



SCS REOPENING GUIDANCE

July 28, 2020

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1. Public Health and Safety Measures: Open schools face-to-face five days each week on August 31st for all students while implementing responsible safety measures and meeting statutory hourly requirements

Note: Based on the Florida Department of Education Reopening Schools Document there are six key stages throughout the day to be considered. Considering these six key stages will reduce the cumulative risk throughout the day and will reduce the risk for virus transmission. The stages are before/students/staff arrive on campus; when students/staff arrive on campus; when students/staff move about campus; when students/staff utilize classroom space; when students/staff participate in extracurriculars; when students/staff leave campus.

1.1 Encourage distancing as much as possible in classrooms

- **Set up classrooms to allow for maximum distance possible between student seating:**
 - Space desks and student tables in classrooms as far apart as possible
 - Remove non-essential items from the classroom to allow for better spacing
 - Look at all available spaces to hold classrooms when spacing is especially difficult (e.g., large computer labs, media centers and larger hallways)
 - Utilize outdoor classroom space where appropriate
 - Utilize barriers as needed where distancing is impossible (e.g., where students sit near each other or at tables)
 - Face students in the same direction as much as possible to prevent the passage of particles from student-to-student

- **Move teachers vs. students as much as possible to restrict mixing between groups (e.g., specials teachers in elementary); keep same groups of students with same teachers as much as possible:**
 - Elementary Schools –Due to the limited movement in an elementary school having students move to specials should not be a problem, but could be determined at the school level
 - Middle Schools – To limit the transition of students, middle schools could team students; courses not on the team may require students to transition (i.e., math and electives)
 - High Schools –Schools could consider freshmen teams within an academy

- **Limit activities in Specials/Electives that require close contact as much as possible:**
 - Arts Classrooms:
 - Space students as much as possible
 - Utilize barriers as needed
 - Utilize Bluetooth speakers for some performing arts teachers for use in outside rehearsals or those in spaces other than the arts classroom (auditorium, etc.)
 - Provide Art kits for students that ensure they will not have to share materials (Note: these can run between \$9-22/student, which can be

addressed through the purchase of school supplies, but families/schools may need additional help)

- Physical Education:
 - Schools need to determine locations for rainy-day PE while distancing
 - Consider cleaning equipment after every class
 - Consider students cleaning non-communal materials (individual desks, equipment) so that teachers can monitor transition times
 - Consider allowing students to bring their own equipment for PE if possible
 - Consider eliminating the use of locker rooms and PE uniform requirement (use locker rooms only for athletics)
 - Consider locker room rotations
 - Consider a fitness rotation where equipment is minimized
 - Consider providing literacy-based paper packets
 - Separate large groups into smaller groups using an aide to supervise one of the groups
- Chorus, Band, Theatre:
 - Chorus (6-10 feet of separation if possible): go outside for singing sessions or hold classes in auditoriums
 - HS Bands (6-10 feet of separation for playing if possible): utilize barriers
 - Provide face shields for chorus and band staff if requested
 - Units attending PAC need to be socially distanced from other units
 - Encourage digital participation when possible (theatre, sporting events, arts performances, etc.)
 - Provide face shields (preferably those that are closed at the bottom and open at the top)
- **Provide safety measures for small group instruction or learning in more confined spaces or tables:**
 - Utilize barriers, seat students to distance as much as possible, and wear face coverings (for both students and teachers)
 - Utilize TEAMS for collaboration when possible
 - Add more centers or rotations to lower the numbers of students per small group in elementary schools
 - May require flame/chemical retardant masks in high school science labs
- **Consider one-way patterns in hallways to control contact as needed (this process developed at each school):**
 - Expectations include but not limited to:
 - School staff and facility managers collaborate at each school to determine the following: Check the width of interior and exterior hallways and determine if two-way traffic is possible (stay right and “hug wall”); there may be areas in a school, such as classrooms at the end of a hallway with no exit out, where one way patterns are not possible
 - Consider patterns that utilize outdoor areas that are covered
 - Consider up and down stairwells
 - Consider staggering release by one or two minutes to reduce hallway

- congestion
 - Provide signage to support individual school's patterns
 - Provide clear direction to students through PBIS and CHAMPS programs
 - Ensure administration utilizes all personnel to supervise hallways including admin teams every period and teachers are posted at doors to assist with monitoring transitions
- **Consider scheduling options:**
 - Elementary Schools
 - Schedule recesses to limit the number of students on the playgrounds at one time
 - Build schedules where specials and itinerant teachers come to students' classrooms instead of students going to their classrooms
 - Build master schedules that keep students out of larger areas such as the media center and computer labs so these could be used for classroom space as needed
 - Middle Schools
 - Scheduling options include building schedules around teams and having teachers move to classrooms vs. students moving to classrooms
 - If students are in teams, they could move within the confines of three or four rooms for core content using interior hallways where possible
 - Limit movement inside when possible within teams, then encore students would move outside
 - Setting patterns around campus might require the school to schedule longer transition times
 - Utilize media centers and other larger, unused spaces for classrooms that have difficulty distancing
 - Consider allowing teachers with dual certifications teach a group of students back-to-back
 - Consider the option of having teachers manage breakfast and lunch in the classrooms and provide an additional planning period
 - Build additional lunch schedules where possible
 - High Schools
 - Consider allowing more students to take a first or last period SVA course to lessen the numbers of students during the morning and afternoon entry and exit
 - Consider setting up freshmen in a wing of the school and teaming, which might allow teachers to move from room-to-room vs students moving (some courses would be off team which would require students to move)
 - Setting patterns around campus might require the school to schedule longer transition times
 - Consider allowing teachers with dual certifications teach a group of students back-to-back
 - Consider the option of having teachers manage breakfast and lunch in the classrooms and provide an additional planning period to those teachers
 - Utilize media centers and other larger, unused spaces for classrooms that have difficulty distancing
 - Review senior student schedules to determine courses they need for graduation

(many seniors might be able to arrive late and/or leave early with a shortened schedule each day)

- Build additional lunch schedules into the day (this might require splitting periods)

1.2 Maintain safety precautions on buses

- Ensure hand sanitizer is available on all buses
- Wear face covering
- Follow cleaning protocols throughout the day

1.3 Limit contact outside of school staff

Note: The following bullet points should be consistent and adhered to, when possible, by all PK-12 schools with the acknowledgment that they may need adjusting for each specific worksite

- **Day One - Week One Considerations:**
 - Stagger “Meet the Teacher” events for kindergarten on different days and/or times, and consider video welcomes to families at other grade levels, including secondary orientations, to maximize social distancing and lessen the overall campus population
 - Stagger Arrival/Dismissal, including staff duties to alleviate traffic congestion (i.e., human and auto)
 - Provide contingency plans for where to assemble if not registered, e.g., all parents turning in paperwork and have registering needs report to the school media center
 - Assign staff to receive designated groups:
 - New to school
 - Pre-K
 - Kindergarten
 - ESE Students
 - Special Needs
 - Early Arriving Students
- **Parent Pick Up/Drop Off:**
 - Designate a specific location and ensure that parents do not exit the car
 - Restrict parents from walking up to the school unless they have a previously scheduled appointment, in which case they would report directly to the school’s main office to sign in (Note: this may be modified for first week of school)
 - Promote with ConnectEd messaging, as well as send backpack letters home during first few weeks of school
 - Prominently display signage on campus FOR SAFETY PLEASE REMAIN IN CAR AT ALL TIMES and other traffic pattern signs to ensure safe passage for students to enter building
 - Refer families to Website page linked from District home page for all information and procedures regarding Reopening
- **Parent Meetings require scheduling an appointment:**

- Prior to arrival, the parent(s) should call the school to verify the date, time and location of the scheduled meeting
 - Notify front office personnel of any meeting with parents so personnel can keep a list of who will be coming for a conference that day
 - Expect parent(s) to adhere to all required safety requirements upon arrival to the school (e.g., wear face covering, report directly to the school’s main office, sign in, present identification, wait in designated area, etc.)
 - Hold digital or phone meetings if an in-person meeting is not possible meetings
 - Hold all parent/SWST/CARE meetings in one designated room as near the main office as possible to limit unnecessary travel around campus
- **Suspend school-based “non-essential visitors” from entering the school campus at this time**

1.4 Limit sharing

- **In the classroom:**
 - Keep each child’s belongings separated, including their own “box” of supplies to eliminate table sharing; ensure students carry all their belongings with them throughout the day: store supplies at school to eliminate the items being exposed in travel or in the child’s home
 - Minimize or eliminate sharing of high touch materials (clean and disinfect any shared items after each use)
 - Students clean their area upon leaving and arriving, under teachers’ directions
 - Eliminate or avoid as much as possible: sharing electronic devices, toys, books, games, learning aides
 - Consider developing plans for allowing students to bring their own device and/or providing one-to-one devices to students
 - Disinfect all shared items after each use
 - Students /teacher responsible for wiping down shared items after use (younger students will need additional support)
 - Utilize digital sets of textbooks if available (if there is not a digital option, then students should have their own book assigned). Class sets will only be used if there is no other option.
 - Possibly reassign a nighttime custodian or two in each school to assist with classroom cleaning responsibilities during the daytime
- **In the cafeteria:**
 - Space children apart as much as possible and/or deliver food to classrooms if necessary as a last resort (reminder: consider teachers’ allergies if eating in the classroom is necessary)
 - Have students socially distant through the lunch line by marking cafeteria lines so students know where to stand when in the line
 - Consider moving cafeteria tables around the cafeteria and in areas close to the cafeteria; such as outside
 - Provide additional supervision as needed to help space students out
 - Scheduling suggestions:

- Consider allowing high school students to leave early (before lunch) by scheduling lunch periods later in the day; ensure students have access to lunch (considering we are now at 49.1% on Free and Reduced lunch)
- Expand schedule to allow classes to have buffer tables
 - FNS may have to adjust schedules to meet needs of scheduling: work with Union and staff to make sure we are maximizing services with schedule needs
 - Middle schools could consider attaching lunch to advisory where half of a grade level will eat at a time
- Schedule classes so that each class spends some days in the cafeteria and other days in the classroom
 - FNS will work with schedules to allow food to be transported and students to be served

- **Cleaning protocols after each seating in cafeteria:**
 - Line and Cafeteria tables: FNS
 - Other areas, doorknobs, etc.: custodial
 - Eliminate all sharing tables

- **Use disposable items if students are eating in the classroom:**
 - Hinged containers in elementary; BAM (paper) trays in secondary

- **Provide limited choices** (pre-packaged or box lunch options):
 - FNS will be providing a two-week menu cycle with daily choices to start and expand as able

- **Cafeteria necessities:**
 - Students need to go through line and select foods
 - Students continue to enter PIN #'s (hand sanitizer will be at each line)
 - All snacks are packaged and After School Snack Program and Supper Items will be bagged

1.5 Limit large group settings (recess, lunch, and common areas)

- **Limit the use of communal areas as much as possible:**
 - Elementary: control student traffic with teacher supervision
 - MS and HS level: minimize congregations during transitions, and before/after school (may need to increase transition time or stagger transitions)

- **Limit large group settings in gym, auditorium, media centers:**
 - Use outside spaces if social distancing possible
 - Hold whole school or grade level assemblies via Zoom or TEAMS
 - Eliminate face to face whole group assemblies until further notice

- **Limit large group outdoor activities:**
 - Consider getting a waiver for the 20-minute recess requirement
 - Close the playground equipment during recess and utilize games, walking, yoga, etc.
 - Consider how to balance “free-play” with supervision
 - Stagger recess times to avoid multiple students in one area and assign specific areas for each group
 - Wash hands or use hand sanitizer when coming in from outside
 - Provide dispensers for hand sanitizer at each outside door
 - Limit outdoor gatherings except for outdoor class settings

1.6 Field trips

- Eliminate all school-time field trips until further notice
- Encourage participation in digital EdExploreSRQ Explorations
- Consider detailed safety measures before approving athletic, band, and other team/arts travel

1.7 Plan for specialized student populations (students who by nature of their disability or health conditions cannot be distanced from adult support or may not understand the need to distance from peers)

- School teams, led by ESE Liaisons and/or 504 Coordinator, address the needs of ESE and 504 students
 - ESE Liaisons will convene IEP teams to review levels or performance and progress toward IEP goals to determine appropriate next steps, i.e. re-evaluation, additional accommodations or services, change in goals to target Specially Designed Instruction (SDI)
 - ESE students exhibiting needs due to the change of the educational environment will be provided additional supports and services recommended for the student and the family
 - ESE teacher will progress monitor students to determine if students are making progress toward IEP goals and educational standards (FSA/FSAA) and in communication with the IEP team, document and adjust instruction if needed
 - IEP teams will review all data points for ESE and 504 students receiving services to determine how to assist with transition and adjustment to brick and mortar schedule
- School Wide Support Teams, led by the ESOL Liaisons, will review progress and status of the presenting needs of the ESOL population and convene ESOL Committee Meetings as needed
 - Parents will have an opportunity to take part in this process to connect school and community resources to assist in the education of the student
 - Schools will ensure that all communication is provided to the family through translated media, interpreters, etc.
 - Students instructional needs and interventions will be based upon their progress toward language acquisition according to the WIDA screener and content mastery
- Progress monitoring will be on-going
- Note: students may have one or more medical conditions or disabilities that prevent wearing a face covering: parents can request Medical Certification with their ESE Liaison when a face mask/covering are contraindicated for educational and medical purposes
- Students with high-risk health conditions should limit personal interactions outside of the home and consider accessing remote learning opportunities (or home instruction may be possible)

- Consider the availability of “walk-in” services for students with significant cognitive and physical disabilities adhering to the same drop-off and pick up protocol established by the school
- Other teaching strategies:
 - Develop training protocols (e.g., social stories) that will teach children about safety measures that is reviewed with students at least once daily
 - Provide remote learning option for families taught by a classroom teacher dedicated to this class
 - Allow periodic temperature checks throughout the day (provide equipment for classroom teachers)
 - Develop and review the hand washing protocol with students as well as posting a visual sequence by all sinks used by students
 - Post a visual sequence by each hand sanitizer station available to students
 - Allow for the opportunity for sensory breaks and physical activity outside of the classroom as needed by the student due to the nature of their disability
 - Any outside breaks must be coordinated to avoid multiple classrooms taking breaks at the same time
 - Designate an area in the classroom for any SWD to take a “break” from the face covering, handwashing before and after the break
 - Staff must sanitize areas after each student, and if safe, allow students to help
 - Staff/Teachers working with or providing instruction to students with hearing impairments must wear a face shield, clear mask, or barrier to allow for lip-reading
 - No sharing of equipment or materials for any student
 - Feeding utensils must be sent from home (in some cases, disposable equipment/utensils will be used if not sent from home)

1.8 Expectations for Staff Working in District Offices, including the Landings Complex

- District staff that feel ill should not come to work
- Practice social distancing between colleagues
- Avoid/limit sharing of equipment/materials/supplies – if equipment is shared, clean/sanitize after each use (i.e., copier, printer, pencil sharpener, hole punch, shredder, etc.)
- No food/snacks in open/shareable containers
- Water fountains – water coolers are shut down until further notice
- Cloth or disposable face coverings are mandated (staff and visitors)
- Provide a single point of entry for visitors
- Protocol for cleaning departments should be the same as schools
- Protocol for frequent hand washing/sanitizing should be the same as schools
- Cleaning supplies must be available to all staff at district offices
- Each department is responsible for intermittent cleaning/disinfecting of individual and common areas including shared lobbies, kitchen areas, conference tables, etc.)
- PPE available to all staff at district offices
- Use of stairs is encouraged when possible (avoid elevator)
- Any meetings/trainings will be held virtually until further notice (training rooms will remain closed)
- Visitors to any school district office must have an appointment

- Supervisors may have additional health/safety requirements for individual departments
- **Landings Complex:**
 - Single point of entry: visitors must enter through Blue Awning
 - Doors between HR and Maroon awning lobby must be secure: only Landings staff should have access to lobby from HR
 - All departments must leave doors closed/secure (don't prop doors open): Landings staff must use prox card
 - Avoid leaving assigned work area/floor if possible (use Teams or Zoom to meet)
 - Limit face-to-face interaction with staff from other departments
 - Ensure signage is updated and clear in the courtyard/pond area
 - All Landings training rooms closed until further notice
 - All visitors must wear face coverings

2. Personal Preventative and Screening Protocols

2.1 Personal Protective Measures

- **Mandatory face coverings:**
 - Follow School Board Policy on wearing face coverings
 - Wear face covering while on campus or using School Board transportation: parents can request Medical Certification with their school administrator (or ESE liaison if ESE student) when a face mask/covering are contraindicated for educational and medical purposes

- **Educate all stakeholders:**
 - Topics: handwashing for 20 seconds as often as possible, wearing face coverings, keeping hands away from face, and social distancing when possible
 - Stay home when sick: temperature will be unreliable if students/staff have taken fever-reducing medication; temperatures will be taken for any child/staff who exhibit signs of illness

- **Prominently post throughout worksite infographic communication regarding preventative measures in areas of high visibility:**
 - Posts signs and fliers on how to stop the spread, everyday protective measures, including properly wearing face covering linked to CDC Interim Guidance document, handwashing and social distancing when possible
 - Mark flooring in areas that require standing in line to indicate social distancing as needed
 - Provide signage on walls and floor for one directional hallway movement
 - Share instructive modules that detail all procedures for staff and students
 - Refer to instructional information from CDC and National Association of School Nurses

- **Develop protocols for students and staff regarding the use of personal protective equipment:**
 - Establish set times to ensure frequent 20 second handwashing: for example, use timed bell schedule or overhead announcements to clean/sanitize your area/wash hands, perhaps prior to dismissal or at late bell
 - Ensure students wash hands before and after lunch
 - Instruct how to wear face coverings, including proper cleaning procedures
 - Prominently display posters on handwashing after cough, sneeze, touching face, using rest room, after touching outside equipment in every classroom, office, lounge

- **Provide preventative supplies in each classroom, educational space and common area within a school building, including:**
 - Ensure face coverings, soap, sanitizer, tissues, paper towels, etc., are available in the SCS warehouse
 - In classrooms (Note: at no point will any PPE be shared amongst students):
 - Permit children and staff to bring their own hand sanitizers and use them when needed

- Request headphones, labeled water bottles, face coverings, hand sanitizers on supply lists for children to bring to school at the beginning of the year
- **In schools:**
 - Provide digital thermometers for every school
 - Provide portable barriers
 - May need to provide tables/desks (within a school site) in specific situations if tables do not allow safe distancing
- ⊖ **As needed:**
 - Provide plastic face shields for teachers of hearing impaired and speech/language therapists, other ESE staff, teachers, staff, clinic aides upon request
 - Provide to science labs for students working closely (vs. goggles)
 - Provide to choral and band students as requested

2.2 Systemic Disinfection and Cleaning Protocols

- **Post standards for disinfection and cleaning of all areas and surfaces throughout the day:**
 - Share the schedule with all stakeholders for increased, routine cleaning and disinfection
 - Disinfect all frequently touched surfaces in school, buses, and for all shared objects
 - Consider adjusting custodial shifts to better accommodate needs during day
 - Remove hard to clean furniture and rugs
- **Share expectation for daily cleaning protocols:**
 - Clean in between every small group or one-on-one session and after shared materials
 - Ensure teachers and students are trained to safely help clean spaces and their materials
 - Develop protocols for cleaning keyboards in computer lab between use
 - Provide necessary cleaning supplies in the lab
 - Educate staff and children proper cleaning techniques
 - Implement cleaning protocols before and after use
 - Implement nightly cleaning protocols completed by facilities team
 - Provide disinfectant supplies (spray bottle of Alpha-3% Hydrogen Peroxide based) in every classroom, ensure safe application of disinfectants, and safe storage to keep away from children
- **Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible**
- **Ensure all water systems are safe to use after prolonged facility shutdown**
- **Shut off all drinking fountains until further notice**
- **Hold returned Media Center items for 48 hours before re-shelving**

2.3 Preventative Screening

- **Provide screening protocol that goes home with families and helps teachers identify potential symptoms that require health room visit:**
 - If your child has experienced any of the following symptoms and a fever of 100.4 or higher in the last 3 days, they should not attend school unless they have been fever-free for at least three days without the use of fever-reducing medication:
 - Chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - If your child had close contact with someone who is currently sick with suspected or confirmed COVID-19, they should return home and not attend school until 14 days after contact with this individual
- **Share updated screening protocols with staff, students, family members and visitors:**
 - Do not travel if you are sick, or if you have been around someone with COVID-19 in the past 14 days
 - Do not travel with someone who is sick
 - Follow state and local travel restrictions (for up-to-date information and travel guidance, check the state or local health department where you are, along your route, and at your planned destination)
 - Passengers who return from a cruise ship or river cruise voyage are advised to stay home for 14 days, monitor their health, and practice social distancing
- **Maintain confidentiality:**
 - Providers and the District will notify DOH of any exposures or positive diagnosis
 - The DOH will notify the District of any positive staff or student diagnosis so that appropriate action can be taken
 - If a staff member or student is diagnosed with COVID, messaging states that “someone (no name) in class ABC has been diagnosed and all in the classroom have been asked to exclude for 14 days”
- **Provide information on access to COVID-19 testing:**
 - School Health provides a list of local testing centers available to staff and families (including, if possible, insurance information, cost and turnaround time)
 - Due to capacity, it may not be possible for the DOH to provide on-site testing, but this can be discussed/considered on a case-by-case basis
- **Allow teachers to greet each child with hand sanitizer daily**

- **Temperature may be taken in school clinics if symptoms are evident:**
 - To limit movement and contain illness, designated staff may check temperatures in classrooms when students/staff are symptomatic
 - Some clinics are limited to one staff member that cannot leave the space so School Health can train administrators, Security or staff who can help perform temp checks
 - Students will need to wear a mask when in the clinic

- **Provide a process for when a child/staff can come back from being ill with COVID-19:**
 - Comply with CDC and DOH guidance
 - Doctor's notes are not required
 - Staff/students can be with others after:
 - 3 days with no fever
 - Respiratory symptoms have improved (e.g. cough, shortness of breath)
 - 10 days since symptoms first appeared
 - Note: Staff that are required to quarantine may qualify for FFA until Dec 31st (For more information, access the District COVID site)

- **Review all current health care plans, IEPs and 504 plans and determine if additional measures need to be added due to COVID-19:**
 - The School Health team will develop a COVID care plan and work with liaisons and guidance to support students that may require accommodations

- **Provide onsite nursing staff at each school building to guide and oversee screenings:**
 - The School Health team will be trained to screen for illness as well as provide other health supports

2.4 Procurement Plan

- Align the availability of items necessary to ensure safety and well-being for new protocols:
 - Adequate PPE available in the Warehouse
 - Adequate supplies of high touch materials needed in classrooms to minimize the number of students or teachers using (e.g., writing materials, scissors, art supplies, equipment)

2.5 Contractual Working Conditions for Employees

- Request MOUs with SC/TA if there are contract changes needed because of these guidelines
- Consider allowing each school to provide a teacher at each grade level or a team of teachers to provide remote instruction if there are enough students to fill the classes
- Discuss providing additional compensation to teachers/staff who have added responsibilities
- Clarify the protocols to be followed when a staff member is diagnosed with COVID-19 or placed on quarantine due to exposure at school (i.e., paid leave, sick leave, etc.)
- Develop a plan for vulnerable employees (and students) that may include requesting a doctor's approval to return to work
- Communicate the options to our staff

3. Financial Impact Tracking

- Account for costs associated with increased personnel, programmatic or operations changes necessary to adhere to guidelines and/or regulations
 - o District staff work with school bookkeepers on expenditures needed to be tracked at the school level, if any
- Consider CARE ACT dollars allocated to support specific academic plans for remediation

4. District Communication Plan

Communication opportunities for two-way conversations with all stakeholders are vitally important when generating plans and monitoring implementation.

- Frequent and consistent messaging about changes regarding learning from the academic team at the district and school-based site locations is needed, with safeguards to ensure updates reach all families (i.e. designating a staff and/or teacher team/group at each school to follow-up with families who have not responded to a directive sent via school-based Community Engage/ConnectEd).
- After confirming directory and media release approvals, return-to-school success stories should be shared with stakeholders through district and school-based social media and pitches to media outlets.

Multi-faceted communication strategies will allow the district to attain its goal to include stakeholders' input in reopening decisions and to reinforce trust and confidence in SCS.

- Family and staff survey data will be used to inform the development and refinement of school reopening implementation plans within the scenarios. Survey data will reflect: Family opinions about the SCS reopening plan; Staff comfort levels in returning to work and the supports they need to be successful.

Ensure consistent communication with all stakeholders to build confidence that families, students and educators feel ready for face-to-face teaching (e.g., staff, families and community).

- The district's Communications department will share the final district-level guidance with families on one central location on the district website, and on district-level social media platforms.
- Schools will be provided with suggested Community Engage/ConnectEd message templates and social media message templates to communicate directly with their families about the district-level guidelines as well as any school-based changes (i.e., how the school will handle walk-ins at the front office/how can a parent request an appointment, how parent pick-up/drop-off loop will be set up).

The safety of students, families, and staff is our number one priority.

- At this time, based on current COVID-19 restrictions, the Center for Disease Control and Prevention (CDC) and the Florida Department of Health guidelines, the district is suspending school-based "non-essential" visitors from entering the school campus. This group includes but is not limited to volunteers, vendors, families coming for breakfast or lunch, mentors, etc.
 - This decision will be reevaluated and access to campus will be restored gradually as health & safety guidelines are adjusted. The district will continue to collaborate with the local Department of Health on any updates or changes.
 - Promote with Community Engage/ConnectEd message from site program manager and send backpack letters home during first few weeks of school. Possibly have fliers to send home with students that show the safety reasons and concerns as to the why this procedure is in place.
 - Announcement on each school website page linked from District home page to house all information and procedures for a safe return to school.

District's legal counsel & Communications department will draft a COVID-19 Information/Affirmation letter for schools to send to their parents/guardians.

- Letter should be signed & returned to the school.
- This letter will be posted on the website and continued to be added to in-school communications

Schools are encouraged to remind families about keeping up to date with the latest CDC guidelines.

- The district's Communications department will establish a frequently asked questions section on the district website to address school-related questions that appear on school and district social media platforms.
- Schools will be encouraged to refer health-related questions to the Department of Health or Suzie Dubose, RN.

5. Monitoring Plan for Systemic and Building Level Practices

- **Areas to monitor and the staff member responsible:**
 - District Assistant Superintendent/Chief Operations Officer, Jody Dumas, is responsible for responding to all COVID-19 concerns and leading the CRISIS RESPONSE TEAM
 - Each school develops a School Crisis Response Team
 - District absenteeism of staff monitored by Danielle Schwied
 - Prevent substitute shortages by increasing the pool prior to the start of the year (market, recruit and train now)
 - Each school/cost center assigns a monitor
 - District absenteeism of students monitored by Denise Cantalupo
 - Each school assigns a monitor
 - Health Room/clinic traffic monitored by Suzie DuBose
 - Classroom sanitation protocols monitored by each school's Head Custodian
 - Additional monitoring in each school
 - Compliance on prescribed safety measures: monitored by each school's administration
 - Provide training to all administrators
 - Student achievement data: monitored by each school's administration and Dashboard updated by RAE team
 - District Offices compliance monitored by Ruby McKinnon
 - Food Service compliance monitored by Sara Dan
 - Custodial compliance monitored by B.J. Grant
 - Transportation compliance monitored by Jason Harris

6. What to Do If Students or Staff Become Ill with COVID-19 Symptoms or must be quarantined due to confirmed case or exposure to a confirmed case

6.1 Communication System:

- A COVID-19 Notification System is accessible to all Principals and Health Room aides to input COVID-19 concerns

6.2 Facility

- Identify a clinic area large enough to separate anyone with COVID-19 symptoms
- Close area until it can be cleaned and disinfected, wait 24 hours prior to cleaning/disinfecting (or as long as possible)

6.3 Procedures:

- If symptomatic or confirmed cases, follow the procedures identified in the COVID-19 Notification System (which includes contact tracing procedures)
- Provide remote learning option for students and teachers who need to be quarantined due to exposure

6.4 Cleaning protocols

- Deep clean infected areas prior to returning
- Ensure supply of fogging and/or other products to sanitize infected area as needed

6.5 School Response Teams meet regularly with DISTRICT CRISIS RESPONSE TEAM

- Ensure all local context, supports and barriers problem-solved
- Develop, monitor, make recommendations throughout 2020-2021

6.6 Curriculum

- If child is ill: follow the “make up work procedure” for excused absences in Student Progression Plan
- If child is quarantined but not ill: Teachers will provide continuity of instruction through concurrent teaching so students can continue to access work from home as appropriate

7. Planning for a resurgence or intermittent shutdown

7.1 Work with DISTRICT CRISIS RESPONSE TEAM (which includes health officials)

- Depending on the scope (single school, multiple schools, full district) shut down may be for any number of days
 - Follow the communication plan flowchart
 - Decision will be made in conjunction with Department of Health
 - Cancel all activities and discourage gatherings/socializing
 - Initiate contact tracing and cleaning protocols
- CRISIS RESPONSE TEAM determines re-opening strategy and timeline

7.2 Communication Plan

- Follow COVID-19 Notification System developed for this purpose
- Coordinate with local health officials
- Maintain confidentiality
- Provide communication with families regarding instructional plans and progress:
 - Provide information about how they can best support their child/children and direction on finding assignments
 - Provide details on how to connect with appropriate staff
 - Share resources that support families' basic needs

7.3 Cleaning Protocol

- Close off areas used by individuals with COVID-19, open outside windows to increase air circulation, wait as long as possible to clean
- If surface is dirty, clean using detergent prior to disinfection

7.4 Meal distribution

- Institute meal delivery and/or pick up sites as needed

7.5 Curriculum to ensure continuity of education (see Section 11 for details on providing curriculum remotely)

- Teachers provide instruction remotely:
 - Teachers provide continuity of instruction through concurrent teaching so students can continue to access work from home as appropriate
 - Utilize digital textbooks
 - Build Blackboard course content using exemplars provided by district staff
 - Utilize a variety of communication systems
 - Provide additional digital resources available at all levels
 - Teachers continue to provide and document necessary interventions to support student

success

- Teachers continue to work in collaborative teams (e.g., PLC and departments) to establish continuity of education
- Support staff work with teachers to connect with disengaged students

7.6 Technology Devices

- Utilize One-to-One Digital Device for Students in Need program beginning with devices that would have been taken out of inventory due to refresh program
 - Upon requested need, families complete a Parent Accessible Use form (i.e., computers, internet)
 - Develop individualized plans and distribute equipment to meet varying technology needs based on access
 - School's Technology Support Professional (TSP) complete the Technology Request form to release hardware to families
 - Distribute refreshed computers to students with technology needs
 - Each school's TSP will distribute devices to their students with technology needs
 - Redistribute devices currently in the schools
 - District will create a plan to fund hotspots for students needing internet access
 - District will create a maintenance and payment plan for damages to devices
 - District may need to create charging stations in schools

8. School Site Planning

NOTE: Remote learning during the shutdown in March was built on the ICAN Plan which included IXL and APEX as sources of instruction. Any remote learning due to spontaneous shutdowns in the future will require teachers to provide daily instruction via the internet using their course plans. This will require teachers to enter announcements, assignments, content, and upload lesson plans in Blackboard.

8.1 Beginning the School Year: Planning in July and Pre-planning Week

- **During July, District and administrative staff plan an innovative option that allows each school to have teachers who could teach if there are enough students to fill the remote classes (see Section 11)**
- **During Pre-planning week, each school will develop a plan to address educational slide and the needs of under-performing and/or vulnerable student groups (e.g., low SES, students of color, SWD, homeless, ESOL students):**
 - School Wide Support Teams (SWST) meet to work with teachers to develop plans (may include additional members including intervention teachers)
 - Review data to analyze student progress to date (e.g., District’s Teacher Dashboards, Articulation Cards, etc.)
 - Identify learning needs to be addressed, including summer slide, Quarter 4 Remote Learning Slide, Credit Recovery, etc.
- School teams, led by ESE Liaisons and/or 504 Coordinator, address the needs of ESE and 504 students
 - ESE Liaisons will convene IEP teams to review levels or performance and progress toward IEP goals to determine appropriate next steps, i.e. re-evaluation, additional accommodations or services, change in goals to target Specially Designed Instruction (SDI)
 - ESE students exhibiting needs due to the change of the educational environment will be provided additional supports and services recommended for the student and the family
 - ESE teacher will progress monitor students to determine if students are making progress toward IEP goals and educational standards (FSA/FSAA) and in communication with the IEP team, document and adjust instruction if needed
 - IEP teams will review all data points for ESE and 504 students receiving services to determine how to assist with transition and adjustment to brick and mortar schedule
- School Wide Support Teams, led by the ESOL Liaisons, will review progress and status of the presenting needs of the ESOL population
 - Parents will have an opportunity to take part in this process to connect school and community resources to assist in the education of the student
 - Schools will ensure that all communication is provided to the family through translated media, interpreters, etc.
 - Students instructional needs and interventions will be based upon their progress toward language acquisition according to the WIDA screener and content mastery
- Progress monitoring will be on-going
- Note: students may have one or more medical conditions or disabilities that prevent wearing a face covering (Note: parents can request Medical Certification with their ESE Liaison when a face mask/covering are contraindicated for educational and medical purposes)

- Students with high-risk health conditions should limit personal interactions outside of the home and consider accessing remote learning opportunities (or home instruction may be possible)
- Consider the availability of “walk-in” services for students with significant cognitive and physical disabilities adhering to the same drop-off and pick up protocol established by the school
- Other teaching strategies:
 - Develop training protocols (e.g., social stories) that will teach children about safety measures that is reviewed with students at least once daily
 - Provide remote learning option for families taught by a classroom teacher dedicated to this class
 - Allow periodic temperature checks throughout the day (provide equipment for classroom teachers)
 - Develop and review the hand washing protocol with students as well as posting a visual sequence by all sinks used by students
 - Post a visual sequence by each hand sanitizer station available to students
 - Allow for the opportunity for sensory breaks and physical activity outside of the classroom as needed by the student due to the nature of their disability
 - Any outside breaks must be coordinated to avoid multiple classrooms taking breaks at the same time
 - Designate an area in the classroom for any SWD to take a “break” from the face covering, and ensure handwashing before and after the break
 - Staff must sanitize areas after each student, and if safe, allow students to help
 - Staff/Teachers working with or providing instruction to students with hearing impairments must wear a face shield, clear mask, or barrier to allow for lip-reading
 - No sharing of equipment or materials for any student
 - Feeding utensils must be sent from home (in some cases, disposable equipment/utensils will be used if not sent from home)
- The following are provided as suggestions that school teams may consider:
 - Utilize service referrals to address food insecurity, financial and housing insecurity, grief and anxiety about caregivers who are essential workers or loss of family members, disconnects from social settings
 - Prioritize available funding and programming at elementary and middle for personalized instruction only (e.g., in after-school programs)
 - Accommodate the needs of high school students who need to work; consider suspending some courses on an individual basis (may need to get FDOE approval); and individualize each student’s graduation plan to focus on Graduation pathways, CTE Pathways, and NCAA Eligibility
 - Create a school-based team incorporating community stakeholders to find/connect with hard-to-reach students and families
 - Involve families in the development of personalized instruction plans for their child
 - Organize PLCs and SWST Teams to incorporate vertical alignment to ensure that critical standards from the prior year were not missed and to re-establish the MTSS processes
 - Classroom teachers utilize class-wide interventions in small groups to provide instruction on potentially missed foundational and prerequisite skills to more quickly identify students that may need additional intensive interventions or

- screener assessments
 - Provide ongoing Parent University offerings that align to the present needs of parents (e.g., technology tools, instructional strategies, accessible content, etc.)
- **During July, District Staff plan differentiated teacher training on assessing and meeting the individualized learning needs of each student to accelerate learning:**
 - Define “meeting individualized learning needs” to include motivation, personalized learning, social-emotional components, evidence of trauma, grade-level expectations, etc.
 - Review District data to analyze student progress to date (e.g., District Dashboards, etc.)
 - Provide school expectations for supporting students who are not engaged in the learning (remote or face-to-face)
 - Review available resources to support teachers in building their teaching resources (e.g., High Expectations Teaching--HET tile in MYSCS)
- **Plan to provide teachers with successful behavioral interventions to combat the challenging behaviors that may have developed due to time away from school:**
 - During July, District Staff build recommendations that will support SWST Team planning during pre-planning week
 - Refer to HET tile in MYSCS for behavior support recommendations
 - Determine process for all stakeholders to review the Code of Student Conduct
 - During pre-planning week, SWST teams at each school, including Mental Health Therapist as applicable, bolster behavior support to teachers using the support provided by District Staff (include District staff as requested)
 - Teams define student behavioral expectations in a remote learning environment and review the student behavioral expectations for the physical learning environment
 - Work may include:
 - Revisions to PBIS plan to include remote learning expectations
 - Revisions to CHAMPS/DISC expectations and implementation
 - Identify interventions in place to support students not meeting the behavioral expectations resulting in a lack of student engagement
 - Address culture-building, relationship-building strategies during the first month
- **Plan to administer diagnostic assessments intended to inform instructional decisions for select subject areas and/or pre-test assessments for select courses:**
 - During July, District Staff should identify ways to support teachers:
 - Include PLCs best practices: 1) determine prerequisite skills and knowledge students should have when entering course/grade level 2) develop formative assessments 3) then evaluating the results together as a PLC and determine what needs to be addressed first
 - Identify other subject area/courses/assessments that will assist teachers in identifying student needs:
 - Elementary: i-Ready AP 1
 - Middle: i-Ready AP1

- High: Achieve 3000 for Intensive Language Arts; USA Test Prep for tested areas
 - During pre-planning week, teachers/PLCs need to utilize diagnostic assessments and/or pre-test assessments to determine prerequisite skills and knowledge that students should have when entering course/grade level, assist in the development of formative assessments and to inform instruction
- **During July, administrators determine staff (with contact information) for each school level responsibility:**
 - Tracking attendance and reporting patterns of concern to administration
 - Tracking student performance and reporting patterns of concern to administration
 - Accessing technology tools for both staff and students to report concerns
 - Accessing student data so staff have a person to contact if having difficulties accessing data
- **During July, District Staff plan for developing ways to keep all children/families involved in the event there are shifts to remote learning:**
 - Training for teachers on how to access MYSCS single sign on, Blackboard, announcements, gradebook, digital textbooks
 - Training in Blackboard on how to post lesson plans, announcements and directions so students can access all necessary platforms to complete assignments
 - Guidance for schools to communicate the expectation for how/when teachers will prepare students for any shifts to remote learning
 - Expand the use of virtual connections for parent conferences, IEP meetings, and other like meetings
 - Add-Tiles are added to MYSCS as requested by teachers/specialists for every grade level/course
 - Accelerate plans to create Individual Learning Plan/Dashboard

8.2 Course/Grade Level Content Expectations:

- Develop plan for remote learning instruction using Blackboard
- Teachers utilize Instructional Focus Guides (IFG), AICE, or IB curriculum to pace instruction: IFGs will include examples of how to structure Blackboard courses with tutorials teachers can use to develop their own Blackboard courses
 - IFG will highlight areas that may need to be reviewed due to the Quarter 4 shift to remote
- Teachers develop a process on Blackboard and communicate it to students for providing assignments in the event of an extended absence
- Teachers address learning needs that will accelerate learning (i.e., close the achievement gaps) by providing grade level content with scaffolds to support unlearned material
- Consider including the following in student coursework:
 - A variety of learning modalities; “See and hear” content
 - Opportunities to learn new and practice/retrieve “learned” content
 - Interaction with content and tools
 - Connection with current and future technology
 - Collaboration and teamwork (instruction and practice)

- Creativity and imagination, including robotics and the ARTS
- Critical thinking and problem-solving
- Standards-based curriculum built to allow student mastery of content
- Accelerate the learning of all students

9. Schoolwide Content: Prioritize social-emotional and mental health supports at the beginning of the year and continue throughout the year (note: children have experienced another ACE traumatic event due to this pandemic)

9.1 Curriculum: Maslow before Bloom!

- Ensure a RELATIONAL FOCUS for ALL: Promote DAILY SEL for all PK-12 students, e.g., restorative circles, morning meeting, class meetings or inner explorer (at the 6-12 level this could happen during 1st period or before lunch, and at the PK-5 level this would happen at the teacher’s discretion)
- Continue widespread adoption of Inner Explorer
 - Develop a communication plan for helping all stakeholders understand what this program provides students/families and how to access it
 - Sent out and promoted by PK-12 guidance counselors
 - Add a tile for Inner Explorer on MYSCS
- Find ways to support children’s understanding of COVID-19 and the impact this had on the 2019-20 school year
- Explicitly teach school wide and classroom expectations DAILY in all PK-12 classrooms through the framework of PBIS at all levels connected to the Code of Student Conduct (for example: reframing CHAMPS)
- Conduct restorative circles and meetings where teachers have been trained, and encourage teachers who have not been trained to sign up for the PD (see optional resource—training and book—for instructional staff: *The Responsive Classroom*)
- Utilize Tier 1 suggestions for building strong relationships and social-emotional learning opportunities embedded in daily lessons
- Utilize weekly mental health modules (great place to hotlink) accessible on our website to address topics like stress management, coping strategies, and accessing school and community resources
 - Provide engaging Mental Health Training to all students gr. 6-12, as required by DOE
 - Ensure widespread use of Mental Health Website for staff, parents, students
 - Also provide “stress-free” activities for students
 - Encourage the use of Crisis Text Line (Text HERE4U to 741741)
- Provide opportunities for students to engage in courageous conversations regarding diversity, equity, inclusion, social justice
- Utilize monthly Civility Squad activities
- Focus on SEL and Culturally Responsive Teaching and Learning (Note: consider removing some other PD to a “not do” or “put on hold” PD list)
- Provide PD Module on TRAUMA informed care to ALL staff (e.g., what trauma looks like, how to address it)

9.2 Communication

- Ensure administrators, teachers, families, and staff prioritize building strong connections and relationships before instruction begins *Maslow before Bloom, Relationships before Rigor*, perhaps part of pre-planning and other staff activities

- Plan a process to allow stakeholders to provide ongoing feedback on best practices and social-emotional learning needs including an active PBS and Behavior teams in all schools
- SEL updates at monthly staff meetings along with PBS updates
- Provide a district wide introduction to Cultural Responsiveness during pre-planning week
- Regularly highlight the resources noted above (e.g., PBIS plans, Mental Health Website)
- Promote monthly Civility Squad activities

9.3 Reinforce strong, systemic Multi-Tiered System of Support (MTSS) processes for behavioral, academic, and mental health supports

- Clearly define a referral process to address food insecurity, financial and housing insecurity, grief and anxiety about caregivers who are essential workers or loss of family members, disconnects from social settings
- Provide Tier 1 instruction that supports students' academic, behavioral, and social emotional needs on an ongoing basis.
 - Referrals will be processed in a timely manner when teachers indicate a child may need additional support
 - Refer to the High Expectations Teaching (HET) tile in MYSCS
- Provide Tier 2 support/resources:
 - Small group social skills instruction, provided by counselor and other trained staff
 - Check-in/Check-out to provide students an additional level of social-emotional supports
 - Small group instruction from the classroom teacher/intervention teacher
 - Provide restorative supports to students in need of social-emotional regulation
 - Refer to the High Expectations Teaching (HET) tile in MYSCS
- Provide Tier 3 support/resources:
 - Provide evidence-based academic interventions alongside core instruction to students demonstrating a need
 - Connect administrators with established resources to support positive outcomes for students experiencing disciplinary concerns; i.e. vaping, bullying, substance abuse, fighting
 - Mental Health Therapists continue to provide therapeutic services for students
 - Continue to seek additional Mental Health Therapists at elementary level and ensure that ALL schools have adequate support (Note: Learning is not possible when kids are in trauma)
 - Provide individual counseling support for academic, behavior, and/or social emotional concerns as a Tier 3 intervention
 - Consider providing Counseling as a Related Service (CAARS) for students with IEP and/or a 504 plan
 - School Counselors, Social Workers, and/or School Psychologists provide ongoing support to at risk students, including those with reentry and safety plans
 - Consider using children's Crisis Assessment Team and/or Mobile Response Team when students are in imminent risk
 - Threat Assessment Teams will navigate the threat assessment decision tree to assess transient and substantive threats
 - Connect students and families to appropriate community agencies/partners

- Refer to the High Expectations Teaching (HET) tile in MYSCS

9.4 Provide support to our staff also

- Tier 1 options for all staff (refer to District’s Wellness Coordinator newsletters)
- Tier 2 supports for staff needing group counseling or support groups (refer to District’s Wellness Coordinator)
- Tier 3 support—advertising Employee Assistance Program (EAP) program to ALL staff members

10. Professional Development (PD) Plan for all employees

10.1 Over the Summer:

- Align PD to each component of the Plan
- Create a District PD calendar that includes specific staff training modules/courses planned for the following:
 - Academic learning that incorporates technology and ESE/504 strategies:
 - Remote learning programming (i.e., use of Blackboard, Zoom and TEAMS, etc.)
 - Remote learning instruction: teletherapy, tele-intervention, meetings held on digital platforms, online options for data tracking, curriculum-based resources, video conferencing
 - Learning science and adversity science
 - Including assessing and addressing stress and trauma among students and colleagues
 - Differentiated learning plans that are standards-based
 - Including developmentally appropriate, positive, agency/independence-building into every lesson
 - Differentiated Blackboard course development (including announcement posting and lesson plan posting)
 - PLCs planning to “accelerate learning”
 - IFGs to build lessons
 - HET tile in MYSCS to deepen learning
 - Safety protocol modules with videos (e.g., disinfecting high touch materials after each use; keeping disinfectants away from children)
 - Social-emotional learning and mental health resources
 - Inner Explorer: Embedding healing practices into daily routines/classes
 - Integrating academically rigorous content and social-emotional supports (Aspen Institute)
 - How to physical distance while remaining socially connected
 - Youth Mental Health First Aid (YMHFA)
 - Offer Kognito to all new staff
 - Digital Restorative Strategies
 - Mental Health Modules
 - Monthly Civility Squad activities
 - Specific Parent University training modules/courses planned for the following:
 - How to navigate the digital platforms, additional resources available to them
 - How to connect with teachers/administrators and other supports needed
 - Mental health and social-emotional learning resources, including Inner Explorer
 - How to positively build agency/independence in your child
 - PK-3 parents: TPF’s This Book IS Cool

10.2 Pre-Planning Training

- Over the five additional days of planning, ensure all teachers are trained to become Concurrent Teachers
- Continue training above
- “Accelerate Learning” training for all PLC’s
- Mental Health and Behavioral Support: Counselors and social workers/home school liaisons in the use of Sanford Harmony for PK-6th grade; facilitate the virtual YMHFA training modules for staff; introduce virtual restorative strategies professional development
- All Teachers: Blackboard Course development and safety protocol training

10.3 Throughout the year

- All teachers:
 - Continue training above
 - Blackboard course development and support
 - Allow staff to make requests via quarterly surveys
- Parent University training modules/courses planned for the following:
 - How to navigate the digital platforms and additional resources available to them
 - How to connect with teachers/administrators and other supports needed
 - Mental health and social-emotional learning resources, including Inner Explorer
 - How to positively build agency/independence in your child

11. Innovative Remote Option to Provide Continuity of Instruction

On July 6, 2020, the Commissioner of Education instituted an emergency order expecting all schools to open five days a week and provided the option for districts to provide an “innovative learning environment” that meets the following assurances:

- All schools open five days/week **in August**
- Provide the full array of services our students require
- Progress monitor students to meet academic needs and upload this data to DOE
- Meet with IEP teams to meet the needs of Students with Disabilities
- Meet with English Second Language Learners (ESOL) Committees to meet the needs of ESOL students
- Extend flexibility in instructional methods to every charter school

Any student who is signed up for this REMOTE option will be provided course instruction in one of three ways determined by the number of students requesting remote learning at their school*:

- **Teacher at the child’s school will instruct a full class or period of remote learners; or**
- **Teacher at the child’s school will concurrently instruct a class of both remote learners and learners in the building; or**
- **Teacher in the district will instruct students from one or more schools when there are requests for a course with minimal enrollment**

***See Appendix B for “Innovative Reopening Plan Teacher Definitions” and Appendix C for a parent flyer called “Reopening Options”**

11.1 Expectations

- **Instructional Hours:** Beginning August 31st, all remote students engage daily in a minimum of five hours of instruction and a minimum of 45 minutes per course at the high school level
- **Attendance:** All teachers submit attendance on the SIS system as usual; Attendance submitted daily or by period; Teachers follow the school’s process for addressing students with attendance concerns
- **Expectations for District Staff:**
 - Meet with IEP teams/CARE teams immediately to determine needed services, including compensatory services for students with disabilities and students with 504s; identify students who may have regressed during school closures and follow a student-centered approach with a commitment to ensure the individual needs of each child are met
 - Ensure that ESOL Committees identify ESOL students who have regressed, ensure they have the appropriate identification of English skills, and determine if additional or supplemental ESOL services are needed (and provide the resources to implement those services)
 - Share progress monitoring data as directed by DOE
 - Collect and ensure that charter school’s reopening plans meet the assurances in DOE order no. 2020-EO-06

- **Expectations for the Teacher**
 - **Teachers assigned a full class (or period at secondary level) of remote learners:**
 - Work regular school hours from their assigned school building (7.5 hours, with .5 duty free lunch and a planning period consistent with their school)
 - Provide live, interactive instruction via Zoom, TEAMS, etc., for large group, small group, and individual instruction
 - Attend staff meetings and professional development at their school
 - Follow Student Progression Plan
 - Administer and upload required progress monitoring data as directed
 - Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
 - Provide regular communication with families and ensure that families are aware they can transition back to face-to-face instruction in their assigned school building as soon as schedules can be accommodated. Our recommendation is that they remain in this remote environment for a semester.
 - Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during remote learning)
 - Teacher maintains ongoing communication with ESE Liaison, including notification of concerns that may require convening of IEP team
 - ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
 - Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener
 - Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee
 - Remote learners engage via video conferencing platforms with their teacher and peers
 - **Teacher assigned a class of both remote and face-to-face and instruct students concurrently:**
 - Work regular school hours from their assigned school building (7.5 hours, with .5 duty free lunch and a planning period consistent with their school)
 - Provide face-to-face, live, interactive instruction via Zoom, TEAMS, etc., for large group, small group, and individual instruction
 - Attend staff meetings and professional development at their school
 - Follow Student Progression Plan
 - Administer and upload required progress monitoring data as directed
 - Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
 - Provide regular communication with families and ensure that families of remote learners are aware they can transition back to another teaching method as soon as schedules can be accommodated. Our recommendation is that they remain in the

remote environment for a semester.

- Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during remote learning)
 - Teacher maintains ongoing communication with ESE Liaison, including notification of concerns that may require convening of IEP team
 - ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
 - Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener
 - Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee
 - Remote learners engage via video conferencing platforms with their teacher and peers
- **Teacher assigned remote learners from multiple schools:**
- Work regular school hours from their assigned school building (7.5 hours, with .5 duty free lunch and a planning period consistent with their school)
 - Provide live, interactive instruction via Zoom, TEAMS, etc., for large group, small group, and individual instruction
 - Attend staff meetings and professional development at their school
 - Follow Student Progression Plan
 - Administer and upload required progress monitoring data as directed
 - Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
 - Provide regular communication with families and ensure that families are aware they can transition back to face-to-face instruction in their assigned school building as soon as schedules can be accommodated. Our recommendation is that they remain in this remote environment for a semester.
 - Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during remote learning)
 - Teacher maintains ongoing communication with ESE Liaison, including notification of concerns that may require convening of IEP team
 - ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
 - Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener
 - Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee

- Remote learners engage via video conferencing platforms with their teacher and peers
- **Expectations of Parent and Student:**
 - Student remains enrolled in their school and may return to their school building as soon as schedules can be accommodated, although the district recommendation is that students remain in the remote environment for a semester. (Note: Parent recognizes that it is their responsibility to ensure their child only returns to school building if they are well)
 - Student expected to be engaged in learning every day for a minimum of five hours during the regular school day, and a minimum of 45 minutes per course at secondary level (in addition to completing assigned homework)
 - Student needs access to the internet and a computer device (notify the school for support if needed)
 - Student will be supervised and supported
 - Parents of SWD, or ESOL students, or students with a 504 participate in IEP meetings, or ESOL Committee meetings, or 504 meetings to develop a Distance Learning Plan that will guide instruction and services during remote learning
 - **Note this disclaimer:** SCS will provide one of the teaching options noted above, but we may not be able to accommodate all schedules if a certified teacher is not available in a particular course (in which case school staff will work individually with students to provide options)

11.2 Curriculum:

- Teachers instructing remote learners continue to collaborate with colleagues through Professional Learning Communities (PLCs) during collaborative planning times and strive to provide the same curriculum remotely that a child is receiving in the school building.
- All teachers provide one site to view daily expectations, post daily announcements and assignments, and upload lesson plans using Blackboard LEARN (Learning Management System)
- Teachers may direct students to other platforms to access content
- To ensure continuity of instruction students will be held to the same expectations as students in the building, including student engagement, attendance, course content, task completion, assignments, and assessments

11.3 Progress Monitoring:

- **Elementary School**
ELA/Reading:
 - i-Ready Diagnostic (3 X per year)
 - i-Ready personalized learning lessons (ongoing)
 - Pathways monitored and adjusted regularly for “just right” learning
 - i-Ready LAFS lessons (ongoing)
 - i-Ready Standards Mastery
 - Running Records
 - Multiple assessments on the district Instructional Focus Guide (IFG)

- Decision Trees located in the Striving Reader Plan
- Spelling Inventories

Math:

- i-Ready Diagnostic (3 x per year)
- Formative assessments on (GPS) for each unit
- Grades 2-5: MAFS Standards Mastery OR quizzes within the units
- Grades K-: Quizzes/Checklist items within the GPS units
- Sarasota Numeracy Assessments (GloSS, IKAN)

Science

- Pearson quizzes (~5 questions) for each lesson
- Pearson quick checks (2 question written quick check in the textbook)
- Pearson unit assessment for each Topic
- 5th grade science inventory for ALL 5th graders
- Optional district assigned 3rd/4th grade content area test (earth/space, physical/life)
- Content area tests (earth/space, physical/life) available in Bb for district progress monitoring for grades K-2
- Each grade level and content area pre/post test

• **Middle School**

ELA/Reading:

- i-Ready Diagnostic (3 X per year)
- i-Ready personalized learning lessons (ongoing)
 - Pathways monitored and adjusted regularly for “just right” learning
- i-Ready LAFS lessons (ongoing)
- i-Ready Standards Mastery (monthly)
- Fluency checks for striving readers (3 X per quarter)

Math:

- i-Ready Diagnostic (3 X per year)
- i-Ready personalized learning lessons (ongoing)
 - Pathways monitored and adjusted regularly for “just right” learning
- i-Ready MAFS lessons (ongoing)
- i-Ready Standards Mastery (monthly)
- Algebra and Geometry – USA Test Prep and Math Nation

Science:

- Common Standards Based Unit Assessments delivered through Bb Learn
 - On demand following Instructional Focus Guides

Social Studies:

- Common Standards Based Unit Assessments delivered through Bb Learn
 - On demand following Instructional Focus Guides

• **High School**

For all tested areas:

- Algebra 1A - Algebra Nation monitoring standards
 - Algebra 1B - Algebra Nation monitoring standards
 - Algebra 1(Honors, Pre-AICE, PRE-IB) - Algebra Nation monitoring standards
 - Geometry (Honors, Pre-AICE, PRE-IB) - USA Test Prep monitoring standards
 - US History (Honors and select IB and AICE courses) - USA Test Prep monitoring standards
 - Biology (Honors, Pre-AICE, PRE-IB) - USA Test Prep monitoring standards
 - English 1 (Honors, Pre-AICE, PRE-IB) - USA Test Prep monitoring standards
 - English 2 (Honors, Pre-AICE, PRE-IB) - USA Test Prep monitoring standards
 - English 3 (Honors, Pre-AICE, PRE-IB) - USA Test Prep monitoring standards
 - Intensive Language Arts (Grades 9-12) - Achieve 3000 Level Set monitoring Lexile/comprehension
- **Grading:**
 - Teachers post grades/feedback weekly on Gradebook, which are visible on the Parent Portal
 - Grading expectations are the same for all children, whether or not they are learning remotely
 - **Communicating with families:** Teachers will provide progress monitoring updates using a variety of digital communication tools, phone, and/or email

11.4 Evaluation of Teacher:

- Administrators evaluate remote teachers the same as teachers in the building using PRIDE: observations will be scheduled, but may also occur during impromptu in person or digital “walk-throughs”

Appendix A: Innovative Reopening Plan Teacher Definitions

Innovative Reopening Plan Teacher Definitions

In response to the COVID-19 pandemic, the Commissioner's Emergency Order on July 6, 2020 required all schools to open face-to-face five days each week. Also requested from Districts was a plan to provide an innovative option that allowed "continuity of instruction" best provided by the teacher of record. We will support our teachers during five extra training days added to the calendar, when all teachers will be trained to provide full-time remote and concurrent instruction.

Full-Time Remote Teacher:

- Remote teachers will be requested when there is a demand for an entire class of students at a grade level in an elementary school, or a teacher's entire schedule of remote students at secondary level in a particular area.
- Principals will notify staff of the demand (i.e., grade level or courses) and request that interested teachers provide a doctor's note to HR.
- HR will send a list of those teachers with certification and seniority to the Principal who will then make the placement of the most senior teacher who is certified to teach the remote students.
- Note: there may be instances when remote learners need to return to the building for face-to-face instruction and, if there are no other options, may need to be placed in the classroom with the remote teacher to ensure instructional continuity.
- Note: at any given time, classrooms or entire schools may need to close for a period of time and make the shift to remote learning. Potentially, all teachers may need to become remote teachers during this pandemic.

Part-Time Remote Teacher:

- These teachers' schedules could include one or more full periods of remote classes and one or more full sections of face-to-face classes.
- Principals will seek volunteers for this schedule first, but depending on demand and certification, it may be necessary to assign teachers to this schedule.

Concurrent Teacher:

- When there is demand for remote learners that cannot be served in a fully remote classroom, remote learners will be scheduled with face-to-face learners in the same classroom. The concurrent teacher has both types of learners for one or more periods a day.
- Principals will seek volunteers first, but depending on demand and certification, it may be necessary to assign teachers to this schedule.
- Note: at any given time, children may need to shift to remote learning from face-to-face in any teacher's classroom. Potentially, all teachers may need to accommodate concurrent teaching during this pandemic.

Face-to-face Teacher:

- Teachers instruct an entire class of students face-to-face from their classroom buildings as usual.
- Note: at any given time, individual students, entire classrooms or entire schools may need to shift to remote learning. Potentially, all teachers may need to become concurrent or remote teachers during this pandemic.

Appendix B: Reopening Options



REOPENING OPTIONS



Traditional

Return to assigned school building **face-to-face**

- Mandatory face coverings
- Enhanced safety measures
- Sarasota County Schools (SCS) Curriculum



Remote from your Districted School

Return to assigned school **remotely from home**

- Student may have both face-to-face and remote learners in their class
- Live, interactive instruction throughout a regular school day (which will not be recorded)
- Attendance is taken daily and/or each period
- SCS Curriculum



Sarasota
Virtual School

Sign up with Sarasota Virtual School (SVS)

- Students work independently full-time
- Follow SVS curriculum, not connected with your assigned school
- Daily attendance is not taken
- If you choose to leave this program (not recommended) you will return to your districted school and cannot return to a choice or magnet school

Please complete this survey by **July 20th** so schools can begin scheduling each child.