monitor the child’s health conditions prior to them being placed on the bus. Roof hatches and windows will be opened when applicable to help circulate fresh air. ● Woods Brothers Inc. will sanitize and disinfect each bus after morning and afternoon routes as required by the Transportation contract. ● Each bus will be equipped with a hand sanitizing station. ● Drivers and other staff assisting with the transportation of students may wear PPE if they choose to.
<p>Mental Health</p>	<ul style="list-style-type: none"> ● It is critical for Gadsden City Schools to focus on the mental health and well-being of our staff and students. Mental health concerns can be identified and supported both at home and at school, and it is important for Gadsden City Schools to consider the mental health of its entire school community.

	<ul style="list-style-type: none"> ● Gadsden City Schools should educate and support families on identifying the indicators that signal staff and students are suffering from anxiety, depression, or lack of coping strategies. Families should be provided with resources and contact information for community mental health resources. ● Gadsden City Schools will ensure our staff is trained on identifying the indicators that signal staff and students are suffering from anxiety, depression or lack of coping strategies. ● Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed. ● Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind. ● Encourage employees and students to talk with people they trust about their concerns and how they are feeling. ● Ensure staff are educated on the signs and symptoms of anxiety and depression ● Gadsden City Schools should leverage their school counselors and social workers to support staff and students.
<p>Instructional Technology Remote Learning</p>	<ul style="list-style-type: none"> ● Arrangements for remote learning will take place ONLY FOR STUDENTS with Board of Education pre-approved documented medical circumstances. ● Students will be provided a device, if needed, once they have met all requirements of the usage agreement. ● Students MUST have access to the Internet. We will work with families, if needed. ● Courses online using ALSDE approved Curriculum ● Students are expected to work independently and take ownership of their learning. ● Elective and Advanced options will be limited. ● Will still participate in ALSDE required assessments. ● Assignments and tests will be rigorous and graded. ● All students will begin on August 9, 2023.