



SCHOOL REOPENING PLAN AND INSTRUCTIONAL CONTINUITY PLAN

PART 1: SCHOOL REOPENING PLAN

Introduction: Strategies for Moving Forward

This document presents strategies and considerations for Gulf District Schools as communities move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. While comprehensive, this document is not all encompassing and should not be used as a stand-alone resource. These guidelines are not designed to be prescriptive, but seek to provide different ideas and options as recovery plans are refined.

The goal with each of the topics addressed is to assist in the articulation of a vision that can be easily communicated to members of the school community. We want all students and staff to feel comfortable and safe returning to school environments.

The best way to do that is to identify solutions that make transitions to and from online learning and a return to some form of in-person instruction, as seamless as possible. The checklist of items and considerations found below may assist as a recovery plan is developed that works for individual schools. It is designed to be a simple, yet useful tool in prioritizing district and school needs for planning for the reopening of schools. It can assist in organizing personnel, resources, and stakeholders and determining student, faculty, and community needs.

- Establish a reopening planning team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations.

Checklist

- Make a list of responsibilities and assign individuals to those tasks.
- Determine what the most essential needs are and resolve those issues first.
- Determine resources on hand and resources that will be needed to successfully transition back to school.
- Determine professional development as well as processes and procedures that will be needed to address concerns created by the pandemic.
- Anticipate questions and concerns that may be asked by community members and develop responses.
- Brainstorm effective means of reopening school with stakeholders; remain open and receptive to ideas and suggestions.
- Explore and determine digital and social media platforms that can be utilized to share information.
- Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance.
- Maintain regular contact with leaders and policy-makers at the State and local levels.
- Take action when necessary and utilize the reopening planning team for reflection and determination of next steps.

Strategies for Reopening Process

DEVELOP A RECOVERY PLAN FOR INDIVIDUAL SCHOOLS.

- Establish a reopening plan stakeholder group that is representative of schools and community to assist in the development of the reopening plan. The group should contain a diverse group of stakeholders including parents, teachers, students, educators, and community members to encompass the unique student population and needs.

SOME FAMILIES MAY HESITATE TO SEND THEIR STUDENTS BACK TO SCHOOL FOR FULL-TIME, IN-PERSON LEARNING.

- Create a supportive environment that encourages students to come back on campus where learning is optimized.
- Show compassion for families' health-related concerns and simultaneously maintain a commitment to educating every student.
 - Those students who opt to begin any semester utilizing distance learning while full-time in-person learning is still available, must continue for the duration of the semester unless the student is struggling academically. Permitting students to move between in-person learning and distance learning would prove detrimental to the student's academic progress.

- Those students who opt to begin any semester utilizing distance learning while full-time in-person learning is still available, will not be permitted to participate in extracurricular activities including sports.
- Students instructed via distance learning will be held to the same rigor in respect to grading and to the same due dates as those students instructed via the full-time in-person model.

EARLY IN THE SCHOOL YEAR, SCHOOLS MUST DETERMINE WHERE THEIR STUDENTS ARE INSTRUCTIONALLY, IDENTIFY THE GAPS IN LEARNING, AND PREPARE A PATH FOR INSTRUCTIONAL SUCCESS

- Administer diagnostic assessments to assist in identifying gaps; develop a structured plan for addressing those gaps.

ALL SCHOOLS MUST ENSURE THAT THE FLORIDA STANDARDS ARE TAUGHT IN ALL CONTENT AREAS AND THE STATE FRAMEWORKS ARE FOLLOWED FOR EACH COURSE.

The Florida Standards are essential in ensuring that students have a strong command of the skills and understandings associated with the critical areas. These skills and understandings are critical to building the foundational knowledge needed for the success of students.

SCHOOLS MUST ADHERE TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), SECTION 504 OF THE REHABILITATION ACT (SECTION 504), AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (ADA).

The United States Department of Education (USDOE) has issued multiple guidance documents:

- Non-Regulatory Guidance on Flexibility and Waivers for Grantees and Program Participants Impacted by Federally Declared Disasters
- Questions and Answers on Providing Services to Children with Disabilities during the Coronavirus Disease 2019 Outbreak (March 2020)
- Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities

Federal guidance is clear that the national health crisis does not abridge the rights of students with disabilities to a Free Appropriate Public Education (FAPE) and equal opportunity to educational services as their non-disabled peers.

TO THE EXTENT POSSIBLE, SCHOOLS MUST FOLLOW PROCEDURES DEVELOPED BY THE DEPARTMENT OF HEALTH AND GUIDANCE FROM THE CDC FOR AN INDIVIDUAL WHO TESTS POSITIVE FOR COVID-19.

As true for all students, schools are expected to implement the appropriate communication process when notified of individuals in the school setting with COVID-19 symptoms, a COVID-19 positive test, or possible exposure to a person or persons with COVID-19 within the last 14 days and will work together with local health department personnel to implement the contact tracing process as necessary.

SCHOOLS SHOULD FOLLOW SAFETY PROTOCOLS FOR CLEANING FACILITIES.

Upon opening school buildings, all procedures and guidelines provided by the Centers for Disease Control (CDC) should be followed to the extent possible. The CDC has published Considerations for Schools which includes a description of Maintaining Healthy Environments as described below.

MAINTAINING HEALTHY ENVIRONMENTS (INFORMATION FROM THE CDC)

Schools may consider implementing several strategies to maintain healthy environments:

- Cleaning and Disinfecting
 - Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between uses.
 - Bus drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
 - Develop a schedule for increased, routine cleaning and disinfecting.
 - Ensure safe and correct use and storage of cleaning and disinfecting products, including storing products securely away from students. Use products that meet EPA disinfection criteria.
 - Cleaning products should not be used near students, and staff should ensure that there is adequate ventilation when using these products to prevent inhaling toxic fumes.
- Shared Objects
 - Discourage sharing of items that are difficult to clean or disinfect.

- Keep each student’s belongings separated from others’ and in individually labeled containers, cubbies, or areas, if possible.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Ventilation
 - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students using the facility.
 - Utilize ionizers to remove contaminants from the air and improve air quality.
- Water Systems
 - To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, water fountains) are safe to use after a prolonged facility shutdown. Water fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains. Water brought from home should be in an unopened, commercially-packed bottle.
- Modified Layouts
 - Space seating/desks at least 6 feet apart when feasible.
 - Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
 - Create distance between students on school buses (e. g., seat one student per row, skip rows) when possible.
 - Consider holding classes outdoors, in the gym, and other open spaces when possible.
- Physical Barriers and Guides
 - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks, food service cashier, ticket booths).
 - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to encourage staff and students to remain at least 6 feet apart. Create “one way routes” in hallways).
- Communal Spaces
 - Stagger use of close communal spaces and clean and disinfect between use.
 - Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- Temperature Checks

- Consider the use of touch-free temperature checks using either hand-held portable thermometers or thermal temperature kiosks. A normal temperature is said to be 98.6, however that is an average and vary from person to person. Regard anyone with a temperature of 100.4 or higher as fevered and remove the person from the school setting and seek medical advice.
- Physical Education:
 - A process and schedule should be implemented to disinfect CTE equipment, locker rooms, and restrooms.
- Career & Technical Education (CTE)
 - A process and schedule should be implemented to disinfect CTE equipment. It is impractical to individually disinfect all CTE items such as nails, wires, clay, etc. As a result, it is recommended that CTE students wear gloves, face masks, and aprons at all times when working with CTE equipment.
- Food Service
 - Enforce strict handwashing with soap and water after food contact.
 - Disinfect surfaces after food contact is made.
 - Ensure that there is a “do not share” food policy among students.
 - Use disposable food service items (e.g., utensils, dishes) when feasible. Ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
 - If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet if possible.
 - If possible, encourage use of outdoor seating or dining in areas other than the lunchroom.
 - Assess current standard operating procedures to identify
 - Enhanced sanitation measures related to student meal service, including student handwashing, appropriate sanitation measures for touch-contact surfaces used by students during meal service in schools (such as vending machine buttons, tables and chairs, carts used in transportation, etc.).
 - Determine health and safety measures for Food Service Personnel, such as daily temperature check, protocols for isolation and containment for prevention of virus outbreak, access to and maintenance of PPE, etc.
 - Offer options for staff at higher risk for severe illness (including older adults and those with certain underlying medical conditions) that limit their exposure risk (e.g., modified job responsibilities that limit exposure risk).
 - Plan in the event of positive cases of COVID-19 in the food and nutrition staff and/or increased volume of staff absenteeism.

- Prior to reopening take steps to:
 - Teach and reinforce use of cloth face coverings. Face coverings should be worn by staff and students as feasible, especially in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff on proper use, removal and washing of cloth face coverings.
 - Encourage handwashing with soap and water for at least 20 seconds among students and staff.
 - Notify the local health department of reopening and follow any additional guidance and regulations provided.
 - Install signage that reinforces hand washing, social distancing, and other safety measures.

FOLLOW PROTOCOLS FOR THE SAFE TRANSPORTATION OF STUDENTS TO AND FROM SCHOOLS TO THE EXTENT POSSIBLE.

The Centers for Disease Control and Prevention have published guidance that recommends that on school buses, students sit one to a seat and by alternating the rows in which students sit. For a 77-passenger bus, this would allow for approximately 13 students to be transported. It is understood that by adding social distancing requirement for all riders, the number able to be transported on a 77-passenger bus drops to 8 (not counting the driver). Gulf District Schools is not able to adhere to CDC recommendations. However, the district has put into practice innovative ways to combat the spread of COVID-19 by:

- Encouraging use of face coverings when use of alternate rows for seating is not possible.
- Allowing siblings from the same household to sit together in the same seat.
- Recommending passengers sit in the same seat going to and returning from school.
- Allowing for alternate transportation arrangements, such as riding with a parent. To the extent possible for families, the same person should drop off and pick up the student every day. Older family members or those with underlying medical conditions should be discouraged from picking up students as they are at greater risk.
- Training bus drivers on how to appropriately and effectively clean and disinfect buses.
- Keeping windows open to allow for air circulation throughout the vehicle during trips.
- Restricting any food or eating on the school bus.
- Encouraging students to use hand sanitizer or wash their hands prior to boarding.
- Keeping the seat behind the driver empty when possible.
- Encouraging bus drivers to take their temperatures before active duty. (According to the CDC, any staff member that has a temperature of or over 100.4°F is considered to have a fever.)

SCHOOLS SHOULD CONTINUE TO ENCOURAGE REGULAR SCHOOL ATTENDANCE.

Due to the loss of instructional time resulting from recent school closures, regular school attendance is more crucial than ever. However, students and staff are encouraged to act responsibly and remain home if feeling ill.

EACH SCHOOL MUST DEVELOP A PLAN FOR COMMUNICATION

Schools must establish regular channels of communication as the plan for reopening of schools is under development and as schools reopen. Areas of planning for communication include key messages which reflect the guiding principles of the school system's recovery plan. Determining the key messages provides a reference point for all communication updates. For example:

- All students and staff should feel comfortable and safe in their school environments.
- Student learning is paramount.
- Reflection on recent experiences with distance learning has informed the recovery planning.
- Remain flexible; explore, reflect, and acquire new knowledge to ensure continuous improvements are achieved.

EACH HIGH SCHOOL SHOULD DEVELOP AND PLAN TO RESUME ATHLETIC COMPETITION

Planning in advance and establishing dates and timelines have been a hallmark of the Gulf District Schools athletic programs. Communities have set their calendars to revolve around first practice dates, first game dates, and state championships. While support of athletics is highly valued and a crucial part of the high school experience, it must be recognized that calendars and schedules may need to be somewhat flexible given the unknown in this instance and instituting best practices to avoid COVID-19 spread. Coaches, players and fans should embrace the notion that the safe return of high school athletics will need to be based on the latest national, state, and local health recommendations and operational procedures.

Consider safety protocols which:

- Prohibit sharing of water bottles.
- Limit the use of water machines to the extent possible.
- Prohibit sharing towels; launder all towels after each practice or game.
- Disinfect all equipment and locker room before and after use.
- Provide disinfecting wipes or hand sanitizer to all athletes during practices and games.

- Considerations may be necessary when determining fans in attendance at sporting events; to the extent feasible, make sanitation products and well-spaced seating available.
- Considerations should be provided to ensure the safety of all workers at sporting events including officials.
- Buses should be sanitized before and after student athletes are transported.
- Locker rooms of visiting teams and staging areas should be sanitized before arrival and after departure of visiting teams.
- Coaches of opposing teams should collaborate to schedule events in local venues to the extent possible and honor schedules to the extent possible.
- Considerations should be made when determining method of handling tickets, money and concessions at sporting events to ensure the safety of all involved.

Since High School Athletic Directors are often well-respected voices for safety issues involving athletics and extracurricular activities, inviting them to be a part of the reopening planning team is sensible.

As decisions are made involving the reopening of athletic events and competitions, Gulf District Schools will follow FHSAA guidelines as closely as possible provided those guidelines are aligned with the district’s vision for all Gulf District Schools Athletics and its student athletes.

UTILIZE SUPPORT PROGRAMS TO ENHANCE INSTRUCTION

- Summer Programs: provide educational opportunities to students during the summer months when schools traditionally observe Summer Break. These program can be utilized for re-teaching and reinforcing learning gaps.
 - Summer VPK: program provides 300 hours of instruction for children who turned 4 on or before September 1. Children who attended a school-year VPK program are not eligible.
 - CARES Incoming Kindergarten Program: for students entering kindergarten in 2020 who need instruction to be deemed “kindergarten ready”
 - CARES GEER Summer Recovery Program: for students in grades K-3 during the 2019-2020 school year who have been identified with a substantial deficiency in reading. (Summer 2020 only)
 - 21st Century Community Learning Centers: homework assistance and enrichment for students in grades 1-6 after school Monday-Thursday during the 2020-2021 school year and during Summer 2021
- Title I Tutoring: for students in grades K-6 who scored a Level 1 or 2 on the FSA or who need support based on other assessments. Offered 3 days per week after school.

- Title V Tutoring: for high school students who scored a Level 1 or 2 on the FSA or who need support based on other assessments. Offered 3 days per week before and/or after school.
- Credit Recovery: gives middle and high school students who failed a class the opportunity to complete missing coursework. Online via Apex, A+, or FLVS.
- Dual Enrollment: allows high school students to earn credits that apply to both high school graduation requirements and college graduation requirements.
- Mental Health: support services to help students cope with the loss of a loved one and with isolation issues.

PREPARING FOR WHEN SOMEONE GETS SICK.

As true for all students, schools are expected to implement the appropriate communication process when notified of individuals in the school setting with COVID-19 symptoms, a COVID-19 positive test, or possible exposure to a person or persons with COVID-19 within the last 14 days and will work together with local health department personnel to implement the contact tracing process as necessary.

Schools must consider the following strategies if someone gets sick:

- Advise Staff and Families of Sick Students of Home Isolation Criteria
 - Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
- Isolate and Transport Those Who are Sick
 - Make sure that staff and students know that they should not come to school, and that they should notify school officials if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and students with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
 - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- Clean and Disinfect
 - Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfecting products, including storing products securely away from students.

IN THE EVENT OF A CONFIRMED CASE

If a confirmed case has entered a school, regardless of community transmission, there may be a need to implement short-term closure procedures.

- Notify Health Officials and Close Contacts
 - In accordance with state and local laws and regulations, school administrators should notify FDOE, local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).
 - The Department of Health will inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.
 - Dismiss the room or building of students and most staff for an initial consultation with local health officials. This initial short-term dismissal allows time for local health officials to assess the situation and impacts on the school and to help the school determine appropriate next steps. Local health officials have the expertise to determine the necessary length of closure and scale of response.
 - During school dismissals; consider canceling extracurricular activities.
 - Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
 - Maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and FERPA.
 - Include messages to counter potential stigma and discrimination.
 - Close off areas used by the individual with COVID-19 and wait as long as practical before beginning cleaning and disinfecting to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfecting.
 - Cleaning staff should clean and disinfect all areas (e.g. offices, restrooms, and common areas) used by the ill person, focusing on frequently touched surfaces.
 - If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfecting.
- Make decisions about extending school dismissal

THE DECISION TO OPEN OR CLOSE A SCHOOL RESTS WITH LOCAL LEADERSHIP

NO COMMUNITY SPREAD

- Prepare
- Teach & reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning & disinfecting
- Monitor for absenteeism
- Assess group gathers & events – consider postponing not-critical events
- Require sick students & staff to stay home
- Establish procedures for someone becoming sick at school

MINIMAL TO MODERATE COMMUNITY SPREAD

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, & movement within buildings
- Consider ways to accommodate needs of students & families at high risk

SUBSTANTIAL COMMUNITY SPREAD

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms & movement within buildings
WITH EXTENDED SCHOOL DISMISSALS
- Consider ways to accommodate needs of students & families at high risk

PREPARE FOR POSSIBLE EXTENDED SCHOOL CLOSURES

The Florida Standards are essential in ensuring that students have a strong command of the skills and understandings associated with the critical areas. These skills and understandings are crucial to building the foundational knowledge needed for the success of students. While these standards are important to educating the whole student, the current health crisis and the manner in which instruction must continue, necessitates the need for schools to examine which standards have been taught and where the learning gaps exist due to the extended school closures. Schools are encouraged to identify the remaining standards to be taught and plan instruction focusing on the remaining standards. In order to deliver a quality educational experience during these challenging times, students' social/emotional needs, special accommodations, and individual needs must also be considered.

Each school has contributed to an Instructional Continuity Plan (ICP) (See Part 2) and tailored the plan to the unique needs of that particular school. This plan will be utilized should a prolonged school closure become necessary. The plan informs the public of how distance learning will be provided and includes information regarding meals and the distribution of technology.

Distance learning is the overarching term for a variety of learning models involving virtual experiences whether they are asynchronous or synchronous. As decisions are made, a full understanding of the benefits, limitations, and considerations of each model is important.

Synchronous learning is learning that happens in real time with interaction between the teacher and students that occurs in a face-to-face environment or in a virtual classroom setting.

Asynchronous learning is learning that occurs online without real-time interaction or instruction by an educator.

Blended Learning (hybrid) is a combination of synchronous and asynchronous teaching and learning that usually requires access to the Internet, web conferencing tools, and a learning platform. Educators deliver instruction aligned with the school's curriculum and monitor student attendance, growth, and needs. The use of the local curriculum allows for the flexibility of moving between instruction received entirely at home and the instruction delivered in the brick and mortar environment.

Blended Learning can be delivered through the partial asynchronous use of vendor courses and/or resources complimented by synchronous instruction provided by the local teachers to students in the classroom and/or remote locations.

Blended learning can be delivered synchronously with local teachers instructing students in a classroom while broadcasting instruction (or recording for later broadcast) to students in remote locations. This instruction is supported by asynchronous activities and resources.

Research shows that face-to-face time with teachers is the most effective means of teaching and learning, however, remote learning will likely remain a component of the instructional program for some time to come.

Additional equitable access to devices and Internet for some students is a necessity. To provide equitable delivery of teaching and learning consider the following areas:

- Instruction: Leverage existing low-cost methods of remote learning that can be accessed via the widest possible variety of technology platforms.
- Devices: During the first few weeks after reopening schools, survey students and families to determine access to devices and WiFi. Develop a plan for educating students on their responsibilities while using school supplied devices. Devices checked out to students should be trackable and have filters to prevent student access to inappropriate

materials. Consider leveraging existing devices bought by families so that students who have access can experience a continuity of learning immediately. This may include Smartphones therefore consider leveraging online tools and curricula that work well on phones. Students may need access to devices with a traditional keyboard. Regardless of devices used by students, privacy and security must be maintained for safety. Taking into account the age and functionality of devices, when budgets are developed, ongoing maintenance and refresh of devices will need to be considered.

- Staffing: The IT staffing resources needed to integrate and support the increase in devices and technology applications may become taxed. The investment in technology needs to be supported and sustained. Maintaining IT staff is crucial to ensure sufficient ratio of technical staff to system users.

See the ICP for additional information on checking out devices to students.

- Special Education:

While the extended school closures have a significant impact on the education of students nationwide, it is recognized that students with disabilities may experience increased distress and negative educational consequences due to the changes in instructional method and environment. There is a continuum of teaching and learning connected by the Individual Education Plan (IEP) for students with disabilities as we prepare for, and implement, recovery efforts.

The provision of special education and related services operates within the broader context of the general education curriculum and instruction, which continues to be a driver. Though this situation has impacted the ability of schools to fully implement some students' Individualized Education Programs (IEPs), it is important to remember that a Free Appropriate Public Education (FAPE) continues to be the touchstone for the IEP process, including special education eligibility and services during the extended school closures through the return to school and recovery programming. Now and during recovery, it is essential to provide FAPE and the provision of early intervention and special education services (IDEA) to the greatest extent possible.

As schools begin taking steps to reopen school buildings, they must keep the FAPE obligation at the forefront of their decision-making, taking into account the needs of the individualized student and provides flexibility for response, as appropriate. Protocols should:

1. Address student-specific needs arising from the transition back into school buildings;
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress; and
3. If regression and/or a lack of progress is present, identify opportunities for recovery, Including additional, new, or different services and accommodations.

- General Considerations for Recovery Efforts for Students with Disabilities:
 - *Role of the family in the teaching/learning process.* Parents of students with disabilities have always had a decision-making voice and required participation at the IEP meeting. Remote learning has increased parent capacity (with ongoing coaching and support by educators) to provide supplemental instruction and progress monitoring. In recovery efforts, leveraging this skill and elevating the supportive role of the family to accelerate student progress is essential.
 - *Integration of technology.* During this period of continuity of learning, technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning and meaningful parent participation for students with disabilities.
 - *Maintain a focus on Social/Emotional Wellbeing.* In recovery efforts, now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Considerations for students with special needs, those who have a history of trauma, are broad and overarching.

- English Language Learners (ELLs):

The equitable education of ELLs is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). Schools are required to provide instructional assistance and services to enable ELLs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects. Schools may need to be flexible and adapt ELL programs and service delivery models.

Strategies to Consider for Continuing English Language Development Services and Ensuring Access to General Education:

- Provide small group and individual support based on each ELL's needs
- Facilitate collaboration and co-planning between content and English for Speakers of Other Languages (ESOL) teachers
- Use scaffolding instructional strategies
- Focus on developing productive language skills such as speaking and writing
- Use formative assessments to identify gaps
- Develop digital opportunities for review and recover

Considerations for Outreach to Families of English Learners:

- Provide documents to families of ELLs in an accessible format, including translated documents and talking points
 - Build in time for translation in order to provide timely communication
 - Consider personal check-ins with ELLs and families, using an interpreter if needed
 - Explore strategies to increase the access and understanding of families to online instruction and resources
 - Provide support for the social emotional needs of ELLs and families
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- Career and Technical Education (CTE):

CTE programs provide the opportunity for students to earn postsecondary and/or industry credentials. CTE students will engage in online experiences that reinforce core content. In some cases, students can complete online modules that could be applied toward credential requirements.

- Professional Development:

Remote learning is new to some staff and all staff involved need training on how to deliver instruction digitally. While some training has already been provided, additional professional learning opportunities will allow teachers to transfer their high-quality teaching practices to the virtual environment. Professional development should be provided to teachers on designing equitable instruction regardless whether it is delivered in a virtual or pen & pencil environment.

During the first few weeks of the school year, traditional instruction models should be infused with technology so that both teachers and students will be familiar with and have practice with such tasks as logging on to specific programs/platforms, uploading/downloading documents, retrieving reports, and recording attendance. This will provide the opportunity to obtain feedback, address any issues, and troubleshoot technical problems.

Teachers may also need to be briefed on COVID-19 prevention practices.

SCHOOLS MUST DEVELOP A SYSTEM FOR TRACKING ATTENDANCE WHEN STUDENTS ARE ENGAGED IN DISTANCE LEARNING.

Schools will utilize virtual platforms that allow for management and tracking of attendance.

The semester exam attendance incentive policy will not be in effect for the 2020-2021 school year.

Part 2: INSTRUCTIONAL CONTINUITY PLAN (ICP)

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/>

Below is 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.

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
 - Inform students of their online assignments and available digital resources
 - 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

Instructional Plan Overview:

Students will have access to 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. See Appendix D.

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 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 E. Appendix F has a Device Checkout Form for school use.

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

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 students will have access to digital materials and instructional activities in every subject through Clever and Google Classroom. Students will log in daily for instruction on grade level standards and complete required coursework assigned by their teacher(s). i-Ready will be a part of daily instruction and used for progress monitoring. See Appendix A.

Core Curriculum:

ELA- Harcourt Florida Journeys

Math- Pearson Envision

Science- HMH Florida Science

Social Studies- Florida Studies Weekly K-5/Social Studies Weekly- World History (6th grade

Supplemental Materials:

i-Ready

Accelerated Reader. See Appendix B.

Write Score

Reflex

Generation Genius

Scholastic News

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

Standard Curriculum for High Schools:

High school students will access their instruction through the Google Classroom platform. Every day, each student will mark his/herself present in each period. Students will be able to access standards based instructional videos posted by the subject area teacher and then complete the uploaded activities, projects, or quizzes/assessments. Instructional videos may consist of videos created by the teachers, as well as carefully selected pre-recorded videos.

Google Meet will be utilized to allow teachers to stay connected with and keep students connected with one another. Each week, classes (students and teacher) will schedule and participate in a Google Meet live collaborative session together. Google Meet will be used to schedule small group break-out sessions and individual sessions based on student needs.

Teachers will provide feedback and grading through Google Classroom, which syncs with FOCUS Portal accessible to parents. Traditional grading policies will apply.

Students who are identified as being in need of Tier 2 or Tier 3 Interventions will be supported through Google Meet sessions or live sessions with Reading Certified/Endorsed staff and Math teachers at the Middle and High School levels, as well as support from the MTSS/ESE Consult teacher.

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.

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.

Adult Education:

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

Appendix A

i-Ready

i-Ready Login Instructions:

Each student accesses i-Ready and their individual learning apps on Clever. Links to Clever and i-Ready 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 i-Ready Reading lesson daily (a minimum of three per week).

Math: Each student will complete one i-Ready 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 E

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 G

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.