



Gulf District Schools

Instructional Continuity Plan (ICP)

Board Approved 3/26/2020



Gulf District Schools

Instructional Continuity Plan (ICP)

Table of Contents:

Introduction.....	3
Instructional Plan Overview.....	3
Digital Resources to Enhance Core Subject Areas.....	5
Digital Resources to Enhance Electives and Other Programs.....	6
Content Delivery.....	6
Standard Curriculum for Core Content (Elementary).....	7
Standard Curriculum for Core Content (High School).....	8
Exceptional Student Education.....	9
ESOL Program.....	10
Pre-K.....	10
Home Education Annual Evaluations	10
Adult Education.....	10
Appendix A iReady	
Appendix B Independent Reading Log	
Appendix C Kitchen Science	
Appendix D Physical Education Log	
Appendix E ICP Planning Checklist	
Appendix F Teacher/Parent Contact Log	
Appendix G Electronic Device Parent Contract	
Appendix H Device Checkout Form	
Appendix I School Closure Nutritional Plan	

Introduction:

On rare occasions, it may be necessary to close schools due to inclement weather or other emergency situations. If this occurs, the district will make every effort to ensure that students' educational opportunities continue while at home.

This ICP can also be found on the district website: <https://gulfcoschools.com/>

This document contains a planning checklist that schools should review in preparation for and in the event of schools closures. This checklist details steps administrators should implement immediately and upon receiving notification of school closures.

Instructional Plan Overview:

Students will have access to paper instructional activities and/or digital materials to remain engaged in learning during the time schools may remain closed. Teachers will maintain frequent and regular contact with students via telephone, email, and communication apps. Appendix F has a Contact Log for recording contact with parents and students.

Students will be surveyed to determine if they have a mobile device and internet to access online instructional activities. Schools will check out mobile devices to students identified as ESE, with a 504 plan, or as an English Language Learner and who have indicated a need. Mobile devices must be checked out according to the adopted district policy and will be limited to one per household. An Electronic Device Parent Contract can be found in Appendix G. Appendix H has a Device Checkout Form for school use.

Some internet services providers have agreed to provide free access to students while schools are closed. Check with your provider. Parents may park near school buildings and students can access school WiFi to download course content to work from home with no internet.

Elementary students and those on Access Points who have no internet access at their home may be provided a grade-level appropriate packet of instructional materials.

Students enrolled in Dual Enrollment courses with Gulf Coast State College will continue their coursework online per college instructions.

Students already established in FLVS, A+, the USI drone curriculum, and/or Apex courses will continue to use those online platforms.

Digital Resources to Enhance Core Subject Areas

		iReady*	Khan Academy	Sound Reading	National Geographic Kids*	Studies Weekly	Math Digital Coach	Common Lit	Prodigy	Mystery Science*	FloridaStudents.org	Scholastics Weekly Reader	Math Nation	BrainPOP	Readworks	Reflex Math	Accelerated Reader
K-5	ELA/Reading	X	X					X						X			X
	Mathematics	X	X						X					X		X	
	Science		X							X	X			X			
	Social Studies		X		X	X						X		X			
6	ELA/Reading	X	X					X						X			X
	Mathematics		X				X		X				X	X		X	
	Science		X							X	X			X			
	Social Studies		X		X	X					X			X			
7-8	ELA/Reading		X	X				X						X	X		
	Mathematics		X				X						X	X			
	Science		X							X	X			X			
	Social Studies		X								X			X			
9-12	ELA/Reading		X	X				X						X	X		
	Mathematics		X				X						X	X			
	Science		X								X			X			
	Social Studies		X								X			X			

Digital Resources to Enhance Electives and Other Programs

		Move to Learn	NCCER	My Career Shines	Typing Agent	Duolingo	Mawi Learning	Musictheory.net	Incredibleart.com
K-5	Physical Education	X							
6	Physical Education								
7-8	Music							X	X
	Physical Education	X							
	Social Emotional Learning						X		
	CTE		X	X	X				
9-12	Music						X	X	
	Physical Education	X							
	CTE		X	X	X				
	World Languages					X			

Content Delivery

Instruction should not be limited to core content only. Supplemental materials can be used for enhancement, enrichment, or intervention.

Students should limit the amount of time they spend at the computer without a break and should be encouraged to take frequent breaks.

Standard Curriculum for Core Content (Elementary)

ELEMENTARY (K-6)

Reading/ELA: Complete an iReady lesson each day (a minimum of three per week). See Appendix A.

Read independently each day and log your progress in a Reading Log. Students may access AR tests via school, district or Clever website. See Appendix B.

Enjoy one of the world’s best storytellers reading books aloud. Each video includes an activity guide.
<https://www.storylineonline.net/>

Mathematics: Complete an iReady lesson each day (a minimum of three per week). See Appendix A

Science: Maintain a Science Journal to record, reflect, and share your scientific observations, investigations, and experiments. With parental assistance, you may complete some Kitchen Science activities. See Appendix C. Other activities you may consider include: planting beans or other seeds and observing the germination process and tracking plant growth; going on nature walks and discussing plant/animal life, insect activity, animal habitats, etc.; build bird or squirrel feeders and observe their activity; create a weather calendar; or record observed bird species. You may find other similar activities online. Allowing your child to assist with meal preparation is a great way to teach many math & science concepts.

Social Studies: Maintain a Living History journal about COVID-19. It may be handwritten, typed, in photographs or drawings. Record events, day to day activities, fears, and feelings. Include interviews with your parents and other family members. When this is over, store it in a safe place and share it with your children and grandchildren.

Physical Education: Spend time each day getting some exercise. Track your activity in the PE Log. See Appendix D

Teachers may elect to direct their students to complete other course specific assignments.

Standard Curriculum for Core Content (High School)

Students enrolled in Dual Enrollment courses with Gulf Coast State College will continue their coursework online per college instructions.

Students already established in FLVS, A+, the USI drone curriculum, and/or Apex courses will continue to use those online platforms.

NOTE: The dates below reflect the remainder of the school year. However, schools may reopen prior to that.

PORT ST. JOE HIGH SCHOOL (7-12)

Teachers will prepare assignments for ELA, Mathematics, Science, Social Studies, HOPE (if applicable) and Spanish (if applicable) in increments with three lessons per week.

- Set 1 will be available beginning Monday, March 30 and should be returned after Friday, April 24.
- Set 2 will be available beginning Monday, April 27 and should be returned after Friday, May 22.

WEWAHITCHKA HIGH SCHOOL (7-12)

Teachers will prepare assignments for ELA, Mathematics, Science, Social Studies, and Spanish (if applicable) in increments with three lessons per week.

- Set 1 will be available beginning Monday, March 30 and should be returned on or before Monday, April 13.
- Set 2 will be available beginning Monday, April 13 and should be returned on or before Monday, April 27.
- Set 3 will be available beginning Monday, April 27 and should be returned on or Monday, May 11.
- Set 4 will be available beginning Monday, May 11 and should be returned on or Friday, May 22.

Exceptional Student Education

The District will be providing instructional support online, telephonically, with paper assignment packets, and through consultation with parents. All related services such as speech/language therapy, OT, PT, and counseling will be provided via a virtual platform such as Skype, telephonically, and/or with paper materials that will be sent home. We will work with each family and student to provide services while taking into account their unique situations and needs.

Students on Access Points Curriculum may use the following Standard Curriculum Resources (Paper Packets will also be provided.)

Unique Learning System (6-12) Visit www.n2y.com

- Click on the three horizontal lines at the top of the right hand screen
- Click “Sign In” and next click “Student”
- Once you are logged in, a student folder with assignments will appear
- Use the information that follows the assignment

i-Ready (K-6)

- Visit <https://login.i-ready.com/>

IXL (7-12)

- Visit <https://www.ixl.com/signin>

My Career Shines (6-12)

- Visit <https://www.floridashines.org/find-a-career/plan-your-future>

Teachtown (K-5 Select Classes)

- Visit www.teachtown.com

ESOL Program

The District will be providing instructional support online, telephonically with paper assignment packets, and through consultation with parents via the Spanish-language translator, digital translation, and translation dictionaries. We will work with each family and student to provide services while taking into account their unique situations and needs.

Pre-K

Pre-K teachers will provide a resource packet for students to continue working on age-appropriate skills.

Home Education Annual Evaluations

Because many home education families rely on statewide standardized testing for annual evaluations that have now been cancelled, these families may use one of the following for annual evaluations:

1. FLVS transcripts if students are enrolled in FLVS Flex
2. Nationally Normed Test
3. Portfolio Evaluation by a Florida Certified Teacher
4. Psychological Evaluation

Adult Education

Individualized work packets may be picked up on Wednesdays and exchanged the next Wednesday for new material.

Appendix A

iReady

iReady Login Instructions:

Each student accesses iReady and their individual learning apps on Clever. Links to Clever and iReady can be found on the Gulf District Schools site or on each school's website. The Gulf District Schools site is:

<https://gulfcoschools.com/apps/>

Elementary (K-6)

Reading/ELA: Each student will complete one iReady Reading lesson daily (a minimum of three per week).

Math: Each student will complete one iReady Math lesson daily (a minimum of three per week).

Students who need assistance with usernames and passwords may contact your child's school or classroom teacher.

Appendix C

Kitchen Science



Source: Helmenstine, Anne Marie, Ph.D. "How to Make an Edible Water Bottle." ThoughtCo, Feb. 11, 2020, [thoughtco.com/make-an-edible-water-bottle-607470](https://www.thoughtco.com/make-an-edible-water-bottle-607470).

*****How to do Chromatography with Candy and Coffee Filters**

By Anne Marie Helmenstine, PH.D.

You can do paper chromatography using a coffee filter to separate the pigments in colored candies, like Skittles or M&M candy. This is a safe home experiment, great for all ages.

Candy Chromatography Materials

Basically, you need colored candies, a coffee filter or other porous paper, and salt water for this project.

- Skittles or M&M candies
- Coffee filter
- Tall glass
- Water
- Table salt
- Pencil
- Toothpicks
- Plate or foil
- Pitcher or empty 2-liter bottle
- Measuring cups/spoons

Procedure

1. Coffee filters usually are round, but it's easier to compare your results if the paper is square. So, your first task is to cut the coffee filter into a square. Measure and cut a 3x3" (8x8 cm) square from a coffee filter.
2. Using a pencil (ink from a pen would run, so pencil is better), draw a line 1/2" (1 cm) from the edge of one side of the paper.
3. Make six pencil dots (or however many colors of candy you have) along this line, about 1/4" (0.5 cm) apart. Underneath each dot, label the color of the candy you will test on that spot. You won't have space to write the whole color name. Try B for blue, G for green, or something equally easy.
4. Space 6 drops of water (or however many colors you are testing) equally distant on a plate or piece of foil. Position one candy of each color on the drops. Give the color about a minute to come off into the water. Pick up the candy and eat it or throw it away.
5. Dip a toothpick into a color and dab the color onto the pencil dot for that color. Use a clean toothpick for each color. Try to keep each dot as small as possible. Allow the filter paper to dry, then go back and add more color to each dot, a total of three times, so you have lots of pigment in each sample.
6. When the paper is dry, fold it in half with the color sample dots on the bottom. Ultimately, you are going to stand this paper up in a salt solution (with the liquid level lower than the dots) and capillary action is going to draw the liquid up the paper, through the dots, and toward the upper edge of the paper. The pigments will become separated as the liquid moves.
7. Prepare the salt solution by mixing 1/8 teaspoon of salt and three cups of water (or 1 cm³ of salt and 1 liter of water) in a clean pitcher or 2-liter bottle. Stir or shake the solution until it is dissolved. This will produce a 1% salt solution.
8. Pour the salt solution into a clean tall glass so that the liquid level is 1/4" (0.5 cm). You want the level to be below the sample dots. You can check this by holding the paper up against the outside of the glass. Pour out a little salt solution if the level is too high. Once the level is correct, stand the filter paper inside the glass, with the dot side down and the edge of the paper wetted by the salt solution.
9. Capillary action will draw the salt solution up the paper. As it passes through the dots, it will begin to separate the dyes. You will notice some candy colors contain more than one dye. The dyes separate because some dyes are more likely to stick to the paper, while other dyes have a higher affinity for the salt water. In paper chromatography, the paper is called the "stationary phase" and the liquid (salt water) is called the "mobile phase."
10. When the salt water is 1/4" (0.5 cm) from the top edge of the paper, remove it from the glass and place it on a clean, flat surface to dry.
11. When the coffee filter is dry, compare the results of chromatography for the different candy colors. Which candies contained the same dyes? These are the candies that have corresponding bands of color. Which candies contained multiple dyes? These

are the candies that had more than one band of color. Can you match any of the colors with the names of the dyes listed on the ingredients for the candies?

Further Experimentation:

1. You can try this experiment with markers, food coloring, and powdered drink mixes. You can compare the same color of different candies, too. Do you think the pigments in green M&Ms and green Skittles are the same? How can you use paper chromatography to find the answer?
2. What do you expect to happen if you use a different type of paper, such as a paper towel or a different brand of coffee filter? How do you explain the results?

*****Honeycomb Chemistry Candy Recipe**

By Anne Marie Helmenstine, PH.D.

Honeycomb candy is an easy-to-make candy that has an interesting texture caused by carbon dioxide bubbles getting trapped within the candy. The carbon dioxide is produced when baking soda (sodium bicarbonate) is added to hot syrup. It is the same process used to make some baked goods rise, except here the bubbles are trapped to form a crisp candy. The holes in the candy make it light and give it a honeycomb appearance.

Honeycomb Candy Ingredients

You only need a few basic cooking ingredients to prepare this recipe:

- 3/4 cup sugar
- 2 tablespoons honey
- 2 tablespoons water
- 1-1/2 teaspoons baking soda

Honeycomb Candy Instructions

1. Grease a cookie sheet. You can use oil, butter, or non-stick cooking spray.

2. Add the sugar, honey, and water to a saucepan. You can stir the mixture, but it isn't necessary.
3. Cook the ingredients over high heat, without stirring, until the mixture reaches 300°F. The sugar will melt, small bubbles will form, the bubbles will become larger, then the sugar will start to caramelize to an amber color.
4. When the temperature reaches 300°F, remove the pan from heat and whisk the baking soda into the hot syrup. This will cause the syrup to foam up.
5. Stir just enough to mix the ingredients, then dump the mixture onto the greased baking sheet. Don't spread out the candy, as this would pop your bubbles.
6. Allow the candy to cool, then break or cut it into pieces.
7. Store the honeycomb candy in an airtight container.

*****Lemon Fizz Science Project**

By Anne Marie Helmenstine, PH.D.

The lemon fizz project is a fun bubbly science experiment using kitchen ingredients that's ideal for kids to try.

Lemon Fizz Materials

- Baking soda (sodium bicarbonate)
- Lemon juice or a lemon cut into quarters
- Liquid dishwashing soap (e.g., Dawn or Joy)
- Food coloring (optional)
- Spoon or straw
- Narrow glass or cup

The Lemon Fizz Project

1. Put a spoonful (about a teaspoon) of baking soda into a glass.
2. Stir in a squirt of dishwashing liquid.
3. Add a drop or two of food coloring, if you want colored bubbles.

4. Squeeze lemon juice into the mixture or pour in lemon juice. Other citrus fruit juices work too, but lemon juice seems to work the best. As you stir the juice into the baking soda and detergent, bubbles will form that will start to push up and out of the glass.
5. You can extend the reaction by adding more lemon juice and baking soda.
6. The bubbles are long-lasting. You can't drink the mixture, but you can still use it for washing dishes.

How It Works

The sodium bicarbonate of the baking soda reacts with the citric acid in lemon juice to form carbon dioxide gas. The gas bubbles are trapped by the dishwashing soap, forming fizzy bubbles.

*****How to Make Powdered Olive Oil**

By Anne Marie Helmenstine, PH.D.

Molecular gastronomy applies science to put a modern spin on traditional foods. For this simple recipe, combine maltodextrin powder with olive oil or any other flavorful oil or melted fat to make a powdered oil. Maltodextrin is a carbohydrate powder derived from starch that dissolves the instant it hits your mouth. It melts away, with no gritty or powdery sensation, so you taste the oil.

Ingredients

- maltodextrin
- olive oil

Food-grade maltodextrin is sold under many names, including N-Zorbit M, Tapioca Maltodextrin, Maltosec, and Malto. While tapioca maltodextrin is one of the common types, the polysaccharide is made from other starches, such as corn starch, potato starch, or wheat starch.

Use any flavorful oil. Good choices are olive oil, peanut oil, and sesame oil. You can season the oil or use flavored rendered fat, such as from bacon or sausage. One way to season the oil is to heat it in a pan with seasonings, such as garlic and spices. Expect deeply colored oils to color the resulting powder. Another option is to combine maltodextrin with other fatty products, such as peanut butter. The only rule is to mix it with a lipid, *not* water or a high-moisture ingredient.

Make Olive Oil Powder

This is extremely simple. Essentially all you do is whisk together maltodextrin and oil or combine them in a food processor. If you don't have a whisk, you can use a fork or spoon. For a powder, you'll want about 45-65% powder (by weight), so a good starting point (if you don't want to measure) is to go half and half with the oil and maltodextrin. Another method is to slowly stir oil into the powder, stopping when you have reached your desired consistency. If you *do* want to measure ingredients, here is a simple recipe:

- 4 grams powdered maltodextrin
- 10 grams extra virgin olive oil

For a fine powder, you can use a sifter or push the powder through a strainer. You can plate the powdered olive oil by serving it in a decorative spoon or topping dry foods, such as crackers. Don't put the powder in contact with a water-containing ingredient or it will liquefy.

Storing Oil Powder

The powder should be good about a day at room temperature or several days, sealed and refrigerated. Be sure to keep the powder away from moisture or high humidity.

Powdered Alcohol

Aside from offering the possibility to serve familiar food in new ways, one big advantage of using the dextrin is that it lets you turn a liquid into a solid. A similar process is used to make powdered alcohol. The difference is the chemical used. Powdered alcohol is made by combining alcohol with cyclodextrin rather than maltodextrin. Cyclodextrin can be combined with up to 60% alcohol. If you

want to make powdered alcohol yourself, keep in mind you need to use pure alcohol, not an aqueous solution. Cyclodextrin, like maltodextrin, readily dissolves in water. Another use of cyclodextrin is as an odor-absorber. It is the active ingredient in Febreze

*****Grow Your Own Simulated Diamonds with a Big Alum Crystal: Alum Crystals That Look Like Diamonds**

By Anne Marie Helmenstine, PH.D.

Alum is found in the 'spices' section of the grocery store. That little jar contains small white crystals that, with a bit of time and effort, you can grow a big alum crystal that looks a bit like a diamond. This takes days to weeks.

What You Need for Alum Crystals

- 1/2 cups hot tap water
- 2-1/2 tablespoons alum
- nylon fishing line
- pencil, ruler, or knife
- 2 clean jars
- spoon
- coffee filter/paper towel

Grow the Crystals

1. Pour 1/2 cup of hot tap water into a clean jar.
2. Slowly stir in alum, a little at a time, until it stops dissolving. Don't add the whole amount; just enough to saturate the water.
3. Loosely cover the jar with a coffee filter or paper towel (to keep dust out) and allow the jar to sit undisturbed overnight.
4. The next day, pour the alum solution from the first jar into the clean jar. You will see small alum crystals at the bottom of the jar. These are 'seed' crystals that you will use to grow a big crystal.

5. Tie nylon fishing line around the largest, best-shaped crystal. Tie the other end to a flat object (e.g., popsicle stick, ruler, pencil, butter knife). You will hang the seed crystal by this flat object into the jar far enough so that it will be covered in liquid, but won't touch the bottom or sides of the jar. It may take a few tries to get the length just right.
6. When you have the right string length, hang the seed crystal in the jar with the alum solution. Cover it with the coffee filter and grow a crystal!
7. Grow your crystal until you are satisfied with its size. If you see crystals starting to grow on the sides or bottom of your jar, carefully remove your crystal, pour the liquid into the clean jar, and put the crystal in the new jar. Other crystals in the jar will compete with your crystal for alum, so it won't be able to get as big if you let these crystals grow.

Crystal Growing Tips

1. You can use sewing thread or other string instead of nylon fishing line, but crystals will grow on the entire length of the submerged string. Crystals don't adhere to nylon, so if you use it, you can get bigger and better crystals.
2. Alum is an ingredient used to make pickles. It makes them crispy.

*****Two Methods for Supercooling Water**

By Anne Marie Helmenstine, PH.D.

You can cool water below its stated freezing point and then crystallize it into ice on command. This is known as supercooling. Here are step-by-step instructions for supercooling water at home.

Method #1

The simplest way to supercool water is to chill it in the freezer.

1. Place an unopened bottle of distilled or purified water (e.g., created by reverse osmosis) in the freezer. Mineral water or tap water will not supercool very well because they contain impurities that can lower the freezing point of the water or else serve as nucleation sites for crystallization.

2. Allow the bottle of water to chill, undisturbed, for about 2-1/2 hours. The exact time needed to supercool the water varies depending on the temperature of your freezer. One way to tell your water is supercooled is to put a bottle of tap water (impure water) into the freezer at the same time as the bottle of pure water. When the tap water freezes, the pure water will be supercooled. If the pure water also freezes, you either waited too long, somehow disturbed the container, or else the water was insufficiently pure.
3. Carefully remove the supercooled water from the freezer.
4. You can initiate crystallization into ice in several different ways. Two of the most entertaining ways to cause the water to freeze are to shake the bottle or to open the bottle and pour the water onto a piece of ice. In the latter case, the water stream will often freeze backward from the ice cube back into the bottle.

Method #2

If you don't have a couple of hours, there is a quicker way to supercool water.

1. Pour about 2 tablespoons of distilled or purified water into a very clean glass.
2. Place the glass in a bowl of ice such that the level of the ice is higher than the level of water in the glass. Avoid spilling any ice into the glass of water.
3. Sprinkle a couple of tablespoons of salt onto the ice. Do not get any of the salt in the glass of water.
4. Allow about 15 minutes for the water to cool below freezing. Alternatively, you can insert a thermometer into the glass of water. When the temperature of the water is below freezing, the water has been supercooled.
5. You can make the water freeze by pouring it over a piece of ice or by dropping a small piece of ice into the glass.

*****How to Make an Edible Water Bottle**

By Anne Marie Helmenstine, PH.D.

You don't need to wash any dishes if you put your water in an edible water bottle! This is an easy spherification recipe that involves making a gel coating around liquid water. Once you master this simple molecular gastronomy technique, you can apply it to other liquids.

Edible Water Bottle Materials

The key ingredient for this project is sodium alginate, a natural gelling powder derived from algae. The sodium alginate gels or polymerizes when reacted with calcium. It's a common alternative to gelatin, used in candies and other foods. We have suggested calcium lactate as the calcium source, but you could also use calcium gluconate or food-grade calcium chloride. These ingredients are readily available online. You can also find them in grocery stores that carry ingredients for molecular gastronomy.

Materials and equipment:

- Water
- 1 gram sodium alginate
- 5 grams of calcium lactate
- Large bowl
- Smaller bowl
- Hand mixer
- Spoon with a rounded bottom (soup spoon or round measuring spoon works great)

The size of the spoon determines the size of your water bottle. Use a large spoon for big water blobs. Use a tiny spoon if you want little caviar-sized bubbles.

Make an Edible Water Bottle

1. In a small bowl, add 1 gram of sodium alginate to 1 cup of water.
2. Use the hand mixer to make sure the sodium alginate is combined with the water. Let the mixture sit for about 15 minutes to remove any air bubbles. The mixture will turn from a white liquid to a clear mixture.
3. In a large bowl, stir 5 grams of calcium lactate into 4 cups of water. Mix well to dissolve the calcium lactate.
4. Use your rounded spoon to scoop up the sodium alginate solution.
5. Gently drop the sodium alginate solution into the bowl containing the calcium lactate solution. It will immediately form a ball of water in the bowl. You can drop more spoonfuls of sodium alginate solution into the calcium lactate bath, just be careful the water balls don't touch each other because they would stick together. Let the water balls sit in the calcium lactate solution for 3 minutes. You can gently stir around the calcium lactate solution if you like. (Note: the time determines the thickness of the polymer coating. Use less time for a thinner coating and more time for a thicker coating.)

6. Use a slotted spoon to gently remove each water ball. Place each ball in a bowl of water to stop any further reaction. Now you can remove the edible water bottles and drink them. The inside of each ball is water. The bottle is edible too—it's an algae-based polymer.

Using Flavors and Liquids Other Than Water

As you might imagine, it's possible to color and flavor both the edible coating and the liquid inside the "bottle". It's okay to add food coloring to the liquid. You can use flavored beverages rather than water, but it's best to avoid acidic drinks because they affect the polymerization reaction. There are special procedures for dealing with acidic beverages.

Appendix E

ICP Planning Checklist

Implement Immediately

- Share ICP with faculty and staff

Implement Upon Receiving Notification of Closure

- Use automated call out system to provide parents with basic information
- Survey students regarding need for digital devices
- Develop plan for distribution of devices (See Appendix G & Appendix H)
- Inform students of their online assignments and available digital resources
- Distribute paper packets to students without internet service
- Teachers make frequent, personal contact with students and families
- Teachers post grades in FOCUS based on home assignments

Upon Reopening of Schools

- Collect and evaluate condition of electronic devices

Appendix G

Electronic Device Parent Contract

I, as parent of guardian of a student, understand that the electronic device loaned by Gulf District Schools will be used in coursework to promote student learning. I understand that the use of this device is an essential part of the education experience of my child during school closure. Failure to follow the guidelines I agree to below can significantly impact this experience.

I agree to the following conditions in order for my child to checkout and bring an electronic device home.

- I and my student are responsible for the electronic device from the time it leaves the school until it returns. (Stolen devices will require a filed police report.)

- I will take measures to make sure that the device travels safely between school and home.

- I agree that no software, other than school-provided software, will be loaded onto the device.

- I agree that there will be no tampering with the format of the device while it is in my possession.

- I agree to supervise the proper care and maintenance of the device while it is away from school.

- I agree to pay all costs for damages that may occur when the device is checked out by my child.

CHECK ONE:

YES. I give my child, _____, permission to take an electronic device home.

NO. I do not give my child, _____, permission to take an electronic device home and understand that my child will use a paper/pencil curriculum in its place.

Parent Signature

Date

Appendix I

School Closure Nutritional Plan

Goal: Provide meal delivery to students in an alternative method.

Staff Organization: All food service personnel on the south end of the district will report to and work from Port St. Joe Elementary School. Alternately, food service workers on the north end of the district will report to and work from Wewahitchka Elementary School.

Meal Components: Each meal will be prepared with the basic nutritional requirements as regular meals. They will contain proteins, grain, vegetables or fruit and a milk substitute such as yogurt.

Staff Preparation: All nutritional team members have had a review of the standard safety procedures for food handling. These include personal health, hand washing, glove usage and hot and cold temperature zones.

Sample Menus: The plan is for the prepared food to be Grab and Go and as such will be finger foods. Chicken fajitas, hamburgers, turkey or ham wraps, chicken nuggets and hotdogs are samples of meals. With these will be added fresh vegetables or fresh fruit, yogurt, juice and water. Menus will be cycle and changed according to inventory.

General Schedule: Staff arrives at worksites at 7:00 local time. Each person is assigned a meal component to prepare. By 9:30 local time the assembly line bagging of the lunches will begin with the least temperature sensitive items first. Once the Grab and Go bags are prepared the buses will be loaded with the ice chests. The chests will ensure temperature sensitivity as well as organization. The tables with lunches for students who don't ride a bus will be set up outside both St. Joe Elementary and Wewahitchka Elementary schools. The buses will leave in the order they would normally run. The schedule is designed to add 5 hours to the regular pick-up times at bus stops. An example would be, if the pick-up time is 7:00, the lunch will be at the stop at 12:00. When the buses return all salvageable items will be placed in the school coolers and items past the safe temperature zone will be disposed of.