



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## 2020-21 Florida's Optional Innovative Reopening Plan

Approved by the School Board of Highlands County  
July 28, 2020

### Highlands

  
Donna Howerton, Chairperson

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org)

## Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

## Directions

Districts shall complete this form and email to [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org). This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

**Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

**Option 2:** The district completes the Department's template provided later in this document.

## Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: Pages 9-16

### Innovative Model

The School Board of Highlands County has worked diligently to address the return to school and each aspect of the school day. We have put in place procedures and protocols to ensure that student and staff needs are met in the safest teaching and learning environment possible. Extensive measures have been put in place to prepare school campuses for the return of staff and students, and additional resources have been allocated for ongoing building maintenance to ensure health and safety. A wide array of best-practices have been embedded within our plan to address the unique challenges presented as we deliver high-quality instruction to all students during COVID-19.

This model outlines current measures being taken based on the most recent guidance from the Centers for Disease Control (CDC), state agencies, and the local Health Department.

### **Coming to School**

- All bus riders will have their temperature checked before boarding the bus. Parents of elementary students must remain with their child at the bus stop until pickup. Masks will be mandated while riding the bus.
- All staff, students, and visitors will undergo a temperature check before being allowed on campus.
- Any person who has a fever (100.4 or higher) will not be allowed to enter the bus or campus.
- Any person who has had a fever or cold symptoms within the previous 24 hours should not enter a campus.
- If possible, send your child with an individual water bottle and hand sanitizer.
- Students report directly to their classroom or to a designated area allowing for social distancing upon arrival.

### **Face Coverings**

- Students are strongly encouraged to wear face coverings on school buses.
- Middle and high school students are strongly encouraged to wear them during class changes and when social distancing is not feasible.
- Staff and students are encouraged to bring their own face coverings, but extras will be available if needed.

### **Common Areas**

- Hand sanitizing will be available in hallways and common areas.
- Restrooms will be routinely disinfected throughout the day.
- Common touch points will be cleaned throughout the day.
- Additional sanitizing will happen during the school day in high traffic areas.
- Staff and students will practice social distancing, whenever feasible, when sharing common spaces.

### **School Clinics**

- Clinic Staff will wear personal protective equipment as appropriate for the treatment or screening being administered.
- Procedures are being implemented to separate symptomatic individuals from standard clinic operations
- A separate clinic area will be established at every campus to isolate a student or staff member with COVID-19 symptoms.

### **Students With Disabilities**

- Individual Education Plans and Medical Care Plans outline supports for your child.
- If you have additional concerns, contact your healthcare provider to discuss. After this consultation, collaborate with your school to develop the appropriate medical care plan for your child.
- Supports and accommodations will continue to be captured through your child's Individual Education Plan. If adjustments are necessary, your child's school-based IEP team will work with you to facilitate necessary changes.

### **Cafeteria**

- Every effort will be made to maximize the distance between students.
- Hand sanitizer will be available at the entryway.
- The menu will be simplified to serve single service food items.



- There will not be self-service bars.
- Pre-packaged cutlery & disposable trays will be used.
- Food service workers will wear face coverings.
- A touchless check-out procedure will be used, eliminating the need for students to manually enter their numbers.

### **Group Spaces**

- Gym equipment will be disinfected after each use.
- Hand sanitizer stations will be available in the gym, locker rooms, and fine arts areas.
- Non-contact sports will be utilized in physical education classes.
- As feasible, we will convert cafeterias, libraries, gymnasiums, auditoriums, and outdoor areas into classrooms.
- Daily enhanced cleaning before, during, and after school will take place.

### **Extracurricular**

- Athletes will have their temperature checked before each practice/event.
- Locker rooms will be sanitized after each practice/event.
- Equipment will be sanitized after each practice/event.
- Decisions concerning fall sports is dependant on guidance from the FHSAA.

### **Classrooms**

- Staff/students will practice social distancing, whenever feasible, when moving about the classroom.
- Hand sanitizer and/or soap and water will be readily available to students and staff in classrooms.
- Additional supplies and resources will be provided to pre-K and classrooms with medically fragile students.
- We have moved nonessential furniture and equipment out of classrooms to increase distance between students.
- Students will avoid sharing textbooks, Chromebooks, supplies, and toys.
- When secondary students move from class to class, their classroom work area will be disinfected.

### **COVID-19 Response**

- Any student/staff having a temperature of 100.4 or higher will not be able to return to school until fever-free without the use of medication for 24 hours.
- If student/staff tests positive for COVID-19, with or without symptoms, they will return home for a minimum of 10 calendar days and until symptom free for at least 72 hours without the use of medication and with a note of release by a health care professional.
- Any student or staff member contacted by the Highlands County Health Department as a result of contact tracing with an individual who has tested positive will stay home for at least 14 calendar days. Staff or student may return to school after 14 days if symptom free for that time.
- Students who test positive or who are sent home to quarantine due to exposure will be provided a plan for learning while under quarantine.

### **Other Preparations**

- The district has purchased large quantities of hand sanitizer and hand sanitizer dispensers for all schools.
- Signage encouraging hand washing, using hand sanitizer, wearing masks, and social distancing will be prevalent.

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- The district will continue to build up its supplies of PPE (personal protective equipment).
- Field trips will not be allowed until further notice.
- Plans for open houses and meet-and- greets are currently under development.
- Non-essential guests will not be permitted on campus until further notice.
- Masks and face shields have been purchased and will be made available to staff and students.

### Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

**X Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 10-11

**X Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: Page 36

**X Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 10, 14, 26,

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**X Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Page 35

**X Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Page 36

**X Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

**X Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval. N/A

**Template Option for Reopening Plan (Option 2)**

**Plan for Implementation of Assurance 1**

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

The School Board of Highlands County is deeply committed to ensuring every student is equipped with the knowledge and skills needed for a promising and successful future. This includes access to high quality, technology enhanced, face-to-face instruction in the traditional brick and mortar school setting. All Highlands County families will have the option to choose this traditional face-to-face model of instruction, if desired. Schools will open for students at all Highlands County campuses on August 17, 2020.

See attached district comprehensive reopening plan.

**Plan for Implementation of Assurance 2**

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

See attached district comprehensive reopening plan.

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**Plan for Implementation of Assurance 3**

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

See attached district comprehensive reopening plan.

**Plan for Implementation of Assurance 4**

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

See attached district comprehensive reopening plan.

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### Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

See attached district comprehensive reopening plan.

Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Dr. Brenda Longshore
<b>Contact information: email, phone number</b>
longshob@highlands.k12.fl.us
<b>Date submitted</b>
7/29/20
<b>Superintendent Signature (or authorized representative)</b>
<i>Brenda Longshore</i>

# **SBHC Reopening Plan 2020-2021**

## **Guidance for Returning to School Following COVID-19 Public Health Emergency**

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## Message from the Superintendent

Families, we understand since Governor Ron DeSantis announced his Executive Order on COVID-19 Public Health Emergency on March 10, 2020, all of our lives have changed significantly. From that moment, our world has faced tremendous challenges, and your children experienced changes in their education as never before. Yet, the School Board of Highlands County's mission remained the same, to prepare your children for a successful future. Our teachers and staff worked tirelessly to transition education from a brick and mortar environment to distance learning in a very short timeframe. Your partnership with the school system to ensure your children's success in this new learning environment was invaluable. Together, we will continue to overcome the challenges before us and keep our commitment to educating your children well in the upcoming school year.

To prepare for reopening the 2020-2021 school year, we have been working over the past four months through a variety of task force teams. These teams addressed transportation, mental and school health, cleaning/custodial, food service, curriculum and instruction, and extracurricular activities. Parents, teachers, administrators, school board members, and our local health department participated in these task force teams.

Decisions for our reopening plan was based on input from our teachers, staff, parents, and community. Numerous surveys were deployed to seek input from many stakeholders. Despite seeking input from others, we understand that decisions such as these are filled with great emotion and opinions when addressing issues such as temperature checks, social distancing, facial coverings, etc. Procedures and processes laid out in this reopening plan have been designed to keep all of our staff and students as safe as possible.

Thank you for working with us. Please know that the School Board of Highlands County is committed to educating our students, maintaining health and safety measures, and serving our families and community. We will keep you informed as this pandemic situation is ever changing. We will make necessary adjustments to our plan as needed to meet the safety needs of our students, staff, and families. Thank you for your tremendous support to the School Board of Highlands County.

*-Brenda Longshore*

## Reopening Task Force

Task Force	Lead	Position
Curriculum & Instruction	Dr. Anne Lindsay Dr. Iris Borghese	Assistant Superintendent Elementary Assistant Superintendent Secondary
Mental Health and School Health	Melissa Blackman	Assistant Superintendent Student Support Services
Cleaning/Custodial	Mike Averyt	Assistant Superintendent Business Operations
Transportation	Willie Hills	Director of Transportation
Food Service	Tim Thompson	Director of Food Service
Extracurricular/Athletics	Mike Haley	Director of Safety



# Return to School Guide

## 2020-2021 School Year



The district has been working diligently to prepare for a safe and healthy return to teaching and learning. This is an overview of the wide variety of safety measures being implemented.

### COMING TO SCHOOL



- All bus riders will have their temperature checked before boarding the bus. Elementary student parents must remain with their child at the bus stop until pickup. Masks will be strongly recommended while riding the bus.
- All staff, students, and visitors will undergo a temperature check before being allowed on campus.
- Any person who has a fever (100.4° or higher) will not be allowed to enter the bus or campus.
- Any person who has had a fever or cold symptoms within the previous 24 hours should not enter a campus.
- If possible, send your child with an individual water bottle and hand sanitizer.
- Students report directly to their classroom or to a designated area allowing for social distancing upon arrival.

### CLASSROOMS



- Staff/students will practice social distancing, whenever feasible, when moving about the classroom.
- Hand sanitizer and/or soap and water will be readily available to students and staff in classrooms.
- We have moved nonessential furniture and equipment out of classrooms to increase distance between students.
- Students will avoid sharing textbooks, Chromebooks, supplies, and toys.
- When secondary students move from class to class, their classroom work area will be disinfected.

### SCHOOL CLINICS



- Clinic Staff will wear personal protective equipment as appropriate for the treatment or screening being administered.
- Procedures are being implemented to separate symptomatic individuals from standard clinic operations.
- A second clinic area will be established at every campus to isolate a student or staff member with COVID-19 symptoms.

### FACE COVERINGS



- Students are strongly encouraged to wear face coverings on school buses.
- Middle and high school students are strongly encouraged to wear face coverings during class changes and when social distancing is not feasible.
- Staff and students are encouraged to bring their own face coverings, but extras will be available if needed.

### STUDENTS WITH DISABILITIES



- Individual Education Plans and Medical Care Plans outline supports for your child.
- If you have additional concerns, contact your healthcare provider to discuss. After this consultation, collaborate with your school to develop the appropriate medical care plan for your child.
- Supports and accommodations will continue to be captured through your child's Individual Education Plan. If adjustments are necessary, your child's school-based IEP team will work with you to facilitate necessary changes.

This plan may change as state, local, and CDC guidelines are updated



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*"Transforming Today's Learners into Tomorrow's Leaders"*

rev. 7/14/2020

*"Transforming Today's Learners into Tomorrow's Leaders"*

# Return to School Guide



## CAFETERIA

- Every effort will be made to maximize the distance between students.
- Hand sanitizer will be available at the entryway.
- The menu will be simplified to serve single service food items.
- There will not be self-service bars.
- Pre-packaged cutlery & disposable trays will be used.
- Food service workers will wear face coverings.
- A touchless check-out procedure will be used, eliminating the need for students to manually enter their numbers.

## GROUP SPACES



- Gym equipment will be disinfected after each use.
- Hand sanitizer stations will be available in the gym, locker rooms, and fine arts areas.
- Non-contact sports will be utilized in physical education classes.
- As feasible, we will convert cafeterias, libraries, gymnasiums, auditoriums, and outdoor areas into classrooms.
- Daily enhanced cleaning before, during, and after school will take place.



## EXTRACURRICULARS

- Athletes will have their temperature checked before each practice/event.
- Locker rooms will be sanitized after each practice/event.
- Equipment will be sanitized after each practice/event.
- Decisions concerning fall sports is dependent on guidance from the FHSAA.

## COMMON AREAS



- Hand sanitizing will be available in hallways and common areas.
- Restrooms will be routinely disinfected throughout the day.
- Common touch points will be cleaned throughout the day.
- Additional sanitizing will happen during the school day in high traffic areas.
- Staff and students will practice social distancing, whenever feasible, when sharing common spaces.



## COVID-19 RESPONSE

- Any student/staff having a temperature of 100.4° or higher will not be able to return to school until fever-free without the use of medication for 24 hours.
- If students/staff test positive for COVID-19, with or without symptoms, they will return home for a minimum of 10 calendar days and until symptom free for at least 72 hours without the use of medication and with a note of release by a health care professional.
- Any student or staff member contacted by the Highlands County Health Department as a result of contact tracing with an individual who has tested positive will stay home for at least 14 calendar days. Staff or student may return to school after 14 days if symptom free for that time.
- Students who test positive or who are sent home to quarantine due to exposure will be provided a plan for learning while under quarantine.

## OTHER PREPARATIONS



- The district has purchased large quantities of hand sanitizer and hand sanitizer dispensers for all schools.
- Signage encouraging hand washing, using hand sanitizer, wearing masks, and social distancing will be prevalent.
- The district will continue to build up its supplies of PPE (personal protective equipment).
- Field trips will not be allowed until further notice.
- Plans for open houses and meet-and-greets are currently under development.
- Non-essential guests will not be permitted on campus until further notice.
- Masks will be made available to staff and students; face shields are also available for staff.

This plan may change as state, local, and CDC guidelines are updated



[www.highlands.k12.fl.us](http://www.highlands.k12.fl.us)

*"Transforming Today's Learners into Tomorrow's Leaders"*

rev. 7/14/2020

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## Key Stages of the Day

- Before students/staff arrive on campus
- When students/staff/visitors arrive
- When students/staff move about campus
- When students/staff utilize classroom space
- When students/staff participate in extra-curricular activities
- When students/staff leave campus

### Before students/staff arrive on campus

- Any person who has had a fever or cold symptoms within the previous 24 hours should not enter a campus.
- All bus riders will have their temperature checked before boarding the bus. Parents must remain with their child at the bus stop until pickup. Masks will be mandated while riding the bus.
- Any person who has a fever (100.4 or higher) will not be allowed to enter the bus or campus.
- If possible, send your child with an individual water bottle and hand sanitizer.

### When students/staff /visitors arrive on campus

- All staff, students, and visitors will undergo a temperature check before being allowed on campus.
- Any person who has a fever (100.4 or higher) will not be allowed to enter the campus.
- Students report directly to their classroom or to a designated area allowing for social distancing upon arrival.
- Students eat breakfast in the classroom or socially distanced in the cafeteria.

### When students/staff move about campus

- Staff/secondary students are mandated to wear masks when moving through hallways during transitions.
- Staff/students practice social distancing whenever feasible when moving about campus.
- Hand sanitizer and/or soap and water are readily available to students and staff.

### When students/staff utilize classroom space

- Staff/students practice social distancing, whenever feasible when moving about the classroom.
- Hand sanitizer and/or soap and water are readily available to students and staff.
- Additional sanitizing will happen during the school day in high traffic areas.
- When secondary students move from class to class, their work area will be disinfected.

### When students/staff participate in extra curricular activities

- Continue to consult with our local Department of Health for guidance.
- Continue to follow Phase 1, 2, and 3 reopenings as directed by Gov. DeSantis
- All equipment, instruments, uniforms, etc., should be washed or wiped down after each use.
- SBHC athletics will adhere to the Florida High School Athletic Association guidelines.

#### When students/staff leave campus

- Daily deep cleanings in classrooms, restrooms, clinic, front office, common areas (cafeteria, library, etc.)
- Increased custodial hours to support necessary additional cleaning

#### Redesigning the school day to reduce risks

- When feasible, we will keep groups of students together throughout the day.
- As feasible, we will convert cafeterias, libraries, gymnasiums, auditoriums, and outdoor areas into classrooms.
- We are exploring students eating meals in traditional classrooms, outdoors, and cafeteria.
- Move nonessential furniture and equipment out of classrooms to increase distance between students.
- Avoid sharing textbooks, Chromebooks, supplies, and toys.
- Daily enhanced cleaning before, during, and after school.

#### If student/staff becomes ill

- A separate clinic area will be established at every campus to provide a safe place to isolate a student that generates a fever or exhibits any COVID-19 symptoms. Parents will be immediately called to pick up their child.
- Any student/staff having a temperature of 100.4 or higher will not be able to return to school until fever-free without the use of medication for 24 hours.
- If student/staff tests positive for COVID-19, with or without symptoms, they will return home for a minimum of 10 calendar days and until symptom free for at least 72 hours without the use of medication and with a note of release by a health care professional.
- Any student or staff member contacted by the Highlands County Health Department as a result of contact tracing with an individual who has tested positive will stay home for at least 14 calendar days. Staff or student may return to school after 14 days if symptom free for that time.
- Students who test positive or who are sent home to quarantine due to exposure will be provided a plan for learning while under quarantine.



**Curriculum and Instruction**  
**Instructional Models for SY 2020-2021**

The School Board of Highlands County has three options for resuming in-class instruction in a measured way to align with the state's reopening plan. Each option will be guided by health and safety guidelines, measures, protocols, and orders as well as the principles developed for continuity of learning during the pandemic.

- Maintain a healthy and safe environment for all students, families, and employees.
- Provide the services needed to support our children.
- Support vulnerable students who may need special assistance.
- Provide continuity and equity of education opportunities for all students.

As part of the school board's reopening plan, the focus for the PreK-12 sector is to increase in-class instruction in a gradual and controlled manner while ensuring health and safety measures to reduce the risk of COVID-19 transmission are in place. School density requirements established by the state ensure that the number of students in the K-12 environment is manageable and aligns with public health guidance. Both the school density targets and the individual choices made by parents and guardians to send their children back to school will impact classroom schedules. Further guidelines will be established by the school board to provide clarity to families, students, and school districts about what to expect.

**Regardless of the educational option selected,** staff at each school and at the district level are committed and dedicated to providing a robust and an expedited process for determining current status of academic needs/regression and social emotional status as defined in various areas of the district reopening plan. Timely (ongoing) progress monitoring of all students enrolled in the district is a priority as students return to school. Each school and district Multi-tier System of Support Team will meet early and often to ensure that data are obtained; and if there is a lag in the acquisition of the required data, the principal, MTSS team leader/team, and the district staff from student support and curriculum and instruction will take immediate action to determine the necessary support and resources or recommend the transition to a different educational option.

**Instructional Delivery Options:**

1. Option 1 - Full Time Face to Face
  - a. School density (% of students in building) requirements determine how many face to face students we can serve
2. Option 2 - Full Time Innovate Learning Environment (remote online learning from a teacher in the district)
3. Option 3 - Full Time Highlands Virtual School

**Clarifications:**

- Families were provided with the opportunity to select one of the three options. Survey results were completed on Friday, July 10.
- School personnel continue to contact parents/guardians of students who did not complete the survey.
- If by the start of school, families have not responded, children will be enrolled in Option 1: Full Time Face to Face
- After the start of the school year and if a parent opts to modify the enrollment option, school staff will make a reasonable effort to accommodate these requests.

**OPTION 1 - FULL TIME FACE TO FACE**

**Face to face instruction at zoned school:**

1. 5 days a week
2. School resumes face to face

Quarter 1	Quarter 2	Quarter 3	Quarter 4
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<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready (ELA K-8, Math K-Alg 1) beginning of year window</li> <li>● FLKRS-K</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline (Civics 7)</li> </ul> <p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8, Math K-Alg 1) prior to winter break window</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● US History Baseline (USH 9-12)</li> </ul> <p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline (Civics 7)</li> <li>● US History Baseline (USH 9-12)</li> </ul> <p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8, Math K-Alg 1) prior to close of school</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> </ul> <p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>
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**Option 2 - FULL TIME INNOVATIVE LEARNING ENVIRONMENT  
(ELEMENTARY AND MIDDLE SCHOOL ONLY)(ASSURANCE 1), (ASSURANCE 3)**

**Full time remote/online instruction:**

1. 5 days per week
2. Student remains enrolled at zoned school
3. Virtual teacher/daily schedule of classes
4. Curriculum, instructional pacing, and progress monitoring will match face to face
5. All core classes with electives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready (ELA K-8,</li> </ul>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8,</li> </ul>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● Phonological</li> </ul>	<p><b>Core Instruction</b> District adopted curriculum with district developed instructional plans</p> <p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8,</li> </ul>



<p>Math K-Alg 1) beginning of year window</p> <ul style="list-style-type: none"> <li>● FLKRS-K</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline (Civics 7)</li> </ul> <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p>Math K-Alg 1) prior to winter break window</p> <ul style="list-style-type: none"> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● US History Baseline (USH 9-12)</li> </ul> <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p>Awareness/Phonics Assessments (ELA K-3)</p> <ul style="list-style-type: none"> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline (Civics 7)</li> <li>● US History Baseline (USH 9-12)</li> </ul> <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p>Math K-Alg 1) prior to close of school</p> <ul style="list-style-type: none"> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> </ul> <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>
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**Option 3 - FULL TIME HIGHLANDS VIRTUAL SCHOOL**

Full time Highlands Virtual School instruction:

1. 5 days a week
2. Edgenuity curriculum with HVS teachers
3. Student enrolls in Highlands Virtual School

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Core Instruction Edgenuity</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> <li>● i-Ready (ELA K-8, Math K-Alg 1) beginning of year window</li> <li>● FLKRS-K</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline</li> </ul>	<p>Core Instruction Edgenuity</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8, Math K-Alg 1) prior to winter break window</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● US History Baseline (USH 9-12)</li> </ul>	<p>Core Instruction Edgenuity</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> <li>● CommonLit Interim Assessment (ELA 9-12)</li> <li>● Science Baseline (Sc 5-Bio)</li> <li>● Civics Baseline (Civics 7)</li> <li>● US History Baseline (USH 9-12)</li> </ul>	<p>Core Instruction Edgenuity</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> <li>● i-Ready - (ELA K-8, Math K-Alg 1) prior to close of school</li> <li>● Phonological Awareness/Phonics Assessments (ELA K-3)</li> </ul> <p>Interventions Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>

<p>(Civics 7)</p> <p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	<p><b>Interventions</b> Follow the district adopted MTSS plan for Tier 1, 2, and 3 instruction.</p>	
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**SUMMARY OF OPTIONS**

<b>OPTIONS</b>					
	<b>Pre K</b>	<b>K-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Option 1</b>	Face to Face/Traditional	Face to Face/Traditional	Face to Face/Traditional	Face to Face/Traditional	Face to Face/Traditional
<b>Option 2</b>		Remote Online Learning/Innovative Learning Environment	Remote Online Learning/Innovative Learning Environment	Remote Online Learning/Innovative Learning Environment	Highlands Virtual School
<b>Option 3</b>		Highlands Virtual School	Highlands Virtual School	Highlands Virtual School	

*Students on Access points will have the choice of Innovative Learning Environment regardless of grade level.*

## INNOVATIVE LEARNING ENVIRONMENT (Assurance 3)

### Expectations for Participation

- The guidelines and expectations for remote online learning are the same as if the student was at school.
- Curriculum is not self paced, but occurs on a daily schedule for a student in real time.
- Students will follow the [Student Progression Plan](#) for accountability (i.e. grading, attendance, discipline, progress monitoring, required standardized assessments, etc)

### If I select Option 2, what is my role as the parent/learning coach?

The parent agrees to take a learning coach role for ANY virtual learning option.

### District-provided resources

- Chromebook with technology support
- Hotspot for internet access (if necessary)
- Teacher interaction with the students is accomplished using Google Meets, Google Classroom and other digital curricular tools and resources

## *Why would I selection Option 2 (Innovative Learning Environment)*

### Why would I select Option 2?

- I want my child at home for now but would consider having my child return to the school building at some time during the school year 2020-2021.
- I want my child to be enrolled at their home/zoned school.
- I want my child to have a consistent daily schedule for learning.
- I want my child to use the same textbook resources at the same pace as students attending the brick and mortar school.
- I want my child to have lessons taught daily by a school-based Highlands County teacher.

### If I select Option 2, what will my child's day look like?

See sample daily schedules

## SAMPLE SCHEDULE GRADE K-3

Time	Subject
7:30 a.m. - 8:00 a.m.	Attendance Morning Meeting Overview of Day
8:00 a.m. - 9:30a.m.	Language Arts/Reading
9:30 a.m. - 10:00 a.m.	Morning Break (on your own)
10:00 a.m. - 11:00 a.m.	Math
11:00 a.m. - 11:30 a.m.	Lunch break (on your own)
11:30 a.m. - 12:00 p.m.	Science
12:00 p.m. - 12:30 p.m.	Social Studies
12:30 p.m. - 1:30 p.m.	Reading and Math Enrichment and Intervention; i-Ready time <ul style="list-style-type: none"> <li>● 45 minutes per week for Reading</li> <li>● 45 minutes per week for Math</li> </ul>
On Your Own	Electives - Highlands Virtual School Part-Time Option <ul style="list-style-type: none"> <li>● Physical Education: 150 minutes per week unless PE Waiver is completed by parent</li> <li>● Health</li> <li>● Music</li> <li>● Art</li> <li>● Technology</li> </ul>

## SAMPLE SCHEDULE GRADE 4-5

<b>Time</b>	<b>Subject</b>
<b>7:30 a.m. - 8:00 a.m.</b>	<b>Attendance Morning Meeting Overview of Day</b>
<b>8:00 a.m. - 9:45 a.m.</b>	<b>Language Arts/Reading</b>
<b>9:45 a.m. - 10:15 a.m.</b>	<b>Morning Break (on your own)</b>
<b>10:15 a.m. - 11:30 a.m.</b>	<b>Math</b>
<b>11:30 a.m. - 12:00 p.m.</b>	<b>Lunch break (on your own)</b>
<b>12:00 p.m. - 12:45 p.m.</b>	<b>Science</b>



# Elementary ELA for All Options

## COVID-19 Recovery: Instructional Priorities in K-5 ELA Highlands County Fall 2020

“There is no one reality students have experienced as they were out of school. Nor was anybody static. Everyone had experiences that will influence them and that they can draw from. Flexibility, creativity, and empathy—and above all else, knowing what students and their families have faced—are all key to serving our students well. This has always been true, but today’s circumstances have allowed us to shine a spotlight on this truth in new ways. Yes, there will be plentiful stories of unresolved, unrelenting anxiety and heartache, but connected to those will be countless examples of students’ valor, resilience, accountability to family, and chances to have absorbed vital life lessons. All students will come to school having learned, whether learning entrenched in academics or focused more squarely on pragmatic life lessons. All learning and experiences have value. All deserve respect and attention as we consider the approach to K–12 literacy instruction in 2020–21.

“2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics”, Student Achievement Partners page 61

The following instructional priorities have been established to provide schools with a framework for ELA instruction that addresses unfinished learning, and is focused on equity and college- and career- readiness following COVID-19 school closures.

- Priority 1: Diagnose unfinished learning.
- Priority 2: Address unfinished learning.
- Priority 3: Instruct all students using grade-appropriate content.
- Priority 4: Focus on standards that represent the major work of ELA/Literacy instruction.
- Priority 5: Monitor progress.

## Priority 1: Diagnose unfinished learning.

“Diagnosing the learning your students might need to finish starts with getting teachers quick information on the size of the learning gaps they’re facing. But we also know that many diagnostics do not provide particularly granular information about those learning gaps....

Systems should replace the reading and math tests that were cancelled this spring with a no-stakes diagnostic assessment that gives them **quick, accessible information** about what their students know about their prioritized content knowledge and skills—and then leverage the coherence and clarity of rigorous academic standards to determine, given where students are starting, how they’ll finish the most important unfinished learning.”

“Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year”, TNTP, page 10

The following assessments will be given during the first two weeks of school to provide teachers with quick, accessible information about the size of the learning gaps students are facing at each grade level. Each assessment is to be given to students individually, regardless of the student’s learning environment\* (F2F, ILE, HVS), and should take approximately 5-10 minutes to administer.

Grade	Priority	Assessment
K	Phonological Awareness (Readiness)	PASI Readiness Screener
1	Letter-Sound Knowledge	Phonics Assessment 1-4a, revised for SY20-21
2	Phonics	Word Reading in Isolation Assessment, Grades 2-3
3	Fluency of grade-level text	Oral Reading Fluency <ul style="list-style-type: none"> <li>Students scoring at or below the 25<sup>th</sup> %ile on ORF will also be given the Word Reading in Isolation Assessment, Grades 2-3</li> </ul>
4	Fluency of grade-level text	Oral Reading Fluency <ul style="list-style-type: none"> <li>Students scoring at or below the 25<sup>th</sup> %ile on ORF will also be given the Word Reading in Isolation Assessment, Grades 4-5</li> </ul>
5	Fluency of grade-level text	Oral Reading Fluency <ul style="list-style-type: none"> <li>Students scoring at or below the 25<sup>th</sup> %ile on ORF will also be given the Word Reading in Isolation Assessment, Grades 4-5</li> </ul>

\*Learning environments may include face-to-face (F2F), innovative learning environment (ILE), or Highlands Virtual School (HVS)

## Priority 2: Address unfinished learning.

“Unfinished learning does not mean a lack of aptitude or capacity to learn. It is not a deficiency at all, but rather an opportunity for teachers to take students from where they are through targeted, just-in-time instruction rather than resorting to wholesale remediation.”

“Addressing Unfinished Learning After COVID-19 School Closures, Council of the Great City Schools, page 20

Once student need has been identified, it is important to teach with a sense of urgency. Instruction targeted to address unfinished learning must be focused and explicit. Students with similar needs should be grouped whenever possible to maximize time, while ensuring the health and safety of both teacher and students when face-to-face.

The following instructional materials will be used to address unfinished learning in phonological awareness, phonics, or fluency of grade-level text in grades K-5.

Grade(s)	Priority	Instructional Materials/Strategies
K	Phonological Awareness (Readiness)	95% Group Blueprint for Intervention Phonological Awareness Lesson Library
1	Letter-Sound Knowledge	95% Group Blueprint for Intervention Phonics Chip Kit <ul style="list-style-type: none"> <li>● Basic</li> </ul>
2-5	Phonics	95% Group Blueprint for Intervention Phonics Chip Kit <ul style="list-style-type: none"> <li>● Basic</li> <li>● Advanced</li> <li>● Multisyllable</li> </ul>
3	Fluency of grade-level text	Student Achievement Partners Fluency Packet Grades 2-3 <ul style="list-style-type: none"> <li>● Whole Class Choral Reading</li> <li>● Vocabulary</li> <li>● Syntax / Sentence-level Strategy Instruction</li> <li>● Comprehension</li> </ul>
4-5	Fluency of grade-level text	Student Achievement Partners Fluency Packet Grades 4-5 <ul style="list-style-type: none"> <li>● Whole Class Choral Reading</li> <li>● Vocabulary</li> <li>● Syntax / Sentence-level Strategy Instruction</li> <li>● Comprehension</li> </ul>

“For students who exhibit the need for instructional attention in reading or writing beyond that which teachers can provide in the context of grade-level instruction, a master school schedule needs to be built that allows for additional support beyond ELA classroom time to address these needs. For example, a double block of ELA that provides intensified and targeted instruction for

students; or a WIN block (What I Need) where students get additional support in addition to core instruction. Students should never be removed from core instruction to be provided intensified support. A multi-tiered system of support ensures that all students are included in core instruction—grade-level content and work while providing additional time and opportunities to intensify instruction in targeted areas. Effective collaboration between EL teachers and general education teachers can focus the designated English language development instruction on specific language acquisition needs. Addressing instructional needs should never come at the cost of equitable access to age- and grade-appropriate educational opportunity and growth.”

“Addressing Unfinished Learning After COVID-19 School Closures, Council of the Great City Schools, page 21

To accelerate unfinished learning, instruction in the priority area should take place 3-5 times per week, for 15-30 minutes per session, beyond the 90-minute reading block. Data should drive whether the instruction is delivered in whole or small groups. It is more important, however, to develop a plan for accelerating unfinished learning that is viable for a classroom teacher to implement with integrity. This means that a teacher may only be able to work with groups of students twice per week, based on what the teacher’s schedule will allow. It should also be noted that if utilized, WIN Time (What I Need) will likely be structured within a teacher’s classroom, rather than by grouping across classrooms. Since this will affect the number of students a teacher can support, schools may consider pushing additional support into the classroom.

### **Priority 3: Instruct all students using grade-appropriate content.**

“Many students—especially those who have not historically had access to grade-appropriate assignments, strong instruction, or deep engagement—will need to fit even more than a year of learning into a single school year to make up for the learning they’ve lost. That lost learning includes not just the skills they’ll need to access grade-level material, but content knowledge. As Natalie Wexler notes in her recent book, *The Knowledge Gap*, typical approaches to remediation focus more on practicing skills than building knowledge, even though students’ prior knowledge is the primary driver of how well they can comprehend grade-level texts.

To accelerate students’ progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. We recommend identifying the content knowledge and skills your students might struggle with in their current grade level, and filling those potential gaps “just in time,” when the material occurs in the school year.

This may feel like a radically different approach for some of your teachers and leaders. And in many ways, it is. Schools typically address gaps in content knowledge or proficiency by engaging in some form of remediation (or reteaching) around skills from previous years. While well intentioned, this approach often means that students who fell behind never encounter the work of their grade, instead remaining trapped in a cycle of low-quality or below-grade level work.”

TNTP “Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year”, TNTP, page 7

Access to grade-appropriate literacy instruction includes learning to read, close “active” reading of complex texts, and volume of reading to build knowledge. Core Knowledge Language Arts Grades 4-5, CKLA Listening & Learning Domains and CKLA Skills Strand Grades K-3 are used as core curriculum in all general education classrooms to provide equitable access to grade-appropriate literacy instruction. [Pacing guides](#) for the 2020-2021 school year are available to ensure continuity across learning environments (F2F and ILE). Additionally, Curriculum Associates Ready Florida lessons (K-5) are used to support ELA instruction.

“Time is a scarce commodity in educating students—now made more compressed by months of school closures. With greater variability in returning students’ experiences, how can we best accelerate all students’ learning, amplify what matters most, and foster students’ social-emotional development? What should be the nucleus of daily instruction when the school year starts, regardless of varying school conditions? Whether school starts back with students learning in buildings, remotely, or through hybrid offerings, each of our students in every learning community needs to be engaged in college- and career-ready study. What’s always been important is especially important now.

All students become proficient through deliberate practice. Practice means doing lots and lots of reading (on- and off-grade-level), combined with well-thought out instruction, to assist in understanding grade-level complex texts, while learning to express their meaning and import through speaking and writing along the way. A text-centered approach builds to students learning a lot about a lot and becoming confident, joyful readers.”

“2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics”, Student Achievement Partners page 61

The 90-minute reading block at each grade level should reflect access to grade-appropriate literacy instruction: learning to read, close “active” reading of complex texts, and volume of reading to build knowledge. The examples below demonstrate how time is prioritized within the block to reflect the major work of the grade: learning to read and reading to learn.

<b>Grades K 2: 90 minute Literacy Block</b>	
<i>Teachers have autonomy to decide how to use the time most effectively within the framework to increase student learning.</i>	
<b>Time</b>	<b>Daily Reading and Writing</b> (on grade-level, with scaffolded support as appropriate)
60 minutes	<ul style="list-style-type: none"> <li>❖ Foundational Skills Instruction (word recognition)               <ul style="list-style-type: none"> <li>● Phonological and Phonemic Awareness</li> <li>● Phonics and Decoding Skills</li> <li>● High-Frequency Words</li> <li>● Connected Text                   <ul style="list-style-type: none"> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> </ul> </li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>❖ Language Comprehension               <ul style="list-style-type: none"> <li>● Vocabulary knowledge</li> <li>● Building Knowledge</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Sentence (syntactic) comprehension</li> <li>❖ Writing <ul style="list-style-type: none"> <li>● Basic writing skills (spelling, conventions, handwriting)</li> <li>● Writing process</li> </ul> </li> </ul>
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Grades 3-5: 90 minute Literacy Block	
<i>Teachers have autonomy to decide how to use the time most effectively within the framework to increase student learning.</i>	
<b>Time</b>	<b>Daily Reading and Writing</b> (on grade-level, with scaffolded support as appropriate)
5-15 minutes	<ul style="list-style-type: none"> <li>❖ Read-Aloud</li> <li>❖ Mini-lesson <ul style="list-style-type: none"> <li>● Morphology</li> <li>● Reading Strategy</li> <li>● Ready Florida lesson</li> <li>● Fluency</li> </ul> </li> </ul>
45-60 minutes	<ul style="list-style-type: none"> <li>❖ Active Reading <ul style="list-style-type: none"> <li>● Teach vocabulary</li> <li>● Establish a purpose for reading (and talking and writing)</li> <li>● Teach and model how to annotate/underline/take notes</li> <li>● Discuss the text</li> <li>● Write with reference to the text</li> </ul> </li> </ul>
15-30 minutes	<ul style="list-style-type: none"> <li>❖ Grammar/conventions</li> <li>❖ Syntax</li> <li>❖ Writing process</li> </ul>

**Priority 4: Focus on Standards That Represent the Major Work of ELA/Literacy Instruction**

“Not all content in a given grade should be emphasized equally. Some standards require greater emphasis than others based on the literacy research about what matters most and the time and practice that they take to develop. These two literacy components of a text-centered, rich ELA/literacy classroom experience lead the way to identifying the Major Work of ELA/literacy instruction across the grades:

*In grades K–3, learning to read—the foundational standards, and the sequence of skills they point to—reign supreme (FS.1, FS.2, FS.3, and FS.4). In parallel, however, there should be a focus on building students’ knowledge and vocabulary through a rich dose of read-alouds, and by grade 2, be supplemented with texts students read themselves.*

*In grades 4–12, these instructional practices are best exemplified by 14 standards (and the research that supports them). They cross the domains of reading, writing, speaking and listening, and language”. (LAFS.RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9)*

**Grades K-3:** The following foundational standards, and the sequence of skills they point to, represent the priority for instruction:

- RF.1.1 – Features of print
- RF.2.2 – Phonological awareness
- RF.3.3 - Phonics
- RF.4.4 – Fluency of grade level text

**Grades K-5:** The following standards represent the major work of ELA/Literacy instruction, and require greater emphasis during instruction:

- RF.4.4 – Read grade level text with fluency
- L.3.4 – Use a range of strategies to determine the meaning of unknown words/phrases
- L.3.5 – Use context as a clue to the meaning of unknown words/phrases
- L.3.6 – Use affixes and roots as a clue to the meaning of unknown words/phrases
- RI/RL 1.1 – Cite textual evidence
- RI/RL.1.2 – Determine central ideas/theme
- RI/RL.2.4 – Analyze words and phrases
- RI 3.9 – Analyze multiple texts
- RI/RL.4.10 – Text complexity
- SL.1.1 – Collaborative discussion
- W.2.5 – Writing process
- W.4.10 – Range of writing

Instructional practices that support the major work of ELA/Literacy instruction, and keep text at the center of reading, writing, speaking & listening, and language instruction include:

- systematic work with text-based vocabulary and syntax
- regular close “active” reading of grade-level complex text
- frequent evidence-based discussions about grade-level texts
- regular evidence-based writing in response to grade-level texts
- fluency practice with grade-level texts

**Priority 5: Monitor progress.**

Formative checks for understanding should be developed (by grade level teams in PLCs and by the classroom teacher during lesson planning) to monitor student progress on grade-appropriate assignments, and instruction should be adjusted based on student work.

Student progress will be formally monitored as follows:

K-5 Assessments – F2F, ILE, HVS				
Grade(s)	Assessment	D1	D2	D3
K	FLKRS	8.11-9.22		
K-5	i-Ready Reading Diagnostic	Gr 1-5 8.12-8.28 Gr K 9.1-9.25	12.1-12.18	Gr 4-8, 4.12-4.30 Gr K-3, 5.10-5.27



K-5	i-Ready Growth Monitoring	10.12-10.16	3.1-3.5	
1-5	aimswebPlus ORF	9.8-9.30	1.11-1.29	5.3-5.21
K-3 Assessments – F2F, ILE				
K-2	P.A.S.T, revised 2020	administered quarterly		
K-3	Phonics Assessment, revised 2020	administered quarterly		

The MTSS framework will be utilized to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated literacy instruction/intervention supports matched to student need in alignment with LAFS standards. School based teams will meet following each i-Ready Reading Diagnostic to

- review data,
- plan for targeted and intensive interventions,
- evaluate the response to instruction and interventions (Rtl), and
- make decisions regarding the continuation, intensification, fading, or redesign of instructional plan based on students' Rtl.

To support school-based MTSS teams, the following documents have been updated for the 2020-2021 school year.

- K-5 Risk Levels and Decision Trees
- ELA District/School Data Worksheets
- MTSS ELA Intervention Guidance
- ELA Resource Maps
- Sample Tier 2 Intervention Protocol Worksheets

## SAMPLE SCHEDULE MIDDLE SCHOOL

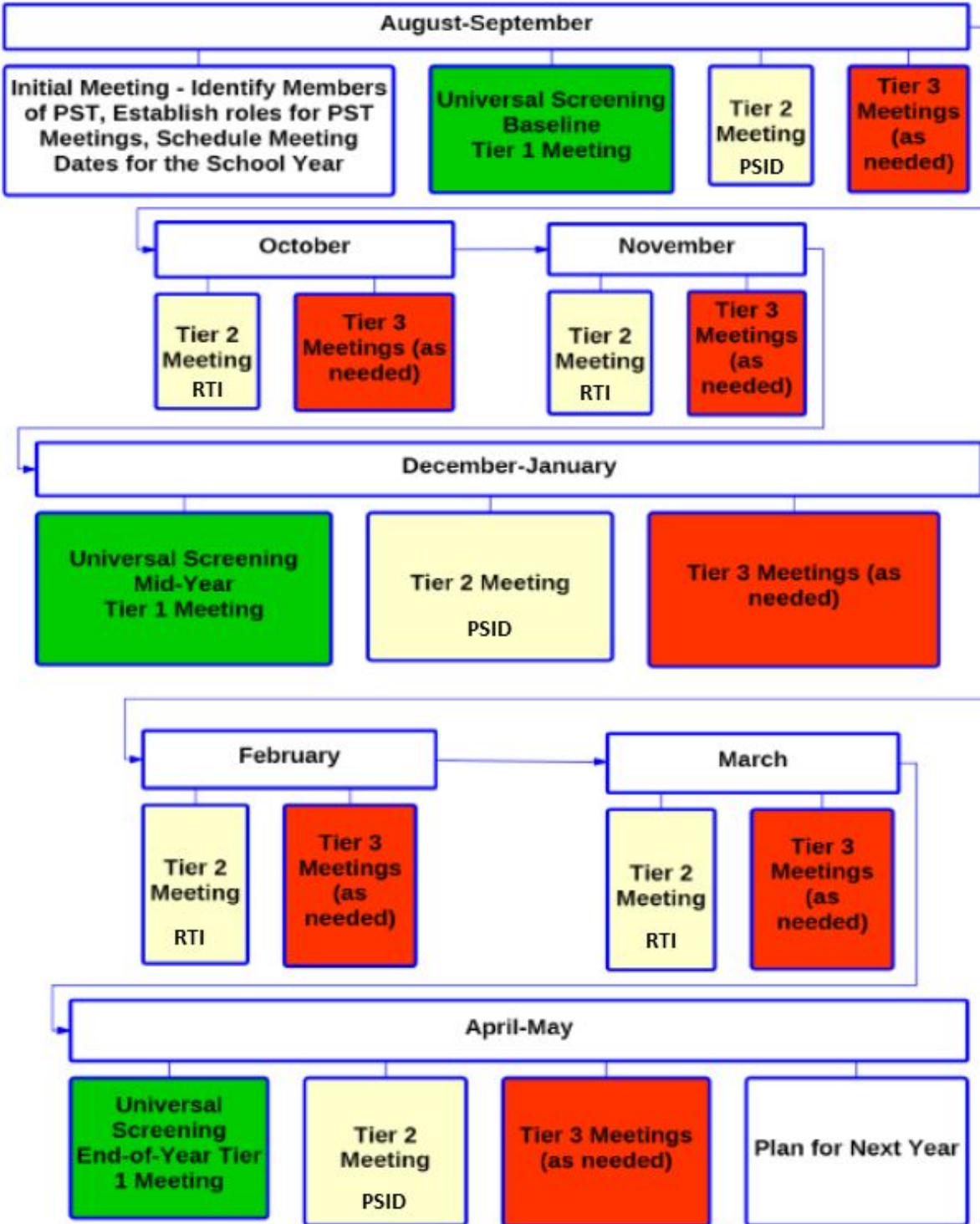
Time	Note: Ratio is minimum of 15 and max of 29
8:15 a.m. - 9:16 a.m.	Intensive Reading (if required in place of Elective)
9:20 a.m. - 10:21 a.m.	English Language arts (Reg or Adv)
10:25 a.m. -11:26 a.m.	Social Studies (Reg or Adv)
12:00 p.m. - 1:01 p.m.	Science (Reg or Adv)
1:05 p.m. - 2:06 p.m.	Math (6th Grade Reg, Super 6th Grade, Adv 6th Grade, 7th Grade Reg, Adv &th Grade, Pre Algebra, Honors Algebra I, Honors Geometry)
2:10 p.m. - 3:11 p.m.	Elective

### **Monitoring Student Progress All Options (Assurance 3)**

Highlands County schools will follow the district's Multi-Tier System of Support plan for all students. Figure 1.1 below is a depiction summarizing the steps of the process.

Due to the need to expedite the MTSS process, especially to initiate purposeful and targeted instruction based on each student's current academic level/need, the MTSS teams at each school will meet no later than the end of pre-week to finalize plans and initiate the expectations of the MTSS process in an expedited manner. The priority is the initial collection of diagnostic data and to implement instruction and intervention accordingly.

**Problem Solving Team (PST) Suggested Meeting Timeline**



## District MTSS Resource Map ELA

### Elementary

TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION
Tier I	K-3	<ul style="list-style-type: none"> <li>● Minimum 90-minute literacy block with classroom teacher daily                             <ul style="list-style-type: none"> <li>○ Core curriculum provided to all learners</li> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> <li>● Minimum of 45 minutes per week of prescribed i-Ready Reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Core Knowledge Listening and Learning Strand</li> <li>● Core Knowledge Skills Strand                             <ul style="list-style-type: none"> <li>○ Foundational Skills</li> <li>○ Readers</li> </ul> </li> <li>● iReady Online Instruction</li> <li>● Differentiated Instruction (examples below)                             <ul style="list-style-type: none"> <li>○ Ready Florida Toolbox</li> <li>○ Earobics</li> <li>○ Words Their Way</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● FLKRS</li> <li>● i-Ready                             <ul style="list-style-type: none"> <li>○ Diagnostic: 3 x per year</li> <li>○ Growth Monitoring: 2 x per year</li> </ul> </li> <li>● aimswebPlus                             <ul style="list-style-type: none"> <li>○ Grades 1-3: ORF 3 x per year</li> </ul> </li> <li>● FSA                             <ul style="list-style-type: none"> <li>○ end of 3rd grade</li> </ul> </li> </ul>	quarterly during progress monitoring	Classroom Teacher	<ul style="list-style-type: none"> <li>● Fidelity of Core Curriculum/Instruction (i.e. lesson plans, curriculum maps, pacing, differentiation)</li> <li>● i-Ready Data</li> <li>● aimswebPlus data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>

	4-5	<ul style="list-style-type: none"> <li>● Minimum 90-minute literacy block with classroom teacher daily <ul style="list-style-type: none"> <li>○ Core curriculum provided to all learners</li> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> <li>● Minimum of 45 minutes per week of prescribed i-Ready Reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Core Knowledge Language Arts</li> <li>● iReady Online Instruction</li> <li>● Differentiated Instruction (examples below) <ul style="list-style-type: none"> <li>○ Ready Florida Toolbox</li> <li>○ Words Their Way</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready <ul style="list-style-type: none"> <li>○ Diagnostic: 3 x per year</li> <li>○ Growth Monitoring: 2 x per year</li> </ul> </li> <li>● aimswebPlus <ul style="list-style-type: none"> <li>○ ORF 3 x per year</li> </ul> </li> <li>● FSA <ul style="list-style-type: none"> <li>○ end of year</li> </ul> </li> </ul>	quarterly during progress monitoring		<ul style="list-style-type: none"> <li>● Fidelity of Core Curriculum/Instruction (i.e. lesson plans, curriculum maps, pacing, differentiation)</li> <li>● i-Ready Data</li> <li>● aimswebPlus data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>
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TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION
Tier II	K-5	20-30 minutes 3–5 days/week	<p>Intervention determined based on problem solving team recommendation aligned to the target area</p> <ul style="list-style-type: none"> <li>● K-3 Core Knowledge Skills Strand Assessment and Remediation Guide</li> <li>● 4-5 Core Knowledge Language Arts Decoding and Encoding Remediation Supplement</li> <li>● Building Fluency of grade-level text</li> <li>● 3-5 Student Achievement Partners Expert Packs/Text Sets</li> <li>● Ready Florida Instruction</li> <li>● Ready Florida Tools for Instruction</li> <li>● Earobics</li> </ul>	<p>Every 2-4 weeks, as determined by the MTSS team aligned to the target area</p> <ul style="list-style-type: none"> <li>● aimswebPlus <ul style="list-style-type: none"> <li>○ Letter Sound Fluency</li> <li>○ Nonsense Word Fluency</li> <li>○ ORF</li> <li>○ Silent Reading Fluency</li> </ul> </li> <li>● i-Ready Growth Monitoring may be added to measure reading comprehension growth</li> </ul>	Monthly	Classroom teacher, general education teacher, intervention specialist or other professional with training and/or expertise in the prescribed interventions	<ul style="list-style-type: none"> <li>● Fidelity of Tier 2 Intervention (i.e. lesson plans, intervention documentation worksheet, observation, self-assessment)</li> <li>● i-Ready Data</li> <li>● aimswebPlus Data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>
TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION



Tier III	K-5	30-45 minutes 5 days/week	<p>Intervention determined based on problem solving team recommendation aligned to the target area</p> <ul style="list-style-type: none"> <li>● K-3 Core Knowledge Skills Strand Assessment and Remediation Guide</li> <li>● 4-5 Core Knowledge Language Arts Decoding and Encoding Remediation Supplement</li> <li>● Building Fluency of grade level text</li> <li>● 3-5 Student Achievement Partners Expert Packs/Text Sets</li> <li>● Ready Florida Instruction</li> <li>● Ready Florida Tools for Instruction</li> <li>● Earobics</li> <li>● Pearson My Sidewalks</li> </ul>	<p>Weekly Measure determined by the problem solving team based on the on skill deficit area</p> <ul style="list-style-type: none"> <li>● AIMSwebPlus <ul style="list-style-type: none"> <li>○ Letter Sound Fluency</li> <li>○ Nonsense Word Fluency</li> <li>○ Oral Reading Fluency</li> <li>○ Silent Reading Fluency</li> </ul> </li> </ul>	Weekly	<p>Highly qualified intervention specialist or other professional with training and/or expertise in the prescribed interventions</p> <p>*Beginning in the 2020-21 school year, intensive reading interventions must be provided by a teacher/interventionist certified or endorsed in reading.</p>	<ul style="list-style-type: none"> <li>● Fidelity of Tier 3 Intervention (i.e. lesson plans, intervention documentation worksheet, observation, self-assessment)</li> <li>● aimswebPlus Data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>
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## District MTSS Resource Map MATH

### Elementary

TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION
Tier I	K-5	<ul style="list-style-type: none"> <li>● minimum of 60 minutes every day of direct instruction with classroom teacher                             <ul style="list-style-type: none"> <li>○ Core curriculum provided to all learners following the instructional plan</li> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> <li>● minimum of 45 minutes per week of prescribed i-Ready virtual instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Go Math!</li> <li>● Ready Florida Toolbox</li> <li>● Engage NY</li> <li>● Illustrative Math</li> <li>● CPALMS</li> <li>● i-Ready Online Instruction</li> <li>● Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready Diagnostic                             <ul style="list-style-type: none"> <li>○ 3 x per year</li> </ul> </li> <li>● i-Ready Growth Monitoring                             <ul style="list-style-type: none"> <li>○ 2 x per year</li> </ul> </li> <li>● FSA Practice GR 3-5 (Toolbox Quiz)                             <ul style="list-style-type: none"> <li>○ once per chapter</li> </ul> </li> <li>● Chapter Assessments</li> <li>● Fluency Checks                             <ul style="list-style-type: none"> <li>○ 3 check per 9 weeks</li> </ul> </li> <li>● FSA end of year                             <ul style="list-style-type: none"> <li>○ 3rd, 4th, &amp; 5th grades</li> </ul> </li> </ul>	Quarterly during progress monitoring	Classroom teacher	<ul style="list-style-type: none"> <li>● Fidelity of Core Curriculum/Instruction (i.e. lesson plans, curriculum maps, pacing, differentiation)</li> <li>● i-Ready Data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>
TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION
Tier II	K-5	20-30 minutes 3-5 days/week	Intervention determined based on problem solving team recommendation <ul style="list-style-type: none"> <li>● Ready Florida Instruction</li> <li>● Go Math - Strategic Intervention</li> </ul>	GR K - Benchmark screening for composite score 3 times per year <ul style="list-style-type: none"> <li>● AIMSweb Plus                             <ul style="list-style-type: none"> <li>○ CA, NNF &amp; QTF - Fall</li> <li>○ CA, NNF, QDF &amp; QTF - Winter &amp;</li> </ul> </li> </ul>	Monthly	Classroom teacher, general education teacher, intervention specialist or other professional with training and/or	<ul style="list-style-type: none"> <li>● Fidelity of Tier 2 Intervention (i.e. lesson plans, curriculum maps, pacing, differentiation)</li> <li>● i-Ready Data</li> <li>● AIMSweb Data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>



TIER	GRADE LEVEL	INSTRUCTIONAL BLOCK	INSTRUCTION / INTERVENTION	ASSESSMENT	DATA REVIEW	PERSONNEL / RESOURCES	EVIDENCE OF IMPLEMENTATION
Tier III	K-5	30-45 minutes 5 days/week	Intervention determined based on problem solving team recommendation <ul style="list-style-type: none"> <li>● Ready Florida Instruction</li> <li>● Intensive Intervention Skill Pack - Go Math</li> <li>● Fluency Activities (Teaching Fluency)</li> </ul>	<p>on skill deficit area</p> <ul style="list-style-type: none"> <li>● AIMSweb Plus <ul style="list-style-type: none"> <li>○ NSF (NCF-T &amp; MCF)</li> </ul> </li> </ul> <p>GR K-5 i-Ready Growth Monitoring - may be added monthly as needed to chart growth</p> <p>GR K - Weekly measure determined by the problem solving team based on the on skill deficit area</p> <ul style="list-style-type: none"> <li>● AIMSweb Plus <ul style="list-style-type: none"> <li>○ NNF and/or QTF - Fall</li> <li>○ NNF, QDF, and/or QTF - Winter &amp; Spring</li> </ul> </li> </ul> <p>GR 1 - Weekly measure determined by the problem solving team based on the on skill deficit area</p> <ul style="list-style-type: none"> <li>● AIMSweb Plus <ul style="list-style-type: none"> <li>○ NCF-P and/or MFF-1D - Fall</li> <li>○ NCF-P, MFF-1D and/or MFF-T - Winter &amp; Spring</li> </ul> </li> </ul> <p>Gr 2-5 Weekly measure determined by the problem solving team based on the on skill deficit area</p> <ul style="list-style-type: none"> <li>● AIMSweb Plus <ul style="list-style-type: none"> <li>○ Number Sense Fluency (NCF-T &amp; MCF) (no pencil or</li> </ul> </li> </ul>	Weekly	Classroom teacher, general education teacher, intervention specialist or other professional with training and/or expertise in the prescribed interventions	<ul style="list-style-type: none"> <li>● Fidelity of Tier 3 Intervention (i.e. lesson plans, curriculum maps, pacing, differentiation)</li> <li>● AIMSweb Data</li> <li>● Attendance Data</li> <li>● Discipline Data</li> </ul>

## **ASSURANCE 2, ASSURANCE 4 (ESE)**

Students in ESE will be progress monitored using the same assessments utilized in the district's MTSS/RTI Problem Solving Process. If a student is on alternate achievement standards with a severe cognitive disability and unable to use the same assessments, Progress monitoring will be done using the Unique Learning Systems. Students in Exceptional Education will receive related services required by the IEP and/or Alternative Learning Plan in all settings: face to face, Innovative, and virtual.

Through the MTSS/RTI Problem Solving Process students with gaps will be provided additional support through school based interventions. If progress monitoring indicates the IEP team should meet and possibly amend the IEP, the following will be considered:

- Upon return, is the student demonstrating new concerns that would impact FAPE?
- What IEP adjustments to present levels, goals, services are needed after analyzing collected data?
- Did the student regress significantly in critical skill areas and/or fail to make appropriate progress in the general curriculum or toward IEP goals such that "additional services" are needed beyond the multi-tiered system of support in place to close the gap?

If services are determined necessary, the IEP team will consider the following:

- What services may be appropriate to lessen the impact of the school closure on the student's progress?
- Will the failure to provide additional services prevent the student from making appropriate progress in light of the student's circumstances?
- Will there be diminishing returns if we provide "over and above" to meet the current needs?
- Does the student and/or parent agree with the additional services and are they willing to participate?

The Highlands County School District will work with IEP teams to provide supports and interventions necessary to the recovery of student learning due to the documented deficits or learning slides from school closures due to COVID-19.

The district will support and monitor students that are homeless, migrant, or in the foster care system in learning environments.

## **ASSURANCE 2, ASSURANCE 5 (ELL)**

The English Language Learners (ELL) WIDA scores from the 2019-2020 school year will be reviewed by the school's administration and ESOL para. For those students, kindergarten through second grades, who score proficient in the English language as demonstrated on the ACCESS (Overall 4 or higher and Reading score of 4 or higher), the school will exit the students from the ESOL program as they have met the exit criteria. The administrators and ESOL para will review the ACCESS scores for the students that are in third through twelfth grades on an individual basis. For students that are proficient on the ACCESS, the administrators will also look at benchmark assessments such as IReady or other assessments to show proficiency in reading and will review the course grades from the previous year. An ESOL committee will be held to review the assessments and information presented, and at that time, the ESOL committee may exit the student. For students K-12 that have been exited, the ESOL paras will continue to monitor these students for the next two years.

As the District plans for instruction to start in August, students may receive face to face, remote innovative, or virtual learning. During this time, the ESOL paras at each school will monitor the ELL students' progress, and they will contact the administrator if additional services are needed. The ESOL paras will also be in touch with the students' teachers to monitor the ELL students. If any academic or linguistic regression has occurred, the ESOL para will assess the students with the Las Links or Terra Nova or the WIDA assessments to determine if their English proficiency levels have changed. For any ELL student that has been exited and/or regressed, the ESOL committee will meet to determine what supplemental services are needed. These supplemental services may be after school tutoring or one on one instruction with a bilingual ESOL para or teacher assistant. Each school has a reading coach that is available to work with teachers if additional strategies for ELL students are needed.

## Mental Health

- The following were developed as resources to help support students, families and staff
  - Social Emotional Look for visual and list of behaviors/indicators - [Click here for document](#)



- Resource guide for educators - [Click here for document](#)
- List of community resources for mental health and school safety - [Click here for document](#)
- Continued implementation of Handle with Care - [Click here for document](#)
- Faculty and Staff training at each site on available resources
- Referrals to school based mental health providers- school counselors, social workers and mental health therapists
- Ongoing staff training in Youth Mental Health First Aid for all staff



## School Health

- Clinic Staff will wear personal protective equipment as appropriate for the treatment or screening being administered
- Procedures are being implemented to separate symptomatic individuals from standard clinic operations
- A separate isolation/clinic area will be established at every campus. These plans have been developed in collaboration with the local health department and review by the School Nurse RN.
- Two additional staff members will be trained at each campus to cover the clinic
- High risk students will be identified and a plan of action developed if needed
- Professional development for staff and student health education plans
- Schools have been provided signage and informational videos on topics such as hand washing, face coverings, and social distancing
- Schools will identify specific locations of daily deep cleanings such as: classrooms, restrooms, clinic, front office, common areas (cafeteria, library, etc.)
- Any student/staff having a temperature of 100.4 or higher will not be able to return to school until fever-free without the use of medication for 24 hours.
- If student/staff tests positive for COVID-19, with or without symptoms, they will return home for a minimum of 10 calendar days and until symptom free for at least 72 hours without the use of medication and with a note of release by a health care professional.
- Any student or staff member contacted by the Highlands County Health Department as a result of contact tracing with an individual who has tested positive will stay home for at least 14 calendar days. Staff or student may return to school after 14 days if symptom free for that time.
- Students who test positive or who are sent home to quarantine due to exposure will be provided a plan for learning while under quarantine.

## Resources:

- When and How to Wash Your Hands - <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- Stop the Spread- poster 1 - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf)
- Stop the Spread poster 2 - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>
- CDC- Cloth Face Coverings - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>
- Symptoms - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>
- Prevent- Getting Sick- Face Coverings - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- Prevent Getting Sick- Social Distancing - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

**RECOMMENDATIONS FROM REOPENING TASK FORCE: CLEANING/CUSTODIAL**

1. Develop enhanced cleaning check list for custodians to sign off on for **night time** cleaning of classrooms and common areas.
2. Train all custodial staff on the enhanced cleaning procedures.
3. Provide additional custodial hours to provide enhanced cleaning of **common areas** during the school day. (gang bathrooms, doors, and high touch areas)
4. Provide a 3-hour part time lunch room monitor to each school.
5. Provide elementary teachers with paper towels and cleaning disinfectant to wipe down classroom during the day as needed.
6. Provide secondary teachers and students with paper towels and cleaning disinfectant to wipe down desks and chairs before transitioning to a different classroom.
7. Provided bus drivers with micro fiber rags and disinfectant to wipe down seats after each route.
8. Additional supplies and resources will be provided to pre-K and classrooms with medically fragile students.

**Thermometers-** Provide all Secondary schools a minimum of 20 infrared thermometer and Elementary schools a minimum of 10 infrared thermometers. Provide 110 infrared thermometers to Transportation.

**Posters-** Provide all elementary and secondary schools with hand washing posters. Provide all schools with Prevent the Spread of COVID-19 posters.

**Water-**

1. Provide enough bottle water to provide 1 bottle per student on the first day of school.
2. Install touchless water fountains in common areas such as PE areas.
3. Water fountains will remain on, but only used to refill water bottles.





## Equipment and Materials

### Equipment/Tools:

- Gloves - Nitrile
- Spray Bottle w/Nozzle
- Microfiber Cloth
- PPE



### Materials/Chemicals:

- Disinfectant cleaner – Virex II 256

### Moment for Safety

#### Precautions/Warnings:

- Job Hazard Analysis should be conducted prior to task being performed
- Wear proper PPE
- When working with others - follow Social Distancing Guidelines (SAF.ENT.1005)
- When high dusting overhead, use eye protection. Some chemicals require the use of Eye goggles when used, check the SDS



## • Morning Classroom Support From Teachers

- Use proper hand hygiene and put on proper PPE
- Frequently clean and disinfect surfaces that hands touch to reduce the spread of germs. These include: door handles, light switches, desk tops and the back of the chair



## **Transportation Reopening Committee**

- 1. Its is mandated that Bus Operators/Attendants wear mask**
  - a. Face shields and mask have been ordered for bus drivers and attendants**
  - b. A box of mask will be onboard buses if a student request a mask**
2. It is mandated that all students riding school buses wear mask
  - a. Buses will have disposable masks available for students who request a mask.
- 3. Automatic Hand Sanitizer stations will be mounted on all school buses.**
  - a. As students board the school bus, they will have hand sanitizer available**
4. All students will have their temperatures taken at the bus stop every morning when boarding the school bus.
  - a. All elementary parents are asked to wait with their students at the bus stop
    - i. If no parent is present, the front seats of the bus will be utilized for students with a temperature.
    - ii. Bus drivers will notify dispatch that they have a student onboard with a temperature. The school will be notified to have someone meet the bus to receive the student.
  - b. Secondary (middle/high school) students, parents are not required to wait at the bus stop
    - i. If a secondary student is found with a fever, they will be sent back home.
      - a. The bus driver will radio in to the dispatcher, a phone call will be made to the parent and the school to make them aware.
- 5. Drivers and attendants will disinfect school buses after the morning and afternoon routes daily.**
  - a. ABM has trained the admin/supervisors, who will train bus drivers and attendants to disinfect high touch point areas:(entry/exit way hand rails, seat tops, seat belts,window**

**latches, and etc).**

**b. Bus Operators will disinfect the driver compartment at the completion of each shift.**

**(Steering wheel, control panel, gear shift, air brake handle, radio)**

**c. Sick Bus Cleaning Procedures:**

**1. Bus removed from service until bus has been deep cleaned and disinfected**

**2. Director or designee approval for bus to return to service**

**6. A student registration system was established and attached to the Intent Survey to identify potential ridership and allow for development of assigned seating.**



## Food Service

### Back-to-School Meal Plans

- Face masks and/or face shields will be mandatory for all food service personnel when preparing and serving food. Durable PPE will be provided to staff members.
- Staff will be screened upon arrival with non-touch thermometers.
- Schedule frequent cleaning of high contact areas.
- Food & Nutrition is working towards a touchless cashiering system, so no student will have to touch PIN pads, etc. to get their meal.
- Menus have been simplified and all foods will be served either individually wrapped or pre-portioned and covered. Students will not pick up food, condiments or utensils from communal spaces.
- There will be no sharing of food or share tables.
- Hand sanitizer will be available at entry to cafeteria.
- Tables and seats will be cleaned and disinfected between service.

## Extra Curricular/Athletics

- SBHC athletics will adhere to the Florida High School Athletic Association guidelines.
- Consider FHSAA Sports Medicine Advisory Committee - COVID-19 Recommendations \*Pending FHSAA Approval - [Click here for document](#).
  - Begin football and girls volleyball when local positivity rate falls within recommended targeted limits.
  - COVID-19 screening procedures will include a standardized subjective questionnaire and temperature check.
  - Prior to any participation all student athletes shall complete a COVID-19 specific consent to participate and waiver acknowledging the risk (potentially known and unknown) of the COVID-19 virus.