RETURN TO SCHOOL MANUAL

Escambia County School District

Escambia County School District

Return to School Manual

Table of Contents

Return to School Manual

Curriculum and Instruction

Alternative Education

Alternative Programs

DJJ Sites/County Jail

Detention Center

Detained youth will continue to participate in face-to-face instruction while enrolled in the Detention Center. Proper social distancing will occur in classrooms. Time will be extended between movement of students for proper cleaning of desks and materials. School District staff will be responsible for disinfection of classrooms between class periods. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. DJJ staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

As students are secured into the Detention Center, temperature and symptom checks are conducted. If a student presents symptoms or a fever while detained, he/she is quarantined and housed separately from all other youth. When this occurs, teachers will prepare assignments for students to complete.

All District staff working in the Detention Center will follow protocol of the facility as it relates to entry each day. Temperature and symptom checks will be conducted daily.

Communication with Detention staff is imperative as it relates to health and safety while in the care of DJJ.

Escambia Boys' Base

AMIKids' staff are responsible for the health and safety of boys who have been adjudicated and referred to the program through juvenile court. Minimum stay at Boys' Base is six (6) to nine (9) months.

Students enrolled at Escambia Boys' Base will receive instruction in the traditional model. Additional time will be added to transition of students to allow for proper cleaning and disinfecting of school materials. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. AMIKids staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

PACE Center for Girls-

PACE Center for Girls will follow the District's guidelines for instructional options for students. PACE Center serves girls ages twelve (12) to eighteen (18) who are academically underachieving, involved with the court

system, truant, have excessive discipline referrals or a case for removal. In preparation for the need to transition to remote learning, the teachers will schedule time once a week to work with students through Google classroom. The goal will be for the transition from traditional to remote learning, if necessary, to be as seamless as possible.

Escambia County Jail

Students who have been adjudicated as adults by the court system will continue to receive academic support in a traditional model provided by a District teacher and teacher assistant. The health and safety of students housed in the facility is the responsibility of the Escambia County Jail staff.   Limited number of students allows for proper social distancing in the classroom. Additional time will be allotted for transition of youth for proper cleaning and disinfecting of classroom materials. In preparation for the need to transition to remote learning, the teacher will schedule time once a week to work with students through Google classroom. Jail staff will also be trained so that they will be able to assist students. The goal will be for the transition from traditional to remote learning to be as seamless as possible.

Contracted Alternative Program

Camelot Academy at McMillan/KAPS

Students enrolled in Camelot Academy at McMillan/KAPS will have the option to receive instruction in the traditional model, remote or may enroll in Virtual Education. Teachers will continue to prepare for the need to transition to remote learning and will schedule time once a week to work with students through Google classroom.   The goal will be for the transition from traditional to remote learning to be as seamless as possible.

Camelot will adhere to all District guidelines as it relates to COVID 19.

The following Charter Schools will follow **all** ECSD guidelines for Return to School:

Capstone Academy (PreK)
Byrneville Elementary (K-5)
Jacqueline Harris Preparatory Academy (K-5)
Beulah Academy of Science (6-8)

The following Charter School will only offer traditional learning as an option:

Pensacola Beach Elementary (K-5) ***Should a parent who has a student enrolled in Pensacola Beach Elementary select remote learning, the parent will be directed to their District school of enrollment.

Return to School Manual

English Language Learners

English Language Learners (ELL) WIDA scores from 2019-2020 will be reviewed by the ESOL teachers. Students who scored English proficient in kindergarten through second grade will exit the ESOL program since they met the exit criteria. Students in third through twelfth grade will be reviewed on an individual basis by the ELL committee. There will be a focus on the students who have been in the ESOL program over 6 years, students who scored English proficient on WIDA, and students who achieved a level 3 or higher on the STAR Reading assessment that was administered in February 2020.

As instruction begins this school year, either face to face or remotely, ESOL teachers will monitor their students' progress and determine if additional services may be needed. Teachers will assess the students who may need supplemental services with the IPT oral/aural, reading and writing tests to determine the English proficiency levels. Supplemental services such as after school tutoring or one on one instruction with bi-lingual teacher assistants will be offered. A part time instructional coach will assist ESOL teachers with ELL strategies.

Return to School Manual

Elementary School Education

Elementary Education Reopening Recommendations
ESCAMBIA COUNTY SCHOOL DISTRICT
Re-Opening Recommendations - Elementary

	Re-Opening Recommendations
Summer/Pre-Planning	**District/School Considerations:** ● Allow funding to be used for 2-3 days of school-based PD for alternative delivery methods BEFORE July 31st (specific to the needs of each school's staff and in preparation for any future need for remote learning) ● District provided in-service restricted to 2 hours for updates that are pertinent to recovery and reopening (changes in Framework, etc.) ● Continue with summer activities for 3rd grade ● Reserve funding for after school targeted instruction to begin as soon as possible. Instructional personnel receive their regular rate of pay. ● Plan and implement options for connectivity in the event of future implementation of continuity plan ● Purchase myON and Study Island for elementary schools for the 2020-2021 school year ● Purchase clear face shields for primary teachers, ESE teachers, SLPS and other instructional and ESP that work with young/vulnerable learners ● Have Coordinator of School-Age Child Care submit plans for on-site child care to restart August 10th ● Plan and purchase furniture as needed to ensure maximum amount of distance ● Identify a secondary clinic area in schools to be used for isolation if needed. ● Prepare teachers and staff to teach appropriate safety and hygiene procedures and expectations for students. ● Prepare and communicate the response plan in the event of a positive COVID-19 case (student or staff)
Transporting Students	**District/School Considerations:** ● Provide hand sanitizer for students and bus drivers ● Provide face masks for bus drivers; <mark>expect/encourage</mark> students to wear face masks/coverings ● Eliminate field trips for the first nine weeks and re-evaluate at that

		time ● At least twice daily, clean and disinfect frequently touched surfaces on the bus ● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households

Arrival/Dismissal & Transitions in Buildings		**District/School Considerations:**
		
		 ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
		
		 ● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (refer to protocol established by Health Services)
		     ○ Mark spaced lines to enter the building and designate entrance and exit flow paths
		     ○ Screen students and staff (to the extent practical):
		     ○ Staff will self-monitor their temperature upon arriving each day
		     ○ Isolate and send home if internal temperature over 100.4°F (38°C)
		     ○ Consider safety and privacy concerns (confidentiality should be maintained)
		 ● Establish a protocol for parents/visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Visitors, volunteers, and mentors will be restricted from schools for the first nine weeks; re-evaluate at the end of the first nine weeks. Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
		 ● Establish a protocol for student pick up/drop off: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup (lobbies will be limited based on size - please call ahead)
		 ● Student drop off/pick up will occur at designated locations only

Return to School Manual

Serving Meals	**District/School Considerations:**
	
	● Follow guidance from food service
	  ○ Recommend additional kiosk stations in other areas of the building for breakfast
	  ○ Recommend level of precaution needed for lunch to include eating in classrooms, rotating grade levels/classrooms in cafeterias, and use of outdoor areas when appropriate (picnic tables, covered play areas)

Transitions	**District/School Considerations:**
	
	● Limit multiple classrooms in the hallways at the same time (to the extent practical)
	● For class changes and other transitions throughout the school day:
	  ○ Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
	  ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students and unidirectional hallways (use one way signage).
	  ○ Plan staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time
	  ○ Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)

Conducting Large Group Gatherings	**District/School Considerations:** ● Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order ● Discourage the congregation of students in parking lots and common areas ● Stagger the schedule for large group gatherings (i.e. recess and school meals) ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Family events - Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order

Return to School Manual

Supporting Teaching and Learning	**District/School Considerations:**
	
	● Offer families the opportunity to choose to conduct their schooling (Traditional, Remote Learning, or Escambia Virtual School). Once option has been selected, students will remain in the chosen path through the current grading period or for the semester if through Escambia Virtual School.
	   ○ Families will be surveyed towards the end of each grading period to determine enrollment option for the upcoming grading period.
	   ○ Based on feedback from parents, the projected number of families taking this option will not be large however, allowing schools to have a small number of virtual classrooms (based on the needs of the school) will give us the opportunity to revise our Instructional Continuity Plan to ensure grade level standards are being taught, monitored, and appropriately assessed.
	
	Traditional Instructional Model*
	● Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practical)
	● Limit physical interaction through partner or group work
	● Establish distance between the teacher's desk/board and students' desks
	   ○ Only teachers should pass out/collect papers, books, etc.
	   ○ Students should use the same space every day
	   ○ Students should not share materials nor store them with other students' materials
	   ○ Recommend checking out library books electronically and have them delivered to classrooms; books that are returned will be collected by the Media Specialist and kept in quarantine for the appropriate amount of time
	   ○ Recommend plexiglass or other appropriate material on small group tables OR use an appropriate configuration of desks to enable small group instruction with the teacher
	● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces) for social distancing
	● Hire permanent substitutes for each school to ensure classes are not split due to unannounced leave and can assist in providing teachers an opportunity for plan time in the event special area art and music teachers teach remotely from their classrooms.
	● Other recommendations: display signage to display safe handwashing procedures, room capacity, appropriate spacing for lining up; wash hands throughout the day; disinfect surfaces and frequently used items frequently

	● Determine the level of precaution to determine how art and music instruction will be provided **Remote Learning** ● Administrator identifies teacher/teacher will be working with students remotely from his/her classroom ● Students receive remote instruction in real time ● Students are at home learning and will need access to a device and internet ● Instruction is provided remotely and students will have access to their teachers during the regular school day hours ● Elementary students can expect daily lessons with face to face connections ● Attendance will be taken daily and students will be expected to login and remain logged in following the start and end times as the Traditional Instructional Model *While many course will be available via Remote Learning, some courses will only be available through traditional instructional model
Student Orientation/Open House	**District/School Considerations:** **Orientation** ● Provide an opportunity for parents to drop off school supplies. Times and locations on campus need to follow appropriate social distancing guidelines. ● School supplies would be quarantined the appropriate amount of time before use. **Open House** ● Open House has been canceled for the 2020-2021 school year **Afterschool Childcare** ● Students and families participating in an afterschool childcare program on a school campus will follow the guidelines linked below:

Evaluation Services

General Mitigation Strategies for Evaluation Services Staff

All staff should follow the CDC's guidance regarding how to protect yourself and others.
- Staff members must practice safe personal hygiene measures while at work.
  - Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available.
  - Avoid touching eyes, nose and mouth.
  - Cover your cough or sneeze with your elbow or a tissue and dispose of the tissue.
  - Clean and disinfect frequently touched items and surfaces as much as possible.
- Staff members must monitor symptoms carefully and stay home if they feel sick until released to return to work by a healthcare provider.

Return to School Manual

Exceptional Student Education

Use of PPE with Students with Disabilities

Safety of students and staff is the priority of the District. There are specific recommendations regarding the use of personal protective equipment (PPE) when working with students with disabilities. It is necessary to balance the need to protect students and staff as well as the need to understand challenges of specific students or populations of students.

Low Incidence - High Needs Populations:
It is recommended that staff who work with students where exposure to body fluids is more likely, i.e., students who spit, students requiring assistance with toileting or diapering, students with tracheostomies, etc., should wear clear plastic shields to protect the eyes, nose and mouth and wear gloves to minimize transmission to hands. Staff may also choose to wear masks in addition to the shields especially during tasks that increase likelihood of exposure. Shields, masks, and gloves will be provided to staff members. Hand washing and PPE cleaning/disposal protocol will be established and trained.

Deaf and Hard of Hearing Populations:
Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

Staff working with students who are hearing impaired or deaf must wear face coverings that allow students to view their mouths. Clear face shields are considered the best option so that viewing facial expressions and lip reading remains possible for students. The need for this type of PPE will apply to general educators who are responsible for the instruction of students with hearing impairment in the same way it will apply to special educators, assistants, and interpreters. School administrators must keep in mind that there may be instances where office staff, clinic staff, cafeteria staff, etc. will also need to follow this protocol so that students who depend on lip reading will be able to communicate with all staff members in the school.

Staff working with students who are hearing impaired should also remember that face coverings and/or shields reduce the sound quality of spoken words.
- A mask will muffle the information spoken, so a child who already has difficulty with the clarity of language due to hearing impairment will have less access to that information. This may also be true for many students in the classroom who may have attention and/or unidentified mild hearing losses.
- A clear face shield will reflect the sound back to the speaker rather than allowing it to project out to the intended audience. It is critical that staff working with students who are hearing impaired are vigilant about utilizing amplification systems provided and recognize that the microphone must be as close to the speaker as possible without being blocked by face shields.

It is advised that all staff working with students who are hearing impaired ensure that all instruction is provided without turning their backs to the students, especially when using a face mask/shield. Further individual instruction will be provided to staff regularly working with students who are hearing impaired by the District Audiologist.

Return to School Manual

Populations of Students with Sensory and Social Skills Deficits:

It is critical to remember that certain students will not adjust well to teachers and staff wearing masks. Students with these types of disability may have special difficulty with any expectation of wearing PPE themselves. It is expected that students on the autism spectrum may have sensory responses to either PPE on adults or themselves. Faculty and staff working with children on the autism spectrum must be prepared for this possibility. Staff members will need to be provided with clear face shields for this reason.

Faculty and staff members need to be reminded that some children associate masks with unpleasant visits to a doctor's office or perhaps other types of traumatic events. There may be social-emotional reactions to PPE that would typically not be expected. Very young children with disabilities may also show a fear of staff wearing PPE. Teachers and staff will be made aware of this possibility and provided with alternative suggestions during inservice training.

Return to School Manual

Sanitation Guidelines for ESE Classrooms and Therapy Equipment

Certain students with disabilities require the provision of services in which specialized equipment is needed. Special consideration for the need for sanitizing equipment must be addressed in order to reduce the opportunity for exposure to harmful germs.

It is expected that equipment related to provision of occupational, physical, and speech therapy will require cleaning between student use. The same care will be required for classrooms serving populations of students who are more likely to place non-food items in their mouths or for students whose behavior or self-care needs will increase exposure of bodily fluids to surfaces.

Special attention will be directed to surfaces/items with which students will or may come into contact. This may include toys; manipulatives; therapy materials and equipment; and classroom furniture. ESE teachers/therapists/assistants will be provided with District-approved products which are approved for food surfaces since many of these surfaces, while not necessarily designed for mouth-to-surface contact, may be exposed to such contact. It is also recommended that removal of items which may be absorbent (rugs, plush toys, etc.) be considered since these items may be difficult to sanitize on a regular basis.

All training related to use of approved products will be designed and provided by Custodial Services. Supervisors of staff members providing support to these populations of students will verify that staff members have completed requisite training.

It is anticipated that, at a minimum, all staff working in the following environments or fulfilling the roles listed below will be trained and provided the recommended District-approved products:

1. Escambia Westgate
2. Lakeview School Day Support
3. Holm Elementary ESE classrooms
4. All ESE preschool classrooms
5. All ESE classrooms specific to students with ASD
6. All ESE classrooms specific to students with significant behavioral needs
7. All ESE classrooms specific to students on modified standards (Access Points)
8. All occupational therapists
9. All physical therapists
10. All speech/language pathologists
11. All adapted physical education teachers
12. All teachers of the visually impaired
13. All teachers of the deaf/hard-of hearing

Return to School Manual

Remote Learning Considerations for Students with Disabilities and Gifted Students

It should be understood that the Individual Education Plan (IEP) developed for students with disabilities establishes free and appropriate public education (FAPE) for students in a traditional model. Likewise, educational plans for gifted students are developed for provision within a traditional model. Many, if not most, students with disabilities are best served by instruction and related services being delivered in a face-to-face setting.

Parents of school-age (K-12) students with disabilities and students identified as gifted will, however, have the option to select one of three (3) choices (traditional, remote, or virtual). Parents of preschool students with disabilities will have two (2) options for delivery of educational services: traditional or remote.

Services to Students with Disabilities:
IEP teams, to include the parent, will need to discuss to what degree the IEP can be implemented in a remote environment. In some cases it is possible that IEP services, as written, may be provided via remote learning. Assigned ESE teachers and service providers should provide support in attempts to implement the student's IEP as closely as possible. In other cases, it may not be possible to replicate IEP services in a remote learning environment due to the nature of the instruction or intensity of the services the student requires. For students whose IEPs cannot be implemented as currently written, the IEP team will develop a Temporary Distance Learning Plan (TDLP) in collaboration with parents. The TDLP will determine the priority need(s) of the student and how those needs will be met.

It is anticipated that IEPs will not be developed for remote learning circumstances as this is considered a temporary school option.

Some students who have a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness, or a repeated intermittent illness due to a persistent medical condition and which confines the student to home or hospital, and restricts activities for an extended period of time may be referred by a physician for the Homebound or Hospitalization Program. Students referred will have an eligibility/IEP team meeting involving District ESE and school staff. If the student is found eligible for the Homebound or Hospitalized Program, then an IEP defining FAPE for the student will be developed.

Gifted Services:
Remote learning for gifted students will entail one (1) day of gifted enrichment for elementary students. Remote learning for middle and high school students enrolled in gifted courses may result in a loss of gifted course enrollment in order to be assigned to a remote teacher.

High School Education

High School Reopening Recommendations

	High School Reopening Recommendations
Summer/Pre-Planning	**District/School Considerations:** ● Provide funding to be used for 2-3 days of school-based PD for alternative delivery methods and strategies for closing the learning gaps, BEFORE July 31 (specific to the needs of each school's staff and in preparation for any future need for remote learning) ● Provide virtual district inservice for all teachers that is content specific including Google Classroom training for all staff ● Prepare teachers and staff to teach appropriate safety and hygiene procedures and expectations for students ● Reserve funding for after school targeted instruction. Instructional personnel receive their regular rate of pay. ● Plan and implement options for connectivity in the event of future implementation of continuity plan ● Provide clear face shields/face masks for teachers and staff. Purchase masks for teachers to have in the classroom for students ● Purchase cleaning materials for teachers to have in the classrooms ● Install hand sanitizer stations in all classrooms ● Purchase and install plexiglass for staff who are exposed to the public without shielding ● Plan and purchase furniture as needed to ensure maximum distance ● Provide student ID badges with a barcode ● Survey stakeholders to see what they prefer regarding school resuming ● Identify and implement options for connectivity in the event of future implementation of continuity plan ● Prepare and communicate the response plan in the event of a positive COVID-19 case (student or staff)

Return to School Manual

Transporting Students	**District/School Considerations:** ● Follow guidance from transportation department ● Provide hand sanitizer for students and bus drivers ● Provide face masks for bus drivers; encourage students to wear face masks/coverings ● Utilize spaced seating (to the extent practical) ● Eliminate field trips ● At least twice daily clean and disinfect frequently touched surfaces on the bus ● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households

Entering Buildings	**District/School Considerations:**
	 ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread - COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
	 ● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (refer to protocol established by Health Services)
	     ○ Mark spaced lines to enter the building and designate entrance and exit flow paths
	     ○ Screen students and staff (to the extent practical)
	     ○ Take temperatures ideally before entering buildings
	     ○ Isolate and send home if internal temperature over 100.4°F (38°C)
	     ○ Consider safety and privacy concerns (confidentiality should be maintained)
	
	 ● Establish a protocol for parents/visitors: calling the front office before entering, screening parents/visitors, requesting use of face coverings/masks, etc. Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
	
	 ● Restrict nonessential visitors and volunteers
	 ● Establish a protocol for student pick up/drop off, staggered entry and release, marked spacing for pickup
	 ● Provide hand sanitizer for all classrooms and entry point for all visitors
	 ● Reconfigure seating areas for parents/visitors (guidance office, dean's office, front office, etc.)
	     ○ Allow for social distancing
	     ○ Use plastic chairs that can be sprayed

Return to School Manual

	○ Visitors must wear masks while in the school
Serving Meals	**District/School Considerations:** ● Follow guidance from food service ● Spaced serving lines (marked on floors) ● Consider having the cafeteria workers serve the food ● Provide pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. ● Use student badges with barcodes to scan in cafeteria instead of students inputting numbers ● Allow student hand washing before and after meal service/provide hand sanitizer for students and staff ● Mark spaced lines to enter the cafeteria and serving lines (to the extent practical); designate entrances and exit flow paths ● Increase the number of lunches and time between lunches for disinfecting where feasible ● Social distance by increasing the number of areas designated for eating

Transitions	**District/School Considerations:**
	● Limit mixing between groups (to the extent practical).
	● For class changes and other transitions throughout the school day:
	  ○ convert to block scheduling to decrease the amount of movement.
	    ■ One example:
	      A day 1, 3, 5, 7
	      B day 2, 4, 6, 7
	● Provide additional time for transitions
	● Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated
	● Use one way signage
	● Plan staggered class changes where possible

Conducting Large Group Gatherings	**District/School Considerations:** ● Follow social distancing guidelines and maintain six feet of distance between people where feasible ● Discourage the congregation of students in parking lots and common areas ● Increase the number of lunches and time between lunches for disinfecting where feasible ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Family events - Minimize face-to-face gatherings and utilize virtual gatherings as much as possible
Supporting Teaching and Learning	**District/School Considerations:** ● Offer families opportunity to choose to conduct their schooling face to face, remote or virtually for the 2020- 2021 school year; schools can offer

their own online courses (full day online instruction through teacher assigned by home school, based on the needs of each school) or enroll students through the Escambia Virtual School Offer Community School (Credit Recovery) virtually
- Hire up to four permanent substitutes per school to ensure classes are not combined due to unannounced leave
- Implement block schedule where feasible to limit student movement
- Restrict non-essential visitors, volunteers, and activities involving external groups and organizations
- No non-essential travel

Traditional Instructional Model
- Use the master schedule to balance class numbers as much as possible
- Limit physical interaction through partner or group work
- Establish distance between the teacher's desk/board and students' desks
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces - as weather permits) for social distancing
- Hire up to four permanent substitutes per school to ensure classes are not combined due to unannounced leave
- Display signage for safety procedures related to COVID-19

Remote Learning
- Administrator identifies teachers who will work with students remotely from his/her classroom
- Students receive virtual instruction in real time
- Students are at home learning and will need access to a device and internet
- Instruction is provided remotely and students will have access to their teachers during the regular school day hours
- Students can expect daily lessons with face to face connections
- Attendance will be taken daily and students will be expected to login and remain logged in following the start and end times as the Traditional instructional Model.

*While many course will be available via Remote Learning, some courses will only be available through traditional instructional model

Other
- No access to hallway lockers
- No access to locker rooms (Students will not dress out for PE)
- Limit extracurricular travel
- Limit nonessential extracurricular activities
- Provide virtual club meetings

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Return to School Manual

Protecting Vulnerable Populations	**District/School Considerations:** ● Provide remote/distance learning opportunities for vulnerable student populations (preferably at their home school in order to retain FTE) in consultation with parents and public health officials ● Adhere to FERPA and HIPPA requirements ● Adhere to state and federal employment laws ● Extended leave allowances ● School health tech for ALL schools ● Isolation room for sick students when parents can't be contacted
Student Orientation/Open House	**District/School Considerations:** **Orientation** ● Provide virtual orientation for grades 10-12 ● Provide virtual or stagger orientation for 9th graders to meet social distancing guidelines ● Follow screening protocol for entry **Open House** ● No Open House for 2020-2021

Return to School Manual

Middle School Education

Middle School Reopening Recommendations

	Middle School Re-Opening Recommendations
Summer/Pre-Planning	**District/School Considerations:** ● Allow funding to be used for 2-3 days of school-based PD for alternative delivery methods BEFORE July 31st ● District provided in-service restricted to 2 hours for updates that are pertinent to recovery and reopening ● Reserve funding for after school targeted instruction in lieu of summer programming. Instructional personnel receive their regular rate of pay. ● Plan and implement options for connectivity in the event of future implementation of continuity plan ● Purchase myON 2020-2021 school year ● Purchase clear face shields for primary teachers, ESE teachers, SLPS and other instructional and ESP that work with vulnerable learners ● Have Coordinator of School-Aged Child Care submit plans for on-site child care to restart August 24th ● Plan and purchase furniture as needed to ensure maximum amount of distance
Transporting Students	**District/School Considerations:** ● Provide hand sanitizer for students and bus drivers ● Provide face masks for bus drivers; allow students to wear face masks/coverings ● Eliminate field trips ● Daily clean and disinfect frequently touched surfaces on the bus

Entering Buildings	**District/School Considerations:**
	
	● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
	● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (refer to protocol established by Health Services)
	   ○ Mark spaced lines to enter the building and designate entrance and exit flow paths
	   ○ Screen students and staff (to the extent practical):
	   ○ Take temperatures ideally before entering buildings

Return to School Manual

	○ Isolate and send home if internal temperature over 100.4°F (38°C) ○ Consider safety and privacy concerns (confidentiality should be maintained) ● Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Eliminate non-essential visitors/mentors/volunteers during the first semester. Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others. ● Establish a protocol for student pick up/drop off: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup. ● Conduct all parent conferences virtually. If parents do not have the connectivity to do this they can access a device at the school.
Serving Meals	**District/School Considerations:** ● Eat meals in classrooms to facilitate the ability to spread out students with social distancing in the cafeteria with fewer classrooms. 　○ Spaced serving lines (marked on floors) 　○ Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. ● Allow student hand washing before and after meal service/provide hand sanitizer for students and staff ● Mark spaced lines to enter the cafeteria and serving lines (to the extent practical); designate entrances and exit flow paths ● Conduct cleaning of cafeterias and high-touch surfaces throughout the school day ● Utilize student badges with scanners for POS to eliminate key pads

Return to School Manual

Transitions	**District/School Considerations:**
	
	● Limit mixing between groups (to the extent practical)
	● For class changes and other transitions throughout the school day:
	   ○ Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
	   ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students
	   ○ Plan staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time
	   ○ Have the same group of students stay with the same staff for core classes as much as possible and access curriculum from all teachers to minimize exposure to additional students
	   ○ Physical education can continue to occur outside. Students should avoid sharing equipment.

Conducting Large Group Gatherings	**District/School Considerations:** ● Follow social distancing guidance and maintain six feet of distance between people where possible. Limit the size of group gatherings where feasible. ● Discourage the congregation of students in parking lots and common areas ● Stagger the schedule for large group gatherings (i.e. school meals) ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Family events - Minimize face to face gatherings and utilize virtual gatherings as much as possible.

Subject to Change

Supporting Teaching and Learning	**District/School Considerations:** ● Offer families opportunity to choose to conduct their schooling face to face, remotely or virtually for the 2020- 2021 school year; schools can offer their own online courses (full day online instruction through teacher assigned by home school, based on the needs of each school) or enroll students through the Escambia Virtual School **(schools earn FTE while student stays at their home school)** ○ Based on feedback from parents, the projected number of families taking this option will not be large however, allowing schools to have a small number of virtual classrooms (based on the needs of the school) will give us the opportunity to revise our Instructional Continuity Plan to ensure grade level standards are being taught and appropriately assessed. **Traditional Instructional Model** ● Use the master schedule to balance class numbers as much as possible and utilize a block schedule where practical to minimize hallway transitions and exposure to additional students ● Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practical) ● Limit physical interaction through partner or group work ● Establish distance between the teacher's desk/board and students' desks ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Hire permanent substitutes (2) for each school to ensure classes are not split due to unannounced leave

Protecting Vulnerable Populations	**District/School Considerations:** ● Provide remote/distance learning opportunities for vulnerable student populations (preferably at their home school in order to retain FTE) in consultation with parents and public health officials ● Adhere to FERPA and HIPAA requirements ● Adhere to state and federal employment law ● Extended leave allowances ● Offer an Employee Assistance Program to all staff members
Student Orientation/Open House	**District/School Considerations:** **Orientation** ● Conduct virtual orientation **Open House** ● Cancel open house for 2020-2021

Professional Learning

Driver Education

Background

Driver Education is offered via two courses in our district (Classroom Only and Classroom/Lab). The lab section involves a requirement of students having to practice behind the wheel driving on a closed range. In an effort to maintain normalcy and provide this opportunity for students, the following considerations have been developed in preparation of returning to school.

Change in Traditional Practice
- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
- When transitioning from classroom to range, students and instructors are highly encouraged to wear face masks.
- Students should use hand sanitizer before entering and after exiting the vehicle.
- Practice good hygiene
  - Do not touch face
  - Wash hands or use hand sanitizer
- Vehicles should be rotated in cycles so that the instructor can sanitize the vehicle (steering wheel, shifter, turn signals, door handles, rear view mirror, keys or push start)
- Not a new procedure, but please reinforce the following:
  - Car windows should be down when students are driving; this enhances ventilation.
  - 1st two weeks only the student and DE instructor are in the car.
  - No more than two students in a car beginning the third week. *Driver/Passenger
- Students should maintain 6 feet distance between one another when not in the vehicle.
- If utilizing class books, the exterior should be gently wiped down at the end of each class. The Driver Ed Department is working on obtaining an E-Book option.
- Testing computers will need to be wiped down in between each student's use.

Remote Learning
- Families who choose to have their child participate in the district's remote option, will be populated into the "Driver Ed Classroom Only" section when feasible. If the school does not have enough room, another elective may be substituted.
- Students in the remote option, "Classroom Only Driver Ed", will follow a set curriculum at a designated time, provided by the Driver Ed Instructor with graded assignments.

Virtual Learning
- All families may opt for Driver Education courses via Escambia Virtual or Florida Virtual.

Action Items for Each School or Center

Return to School Manual

- Teacher should send home a letter* at the beginning of class to confirm if a parent/guardian wants the child to be in a vehicle with another person. If form is returned with a request to not have the child in the car, the school should consider DE class only.
  - *ECSD COVID Driving Permission Form is found in the ECSD Driver Ed Google Drive folder or via link below.
- Provide Driver Ed instructors with hand sanitizer bottles, PH7Q bottles, and wipes or towels for sanitizing vehicles.
- Please assist in providing masks/face shields & protective gloves to use when in vehicles.

Return to School Manual

Employee Training

Background

While training sessions have primarily been delivered as an instructor-led face-to-face model, other deliverables such as virtual training models have been utilized in the past. Vision 2020: Personalized Learning Model has encouraged trainers to provide a variety of learning experiences to accommodate the needs of the adult learner through flexible use of space, time, and location.

Change in Practice

While planning and preparing training, training needs to be presented in a safe and flexible manner.

Safety:
Adhering to CDC's recommendations in regards to
1. Social Distancing
2. Facial mask wearing
3. Washing of hands.

Additional Safety Considerations:
1. Sanitizing materials used by single and/or multiple users
    a. Wipe down materials with an alcohol based cleaning solution with at least 60% alcohol content.
2. Sanitize table and chairs before and after each training session
3. Reduce/eliminate the use of paper handouts and/or physical artifacts.
4. Encourage participants to bring his own technology device
5. Encourage participants to bring his own beverages/snacks

Flexibility:
Applying the Universal Design for Lerarning concept. Training ought to be designed to allow learners multiple means of engagement, representation, and action & expression.

1. District Technology resources make it possible to apply the UDL model for adult learners in an efficient and effective manner especially through the use of the District's Google Suite license.

Action Items for Each School or Center

- When making use of video conferencing - Use Google Meets
- Use Google Drive to share resources
- Use Google Classroom to facilitate learning experiences and activities

If you need additional support to apply UDL and Remote learning aspects to trainings, please feel free to contact Brian Alaback, Director of Professional Learning BAlaback@ecsdfl.us

Return to School Manual

English Language Arts

Background

A traditional language arts classroom is set up to allow for small group instruction, paired reading, collaborative discussion, written expression, and independent reading. Extended school closure will have a significant impact on academic outcomes. Closing the achievement gap in reading proficiency is a primary goal of Language Arts.

Change in Practice

Learning Acceleration

It is highly recommended that:
- schools refer to the ECSD Language Arts Frameworks grades K-12 for lessons, activities, and materials to recover learning loss and accelerate achievement.
- teachers teach the Florida standards explicitly and with a gradual release of responsibility to the student.

Small Group Instruction
- Smaller group sizes are recommended as well as the use of study carrels or tape lines, and teacher face shields (as appropriate) versus cloth masks so that teachers can model articulation.
- Surfaces should be wiped down frequently.
- Students should have personal bags of word sort cards or phonics chips.
- Teachers might facilitate small group instruction by grouping students to interact through Google Docs, Fluency Tutor, or Jamboard. Parent consent may be required for some applications.

Collaboration
- Desks should face all one direction and maximize social distancing to the extent practical.
- Students should use the same space every day.
- Collaboration might occur via Google docs, white erase boards, Kahoot teams, Padlet, and Google Classroom discussion response.
- Peer editing (for writing) should be facilitated via an electronic platform (Google docs).

Paired Reading
- Fluency practice should be performed whole group or with the use of technology such as Fluency Tutor.

Independent Reading
- Students can access the Destiny media center checkout system from their chromebooks. When available e-books and use of MyOn should be encouraged.
- Classroom libraries are not recommended for use unless the same quarantine protocols used by the media center can be put into place.

Materials
- Only teachers should pass out/collect papers.
- Students should not share materials nor store them with other students' materials.

- Schools might consider adding individual dry erase boards and markers, and magnetic manipulatives where appropriate, to school supply lists.
- Class sets of texts/consumables should NOT be shared among students, and INSTEAD should be assigned to an individual student (IEP or 504 accommodation necessitates hard copy)

Learning Aids and Electronic Devices
- One-to-one ratio of device to student is preferred. If items are shared, adequate time to clean and disinfect between use must be part of the classroom routine.
- Go Guardian and Snap and Read are installed applications that can assist teachers as they deliver individualized instruction with social distancing in mind.

Action Items for Each School or Center

- Teachers should plan with the ECSD Frameworks for their grade levels.
- Schools should issue books and small group manipulatives (if needed) to each student.

Remote Instruction for Elementary School Language Arts

Background

Remote instruction should follow the same structure as traditional classroom instruction and should include engaging activities enhanced, not supplanted, by digital tools.

Remote Delivery of Instruction

Learning Acceleration
It is highly recommended that teachers delivering remote instruction:
- refer to the ECSD Language Arts Frameworks for lessons, activities, and materials to recover learning loss and accelerate achievement.
- stay on pace with the ELA pacing guide and plan with teachers at their schools who are delivering traditional instruction.
- teach the Florida standards explicitly and with a gradual release of responsibility to the student through the use of digital applications such as Google Meets, videos in Google Classroom, and by telephone if necessary.

Schedule
Teachers will be engaged with students remotely for the duration of the student schedule in FOCUS, so the 150 minutes of Language Arts will need to be designed with direct instruction, engagement, frequent feedback, progress monitoring, and opportunities for student collaboration in mind. Remote instruction will require the same considerations for movement or activities to boost brainpower that the traditional environment provides.

Sample First and Second Grade Literacy Block

Return to School Manual

Time	Group A (Students who need the most support)	Group B	Group C	Group D (Students who are more independent learners)
	Morning meeting (Good things, Expectations, Poem of the Day)			
30 min	Whole Group Interactive Reading (Word Work focus for the week, Shared Reading with complex text, text dependent questions and vocabulary instruction)			
3 min	Brain Boost			
30 min	Differentiated Explicit Phonemic Awareness Phonics/Spelling/ Fluency practice with decodable text/Conferring with the teacher	iReady individual pathway	iReady individual pathway Teacher assigned lessons: Studies Weekly Writing Task Independent/Family Reading: MyOn Destiny e-book Leveled reader	iReady individual pathway Teacher assigned lessons: Studies Weekly Writing Task Independent Family/Reading: MyOn Destiny e-book Leveled reader Independent Practice/Your Turn Workbook Page
20 min	Independent Practice/Your Turn Workbook Page iReady individual pathway Studies Weekly Writing Task Independent/ Family Reading: MyOn Destiny e-book Leveled reader	Differentiated Explicit Phonemic Awareness Phonics/Spelling Fluency practice Conferring with teacher		
20 min		Independent Practice/Your Turn Workbook Page Teacher assigned lessons: Studies Weekly Writing Task Independent/ Family Reading: MyOn Destiny e-book Leveled reader	Differentiated Explicit Phonemic Awareness Phonics/Spelling Fluency Practice Conferring with teacher	
20 min			Independent Practice/Your Turn Workbook Page .	Differentiated Explicit Phonemic Awareness, Phonics, Spelling, Fluency Practice Conferring with Teacher
2 min	Brain Boost			

Return to School Manual

22 min	Whole Group Shared Writing/Language Instruction	
5 min	Wrap Up	
Additional Minutes in the day	Tier III Reading Instruction (SRA)	Possible learning tasks: Teacher Assigned MyOn Book Project (Science or Social Studies) Flipgrid Book Talk Assignment Teacher designed research question with curated resources

Communication to Families

It is highly recommended that teachers delivering instruction remotely provide families with the following:
- A welcome letter
- A clear schedule of expected activities
- Grading policies
- Notification of various digital resources used
- Agreement form for online testing

Environment
- Lessons should integrate social emotional learning through shared reading and writing.
- Teachers delivering instruction remotely are highly encouraged to begin sessions with "good things" or celebrations and set and review guidelines daily for expected behaviors, assignment submission protocols, and collaboration rules.
- See the Informational Technology Professional Learning Website and Common Sense Educational Website on tips for digital citizenship and online safety.

Digital Tools
- Remote instruction will require the use of digital tools. Check the Instructional Technology Department's list of approved tools.
- Some applications may require parent consent (Flipgrid and Fluency Tutor, for example).
- Stay consistent with a platform (i.e. Google Classroom, ConnectEd) and teach students one application at a time, beginning with the most basic first. Choose applications based on the instructional purpose they serve. It is best not to assume that students know how to use an application.
- To assign texts and activities in Wonders/ConnectEd, teachers must set up the school calendar and also create a class. Teachers can assign the texts for students to read when they log on to their ConnectEd Account through the Core App Dashboard.

Whole Group Instruction
- All components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) must be taught in the remote literacy block.
- Use of a split screen while using Google Meets are recommended so that the teacher can see both students and what is being presented.
- Live remote lessons should provide systematic, intentional, explicit instruction to promote new learning. (See the Anita Archer video or See the Word Work at a Distance Video by Nell Duke)

- Encourage frequent student responses to keep engagement high and monitor student performance closely. You might use dry erase boards or applications such as Kahoot.
- Follow the ECSD Frameworks for guidance in teaching standards based language arts.

Small Group Instruction

*Important note: The content of the lessons won't change, but the delivery may be altered slightly for remote learning. For example, teachers may use Jamboard for word building and word sorts, table top easels and letter cards for word building, magnetic whiteboards and magnets for phonemic awareness tasks, etc.

- Follow the ECSD Frameworks for guidance in teaching foundational skills, using the Wonders materials available on your campus (i.e. spelling sound cards, word building cards, photo cards, etc.) Many of these resources are available electronically online through ConnectEd as well.
- Teachers may schedule the block so that they provide differentiated instruction through Google Meet. Students with reading difficulties should receive more small group support from the teacher. Due to the challenges of staying on schedule to deliver remote instruction, teachers may need to schedule additional time outside of the literacy block with these students to provide Tier III interventions.
- The new addition of Break Out Rooms to Google Meets can be utilized for small group collaboration. Discussions in Google Classroom, Google Docs, and Jamboard are tools that can be used to teach or reinforce foundational skills.
- Provide students with personal bags of word sort cards, phonics chips, and decodable or leveled readers.
- When providing direct instruction in phonological awareness or phonics, be sure students can see the resources you are using, either by sharing your screen or keeping the resources in the camera frame.
- Students who receive Tier III supports will require additional individualized instruction beyond the language arts block.

Assessments for remote students

- Students can test in the home environment with an agreement signed by parents or guardians. See the ELA web page.
  - STAR Assessments
  - iReady Diagnostic
  - SchoolNet unit assessments
  - ESGI Assessments (Kindergarten)
  - DRA2+ Assessments

Work Submission

- Students who can utilize a keyboard can type responses in a Google document.
- Parents can send photos of writing to the teacher's G-mail account or Class Dojo.
- Students can also film responses and submit using Flipgrid.
- Students can orally present information via Google Slides and Google Meet.
- Younger students can hold up work to the Chromebook camera for the teacher to view.

Grading

- Grade level teams are highly encouraged to plan graded assignments together. Remote instruction will require the same clear communication traditional classrooms share with families, but because families will be assisting with the learning, frequent and specific feedback will be even more important. Remote

learning may require more emphasis on performance tasks and writing than on software performance and computerized assessments. Projects on MyOn, Flipgrid assignments, inquiry tasks with Destiny Discover are just some ideas.

- The use of rubrics is highly recommended to evaluate student work, but rubrics should be explained before a project is assigned and the rubric should outline the expectations of the assignment. See example rubrics on the ELA Elementary Web Page.
- Kindergarten teachers will use the standards-based rubric.

Collaboration
- Collaboration might occur via Google docs, Google Classroom discussion response, Google Meet break-out rooms, MyOn book study or projects.
- Peer editing (for writing) can be facilitated via an electronic platform (Google docs)

Fluency Practice
- Fluency practice can be accomplished through Google Meets or with the use of technology such as Fluency Tutor and Flipgrid (parent consent required) or voice recorder.

Independent Reading
- Students participating in remote learning can check out library books electronically through Destiny. When available e-books and MyOn should be encouraged.
- Younger students might practice reading with printed leveled readers sent home.
- School media specialists may have procedures for print book check-out and return for students participating in remote instruction.

Guidance for teaching SRA remotely:
- Students should be grouped according to instructional level: see placement test information or program data from previous year as a starting point.
- SRA groups should remain small in the remote learning environment. (4-5 students is ideal)
- Teachers can deliver instruction by holding the Teacher Presentation Book in the camera frame and signaling the group just as in the traditional classroom.
- If teachers have access to the SRA digital tools, they can present the Teacher Presentation Book electronically by sharing their screen and pointing students' attention to the words by using the mouse.
- If it is difficult to get crisp group responses (because of slow internet speeds or connectivity issues), group responses can be substituted with individual turns. In other words, instead of getting group responses, the teacher can call on individual students throughout the lesson.
- Students should have access to their storybooks. Schools should consider how to check these out to students so they can read from them during the story reading parts of the lesson.
- Students should also have access to the workbook pages. If schools do not want to send home an entire workbook, teachers can tear out a week or two's worth of pages and send those home with students as a "packet." Worksheet exercises should be conducted as outlined in the Teacher Presentation Book.
- Schools may have the "Practice Decodable Stories Takehome Book" (only for Reading Mastery Grades K and 1). Teachers may want to tear out pages or make copies from the Blackline Master and include them in a "packet" for students to read at home.

- Teachers should monitor student performance very closely. Data collection (mastery tests, fluency checkouts, Curriculum Based Assessments) should take place as if in the traditional classroom setting. If students aren't at mastery, teachers should remediate and reassess as outlined by the Teacher Presentation Book.
- Remember, students can proceed through the program as fast as they are capable of moving. The program is designed so that students who perform well (100% mastery consistently) can skip specified lessons. See the Fast Cycle schedule for a list of lessons to skip.
- More tips for teaching SRA remotely can be found on the ELA web page or in the SRA Resources Google Classroom.

Materials
- Provide Wonders practice books and hardcover literature anthologies and Reader/Writing workshops for students.
- For younger readers, provide take home packets of decodable texts, leveled readers, folder games, letter cards and high frequency word cards. Teachers can print Wonders readers from the Resource Library on ConnectEd. Consider suggesting magnetic dry erase boards, magnetic manipulatives, dry erase markers, handwriting paper, and journals for remote learning school supply lists.
- Instruction can also be provided through digital texts: Wonders/ConnectEd, Studies Weekly, MyOn, HMH Florida Science

Learning Aids and Electronic Devices
- Go Guardian and Snap and Read are installed applications that can assist teachers delivering remote instruction.

Action Items for Each Elementary School or Center
- Teachers should plan with grade level teams using the ECSD Frameworks.
- Schools should communicate to families regarding schedules, expectations, suggested at home learning supplies, and resources to assist them with the remote partnership.
- Schools should issue books and small group manipulatives to each student choosing the remote option. Schools should send home printed books and packets for younger readers.

Remote Instruction for Middle and High School Language Arts/Reading

Background

Extended school closure will have a significant impact on academic outcomes. Closing the achievement gap in reading proficiency is a primary goal of Language Arts. A traditional language arts classroom is set up to allow for small group instruction, paired reading, collaborative discussion, written expression, and independent reading. Remote instruction should follow the same structure and should include engaging activities enhanced, not supplanted, by digital tools.

Core curriculum ELA: HMH Collections 2015 (6-12)
Core curriculum Reading: Ready Reading (6-8) and DBQs (6-12)

Remote Delivery of Instruction

Return to School Manual

Learning Acceleration

It is highly recommended that teachers delivering remote instruction:
- refer to the ECSD Language Arts and Reading Curriculum Guides for lessons, activities, and materials to recover learning loss and accelerate achievement.
- teach the Florida standards explicitly and with a gradual release of responsibility to the student through the use of digital applications such as Google Meets, videos in Google Classroom, and by telephone, if necessary.
- stay on pace with the ELA and Reading pacing guides and plan with teachers delivering traditional instruction.
- utilize district-provided supplements such as USA Testprep, STAR Custom, MyOn (6-8), and Beanstack (9-12) in concert with the core curriculum
- provide Progress Monitoring using STAR 360 (ELA 6-10), iReady (Intensive Reading 6-8), and USATest Prep assessments using the timeframes set forth in the District Assessment Calendar.

Schedule

Teachers will be engaged with students remotely for the duration of the student schedule in FOCUS, so the scheduled minutes of language arts will need to be designed with direct instruction, engagement, frequent feedback, progress monitoring, and opportunities for student collaboration in mind. Remote instruction will require the same considerations for brain boost that the traditional environment provides. Families will need a clear schedule of expected activities.

Recommended time frame: 90 minute sample class

Time	Group A	Group B	Group C
5 min	Bellringer		
15-20 min	Whole Group Instruction		
1-2 min	Brain Boost		
20 min	Independent Practice	Digital Curriculum Support based on student data	Teacher led - small group Instruction based
	Digital Curriculum Support based on student data	Teacher led - small group Instruction based	Independent Practice
1-2 min	Brain Boost		
20 min	Teacher led - small group Instruction based	Independent Practice	Digital Curriculum Support based on student data
5 min	Wrap Up/Closure		

Recommended time frame: 50 minute class

Time	Group A	Group B	Group C
5 min	Bellringer		
15-20 min	Whole Group Instruction and Guided Practice		
1 min	Brain Boost		
Group Rotations (2-3 days)			
20 min	Independent Practice	Computer supported learning based on student data	Learning Extension/Teacher-Led Small Group
5 min	Wrap Up/Closure		

Environment

Relationship building and establishment of expectations and routines are as important with remote instruction as they are in the traditional classroom. Teachers delivering instruction remotely are highly encouraged to begin sessions with "good things" or celebrations and set and review guidelines daily for expected behaviors, assignment submission protocols, and collaboration rules.

Whole Group Instruction

*Important note: The content of the lessons won't change, but the delivery may be altered slightly for remote learning.

- Live remote lessons should provide systematic, intentional, explicit instruction to promote new learning (Gradual Release Model)
- Using the gradual release of responsibility model, provides clear expectations and guides for before, during and after reading of texts
- Keep instructions simple and direct (post in Google classroom, state directly, share on screen)
- Provide checklists so students can keep track of work
- Balance text with other mediums like podcasts, videos, images
- Engage multiple modalities by leveraging tools like Snap and Read, in addition to electronic tools for annotation and assistive reading available in HMH Collections and Commonlit
- Assign articles within a theme so students are building background knowledge along the way and synthesizing multiple texts to answer an overarching essential question (ECSD Curriculum Guides)
- Evidence of student learning should be demonstrated through tasks such as stories, poems, literary analysis, film analysis, reviews, speeches, critiques, extended journal responses
- All components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) must be taught in the scheduled reading courses based on student needs and data.
- Encourage vocabulary development through word study as part of each lesson.
- When providing direct instruction, be sure students can see the resources you are using, either by sharing your screen or keeping the resources in the camera frame.
- Encourage frequent student responses to keep engagement high (See ELA webpage for ideas) and monitor student performance closely.

Return to School Manual

Collaboration

Collaboration might occur via Google docs, white erase boards, Kahoot teams, Flipgrid, Google Classroom discussion response, Google Meet break-out rooms. Peer editing (for writing) should be facilitated via an electronic platform (Google docs)

Small Group Instruction

Recommend using Google Meets for set small group times and dates and minimize group sizes. The new addition of Break Out Rooms to Google Meets can be utilized for small group instruction. Teachers might facilitate small group instruction by grouping students to interact through Google Docs, Fluency Tutor, Jamboard, Ready Reading lessons, STAR Custom probes, and USA Testprep can be used to support small group instruction based on student data and needs. Sonday System and/or iReady will be used when scheduled according to student data and placement. Windsor Learning (Sonday) and Curriculum Associates (iReady) provide remote guidance for their respective products.

Digital Tools

Remote instruction will require the use of digital tools. Check the Instructional Technology Department's list of approved tools. Stay consistent with a platform (i.e. Google Classroom) and teach students one application at a time, beginning with the most basic first. Teachers shouldn't assume that students know how to use an application. Choose applications based on the instructional purpose they serve.

To assign texts and activities , ensure that ECSD protocols for rostering are followed and all students have access to digital core curriculum . Most digital materials are assigned via specific course code. Student schedules dictate product provision. Teachers can assign the texts for students to read when they log on to their curriculum platform through the Core App Dashboard.

Assessments for remote students

Students can test in the home environment with an agreement signed by parents or guardians. See the ELA web page.

STAR Assessments
iReady Diagnostic
Schoolnet Assessments
USATest Prep assessments
Reading Screeners (Maze, SDQA, ORF)

Grading

Remote instruction will require the same clear communication traditional classrooms share with families, but because families will be assisting with the learning, frequent and specific feedback will be even more important. Grade level teams are highly encouraged to plan graded assignments together and evaluate projects and writing in addition to software performance and computerized assessments. *Writing performance tasks should be **scored** using the FSA ELA Informative or Argumentation Rubrics. Please grade student growth in regards to writing, in lieu of individual submissions.*

Paired Reading

Fluency practice can be accomplished with the use of technology such as Fluency Tutor. Teachers can also use the breakout rooms in Google Meets to establish reading pairs and facilitate feedback in each group.

Independent Reading

Recommend checking out library books electronically through Destiny (See Media Services page for all electronic book sources available through the district). When available e-books and MyOn (6-8) should be encouraged. Creating class and school-based reading challenges through Beanstack is encouraged to help track student reading time and increase engagement. Activities can be built in Beanstack by teachers or media specialists to increase engagement. Challenges can be built in Beanstack at the school level to provide incentive for independent reading. School media specialists may have procedures for book check-out and return for students participating in remote instruction.

Novel Study

Novels, unless excerpted, must have a multi-user agreement in place to be read or taught in their entirety. Please contact the school media specialist for guidance.

Materials

- Students should have access to materials needed to complete lessons and assignments. Schools should consider how to check out and distribute textbooks and other materials to students so they can be used during remote lessons
- Instruction can also be provided through digital texts (HMH Collections) and supplements (Commonlit, NoRedInk, other district approved school level purchases)
- Class sets of texts/consumables should NOT be shared among students, and INSTEAD should be assigned to an individual student (IEP or 504 accommodation necessitates hard copy)

Learning Aids and Electronic Devices

 Provide students where possible with personal bags of manipulatives to support instruction.

One-to-one is preferred; if items are shared, adequate time to clean and disinfect between use must be part of the classroom routine, and drop-off/pick-up schedule must be communicated to stakeholders.

Action Items for Each School or Center

- Teachers should plan with the ECSD 6-12 Curriculum Guides for their grade levels.
- Schools should issue books and small group manipulatives (if needed) to each student.

Return to School Manual

Fine Arts

<u>Background</u>

Fine Arts courses have typically involved students working closely with other students and sharing supplies and resources as part of the creative process. A focus on good hygiene practices, disinfecting supplies and equipment, and preventive measures for controlling the spread of COVID-19, has not been prioritized historically.

<u>Change in Practice</u>

Please see the ECSD PreK-12 Fine Arts Considerations document in the Relevant References tab below. Within it you will find information on the following:

- Utilize research and best practices guidelines from the CDC and vetted national fine arts organizations.
- Screen for symptoms of COVID19 and requiring sick individuals to stay home.
- Educate students about good hygiene and social distancing.
- Limit exposure to COVID19 in the fine arts classroom through changes in practices.
- Clean and disinfect supplies, resources, and the fine arts classroom.
- Proper cleaning of instruments so that they are disinfected yet not damaged.
- Prepare students at the beginning of the year for virtual instruction if we have to shift immediately. Teach them how to utilize the resources that will be used in virtual instruction at the beginning of the year.
- Have plans for remote instruction and other models in place with resources ready for remote instruction to be seamless.
- Include social and emotional learning (SEL) strategies in fine arts.
- Utilize an acceleration approach rather than remediation approach.

<u>Action Items for Each School or Center</u>

- Review the ECSD PreK-12 Fine Arts Considerations document.
- Administrators and fine arts educators change practices to reflect the considerations found in the ECSD PreK-12 Fine Arts Considerations document.
- Ensure that the custodians clean fine arts rooms daily and that the floors in band rooms are disinfected each day.
- Work with your fine arts faculty to determine what supplies are still needed to provide a safe and preventive environment. (Some materials have been requested for purchase district-wide for your fine arts students with Title IV and Cares Act funds by the fine arts specialist.)
- Collaborate with the fine arts specialist for support, resources, and guidance to create a safe learning environment for both the students and fine arts educators.
- ==Preserve the elementary art and music classrooms for when we return to our new normal.==
- ==Preserve the secondary periods reserved for fine arts for when we return to our new normal. Please avoid appreciation classes.==
- Secondary: Allow internal recruiting the first two weeks of school for secondary fine arts.

Mathematics

<u>Background</u>

Return to School Manual

Extended school closure will have a significant impact on academic outcomes. Closing the achievement gap in mathematics proficiency is a primary goal of the Mathematics Department. A traditional mathematics classroom is set up to allow for whole group instruction, small group instruction, and partner/independent work. Remote instruction should follow the same structure and should include engaging activities enhanced, not supplanted, by digital tools.

Remote Delivery of Instruction

Learning Acceleration
It is highly recommended that teachers delivering remote instruction:
- refer to the ECSD Mathematics Frameworks for lessons, activities, and materials to recover learning loss and accelerate achievement.
- stay on pace with the Mathematics pacing guide and plan with teachers at their schools who are delivering traditional instruction.
- teach the Florida standards explicitly and with a gradual release of responsibility to the student through the use of digital applications such as Google Meets, videos in Google Classroom, and by telephone if necessary.

Core curriculum Mathematics: Pearson (K-5)
Core curriculum Mathematics: HMH (6-8)
Core curriculum Mathematics: Pearson and/or Walch (9-12)

Schedule
Teachers will be engaged with students remotely for the duration of the student schedule in FOCUS, so the minutes of Mathematics will need to be designed with direct instruction, engagement, frequent feedback, progress monitoring, and opportunities for student collaboration in mind. Remote instruction will require the same considerations for movement or activities to boost brainpower that the traditional environment provides. Remote instruction will require the same considerations for brain boost that the traditional environment provides. Families will need a clear schedule of expected activities.

Communication to Families
It is highly recommended that teachers delivering instruction remotely provide families with the following:
- A welcome letter
- A clear schedule of expected activities
- Grading policies
- Notification of various digital resources used
- Agreement form for online testing

Environment
- Teachers delivering instruction remotely are highly encouraged to begin sessions with "good things" or celebrations and set and review guidelines daily for expected behaviors, assignment submission protocols, and collaboration rules.
- See the Informational Technology Professional Learning Website and Common Sense Educational Website on tips for digital citizenship and online safety.

Return to School Manual

Digital Tools
- Remote instruction will require the use of digital tools. Check the Instructional Technology Department's list of approved tools. Some applications may require parent consent (Flipgrid and Fluency Tutor, for example).
- Stay consistent with a platform (i.e. Google Classroom, Pearson, HMH) and teach students one application at a time, beginning with the most basic first. Choose applications based on the instructional purpose they serve. It is best not to assume that students know how to use an application.

Whole Group Instruction
- All components of mathematics must be taught in the remote math block.
- Use of a spplit screen while using Google Meets are recommended so that the teacher can see both students and what is being presented.
- Live remote lessons should provide systematic, intentional, explicit instruction to promote new learning. (See the Anita Archer video or the Word Work at a Distance video by Nell Duke)
- Encourage frequent student responses to keep engagement high and monitor student performance closely. You might use dry erase boards or applications such as Kahoot.
- Follow the ECSD Frameworks for guidance in teaching standards-based language arts.

Small Group Instruction
*Important note: The content of the lessons won't change, but the delivery may be altered slightly for remote learning. For example, teachers may use Jamboard for math tasks or formative assessments.
- Follow the ECSD Frameworks for guidance in teaching the mathematics standards, using the Pearson/HMH/MathNation materials available on your campus. Many of these resources are available electronically online through the Core App Dashboard.
- Teachers may schedule the block so that they provide differentiated instruction through Google Meet. Students with math difficulties should receive more small group support from the teacher. Due to the challenges of staying on schedule to deliver remote instruction, teachers may need to schedule additional time outside of the math block with these students to provide Tier III interventions.
- The new addition of Break Out Rooms to Google Meets can be utilized for small group collaboration. Discussions in Google Classroom, Google Docs, and Jamboard are tools that can be used to teach or reinforce foundational skills.
- Provide students with personal bags of word sort cards, phonics chips, and decodable or leveled readers.
- When providing direct instruction in phonological awareness or phonics, be sure students can see the resources you are using, either by sharing your screen or keeping the resources in the camera frame.
- Students who receive Tier III supports will require additional individualized instruction beyond the language arts block.

Assessments for remote students
- Students can test in the home environment with an agreement signed by parents or guardians.
  - STAR Assessments (K-8)
  - iReady Diagnostic (K-5)
  - SchoolNet unit assessments (K-Geometry)
  - Teacher created assessments

Work Submission

(The following are suggestions and are not limited to the list below)
- Students who can utilize a keyboard can type responses in a Google document.
- Students can also film responses and submit using Flipgrid.
- Students can orally present information via Google Slides and Google Meet.
- Younger students can hold up work to the Chromebook camera for the teacher to view.
- Teachers will guide students on what their expectations are for submitting work for their classroom.

Grading
- Grade level teams are highly encouraged to plan graded assignments together. Remote instruction will require the same clear communication traditional classrooms share with families, but because families will be assisting with the learning, frequent and specific feedback will be even more important. Remote learning may require more emphasis on performance tasks and writing than on software performance and computerized assessments.
- Teachers will decide upon the categories for grading at the beginning of the school year.

Collaboration
- Collaboration might occur via Google docs, Google Classroom discussion response, Google Meet break-out rooms.

Materials
- Provide Mathematics books/resources for all of the students (based upon their grade level).
- Instruction can also be provided through digital texts: Pearson (Savvy), HMH, Math Nation, Walch. (depending on grade/course)

Learning Aids and Electronic Devices
- Go Guardian and Snap and Read are installed applications that can assist teachers delivering remote instruction.

Action Items for Each School or Center
- Teachers should plan with grade level teams using the ECSD Frameworks.
- Schools should communicate to families regarding schedules, expectations, suggested at home learning supplies, and resources to assist them with the remote partnership.
- Schools should issue books and small group manipulatives to each student choosing the remote option. Schools should send home printed books and packets for younger readers.

Manipulatives and Math Tools

Background

Cleaning shared manipulatives and/or calculators have not historically had a sanitizing protocol.

Change in Practice

Return to School Manual

Provide students their own manipulatives (if possible).

If it is not possible to have manipulatives assigned to each student, then the following suggestions are given:
- ○ If using mathematics tools, then only the teachers pass it out to the students.
- ○ Teacher collects the manipulatives at the end of the math block and sanitizes them prior to the next day.
- ○ The cleaning products already utilized by Escambia County School District may be used on manipulatives each day they are utilized. To clean and disinfect manipulatives, lay them out, spray them, and leave them for a minimum of 10 minutes.
- ○ Another option is the use of virtual manipulatives through the National Library of Virtual Manipulatives or a similar online resource.

Action Items for Each School or Center

- ● Ensure each classroom has manipulatives to be utilized for teaching mathematics.

Return to School Manual

Media Services

Background

Providing library and instructional materials to students and staff in the safest manner possible during the return to school is a priority for ECSD Media Services. This plan seeks to offer guidance in the return to school and safe operation of the school Innovation Centers. School Innovation Specialists and Textbook Coordinators are encouraged to consult with campus administrators on implementing guidelines with campus needs.

Library materials are typically checked in and out either by the student or adult throughout the day in an open Innovation Center. Students, faculty, and staff normally browse shelves individually and in groups, gather in small and large groups for instruction, and work independently in the space.

Textbooks are typically distributed and collected to the entire faculty and students at the beginning and end of terms. Textbooks are also collected and distributed to faculty and students as they enroll and withdraw throughout the school year.

Change in Practice

The Center for Disease Control and Prevention states the transmission of COVID-19 occurs most commonly through respiratory droplets. However, they also state evidence suggests COVID-19 may remain viable for hours or days on surfaces made from a variety of materials. As books cannot be completely cleaned inside and outside, the materials should be quarantined for at least 72 hours before being placed back on the shelves for circulation. (Preservation Administrators Discussion Group of the American Library Association). Extra precautions to limit interactions also need to be taken when checking items out to students, faculty, and staff.

Follow the Recommended Procedural Guidelines to safely provide full services to the school community. The procedural guidelines address:
- Quarantine returned items for at least 3 days
  - Use closed bins or designated shelves
- Check out safely and limit student browsing of shelves
  - Promote ebooks
  - Use Destiny to reserve books (sample posters)
  - Use Google Forms to request materials
  - Create "Book Menus" for K-2 to choose types of books (sample book menu)
  - Use student ID badges, as available, for scanning

Additional Considerations:
- Makerspace:
  - Create a plan for removing manipulatives, maker space items, headsets, virtual reality (VR) goggles, and any other shared supplies. If students are using such items, follow procedures:
    - Only the teachers pass items out to the students.
    - The teacher collects the items at the end of the time and sanitizes them prior to the next use.

■ The cleaning products already utilized by Escambia County School District may be used on manipulatives each day they are utilized. To clean and disinfect manipulatives, lay them out, spray them, and leave them for a minimum of 10 minutes.

- Students, faculty, and staff in the Innovation Center
  - Table seating should have students face one direction and allow for social distancing.
  - Remove soft seating and replace with hard surface seating that can be sanitized between classes
  - Seating charts should be used for scheduled classes
  - Consider marking traffic flow on floors to designate entrance, exit, and spacing for the check-out line.
  - Strategically place hand sanitizer dispensers
  - Clean tables, circulation desk and other high traffic areas between class visits. Note this will require extra time between classes.
  - Students should bring their own supplies to the Innovation Center (i.e. pencils, scissors, glue, crayons, etc.)

- Remote Learning Teachers and Students
  - Should be made aware of how to access digital textbooks and ebooks
  - Should be made aware of how to request, check out and return print library books
  - Should be made aware of how to request, check out and return print textbooks
  - Should be made aware of how to pick up print workbooks

Action Items for Each School or Center

- Review and Follow Recommended Procedural Guidelines
- Create plans for removing or sanitizing maker space items as they are used
- Create plans for scheduled classes to either be in the classrooms or Innovation Center with time to sanitize between classes
- Create plans to meet the textbook and library (print and digital) needs of remote learning teachers and students
- Promote "Embedded Librarianship"

Return to School Manual

PE & Health (in PE class)

Background

Our intention through these considerations is to assist with decision making and to strengthen every school's ability to provide meaningful, safe, engaging, quality Physical Education and Health promoting opportunities during class time and physical activity before, throughout, and after the school day.
It is imperative to continue effective prevention, early detection, and control of COVID-19 in all public spaces. Contextualization and adaptation will be critical in responding to school needs and considerations. Please always consult with your site-based administrator before implementing any provided suggestions within this document.

Change in Practice

Please see the ECSD K-12 PE and Health Education Considerations document in the Relevant References tab below. Within it you will find information on the following:

- Awareness tips regarding our current trends and needs
- Personal hygiene tips
- Instructional location and spacing strategies
- Equipment considerations
- Before class considerations (including locker rooms and belongings)
- During class considerations
- Restroom considerations
- Water Break considerations
- Transitioning considerations
- Instructional focus for first 9 weeks for PE and health
- Assessment ideas
- Virtual instruction tips if there is a shift in instructional delivery (PE & Health)

Action Items for Each School or Center
- Review the ECSD K-12 PE and Health Education Considerations document.
- Have a conversation with entire PE Department on campus regarding your expectations.
- Support PE Department with: hand sanitizer, equipment spray supplies, wipe towels, and time to disinfect properly in between classes. *Consider 4x6 tarps so teachers can lay equipment on and spray in an effort to protect court surfaces or from getting dirt on equipment.

Return to School Manual

Recess

Background

Recess should not be eliminated if schools are operating under a model of in-school instruction with physical distancing. Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents, which can improve strength and endurance, enhance academic achievement, and increase self-esteem. Recess also helps students practice social skills such as cooperation, following rules, problem-solving, negotiation, sharing, and communication. Opportunities for free play, to engage in physical activity, and to practice social skills are especially important during the COVID-19 pandemic.

Traditional Change in Practice

- Ensure recess supervisors are trained in strategies to assist students in maintaining physical distancing and student conflict resolution, especially considering the impact of potential student trauma caused by COVID-19.
- Have students and staff wash or sanitize hands before and after recess. Use CDC downloadable resources on handwashing as visual cues and reminders.
- Significantly limit or eliminate the use of playground equipment or play structures. If playground equipment must be used, it requires normal, routine cleaning. Targeted disinfection may be appropriate for high-touch surfaces like railings.
  - Custodial Services will spray fog playground equipment at the end of each day.
- Use painted or chalked play spaces or create play areas with stencils or cones to designate zones to help students identify how to safely comply with physical distancing guidelines and to provide sufficient opportunities for free choice during recess.
- Limit the use of recess play equipment (e.g., balls, frisbees) and eliminate the use of equipment that would be passed between or shared by multiple students.
  - Each school will be provided with a recess designated spray disinfectant pump via Custodial Services. This will be left in the recess area for teachers to disinfect equipment at the end of each use.

Action Items for Each School or Center
- Evaluate available indoor and outdoor spaces on school property that can be used for class assigned recess zones. Identify multiple areas where recess can be held for different cohorts of students to minimize crowding. Whenever possible, use outdoor spaces for recess.
- A school-wide recess schedule for locations/zones should be considered. Try as best as possible to schedule one to two classes at a time, try to prevent entire grade levels out together simultaneously.
- Schools should develop a plan for transitioning students from the classroom to the designated recess area. Provide students guidance on how to safely transition between areas while still maintaining physical distancing. Plan time to practice these transitions with students.
- Utilize PE Teacher for no equipment games and activity ideas.
- If using indoor spaces for recess, when feasible, keep the doors and windows open to maximize circulation and air flow to accommodate for increased respiration by students while participating in

physical activity. Consult with the administration to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.

Remote Recess:

- Students who will engage in remote learning will also require recess breaks. This time in the day allows for unstructured explorations and a break from the rigor of academics.
- When feasible, the remote teacher should provide opportunities for outside play and/or physical activities via the ECSD Brain Boost/Brain Break folder.
    - Videos of activities for students to select from can be uploaded into Google Classroom.

Return to School Manual

Science

Background

Our intention through these considerations is to assist with decision making and to strengthen every school's ability to provide meaningful, safe, engaging, quality Science education.
It is imperative to continue effective prevention, early detection, and control of COVID-19 in all public spaces. Contextualization and adaptation will be critical in responding to school needs and considerations. Please always consult with your site-based administrator before implementing any provided suggestions within this document.

Change in Practice

Please see the ECSD K-12 Science Education Considerations document in the Relevant References tab below. Within it you will find information on the following:

- Utilize research and best practices guidelines from the CDC
- Awareness tips regarding our current trends and needs
- Personal hygiene tips
- Instructional location and spacing strategies
- Lab Equipment considerations
- Before class considerations
- During class considerations
- Restroom/water break considerations
- Transitioning considerations
- Instructional focus
- Assessment ideas
- Have plans for virtual instruction, hybrid instruction, and other models in place with resources ready for virtual instruction to be seamless

Action Items for Each School or Center

- Review the ECSD K-12 Science Education Considerations document
- Have a conversation with entire campus regarding your expectations
- Support the entire campus with hand sanitizer, equipment cleaning supplies, and time to disinfect properly in between classes or lab rotations.

Return to School Manual

Social Studies

Background

Our intention through these considerations is to assist with decision making and to strengthen every school's ability to provide meaningful, safe, engaging, quality Social Studies Education. Social Studies courses have typically involved students working closely with other students sharing supplies and resources as part of the learning process. Social Studies classrooms typically are rich in discipline specific artifacts, replicas, models and costumes which students interact with and provide a rich learning environment. Social Studies courses include student investigation of historical, political, social, and emotional topics and assist students in understanding and developing skills to navigate in the world beyond the classroom and participate in our civil society. A focus on good hygiene practices, cleaning supplies and resources, and preventive measures for controlling the spread of COVID-19, has not been prioritized historically.

It is imperative to continue effective prevention, early detection, and control of COVID-19 in all public spaces. Contextualization and adaptation will be critical in responding to school needs and considerations. Please always consult with your site-based administrator before implementing any provided suggestions within this document.

Change in Practice
Traditional Setting:
- Utilize research and best practices guidelines from the CDC
- Screen for symptoms of COVID -19 and requiring sick individuals to stay home
- Limit use of class sets of books and other materials and utilize student online access to adopted instructional materials. Instruction on accessing online materials should be a priority upon returning to school to ensure easier transition to other models of instruction if necessary.
- Highly recommend that schools refer to the ECSD Social Studies Frameworks grades K-12 for lessons, activities, and materials these frameworks have been adjusted to recover learning loss and accelerate achievement.
- Teachers should plan with same course/level teachers to maintain consistency and pacing for the smooth transition of students between learning settings.
- Teachers are encouraged to participate in district planning sessions to facilitate their planning and access to materials.
- Issue student workbooks to be sent home for instruction and utilize online resources in the classroom setting.
- Limit handling of replicas and artifacts representing historical periods sanitize between student use or display only to minimize contact
- The use of maps, globes, atlases, and art supplies should be one to one or set up in stations and sanitized between students using CDC and school guidelines. Use online alternatives when possible. Costumes should not be used without cleaning and disinfecting.

Return to School Manual

- Teachers should follow best practices and District and School recommendations when covering sensitive topics and issues. Controversial issues including political or race relations should be covered in a nonpartisan manner with cultural sensitivity, Planning and structures should be in place including safeguards for all students and diverse perspectives.
- Have plans for virtual instruction, hybrid instruction, and other models in place with resources ready for virtual instruction to be seamless
- Collaboration is an important part of the social studies classroom however desks should face all one direction and maximize social distancing to the extent practical with students using the same space every day. Collaboration might occur via Google docs, white erase boards, Kahoot teams, Padlet, Google Classroom discussion response.
- Teachers might facilitate small group instruction by grouping students to interact through Google Docs.

Remote Learning Setting
- Highly recommend that schools refer to the ECSD Social Studies Frameworks grades K-12 for lessons, activities, and materials these frameworks have been adjusted to recover learning loss and accelerate achievement.
- Teachers should plan with traditional setting teachers to maintain consistency and pacing for the smooth transition of students between learning settings.
- Teachers are encouraged to participate in district planning sessions to facilitate their planning and access to materials.
- Utilize student online access to adopted instructional materials. Instruction on accessing online materials should be a priority upon returning to school to ensure easier transition to other models of instruction if necessary.
- If feasible, Issue student workbooks and Student consumable (Elementary) to be sent home for instruction
- Collaboration is an important part of the social studies classroom, teachers should facilitate through the use of Google docs, white erase boards, Kahoot teams, Padlet, Google Classroom discussion response.
- Teachers should follow best practices and District and School recommendations when covering sensitive topics and issues. Controversial issues including political or race relations should be covered in a nonpartisan manner with cultural sensitivity, Planning and structures should be in place including safeguards for all students and diverse perspectives. Screening of student responses should be practiced when inviting student responses covering sensitive topics.
- Use digital resources in lieu of replicas and artifacts representing historical periods including virtual fieldtrips. Online resources can be located in the social studies frameworks for each course as appropriate.
- Use online alternatives when possible of maps, globes, and atlases. Online resources can be located in the social studies frameworks for each course as appropriate.
- Teachers might facilitate small group instruction by grouping students to interact through Google Docs or Google meets with a smaller number of students.

<u>Action Items for Each School or Center</u>

- Review classroom environment and minimize student access to handling artifacts, models, replicas and manipulatives discouraging sharing of items that are difficult to clean or disinfect.
- Ensure adequate supplies to minimize sharing of high touch materials and clean and disinfect between use.
- Issue student workbooks to be sent home for instruction and utilize online resources in the classroom setting.
- Teachers should plan with the ECSD Frameworks for their grade levels.
- Schools should issue books and small group manipulatives (if needed) to each student.

Return to School Manual

Background

Each year, Wellness Coordinators must complete a series of tasks in order to receive the Wellness Coordinator stipend. We understand during the COVID 19 pandemic, meeting these criteria could provide some challenges, especially if we return to a remote working environment. Please share and utilize the following as suggestions for successful continuation of student and employee wellness.

Change in Practice

- For Wellness seminars, consider using a virtual meeting via Google Meet and inviting the presenter to join from another location.
- Create monthly or quarterly wellness challenges which staff and students can do at home on their own that require little to no equipment.
- Create a flyer that shares information to your staff about the Personal Wellness Program and send via email.
- Be cognizant of the new COVID procedures/hours at the Health Center when sharing information to staff regarding scheduling appointments.
- Share school wellness updates (staff and students) with the School Advisory Council (SAC) via a bulleted document, which the leader of SAC can easily share with other members.

Action Items for Each School or Center

- Determine who your 20-21 Site-Based Wellness Coordinator will be; share this information with them.
- Send who your Wellness Coordinator is to Carmen Gustafson at cgustafson@ecsdfl.us by September 1, 2020.
- Please invite your Wellness Coordinator to be a part of the School Advisory Council and/or share student and employee wellness goals and initiatives with the SAC via in person or a shared document.

Relevant References:

- ECSD Wellness Coordinator Resource Folder (must use @ecsdfl.us account to access)
  - Folder can also be accessed via the District Wellness Department website

Return to School Manual

Student Services

Health Services

School Clinic Procedures:

When a parent or guardian needs to deliver medication to the clinic for their student, they will be asked to wear a mask or face covering and will be allowed access to the clinic. Clinic staff will check their temperature when they arrive. If the parent/guardian is not willing or able to wear a mask, they will be asked to wait in a designated area until staff are available to meet them to accept the medication and complete the necessary documentation.

Staff:

All staff members will self-monitor their temperature and symptoms of illness. Anyone with temperature above 100.4 will leave the building immediately and contact their supervisor. Anyone experiencing symptoms of illness should not report to work and notify their supervisor.

Currently, there are two (2) standard operating procedures (SOPS) to address staff exposure or confirmed COVID-19 illness:

SOP# 20-01-d11 - COVID-19 Reaction (unconfirmed case and/or possible exposure)
SOP# 20-01-d12 - COVID-19 Reaction (confirmed positive)

Please refer to and follow the respective SOP for any employee who has been exposed or confirmed COVID-19.

Students:

Classroom teachers are to complete a visual assessment of students at the start of each school day or class period. If a student exhibits any signs of illness such as: cough, runny nose, lethargy, flushed face, sweating, or complains of not feeling well, the teacher is to send the student to the school clinic for an assessment. The clinic staff will perform assessment by checking the student's temperature and asking the following question:

Have you or any family member been sick, or diagnosed as positive for COVID-19?

If the answer is no, and the student is afebrile and not exhibiting signs of illness or exposure risk, the student will be sent back to class. If the student answers yes, the student will stay in the clinic setting or designated isolation area until the parent or guardian is able to pick him/her up.

If a student tests positive for COVID -19, ECSD Health Services Department will contact the local Department of Health for guidance on possible classroom or school closing. This information will be communicated to the Superintendent's office.

All teachers are to maintain a seating chart in order to determine exposure risk for any students who may have been closer than 6 feet for 15 minutes or longer to a student who has tested positive for COVID-19. Students who have been identified as having an exposure risk will be quarantined according to current Center for Disease and Control and Prevention (CDC) guidelines and move to remote learning.

Students who have been diagnosed with COVID-19 and those who may have been exposed to someone with COVID-19 may return to school according to current CDC guidelines.

Currently, there is one (1) standard operating procedure (SOP) to address student confirmed COVID-19 illness:

SOP# 20-01-d13 - COVID-19 Reaction – Students Confirmed Positive Test Result

Please refer to and follow the respective SOP for any student who has a confirmed positive COVID-19 test result.

Administrative Responsibilities
1. Administrator or designee shall verbally confirm with parent that their student received a positive test result and will request a copy of the positive test result, if available. The date and location of testing shall be requested in order to provide pertinent information to the Health Services department. If documentation is provided by the parent, this is confidential, protected information that should be stored in the medical record in Focus.
2. Administrator or designee shall inform the parent that the student will not be allowed on campus under any circumstance until cleared to return to school.
3. Administrator or designee shall contact the Health Services department with pertinent information and determine the level of exposure to other students or staff.
4. Administrator or designee shall contact the appropriate level director with pertinent information.
5. Administrator or designee will utilize the appropriate script (attachment A) to notify parents of the students who are determined to have been exposed to the student who has tested positive.
6. Administrator shall notify parents of all students enrolled at the school of a reported or confirmed positive case at the school (attachment B). This notification can be in an automated or electronic format.
   a. When notifying parents, parents should only receive one notification (attachment A or Attachment B only).
7. Administrator will utilize the staff email notification template (attachment C) to notify school staff that someone on campus has reported testing positive for COVID-19.

B. Custodial Responsibilities
  1. Custodial Services shall arrange for disinfection of all areas where the student may have had direct contact in the school in accordance with the Custodial Services COVID-19 disinfection standard operating procedure.
  2. Custodial Services shall report completion of disinfection process to School Administrator, Health Services Coordinator and the Office of the Superintendent.

C. Health Services Responsibilities
  1. Health Services shall attempt to verify the test result of the student with the Florida Department of Health in Escambia County (FDOH-Escambia).
  2. Health Services shall execute the appropriate COVID-19 workplace exposure reactive measures including but not limited to:
      a. Coordinate with the FDOH-Escambia for contact tracing of exposed individuals.
      b. Brief school administrator regarding contact tracing process and familiarize administrator with the extent of relevant exposure reaction per current CDC guidelines.
      c. Notify the Office of the Superintendent of student testing positive and level of exposure risk of other students.
      d. Provide briefing to all appropriate school employees regarding the health implications of a positive COVID-19 workplace exposure.
      e. Assist affected school employees with available COVID-19 testing resources.
      f. Determine the mandatory ten (10) work day period for the face covering requirement, daily employee temperature check, increased handwashing, and social distancing, as feasible for all affected employees.
      g. Monitor compliance of the daily temperature check for affected staff.
  3. Health Services shall communicate with parent to determine when student is cleared to return to school based upon their health status and current CDC Guidelines.

III. Contingencies/Variations:
  A. Student or parent reports student exposure to someone who has tested positive for COVID-19.
    1. Administrator will contact the parent to verify the student's exposure and date of last contact with the individual who has tested positive.
    2. Administrator shall contact the Health Services Department for current CDC guidance for individuals exposed to someone testing positive for COVID-19.

  B. Student who exhibits symptoms of COVID-19 while at school.
    1. Student will be sent to the school clinic for assessment of symptoms.
    2. Clinic staff will ask the appropriate questions and check the student's temperature.
    3. Clinic staff will notify the school administrator of the student's symptoms.
    4. Health Technician will contact an RN Supervisor for direction. RN Supervisor will contact the Health Services Department if needed for any clarification of procedure.
    5. Clinic staff will contact parent to come pick up student from school as soon as possible and will ask if anyone else in the household is sick or has been diagnosed with COVID-19.
    6. Clinic staff will isolate the student as feasible and ensure the student wears face covering as appropriate while waiting to go home.

7. Clinic staff will obtain administrator or designee signature on attachment D, scan it into Focus in the medical tab, and provide it to the parent when they pick up student from school.
8. Clinic staff will contact school custodian to assist (if available) with cleaning the clinic after the student leaves.
9. Clinic staff will notify the Health Services Coordinator of any student that has been sent home with symptoms and exposure to person(s) diagnosed with COVID-19.

Attachment A

Script for Notification to Parent Whose Student Who May Have Been Exposed To Someone Who Has Tested Positive for COVID-19 at School

Today, someone from your student's classroom has reported testing positive for COVID-19. The Center for Disease Prevention and Control recommends that people who have been exposed to someone who has tested positive for COVID-19 quarantine for 14 days after possible exposure. The last exposure was _____(*date*). Therefore, your student will need to go home today and not return until _____ (*date*). (*Administrators may insert options for remote learning here*). We encourage your student to quarantine from others and self-monitor for any symptoms during this time. If you have health related questions, please contact your healthcare provider or the Florida Department of Health in Escambia County at 850-595-6500.

Attachment B

Script for Notification To All Parents of A Person on Campus Who Has Reported Being Tested Positive For COVID-19

On _____(*date)*, at approximately ___ a.m./p.m., I was notified that a student or staff from (Insert School Name)___ reported a positive result for COVID-19. The last day this person was on school campus was _____(*date*).

In an abundance of caution, I am notifying each parent. Those students who may have had close contact with this person will be notified separately. Your student has not been identified as being one of them. The appropriate area(s) of the school are being cleaned. If you have any health related questions, please contact your healthcare provider or the Florida Department of Health at 850-595-6500.

Attachment C

Template for Staff Email Notification

On _____, at approximately ___ a.m./p.m., school administration was notified that a person on campus hads reported testing positive for COVID-19. The purpose of this communication is to provide information regarding the procedures and steps taken by the District to protect employees since notification of this positive case.

Upon receiving word of the positive test, the appropriate area was disinfected. In addition, district custodial staff members have been taking steps to thoroughly sanitize targeted areas throughout the entire building. These steps were taken in accordance with the current CDC guidelines, and in consultation with the Florida Department of Health in Escambia County.

 All employees are asked to continue to adhere to social distancing guidelines and continue to wear face coverings. Employees are reminded, if they are sick, to immediately contact their supervisor for next steps. Most importantly, frequent, thorough hand washing, and avoiding touching your face provides the best defense against COVID-19.

The District Coordinator of Health Services will continue to monitor and assist employees, and be available to answer any questions. Face covering supplies, as well as, touchless temperature checks will be available upon request from your supervisor.

Please know the safety and welfare of all employees is paramount. We appreciate your assistance and support in maintaining a safe and healthy working environment.
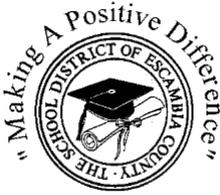
THE SCHOOL DISTRICT OF ESCAMBIA COUNTY

J.E. HALL EDUCATIONAL SERVICES CENTER
30 EAST TEXAR DRIVE, PENSACOLA, FL 32503
PHONE 850/432-6121, FAX 850/469-6379
www.escambia.k12.fl.us
MALCOLM THOMAS, SUPERINTENDENT

Date _____

To the Parent/Guardian of _____

Today your student was said to be experiencing the following symptoms
_____. We encourage you to
contact your healthcare provider and consider having your student tested for COVID-19.
Your student may not return to school until _____ (date) unless
they have been cleared by a healthcare provider, or have received a negative test result
for COVID-19.

_____
Administrator Signature

School-based Mental Health Counseling (contracted and direct-hire)

Mental health counselors will obtain written consent to provide counseling services for the 2020-2021 school year. Consent form will outline the following procedure:

- Counselors will practice social distancing and wear masks as they are able.
- Counselors will take the student's temperature with a touchless thermometer, if temperature is greater than 100.4, the student will be sent to the school clinic for further evaluation and medical directives.
- Students will be offered a mask to wear during counseling session(s).
- In the event of a school disruption that requires remote learning, the counselor will make every effort to continue counseling services via a virtual platform or a phone call.

Students who opt for remote learning will have access to school-based counseling through a virtual platform or a phone call.

A Request for Counseling weblink will be reactivated on the ECSD website for students to initiate a request to meet with their school counselor or mental health counselor.

Return to School Manual

Response to Intervention (RtI)

Students in need of additional academic or behavioral support and intervention in the classroom are likely to benefit the most from attending and participating in school in the traditional setting. However, due to COVID-19 pandemic, some students will be receiving instruction via remote learning. If at any time a student fails to make adequate progress, the student will be provided additional support and given the opportunity to transition to another teaching option.

School-based RtI teams will follow the District's established process and procedures. The school-based RTI coordinator for the student's enrolled school will facilitate and manage this process. Students receiving instruction via traditional or remote learning will participate in the district's on-going progress monitoring assessment. This data will assist RtI teams in identifying students who need additional support. Teachers who identify students not performing satisfactorily with the Tier 1 general education curriculum should refer the student to the school-based RtI problem-solving team.

School-based RtI teams will follow the District's decision trees and procedures. If the RtI team determines the student is in need of intervention(s) in a specific area of concern, the team will select appropriate, evidence-based interventions for implementation by an identified staff member. Regardless of instruction delivery method (traditional/remote), the staff member responsible for providing the interventions and support will follow the established process and paper for progress monitoring. For those students who were receiving Tier II or Tier III interventions prior to school closure during spring of 2020, the RtI team, to include the current teacher or remote learning teacher, should convene to determine the need for continued interventions.

For additional information, please contact your school-based RtI coordinator or assigned school psychologist.

Return to School Manual

Title I

Pre-K Classroom Cleaning & Prevention Recommendations

Please follow the general guidelines in the Elementary section, the Professional Learning section, as well as other sections of the manual. These guidelines are meant to address items that are specific to the Title I VPK classroom that are not addressed in those other sections.

Additional guidance may be accessed on the CDC site for *Supplemental Guidance for Child Care Programs that Remain Open*.

- Disinfect surfaces daily with district issued cleaning products only.
    - Do not bring cleaning products such as Clorox wipes or Lysol from home.
- Rest mats
    - Mats and cots should be labeled for each child.
    - Wipe down both sides after rest time each day.
    - No crib sheets should be stored on mats. If using a crib sheet, it must be stored with an individual child's blanket and put on the mat just before naptime then removed afterward.
    - Blankets/covers stored individually (in each child's cubby). The CDC document referenced above recommends washing bedding weekly.
    - Place children head to toe at rest time if you cannot spread mats 6 feet apart.
- The teacher is the only person who should handle the Flex Cat microphone. Do not pass it around to students.
- Computers and iPads
    - Assign children to a specific device. For example: John, Kim, and Jessica will take turns and only use device #1. Meredith, Gene, and Wendy will take turns and only use device #2.
    - Wipe down headphones/devices after each use.
- Toothbrushing
    - In-class toothbrushing indefinitely suspended.
    - A new toothbrush will be sent home with each student in the Head Start Collaborative.
- Parent Engagement Materials
    - Send home materials on Mondays and have them returned on Thursday so that they may sit for a few days between uses.
    - Send home consumable or activities that do not need to be returned.
- Use mesh bags and washing tubs to wash frequently used manipulatives in soap in water or district issued disinfectant.
    - Include recess equipment and tricycles in your cleaning plan.
- Teach hand washing procedures to students.
    - Whenever a child coughs, sneezes, or blows their nose have them wash their hands.
    - Consider adding hand washing to your schedule and have students wash their hands multiple times during the day (7-10 times per day recommended) such as when they first enter the classroom and when they return from lunch and recess.
- Look around the classroom and remove items that children are likely to put in their mouths such as toy dishes and utensils at the housekeeping center, microphones, etc.

Return to School Manual

- ○ Remove toys and items that cannot be cleaned or sanitized.
- ○ Children's books, like other paper-based materials, are not considered a high risk for transmission according to the CDC document linked above.
- Provide multiples of items whenever available to limit sharing of items among as few children as possible.
  - ○ Provide individual sets of school supplies when possible rather than community supplies.
- Consider how to provide additional space in between children.
  - ○ Rather than sitting shoulder to shoulder on the large rug, use carpet squares, rubber mats, poly dots, or hula hoops to give each child his/her own space.

Workforce Education

George Stone Technical Center
COVID-19 Continuity of Operations Plan
Overview/Introduction

In light of the current risk and of its responsibility towards our college community, and to ensure the health and welfare of its staff and students, while also ensuring the continuity of its programs, George Stone Technical College (GSTC) has elaborated the following contingency plan, in compliance with CDC guidelines. The George Stone Technical College COVD-19 contingency plan is meant to be a fluid document which will be updated as new information and CDC, state, and federal directives arise.

Who

This plan is intended to provide direction for administrators, faculty, staff, and students who should use this plan to make the necessary arrangements in their routine operation in the workplace and educational setting and to determine any appropriate control measures to implement. It is also intended to provide insight for students and families as they contemplate returning to learn.

This plan was created by the GSTC administration, with the following goals and considerations.

Goals

1. Keep George Stone Technical College's education family safe and healthy
2. Continue providing exceptional, continuous workforce education
3. Focus on student-centered outcomes
4. Ensure for accurate and timely communication to George Stone Technical College's community
5. Implement Florida Department of Education (FDOE) Reopening Plan
6. Commit to continued mitigation & detection efforts
7. Ensure coordinated response with local health officials and other organizations

Resources

As our collective understanding of COVID-19 has evolved, our national and state experts continually update their guidance. A great risk mitigation strategy is not a static document, and should be continually revisited and revised, adhering to guidelines from CDC, state and local departments of health.

1. **Key Resources from Escambia County School District**

See Return to School Manual

2. **Key Resources from FDOE**

   Reopening Florida's Schools & CARES Act Plan:

   FDOE's Emergency Response Resources:

   DOE Order No. 2020-EO-01:

   DOE Order No. 2020-EO-02:

3. **CDC Guidance**

CDC IHE Guidance: CDC Guidance for Post-Secondary Institutions

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

4. **State Guidance**

Governor DeSantis' Florida COVID-19 Resource Center is a one-stop gateway to Florida's experts in recovery and reopening.

Safe. Smart. Step-by-Step Plan for Florida Reopening Task Force report.

Florida Department of Health COVID-19 Resource Page

The benchmarks for reopening in the Safe. Smart. Step-by-Step. Plan utilized the White House and CDC Guidelines for Opening America Again as a baseline.

George Stone Technical College website is www.georgestonecollege.edu.

Communications

George Stone students can obtain the latest information concerning COVID-19 by visiting the school's website. Pertinent information is also disseminated by e-mail. Faculty and staff can be sent information through the district's e-mail delivery system. The general public can view information on the school's website.

Communication is paramount to effective response to a pandemic. As the status of COVID-19 continues to evolve, George Stone Technical College's Contingency Planning & Implementation Team is constantly reviewing and analyzing the situation. We will notify all faculty, staff and students with any updates and/or changes as they arise.

A finalized communications and guidelines document will be shared as an attachment.

Notification Processes

To date, all communication regarding George Stone Technical College's COVID-19 Contingency Plan has been sent out electronically to all faculty, staff and students via email, and posted within the Student/Faculty Portal.

In the event of a sudden campus closure, or change in academic delivery method, all faculty, staff and students will be initially notified through our Emergency Notification System, and follow-up guidance will be sent electronically via email, text notification, social media announcements.

Health & Safety Measures

Education programs are inherently designed for social interaction, not social distancing, so for all educational programs, cleaning, disinfecting and social distancing are essential. However, thorough, collaborative and multifaceted reopening and risk mitigation strategies are needed to implement healthy campuses and programs, while earning public confidence.

George Stone Technical College responds to the crisis proportionate to the scale of the crisis, and now intends to preserve in-person education to the extent possible, and move to distance learning only when educationally beneficial or necessary under the guidance of local health professionals.

Guidance for Reopening Healthy Learning Environments

Return to School Manual

Currently the Escambia County School District is providing guidance for social distancing to occur in all classroom and lab situations. Schools are to base class sizes on the area used for instruction. Students and faculty are encouraged to wear face masks while on the campus and will be required to answer questions concerning their health and interactions with others that have COVID-19 before entering classrooms on a daily basis.

Note: A framework for local planning can be created by establishing a crisis response team. The team can make local decisions about the considerations herein and beyond this document. College health professionals should coordinate with local health departments and medical experts, to establish protocols for direct supports and communications. A crisis response team may include:

- *School Leader*
- *School Health Staff*
- *Mental Health Professional*
- *Instructional Content Leader*
- *Logistics Leader (facilities, food, cleaning, etc.)*
- *School IT or ICP Leader*
- *Teacher Leader*
- *CTE Leader*
- *Athletics Leader*
- *Student Leader*
- *County Health Department Liaison*
- *County Emergency Operations Liaison*
- *Law Enforcement Liaison*
- *Local Doctor or Medical Expert*

Step-by-Step Approach

As with other technical colleges, George Stone Technical College recognizes the immediate ability to allow limited and safely conducted CTE course-related work to occur. The approach below details a "dimmer switch" model, with full reopening and in-person learning set to occur in August, at the start of the new Academic Year.

GSTC will host a three-week summer term for many programs in July. Class size will be limited during this term and teachers will operate their programs under the conditions listed in above sections. We will monitor the progress of our programs during this period and make any needed adjustments to our instructional plan for the fall term in August.

George Stone Technical College will maintain an adequate supply of necessary supplies and materials to undertake those emergency protective measures, including cloth face coverings, supplies for cleaning and disinfecting, hand sanitizer, bleach wipes and spray and other personal protective equipment (PPE). Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

George Stone Technical College's medically vulnerable faculty and staff will work with their doctors to create a return to work plan. Whenever feasible for medically vulnerable staff, steps will be taken to minimize the number of people they interact with. The same guidelines apply for students and staff who live with medically vulnerable family members (parents, grandparents, caregivers, etc.).

Promote Risk Reduction Through a Great Culture of Teaching

All types of educational programs have a trusted and persisting role in educating and guiding how millions of Floridians, young and old, embrace their personal efforts to reduce risks for all Floridians. George Stone Technical College aims to promote risk reduction by *encouraging the wearing of face masks, maintaining social distancing, posting CDC guidelines in classrooms and around campus, and encouraging good hygiene habits. A professional development session will be provided to all faculty and staff members in the pre-school time period.*

Create Visible Safe Learning Zones

Minimizing spontaneity, uncertainty and ultimately risk on any educational campus is aided by visibly showing everyone what safety looks like, creating a visible feeling of health and safety, so that students and staff can settle into learning rather than wondering. George Stone Technical College will commit to:

- Encouraging visible signals of health and safety from the moment students and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.

- Encouraging the use of outside and unconventional spaces with significant options for social distancing for learning and extracurricular activities. When on campus, to the extent possible, will consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person course needs, so extra convenings should leverage alternative means to convene.

- Practicing social distancing whenever feasible, as the virus is most transmissible indoors under close, sustained contact.

- Encouraging all students, faculty and staff to frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available. In addition, it will recommend that all: 1) avoid touching eyes, nose and mouth, 2) cover cough or sneeze with elbow or a tissue and dispose of the tissue, 3) clean and disinfect frequently touched items and surfaces as much as possible. If anyone feels sick, they will be encouraged to stay home. If students become sick, ensure there is comprehensive school health protocol in place.

- Encouraging all that if they believe themselves infected with COVID-19, to immediately contact their health care provider.

- Encouraging all who are older than 65 or have a serious medical condition to avoid large crowds and encourage all employees who feel sick to stay home and monitor all with COVID-19 symptoms.

- Consulting with the county health department regarding procedures for workforce tracing following a positive COVID-19 test by an employee, student or those who have come into contact with an individual testing positive for COVID-19.

Additional information concerning PPE and other items can be found in the FAQ document provided as an attachment to this document.

Academic & Student Affairs

The health, safety and well-being of George Stone Technical College's students, faculty and staff has our utmost priority. As the current status of COVID-19 evolves, we are continuing to follow the recommendations from the Centers for Disease Control and Prevention (CDC), Florida Department of Health (FDOH), Florida Department of Education (FDOE) and our regulatory bodies. In attempts to keep our current students academically on track and progressing throughout their program as planned we are *preparing for face-to-face instruction in the fall term.*

Suggested language: "Courses, clinicals, and/or practicums scheduled to meet during the latter half of the summer will meet as planned, with possible exceptions, on campus or on site during the regularly scheduled time. All current and active student cohorts may consist of 15 or fewer students, keeping class sizes small, and on-campus traffic at a minimum. Due to our small class sizes, we are confident we can remain serving our students with minimal disruptions. George Stone Technical College plans to use face-to-face instruction in all programs in the summer and fall terms.

Start Date	Session	Instructional Modality	Programs/Courses
May 18, 2020	1	Online; limited traditional and hybrid; normal operations for Public Safety academies	Courses that can be taught fully online are scheduled as such; clock hour programs requiring in-person activities to proceed can do so with classroom modifications to ensure social distancing; Critical Infrastructure classes may proceed while applying prescribed health and safety measures that do not impact the required curriculum
May 18, 2020	2	Online; limited traditional and hybrid	Courses that can be taught fully online are scheduled as such; clock hour programs requiring in-person activities to proceed can do so with classroom modifications to ensure social distancing; Critical Infrastructure classes may proceed while applying prescribed health and safety measures that do not impact the required curriculum
June 15, 2020	4	Online, hybrid, traditional with modifications	Courses will be delivered as originally scheduled in online, hybrid, and traditional formats *with modifications*; clock hour programs requiring in-person activities to proceed can do so with classroom modifications to ensure social distancing; Critical Infrastructure classes may proceed while applying prescribed health and safety measures that do not impact the required curriculum
June 29, 2020	3	Online, hybrid, traditional with modifications	Courses will be delivered as originally scheduled in online, hybrid, and traditional formats *with modifications*; clock hour programs requiring in-person activities to proceed can do so with classroom modifications to ensure social distancing; Critical Infrastructure classes may proceed while applying prescribed health and safety measures that do not impact the required curriculum

Program Advisory Committees and Clinical Stakeholders

School and Program Advisory Committees will meet via the Google Chat format during a pandemic period, unless waived by the Council on Occupational Education. Informal online communication may still be conducted by instructors as well. For programs with required clinical experiences, the overseeing licensing agencies will be contacted for guidance.

Online Instruction/Remote Learning

Using Canvas software and available G suite tools, George Stone Technical College instructors can carry out live (synchronous) classes for remote learning and asynchronous classes. Canvas software is accessible through multiple devices including desktop computers, laptops, tablets, and mobile phones. When possible, implementation and guidance is reviewed with students in the classroom prior to enacting emergency virtual learning provisions. Guidance is also distributed to students electronically and will be available in the Canvas platform. Students are expected to conference into the class during the scheduled instructional time. Attendance will be tracked via Canvas/Focus Student Information System for all courses during this time.

Note: Students participating in the welding program at the Escambia County Work Annex are not expected to have access to online curriculum. The program instructor will provide students with materials generated from an online or textbook format. In the event that the program at the annex is closed the instructor will provide assistance with the welding programs on GSTC's main campus.

Academic Management Practices for Remote Learning

Attendance: This is managed by instructors utilizing the canvas platform as well as the school's student data system.

Grading: Students are graded based on their participation and performance concerning online assignments.

Assessments: Software generated assessments and teacher-made assessments are used for online instruction.

Industry Certification/Licensure Information: Industry certifications can be obtained, dependent on the provider. Licensure examinations are provided with guidance from governing agencies.

Work-based Learning/Clinical Requirement Information: This information is provided with guidance from local businesses and governing agencies.

Faculty Support for Remote Learning

Instructional Strategies: Appropriate educational software, group discussions through google hangouts, instructional videos, and collaboration with other instructors are used. Also, teacher-led trainings were provided to the faculty.

Resources: Canvas platform, G suite, AWS curriculum, Pivotpoint, and other online programs.

Tools: Computer laptops, cameras, internet links, and other tools are provided to students. On site visits were facilitated for students with challenges concerning online resources.

Planning: Faculty meetings, teacher collaboration meetings, and regular planning hours.

Virtual Office Hours: Varied by instructor and student needs.

Support/IT Support (include IT support contact): School IT Coordinator

Contact/Campus Point Person: School administrators

Student Affairs Questions

Recognizing the need for flexibility in an online learning situation, GSTC instructors work with students on an individual basis to resolve attendance issues. Extensions of terms are provided for some programs with overseeing agencies to allow students to complete the necessary requirements for completion. All testing is provided when district permission is granted for the opening of the GSTC Testing Center. The financial aid department follows DOE and VA guidelines to assist students and administer financial aid. Online registration is provided for students throughout the year.

OJT/DCT

	OJT/DCT Reopening Recommendations
Summer Pre-Planning	**District/School Considerations:** ● Provide funding to be used for PD for alternative delivery methods and strategies specific to OJT/DCT coursework, BEFORE July 31 (specific to the needs of each school's staff and in preparation for any future need for remote learning) ● Provide remote district inservice for all OJT/DCT teachers that is content-area specific to include a focus on conducting remote site visits and delivering OJT/DCT instruction remotely ● Prepare teachers and staff to teach appropriate safety and hygiene procedures and expectations for students while participating in On the Job Training and Diversified Career Technology ● Purchase cleaning materials for teachers to have in the classrooms ● Install hand sanitizer stations in all classrooms where sinks are not an option ● Identify and implement options for connectivity in the event of future implementation of continuity plan ● Prepare and communicate the response plan in the event of a positive COVID-19 case (student or staff) and coordinate plans with employers of students
Entering Buildings	**District/School/Workplace Considerations:** ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread - COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols ● Encourage employers to post signage on how to stop the spread ● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school or go to remote work sites (refer to protocol established by Health Services)

Conducting Large Group Gatherings	**District/School Considerations:** ● Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order ● Individual paid student workers with remote work assignments, or on-campus work assignments, will be allowed to commence OJT/DCT activities from the start of school ● Unpaid OJT/DCT experiences, that are group oriented (ex. Healthcare students bused to clinicals) will be postponed until at least the second 9 weeks to allow for further situational evaluation

Supporting Teaching and Learning	**District/School Considerations:**
	 ● Visits by OJT/DCT instructors to remote sites will be conducted virtually where appropriate
	 ● OJT/DCT students will be allowed to utilize a remote model of instruction which would facilitate them conducting their classes from remote, and only doing in-person OJT/DCT work at off-campus locations
	
	 Job Placement Guidelines
	 ● Employers must practice safe workplace procedures and have appropriate COVID response guidelines/procedures in place.
	
	 ● **Guided Workplace Learning #8300430 (GWL) - student workers that are not paid and <u>not audited for FTE.</u>** To enroll in GWL, a student must be currently enrolled in or has completed a career course/program (including Technology Education).
	 Traditional
	    - Workplace on campus (various locations - front office, IT Coordinator, bookkeeper)
	    - Workplace off campus (various locations including district offices)
	 Remote
	    - Workplace off campus only
	 Virtual
	    - Follow EVA guidelines
	
	 ● **Diversified Career Technology #8300410(DCT) - student workers that are paid and <u>audited for FTE.</u>** <u>A student may not enroll in DCT-OJT (8300410) without previous completion of or concurrent enrollment in either DCT Principles or DCT Applications.</u> DCT

Principles does not require enrollment in a concurrent OJT course. However, at least one credit in OJT must be completed to enable the student to reach the first OCP. The student must be paid for work performed.

Traditional
- Workplace on campus (various locations - front office, IT Coordinator, bookkeeper)
- Workplace off campus (various locations including district offices)

Remote
- Workplace off campus

Virtual
- Follow EVA guidelines

- **Cooperative Diversified Education #8300420 (OJT) - student workers that are paid and <u>audited for FTE</u>.** <u>Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.</u>

Traditional
- Workplace on campus (various locations - front office, IT Coordinator, bookkeeper)
- Workplace off campus (various locations including district offices)

Remote
- Workplace off campus

Virtual
- Follow EVA guidelines

Other
- Remote DCT/OJT/ACE Coordinator visits will continue for the 1st 9-weeks
- Students must be placed in a work position within 2 weeks of school starting
- Coordinators must monitor paid and unpaid students to assure compliance with FTE audits

Protecting Vulnerable Populations	**District/School Considerations:**
	● Provide remote/distance learning opportunities for vulnerable student populations (preferably at their home school in order to retain FTE) in consultation with parents and public health officials ● Adhere to FERPA and HIPPA requirements ● Adhere to state and federal employment laws ● Extended leave allowances

Return to School Manual

School-Age Childcare

Before and after school child care programs both district-operated and contracted will follow the guidelines set forth by the Escambia County School District (ECSD) for operations during the COVID19 pandemic. Child care programs will operate following the ECSD *School Age Child Care (SACC) Guidelines.*

Key strategies child care staff will follow include:
- The recommendation for staff and students to wear masks when appropriate
- Focus on social distancing
- Focus on handwashing
- Utilize small groups
- Utilize outside play
- Control parent sign out area for limited interpersonal contact
- All use soap and water and hand sanitizer regularly
- Keep surfaces clean and wiped down with disinfectant

Further details:

- We will follow district guidelines such as striving for social distancing, wearing a mask when needed, frequent handwashing, use of hand sanitizer, not touching one's face and keeping students in smaller groups.
- Student groups will be divided by younger ages to older ages.
- We will assign a specific inside seating location for each child that they will use every day.
- Child care directors have been asked to utilize outside play as much as possible using shaded, covered areas.
- Child care staff will have students wash their hands prior to going outside to play, and again when they come back inside from play.
- Child care directors will work with the school principal to work out specific arrangements for the transition from school day dismissal to after school child care to ensure optimum social distancing is achieved.
- The parent sign out area will be adjusted to maximize social distancing and minimize spreading germs.
- The child care director will use discussed strategies such as electronic payments and/or lock boxes, frequent handwashing after receiving payments and providing receipts as well as having hand sanitizer at the parent sign out table.
- Custodial staff will make sure soap and paper towels are regularly stocked in the bathrooms used by the after school program. As usual, custodial staff will clean and disinfect the areas used by child care and as usual, child care staff will follow-up by keeping these spaces clean during and at the conclusion of the program each day. The child care director will be provided a spray bottle of PH7Q-Dual, a dual-purpose disinfectant and cleaner which is rated to kill the coronavirus. This should be used when a space needs to be wiped down during the program.

- Handwashing before snack time is required.
- If a person in the program tests positive for COVID19, we will follow the ECSD and Health Department guidelines that pertain to the particular situation. The child care director will communicate with the school principal and the SACC Coordinator. The SACC Coordinator will notify the Workforce Education Director. Parents will be notified.
- The ECSD School Age Child Care Coordinator, Aisha Adkison's, contact information is cell number 850-384-9983 and email address aadkison2@ecsdfl.us

Return to School Manual

Middle and High Career and Technical Recommendations

	CTE Reopening Recommendations
Summer Pre-Planning	**District/School Considerations:** ● Provide funding to be used for PD for alternative delivery methods and strategies specific to CTE coursework, BEFORE July 31 (specific to the needs of each school's staff and in preparation for any future need for remote learning) ● Provide remote district inservice for all CTE teachers that is content-area specific ● Prepare teachers and staff to teach appropriate safety and hygiene procedures and expectations for students ● Provide clear face shields/face masks for teachers and staff. Purchase masks for teachers to have in the classroom for students ● Purchase cleaning materials for teachers to have in the classrooms ● Install hand sanitizer stations in all classrooms where sinks are not an option ● Identify and implement options for connectivity in the event of future implementation of continuity plan ● Prepare and communicate the response plan in the event of a positive COVID-19 case (student or staff)
Entering Buildings	**District/School Considerations:** ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread - COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols ● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (refer to protocol established by Health Services) ● Restrict nonessential visitors and volunteers ● Reconfigure seating areas for students to maximize social distancing in CTE classrooms and labs where appropriate

Return to School Manual

Conducting Large Group Gatherings	**District/School Considerations:** ● CTE Student Organizations will be required to meet remotely where appropriate ● District CTE competitions will be modified to account for social distancing where feasible (ex. Robotics Competitions may be conducted in waves/heats to limit number of spectators and participants present) ● Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order
Supporting Teaching and Learning	**District/School Considerations:** ● Offer families opportunity to choose to conduct their CTE schooling face to face or virtually for the 2020- 2021 school year; schools can offer their own online courses (full day online instruction through teacher assigned by home school, based on the needs of each school) or enroll students through the Escambia Virtual School **(schools earn FTE while student stays at their home school)** ● Restrict non-essential visitors, volunteers, and activities involving external groups and organizations ● No non-essential travel **Traditional Instructional Model** ● Limit physical interaction through partner or group work ● Establish distance between the teacher's desk/board and students' desks ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces - as weather permits) for social distancing ● Display signage for safety procedures related to COVID-19 **Remote Learning** ● Administrator identifies teacher who will be working with students remotely from his/her classroom ● Students receive remote instruction in real time ● Students are at home learning and will need access to a device and internet ● Instruction is provided remotely and students will have access to their teachers during the regular school day hours ● Students can expect daily lessons with face to face connections ● Attendance will be taken daily and students will be expected to login and remain logged in following the start and end times

	consistent with the traditional instructional model. ● While many CTE courses will be available via Remote Learning, some courses will only be available through traditional instructional models. **Industry Certifications** ● Some industry certifications may require face-to-face experiences and will not be available to online/virtual students ● Proctoring requirements may necessitate testing of students in person **Other** ● Limit extracurricular travel ● Limit nonessential extracurricular activities ● Provide remote Career and Technical Student Organization (CTSO) meetings (ex. FFA, FBLA, Skills USA, HOSA)
Protecting Vulnerable Populations	**District/School Considerations:** ● Provide remote/distance learning opportunities for vulnerable student populations (preferably at their home school in order to retain FTE) in consultation with parents and public health officials ● Adhere to FERPA and HIPPA requirements ● Adhere to state and federal employment laws ● Extended leave allowances

Return to School Manual

Human Resource Services

Maintain a Safe Learning and Working Environment

All educators understand that having our students on-site is the optimal learning situation. As a Human Resource Services department, it is our desire to provide all employees with the best information possible to allow for this to occur. In the following pages you will find information that provides our best attempt to give all employee direction as it relates to working in a safe learning and working environment.

It is imperative all employees (regardless of position) incorporate hand washing procedures into our daily routine, as recommended by the Center for Disease Control (CDC). All employees should wash their hands with soap and water many times per day for a minimum of 20 seconds. You will find hand washing soap in all restrooms and hand washing stations positioned throughout all campuses and work sites. If you find a hand washing station that is out of soap or hand sanitizer, please report the situation to your supervisor for appropriate action. As an additional protective measure, face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

All of our employees are dedicated to the well-being of others. During this time, please make certain if you are sick, that you take off from work. We appreciate a strong work ethic, however, during these times, your health and the health of others is our top priority. If you are at work and begin to feel sick, please report your symptoms to your supervisor and a decision will be made for your next steps. Be prepared for the nurse or health technician to check your temperature and perhaps to send you home. Once again, your health and the health of others is our priority.

If you are exhibiting symptoms of Covid-19, your supervisor may request you to go for testing. All supervisors have been provided with the testing sites within our community. You will be expected to quarantine as per CDC recommendation. Your supervisor, in consultation with the Department of Health of Escambia County, will notify other individuals in the working environment that they may have been exposed, and strongly encourage individuals to obtain a test.

If you are affected by Covid-19 in some manner and have questions regarding the utilization of leave please contact the Human Resources Specialist - Leave Coordinator. You are welcome to discuss the details of your individual situation to determine what options and/or benefits are available to you.

Summary of Procedures for Unconfirmed Case

SUPERVISOR RESPONSIBILITIES
- Supervisor shall verbally confirm with employee that the employee is in fact experiencing symptoms.
- Supervisor shall direct employee experiencing symptoms to not report to work or, if at work, to immediately leave work.
- Supervisor shall encourage employee to secure a COVID-19 test as soon as possible and report anticipated test result timeline. District Health Services shall be a resource for assistance locating test sites and resources
- Supervisor shall contact Director of Personnel Services (Human Resources) with pertinent information.

EMPLOYEE RESPONSIBILITIES

- Employee shall immediately report to supervisor any and every time he/she experiences COVID-19 like symptoms; preferably before reporting to his/her work location.
- Employee shall avoid any work-related activity that may increase potential exposure to others.
- To the extent practical within HIPPA limitations, employee shall candidly and truthfully share sufficient details to his/her supervisor regarding their current physical state in order for the supervisor to carry out the appropriate reaction steps for possible COVID-19 workplace exposure. Employee is strongly encouraged to secure a COVID-19 test as soon as possible and report anticipated timeline for results to supervisor as soon as practical.
- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

CUSTODIAL RESPONSIBILITIES
- Custodial Services shall arrange for in-house or contract service providers to sanitize reporting employee's immediate work location and reasonable adjacent common spaces as soon as possible.
- Custodial Services shall report completion of sanitization process to cognizant Department Head, Director of Personnel Services, Coordinator of District Health Services and the Office of Superintendent.
- Custodial Services shall prepare to react and execute more comprehensive sanitization processes should reporting employee test positive.

HEALTH SERVICES RESPONSIBILITIES
- Health Services shall prepare to coordinate with the Department of Health in Escambia County for test result verification.
- Health Services shall prepare to execute full positive test result reaction procedures.

HUMAN RESOURCES RESPONSIBILITIES
- Director of Personnel Services shall communicate to the COVID Communication Team via email regarding identified unconfirmed exposure.

Return to School Manual

- Human Resources shall serve as the primary contact for leave provisions for affected employees and shall support both the employee and the affected department .

Contingencies/Variations:
1. Employee reports "possible exposure" to unconfirmed COVID-19 positive individual:
    - Supervisors shall make every effort to secure pertinent information from any employee who reports a possible exposure to a possible positive individual. Appropriate inquiry should be conducted in concert with coordination with the Health Services Coordinator to ascertain if reaction is warranted for an exposure to an unconfirmed individual.
    - Should further inquiry reveal there is a real possibility that the employee may have been exposed to an individual with significant likelihood of a positive test result, supervisor should take all steps as if the employee has been exposed to a confirmed positive COVID -19 individual.
    - In the absence of substantive discernable risk, supervisors shall exercise best judgement, encourage the employee to secure a test and take steps to minimize continued exposure of other employees to the reporting employee.

2. Employee reports "possible exposure" to confirmed COVID-19 individual:
    - Institute all steps of Confirmed Positive COVID-19 Reaction
      SOP 20-01--d12

Return to School Manual

Summary of Procedures for Confirmed Case

SUPERVISOR RESPONSIBILITIES
- Supervisor shall verbally confirm with employee that they have in fact received a positive test result. Date and location of testing shall be documented in order to provide pertinent information to the District Health Services Coordinator.
- Supervisor shall ask employee about potential close contacts at work during the 48-hour period prior to symptoms starting.
- Supervisor shall direct COVID-19 positive employee to not report to work under any circumstance.
- Supervisor shall contact Director of Personnel Services (Human Resources) with pertinent information.

EMPLOYEE RESPONSIBILITIES
- Employee shall immediately inform supervisor of a positive COVID test result and provide written documentation from a medical provider.
- Employee shall avoid any activity that increases potential exposure to others.
- Employee shall candidly and truthfully share sufficient details to supervisor and
- Health Services Coordinator regarding their last physical interaction at work including date, location, employee contact(s)
- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

CUSTODIAL RESPONSIBILITIES
- Custodial Services shall arrange for in-house or contract service providers to immediately sanitize reporting employee's entire work location and all department related work spaces and common areas in accordance with the Custodial Services COVID-19 sanitization standard operating procedure.
- Custodial Services shall report completion of sanitization process to cognizant Department Head, Director of Personnel Services, Coordinator Health Services and the Office of the Superintendent.

HEALTH SERVICES RESPONSIBILITIES
- Health Services shall verify test result of the employee with the Department of Health in Escambia County.
- Health Services shall execute the appropriate COVID-19 work place exposure reactive measures including but not limited to:
  - Coordinate with Department of Health in Escambia County for contact tracing
  - Brief relevant department head/administrator regarding contact tracing process and familiarize department head/administrator with the extent of relevant exposure reaction per health department guidelines
  - Provide briefing to all department employees offering FAQ answers and health implications of a positive COVID-19 workplace exposure.
  - Assist affected department employees with available COVID-19 testing resources.

- ○ Initiate and verify compliance of mandatory ten (10) work days face covering expectation within the affected workplace. Health Services Coordinator shall assist in determination of extend of affected areas based on detailed conversations with affected employee's immediate supervisor(s)
- Initiate and verify compliance of mandatory daily employee temperature checks for ten (10) work days for all employees within affected workplace as soon as possible each morning and periodically throughout the day.

HUMAN RESOURCES RESPONSIBILITIES
- Director of Personnel Services shall communicate to the COVID Communication Team via email regarding identified confirmed exposure.
- Human Resources shall serve as the primary contact for leave provisions for confirmed positive employees and shall make preparations to support both the employee and the affected department.
- Immediately upon confirmation of positive test results, Human Resources shall assist the site administrator in the employee management aspect of exposure, to include crafting and disseminating the COVID-19 "Protocol and Precautions" employee notice (Attachment) to all employees within the affected work site.

Return to School Manual

Union Collaboration and Communication

The School District and Union have agreed to work together to develop a hybrid of our normal working conditions procedures, processes, and rules due to the Covid-19 outbreak. Both parties understand that these procedures, processes, and rules are temporary in nature and a result of this situation, but we also reserve the right to make permanent in the Master Contract, if both parties agree.

The Union will have representation in the four major division groups and/or meetings as we prepare to resume normal school year operations.

The School District and Union have agreed to postpone full book negotiations for at least a year, so that we are not negotiating a full book when we should be dealing with the day to day issues that arise as a result of this pandemic issue.

Substitute Teachers

We are currently processing all summer applicants for substitute teaching and will continue to recruit and process substitutes. As part of our induction process in Human Resources, we will increase training on hygiene (specifically handwashing), social distancing procedures, how to work with students of trauma, and the details of classroom management. This increase in training will serve to help our substitute teachers feel more comfortable working in our schools.

Suggestion: Schools will want to address with teachers the necessity of a substitute plan in every classroom. The plan should include classroom procedures, the daily schedule, anything the students are familiar with (The Daily 5, PBIS, Capturing Kids' Hearts, etc). The substitute plan should be a ten (10) day plan or a unit plan because of the risk that the teacher could miss multiple days, and weekly plans should be complete and available so that substitute teachers can continue content being taught whenever possible.

START Program

In contrast to years past, START Smart will be a one day virtual training in late July. After the one day training, the Consulting Teachers will set up Google Meetings to help our new teachers get ready to begin teaching in Escambia County.

When visiting schools, each Consulting Teacher will wash hands when leaving a teacher's classroom and will be encouraged to wear masks when observing a classroom. Consulting teachers will not have the option of having a new teacher observe a veteran highly effective teacher. We do not want to expose students or teachers to other opportunities for exposure. We will use video clips for the mentoring lessons/experiences designed around the "observation lesson." Increasing modeling by the Consulting Teacher is also an option for helping the new teacher grow by observing an expert. We will continue to limit the number of schools a Consulting Teacher visits. After the required informal and formal observations, the post observation conferences can be done virtually on the District's recommended platform.

Operations

Facilities Planning

Personal Conduct
- Immediately report to your supervisor any exposure to someone diagnosed with COVID-19 and contact Human Resources for guidance.
- Remain alert to any symptoms you may experience including fever, chills, shortness of breath, headaches, sore throat, coughing, etc. If you are experiencing these symptoms, notify your supervisor, contact Human Resources, take appropriate leave, and consult with a physician.
- Observe social distancing measures at all times.
- Avoid multiple occupancy of personal offices or vehicles.
- Avoid crowds If you are age 65 or over or have underlying health conditions.
- Wash hands with soap and water before entering office, and after leaving and returning to office.
- Shaking hands is strongly discouraged and not recommended.
- Regularly clean your telephone, keyboard & mouse, and office door lever with disinfectant wipes.
- Do not touch your eyes, ears, nose, or mouth.
- Do not share objects that touch your mouth such as drinking cups of bottles.
- Use your own pen or pencil for notes or signing documents.
- Acquire personal protective equipment and wear as appropriate for conditions.
- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others. Face mask should be cleaned regularly and not shared or handled by others.
- Direct any COVID-19 related concerns immediately to Human Resources.

In the Office Activities
- All outside vendors shall call before entering office.
- All physical deliveries shall be made at kiosk outside of Facilities Planning entry door.
- Submit all documents to Facilities electronically unless absolutely necessary.
- Conduct meetings as much as possible using online remote access.
- Limit number of attendees in conference room in accordance with CDC guidelines.
- Schedule any physical meetings requiring either a large number of attendees or several hours of meeting time to occur over multiple days as required.
- Prioritize capital projects that address renovations related to pandemic.

Outside the Office Activities

- Limit number of attendees at all Owner/Architect/Contractor meetings.
- Limit number of attendees at site visits and punch list inspections and/or stagger discipline attendance over at least three days.

Return to School Manual

Physical Modifications

- Provide glass separation for front office staff (has been installed).
- Provide hand sanitizers at entry/exit points and in conference room (have been installed).

Capital Crew Personnel

- Limit crew size for projects.
- Try to limit truck occupancy to one. If not possible, face mask is mandatory.
- Provide disinfectant wipes in office area and all crew vehicles.

Capital Projects

- All COVID related projects will be given priority regardless of location.

Return to School Manual

General COVID -19 Practices for Construction Job Sites

Due to the current situation, the following guidelines have been established for contractors working on projects for the Escambia County School District Office of Facilities Planning. The following are general guidelines, however each General Contractor shall establish their own written guidelines. The contractor's guidelines may be more stringent but shall adhere to practices outline in this document.

OSHA and the CDC have provided the following control and preventative guidance to all workers, regardless of exposure risk:

- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes.
- Avoid close contact with people who are sick.
- In addition, everyone must familiarize themselves with the symptoms of COVID-19: Coughing; Fever of 100.4 degrees Fahrenheit or higher; shortness of breath, difficulty breathing; and early symptoms such as chills, body aches, sore throat, headache, diarrhea, nausea/vomiting, new loss of smell or taste, fatigue, congestion and/or runny nose.

If you develop a fever and symptoms of respiratory illness, such as cough or shortness of breath, DO NOT GO TO WORK and call your healthcare provider right away. Likewise, if you come into close contact with someone showing these symptoms, call your healthcare provider right away.

Job Site Protective Measures

The following protective measures are to be instituted at all job sites.

Any employee/contractor/visitor showing symptoms of COVID-19 will be asked to leave the jobsite and return home. All visitors, subcontractors, and vendors are to be screened daily prior to entering the work site. These screenings may include; temperature screenings, symptoms questionnaire, travel history, or exposure history.

Employees must avoid physical contact with others and direct employees/contractors/visitors to increase personal space to at least six (6) feet, where possible. Where work trailers are used, only the GC's employees should enter the trailers and all employees should maintain social distancing while inside the trailers.

All in-person meetings will be limited. To the extent possible, meetings will be conducted by telephone or video conference.

Breaks and lunches, if practicable, should be staggered to reduce the size of any group at any one time to less than ten (10) people.

Due to the nature of construction work, access to running water for hand washing may be impracticable. In these situations, the contractor should provide, if available, alcohol-based hand sanitizers and/or wipes or hand washing stations.

Sharing of tools and equipment should be limited. To the extent tools must be shared, appropriate sanitizing methods should be utilized. When cleaning tools and equipment, consult manufacturing recommendations for proper cleaning techniques and restrictions.

Employees are encouraged to minimize ride-sharing.
Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

If practicable, employees should use/drive the same truck or piece of equipment every shift.

In lieu of using a common source of drinking water, such as a cooler, employees and subcontractors should use individual water bottles.

Use of tobacco products (chewing tobacco, smoking), vaping is prohibited on all District sites

Contractors Entering Occupied District Facilities

When employees and subcontractors perform construction and maintenance activities within occupied District Facilities, these work locations present unique hazards with regards to COVID-19 exposures. All such workers should evaluate the specific hazards when determining best practices related to COVID-19. **Where possible access to interior spaces of District Facilities should be limited to times when students and facility are not present.**

During this work, employees and subcontractors must sanitize the work areas upon arrival, throughout the workday, and immediately before departure. Each contractor or subcontractor should provide alcohol-based wipes for this purpose.

When a contractor must enter an occupied portion of a District Facility, the contractors should ask other occupants to keep a personal distance of six (6) feet at a minimum. Workers should wash or sanitize hands immediately before starting and after completing the work.

A 24-hour notice to the District Construction Project Manager must be made before entering a Distinct Facility.

Job Site Visitors

The number of visitors to the job site, including the trailer or office, should be limited to only those necessary for the work.

Return to School Manual

- All visitors should be screened in advance of arriving on the job site. If the visitor answers "yes" to any of the following questions, he/she should not be permitted to access the jobsite:
- Have you been confirmed positive for COVID-19?
- Are you currently experiencing, or recently experienced, any acute respiratory illness symptoms such as fever, cough, or shortness of breath?
- Have you been in close contact with any persons who have been confirmed positive for COVID- 19 or are also exhibiting acute respiratory illness symptoms?
- Have you been in close contact with any persons who have traveled or are also exhibiting acute respiratory illness symptoms?
- All persons entering the job site have their temperature taken daily and are evaluated for symptoms. No one exhibiting symptoms or a fever greater than 100.4 should be permitted to enter the job site.
- Site deliveries will be permitted but should be properly coordinated in line with the employer's minimal contact and cleaning protocols. Delivery personnel should remain in their vehicles if at all possible.

Personal Protective Equipment and Work Practice Controls

In addition to regular PPE for workers engaged in various tasks (fall protection, hard hats, hearing protection), employers should also be provided the following where appropriate.

Gloves: The type of glove worn should be appropriate to the task. If gloves are not typically required for the task, then any type of glove is acceptable, including latex gloves. Employees should avoid sharing gloves.

Face Coverings: While construction work is generally considered "low risk" for viral transmission by the CDC, some construction tasks or activities may involve working with others in proximity closer than six feet, including sitting in the same vehicle, and therefore might be considered as "medium risk" under the Agency's risk pyramid. Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

Due to this and CDC recommendations, we strongly recommend face covering for certain work activities for the foreseeable future, including those situations where (1) it is mandated by state or local rule, or (2) employees must work in proximity of six (6) feet from other employees. A face covering is a cloth, bandana, or other type of material that covers a person's nose and mouth. The CDC lists five criteria for "cloth face coverings": the face covering should: fit snugly but comfortably against the side of the face; be secured with ties or ear loops; include multiple layers of fabric; allow for breathing without restriction; and be able to be laundered and machine-dried without damage or change to shape.

Return to School Manual

Information Technology

General Mitigation Strategies for IT Staff

Background

IT staff work in functional teams. An infection or exposure to a person suspected of infection of 10-20% of the District's IT personnel could render the remaining staff unable to complete critical functions such as rollover digital systems to the new school year, support network infrastructure in schools, fingerprint and hire new employees, or maintain single sign-on services to critical applications. This is because the department is organized into teams of expertise with typically two to four staff members in each area of expertise.

Although IT does support cross-training of personnel, the complex nature of the District's processes and the interactions between diverse systems and departments means that there will inevitably be a depth of crucial information and some key skill sets that only two employees possess. It is possible to reconstruct this knowledge (through documentation and other means) and retrain other personnel to fill these gaps when the original employees are unavailable. However, it would take a period of time during which operations would be compromised and, moreover, should the replacements also have areas of key utility, these would also suffer while both areas were covered by a single team.

Change in Practice

All IT staff should follow the CDC's guidance regarding How to Protect Yourself and Others

- IT staff members should practice physical distancing remaining at least 6' from others at all times.
    - Staff may no longer share work spaces where physical distancing is not possible.
    - IT staff members may no longer participate in face to face meetings without approval of their immediate supervisor. If approval is granted, the IT staff member must stay at least 6 feet away from other participants.
    - No visitors are allowed in any IT work spaces without the approval of the IT staff member's immediate supervisor. If approval is granted, the visitor must stay at least 6 feet away from other people.
    - IT staff members may not visit other staff members work spaces.
- IT staff members should practice safe personal hygiene measures while at work.
    - Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available.
    - Avoid touching eyes, nose and mouth.
    - Cover your cough or sneeze with your elbow or a tissue and dispose of the tissue.
    - Clean and disinfect frequently touched items and surfaces as much as possible.
- IT staff members should monitor symptoms carefully and stay home if they feel sick until released to return to work by a healthcare provider.

Return to School Manual

<u>Action Items for Each School or Center</u>

Most schools and some District departments have staff members who maintain technology systems. Those personnel should follow the same procedures as IT Department staff for the same reasons.

Return to School Manual

Digital Device (Computer) Repair and Replacement

Background

IT staff have typically visited offices and classrooms to offer in person assistance and facilitate hardware repair. Due to requirements for General Mitigation for IT Staff that is no longer possible.

Change in Practice

IT staff will work remotely with users to resolve their concerns. IT staff have a variety of remote support tools to work with users. When the IT staff member determines that hardware repair or replacement is needed, the user must bring the device to the secure location identified for that school or center to drop the device off for repair and receive a replacement if one is available (note the user should use the Cleaning and Disinfecting Shared Technology when receiving the device). Repair requires 2-4 weeks minimum. If a hardware repair must be done more quickly, the IT staff member may contact the immediate supervisor to request permission to clean the hardware (using Cleaning and Disinfecting Shared Technology) to expedite repair or to visit the user's work location after hours.

Action Items for Each School or Center

- Order adequate device storage units (minimum of 20) to store items for repair (minimum of 10) and replacement (minimum of 10).
- Order adequate cleaning supplies (see Cleaning and Disinfecting Shared Technology).
- Identify an adequate pool of replacement devices (approximately 5-7% of the total number of individually issued devices).

Return to School Manual

Individually Assigned Digital Devices (Chromebooks, desktops, laptops, iPads)

Background

The District has typically individually assigned Chromebooks to students in grades 3-12 and Chromebooks, desktops, laptops, and/or iPads to staff who work with digital systems on a regular basis.

Digital devices have typically been shared in computer labs, classrooms, and innovation centers.

Change in Practice

Cleaning and Disinfecting Shared Technology must be done when using shared digital devices. Therefore, the sharing of digital devices should be minimized whenever possible. Shared digital devices should be removed from computer labs, classrooms, and innovation centers whenever possible to provide an adequate inventory of spares for individually assigned digital devices and to allow extra space to maintain physical distance in these spaces. Schools that do not have adequate inventory of digital devices to minimize to the desired extent should contact the IT Department for assistance.

Action Items for Each School or Center

- Staff who work with confidential or sensitive information should be issued a District-owned device for use at home. Chromebooks or laptops would be ideal for this purpose.
- Students in grades K-2 should be issued a Chromebook if the student does not have a device to use at home so that they may have a device to use at school and home.
- Students in grades K-2 should be issued a desktop, laptop, or iPad if the student does have a device to use at home so that they may have a device to use at school (only Chromebooks may be taken home).

Return to School Manual

Internet Access Outside of School

Background

The District identifies resources on the Families Portal for Discounted Internet Access.

There are three methods of providing internet access to students who do not have internet access outside of school.

- 1Million Project - 273 internet access points were provided in 2019-2020 to high school students at no cost to school or district. The project has provided the District with 275 additional access points for high school students in 2020-2021.
- Encourage families to take advantage of the discounted internet access options posted on the Families Portal of the District website.
- Verizon - The District may purchase monthly internet service for high needs students. There is a monthly cost of $36.07 to the District. This method has historically only been used for Hospital/Homebound students, but it was expanded during the period of virtual instruction.

Change in Practice

Due to the possibility for future remote learning needs, the District needs to track internet access outside of school on an individual student basis. The District will encourage parents to take advantage of low cost options for internet access outside of school and provide a limited number of internet access points and service for high need students.

Action Items for Each School or Center

- To request an internet access point for a student, update the data in Focus on the Internet Accessibility tab (on each individual student). The student should be marked as "No" for "Internet - Does the student have internet access outside of the school?" and with a check mark for "Access Point - Parent Permission for Access Point." IT staff should be notified by ticket submission that the request has been made.
- If a Verizon internet access point is provided for the student, the Verizon access point must be updated to only allow access from the student's assigned Chromebook. This step must be taken to ensure that the District is in compliance with the Children's Internet Protection Act (CIPA) which is a requirement for the District to receive most federal funding.
- If a Verizon internet access point is provided for the student, update the data in Focus on the Internet Accessibility tab (on each individual student). The student should be marked as "Yes" for "Internet - Does the student have internet access outside of the school?" with a check mark for "Access Point - Parent Permission for Access Point," and with a check mark for "Access Point - District Assigned Access Point."

- If a 1Million Project access point is provided for the student, update the data in Focus on the Internet Accessibility tab (on each individual student). The student should be marked as "Yes" for "Internet - Does the student have internet access outside of the school?" with a check mark for "Access Point - Parent Permission for Access Point," and with a check mark for "Access Point - 1Million Project (High School Only)."
- The Internet Access Survey - Student Detail report in Focus should accurately reflect which students have internet access. Students who have been provided internet access by the District should be marked as "yes" for "connectivity," "Y" for "Parent Permission for Access Point," and "Y" for "1M Project" or "District Assigned Access Point."
- School personnel should regularly review (at least monthly) the Internet Access Survey - Student Detail report in Focus and compare it with the usage reports (provided by the Accounting Operations Department for Verizon or 1Million Project). Students who have a Verizon access point and no longer need it should be asked to return the access point for redistribution to another student in need or return to the IT Department for deactivation and storage. The District incurs a significant cost for the Verizon access points so it is important to ensure that only students in need are using them. Any students who are issued 1Million Project access points who don't use them or transfer should be recovered and have the service canceled (completed by the school-based Technology Coordinator).
- Families should only be issued one internet access point. If the family has a high school student, the preference would be for the high school to issue a 1Million Project access point to the family. See Coverage for 1Million Project to determine if a student's address is served by the 1Million Project (particularly important for students residing in Bratt, Ernest Ward, Molino Park, or Northview attendance zones).

Cleaning and Disinfecting Shared Technology

Background

Cleaning shared technology has not historically been a high priority.

Change in Practice

The Centers for Disease Control and Prevention states the transmission of COVID-19 occurs most commonly through respiratory droplets. However, they also state evidence suggests COVID-19 may remain viable for hours or days on surfaces made from a variety of materials. So cleaning and disinfecting shared technology devices, such as keyboards, mice, iPads, robots, and VR equipment, is a best practice to help prevent the spread of COVID-19 and other illnesses in classrooms.

Apple released recommendations in regards to what you should and should not do when cleaning your tech products. These same practices apply to all your tech devices:
- Use disinfecting wipes and 70% isopropyl alcohol wipes.
- Use only a soft, lint-free cloth. Avoid abrasive cloths, towels, paper towels, or similar items.
- Avoid excessive wiping, which might cause damage.
- Unplug all external power sources, devices, and cables.
- Keep liquids away from the product, unless otherwise noted for specific products.
- Don't get moisture into any openings.
- Don't use aerosol sprays, bleaches, or abrasives.
- Don't spray cleaners directly onto the item.

Following recommendations of the Department of Homeland Security, returned Chromebooks should be quarantined for 7 days. If the chromebooks are shared devices, follow procedures for disinfecting listed above between uses.

Students should use personal headphones/earbuds. When this is not possible and headphones are shared, follow the procedures for disinfecting listed above between uses.

Action Items for Each School or Center

- Order adequate cleaning supplies

Escambia County School District (ECSD)

Return to School Manual

Communication with Staff, Families, and Students via Websites,

Phone Calls, Texts, and Social Media

Background

The District automatically maintains email groups for all staff at each school and center as well as the entire district (six domain groups). School administrators and district administrators are able to communicate by email with all appropriate staff through these groups.

The District maintains SchoolMessenger contacts for all staff and families (note charter and contracted programs must purchase SchoolMessenger). The Superintendent's office and school administrators are able to use SchoolMessenger to send phone calls, texts, and emails to staff and families. Many teachers use the free, unmanaged version of Remind to text families and students on an opt in basis.

The District maintains School Loop for website content management for all schools and district departments (note charter and contracted programs must purchase School Loop). Each school and district department has a web manager responsible for posting content. The IT Department is able to update any school or district department website on a case by case basis.

The District maintains Facebook Pages for schools and district departments upon request. Each school and district department has staff responsible for posting content. The IT Department is able to update any school or district department Facebook Page on a case by case basis.

The District maintains a limited number of Twitter accounts. The District does not have any tools for managing Twitter accounts so those are only authorized except in rare cases. Each Twitter account has a manager responsible for posting content.

Change in Practice

Focus Messenger is a new feature of Focus that was released in the spring of 2020. Focus Messenger allows a teacher, school administrator, or district administrator to send messages to students and families. The messages are viewable within Focus on the web, the ECSD Families mobile app, email, and text messaging (note that there is an additional cost estimated at approximately $10,000 per year). Students and families are able to respond within Focus on the web or the ECSD Families mobile app. Focus Messenger should not be used to communicate with staff except on an individual basis--one staff member messaging another.

Each school must now display a news feed on the website for the school. The news feed may be used to publish school news. The news feed will be used to publish important information from the District for all school locations or specific school locations. Posts must be approved by the Superintendent's Office or the Director of Information Technology.

Return to School Manual

Action Items for Each School or Center

- Administrators should encourage parents to take full advantage of the tools available to them in Focus. This includes registering for a Focus Parent Portal account to view information in Focus, communicate with teachers, and submit forms as they become available. Parents should also be encouraged to update their student's contacts so that they receive information from Focus Messenger. Note that students with a cell phone will not receive Focus Messenger texts unless they are registered as a contact in Focus.
- School administrators should regularly update employees with emails on best practices for at-home preventative care.
- School administrators should regularly update families and students with emails and text messages (through Focus Messenger) on best practices for at-home preventative care.
- School administrators should use multiple means to communicate: email to staff; email and text messages to students and families; the school website; and school Facebook pages.

Return to School Manual

Safe Handling of Forms for Data Entry

Background

The District distributes forms (sometimes preprinted) to collect information from families to update in Focus. Data entry personnel process the forms and enter the appropriate information into Focus.

The District distributes forms to collect parental permission for activities. School staff process the forms when returned.

Change in Practice

Forms should be placed in a "timeout" or cleansing room when returned from families when possible. Forms should remain in the cleansing room for 7 days when possible.

The District will be implementing several forms through the Focus Parent Portal. Parents will be electronically approving these forms. These forms may be fully completed and submitted electronically. Requests for new forms should be submitted to the appropriate Curriculum & Instruction Director.

When a Focus Form is not available, schools should consider Filr to distribute forms for data collection or approval. Filr provides a secure method of sharing forms (even preprinted forms) and receiving data or approval back.

Action Items for Each School or Center

- Administrators should encourage parents to take full advantage of the tools available to them in Focus. This includes registering for a Focus Parent Portal account to view information in Focus, communicate with teachers, and submit forms as they become available. Parents should also be encouraged to update student's contacts so that students receive information from Focus Messenger. Note that students with a cell phone will not receive Focus Messenger texts unless they are registered as a contact in Focus.
- Create a "timeout" or cleansing room for documents received from families. Documents should remain in timeout for 7 days.

Inventory & Warehouse Operations

PPE and Sanitizing Inventory

Warehouse PPE and Sanitizing products issued by the Warehouse

(NOTE: NO Returns on any Items listed below)

1. 0120015 - Waterless Hand Sanitizer
2. 0120044 - Wipes, Personal, Antimicro
3. 0120055 - Masks, Surgical/Hygienist 50/box
4. Plastic Face Shield
   a. 0120056 - Plastic Face Shield
   b. 0120057 - Plastic Face Shield Heavy Duty
5. 0120100 - Infrared No-Touch Thermometer
6. Blue Tape - Spacing & Directional Tape
   a. 0150185 - 1 Inch Blue Tape 60yds.
   b. 0150190 - 2 Inch Blue Tape 60yds.
7. Gloves
   a. Vinyl Gloves
      i. 0170355 - Gloves, Vinyl, Size Small
      ii. 0170360 - Gloves, Vinyl, Size Medium
      iii. 0170365 - Gloves, Vinyl, Size Large
      iv. 0170370 - Gloves, Vinyl, Size X-Large
   b. Plastic Gloves - (**Recommended for cost effective sanitizing)**
      i. 0122075 - Gloves, plastic, 18" Long
   c. Clinic Staff Only
      i. 0120039 - Gloves, Nitrile, Small
      ii. 0120042 - Gloves, Nitrile, Medium
      iii. 0120043 - Gloves, Nitrile, Large
      iv. 0170350 - Gloves, Nitrile, X-Large
8. Betco Products **(Ordered by Custodial Management ONLY)**
   a. 0305355 - Sanitizer, Hand, Foaming / Case
   b. 0315230 - Disinfectant,PH7Q DUAL / Case

FLDOE Checklist

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	Warehouse Management Team
2	Post a crisis plan and response checklist where they are easily accessible.	Warehouse Overview & Planning
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	Warehouse Overview & Planning
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	N/A
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	Warehouse Overview & Planning
6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	Warehouse Overview & Planning,
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	Warehouse Inventory Control Logic
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	Warehouse Overview & Planning,
9	Post signage about hygiene and social distancing in many very accessible areas.	Warehouse Overview & Planning
10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	During Daily Workgroup meetings,

11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.	N/A
12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.	N/A
13	Explore allowing students to eat meals in traditional classroom space or outdoors.	N/A
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.	
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.	
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.	N/A
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.	N/A
18	Create a disinfection protocol for cleaning door knobs, counters and other surfaces throughout the day.	Warehouse Overview & Planning
19	Consider limiting nonessential visitors to campuses and programs.	N/A
20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.	N/A
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.	N/A
22	Communicate to the entire education family of stakeholders in the community.	N/A

23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.	N/A
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.	
25	Communicate the actions taken, in each step, by a school to reopen.	N/A
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.	N/A
27	Communicate the economic importance of supporting parents' return to a normal workday.	N/A
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.	During Daily Workgroup meetings
29	Illustrate steps taken to keep school clean and extracurriculars safe.	During Daily Workgroup meetings
30	Show compassion for families and staff, as they will be cautious.	During Daily Workgroup meetings
31	Express a willingness to always evaluate, improve and reevaluate as necessary.	During Daily Workgroup meetings
32	Regularly solicit feedback from parents, students, staff and the community.	During Daily Workgroup meetings
33	Consult with the local department of health and the crisis response team.	N/A
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.	N/A

35	Monitor students who participate in extracurriculars for symptoms throughout the day.	N/A
36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	Warehouse Overview & Planning,
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	N/A
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	N/A
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	N/A
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	N/A
41	Consider ways to limit close contact between participants and attendees until an event concludes.	N/A
42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	N/A
43	Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.	N/A

Return to School Manual

Maintenance and Custodial Services

Custodial Services Procedures

GOAL: Maintain a clean and healthy environment for all students and staff in the Escambia County Public School System.

OBJECTIVE: Provide best practice methods of cleaning and sanitizing school facilities to prevent the spread of COVID19 and other infectious illnesses.

ACTIONS TO BE TAKEN:

- Product:
    - The district will supply all cleaning and disinfecting products necessary for classrooms and throughout the building. The product will be ph7Q Dual, and each classroom will be supplied a spray bottle with the product.
    - Custodial staff will refill and service bottles as needed.
    - Distribution of the product ph7Q Dual to the schools will be before the first day of school August 10, 2020.

- Training:
    - Zone Managers will train custodial employees on the cleaning and disinfecting product ph7Q Dual.
    - Zone Managers and/or Head Custodians will train teachers of the proper use of the disinfecting product ph7Q Dual.
    - Custodial employees will be encouraged to adhere to the 6-foot rule.
    - Custodial employees will be encouraged to be cognizant of and to respect the personal space of others.
    - Custodial employees will be encouraged to adhere to each facility's PPE policy while on campus.

- Classroom:
    - Each class will be provided a garbage can with a lid and dolly, along with a 2 mL trash bag to line the garbage can, before school starts. At the end of lunch, the teacher will roll garbage can outside of class and the custodian will service.
    - Custodial Services will also supply each school a tilt cart to help with garbage bag pick up.
    - Classrooms will be disinfected at the end of each day.

- Sanitizing Stations:

Return to School Manual

- ○ Classrooms without a sink will have a hand sanitizer dispenser permanently mounted. Custodial staff will provide hand sanitizer and service dispenser. All supplies will be provided by the school district.
- ○ Classrooms with sinks will be provided with hand sanitizing pumps.

- Restrooms:
    - ○ All restrooms will be cleaned and disinfected on their normal schedule.
    - ○ An enhanced cleaning will take place as needed throughout the day.
    - ○ Classroom restrooms will be disinfected by the teacher as needed (spray bottle of disinfectant provided to the teacher).
    - ○ Gang restrooms will be monitored and disinfected throughout the day, by daytime custodian.

- Cafeteria:
    - ○ Disinfectant product will be used to wipe down tables after each class. A hand sanitizer dispenser will be mounted at the start of the servicing line. Serving lines will be disinfected after each class. Increase the number of garbage cans in the cafeteria to allow for social distance.
    - ○ Refer to Food Service.

- High Traffic Areas:
    - ○ Daytime custodian will wipe down touch surfaces twice per day or as needed in the main lobby area.
    - ○ Hallway touch services will be disinfected as needed.

- Response Teams - 4 Layers:
    - ○ Spray Bottle - used by teachers and custodians on a daily basis for a frequent on demand application. (School Based)
    - ○ COVID Kart - used daily by custodial staff to perform daily cleaning and sanitizing of all classrooms, hallways, and entire facility. Kart is equipped with all products necessary for proper disinfecting. (School Based)
    - ○ Rapid Response Team - (District Based)
        - ■ Designed to disinfect large areas. Equipped with gas and battery powered foggers, misters and other specialized equipment.
        - ■ Team is mobile and can respond upon request. - (District Based)
    - ○ Contract Services - Escambia County School District is under contract with outside disinfecting services on an as-needed basis.

Maintenance Department Procedures

GOAL: Maintain a safe and healthy work environment for all Maintenance employees and those that they interact with.

OBJECTIVE: To continuously stress the importance for all Maintenance employees to use precautionary measures with regards to health, hygiene, sanitization, and social distancing in the workplace.

ACTIONS TO BE TAKEN:

Health:

- Employee temperatures will be taken at the beginning of each day
- Hand sanitizer will be available for employee use
- Employees who feel sick or have symptoms of illness will be asked to stay home.
  - If employee comes to work sick or showing symptoms of illness, they will be sent home on sick leave and Human Resources will be notified.

Hygiene:

- Employees will be encouraged to wash hands frequently including before and after breaks, lunch, and after working within 6 feet of others or within a confined area
- Employees will be encouraged to use provided hand sanitizer upon leaving each campus and throughout the day

Sanitization Efforts:

- A sanitizing agent will be provided by Custodial Services for use in the work area and for vehicle sanitization
  - Employees will be encouraged to wipe down work stations and other work areas on a daily basis using the sanitizing agent
  - Maintenance Shop Leadership shall wipe down high traffic touch points (door knobs, door handles, etc.) as needed
  - Maintenance office employees shall wipe down high traffic touch points (door knobs, door handles, checked-out keys etc.) as needed

Social Distancing:

- Employees will use Personal Protective Equipment (PPE) such as face masks, face shields, and gloves when applicable, requested, or required

- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others
- Employees will adhere to the 6-foot rule
- Employees will be cognizant of and respect the personal space of others
- Employees will adhere to each facility's PPE policy while inside the building including communication with front office while on campus
- Access to the Maintenance office will be limited to essential personnel until further notice

District mask, social distancing, and classroom kit templates are at the end of this document for your reference/replication.

Maintenance Checklist

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	Maintenance Leadership Team
2	Post a crisis plan and response checklist where they are easily accessible.	Maintenance and District SOP
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	Maintenance Leadership Team
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	N/A
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	Maintenance Leadership Team
6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	Maintenance Administrators
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	To be ordered from the Warehouse (vendor if unavailable from Warehouse) on an as needed basis
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	Office staff will use gloves and other PPE when collecting mail. Mail will be held in the storage room for 24-hours prior to distribution

9	Post signage about hygiene and social distancing in many very accessible areas.	Ordered entryway Social Distancing wall signs and floor decals for all District facilities
10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	Employees will complete COVID-19 training from Safe Schools and bi-weekly meetings will be held with Maintenance Leadership Team
11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.	N/A
12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.	N/A
13	Explore allowing students to eat meals in traditional classroom space or outdoors.	N/A
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.	N./A
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.	N/A
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.	N/A
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.	N/A
18	Create a disinfection protocol for cleaning door knobs, counters and other surfaces throughout the day.	Maintenance Leadership Team
19	Consider limiting nonessential visitors to campuses and programs.	Maintenance Administrators

		Access to Maintenance Office will be limited to essential personnel only
20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.	Maintenance Administrators
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.	Maintenance Leadership Team
22	Communicate to the entire education family of stakeholders in the community.	N/A
23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.	Maintenance Leadership Team
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.	Communicate with personnel via email, phone, and other printed media
25	Communicate the actions taken, in each step, by a school to reopen.	N/A
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.	Operations SOP for employees
27	Communicate the economic importance of supporting parents' return to a normal workday.	N/A
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.	Maintenance Leadership Team
29	Illustrate steps taken to keep school clean and extracurriculars safe.	N/A
30	Show compassion for families and staff, as they will be cautious.	Maintenance Leadership Team

31	Express a willingness to always evaluate, improve and reevaluate as necessary.	Maintenance Administrators
32	Regularly solicit feedback from parents, students, staff and the community.	Maintenance Administrators
33	Consult with the local department of health and the crisis response team.	Maintenance Administrators
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.	N/A
35	Monitor students who participate in extracurriculars for symptoms throughout the day.	N/A
36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	Maintenance Leadership Team and Office Personnel
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	N/A
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	N/A
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	N/A
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	N/A
41	Consider ways to limit close contact between participants and attendees until an event concludes.	N/A
42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	N/A

43	Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.	N/A

Custodial Checklist

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	
2	Post a crisis plan and response checklist where they are easily accessible.	
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	
6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	
9	Post signage about hygiene and social distancing in many very accessible areas.	
10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	

11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.		
12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.		
13	Explore allowing students to eat meals in traditional classroom space or outdoors.		
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.		
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.		
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.		
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.		
18	Create a disinfection protocol for cleaning door knobs, counters and other surfaces throughout the day.		
19	Consider limiting nonessential visitors to campuses and programs.		
20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.		
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.		
22	Communicate to the entire education family of stakeholders in the community.		

23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.		
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.		
25	Communicate the actions taken, in each step, by a school to reopen.		
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.		
27	Communicate the economic importance of supporting parents' return to a normal workday.		
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.		
29	Illustrate steps taken to keep school clean and extracurriculars safe.		
30	Show compassion for families and staff, as they will be cautious.		
31	Express a willingness to always evaluate, improve and reevaluate as necessary.		
32	Regularly solicit feedback from parents, students, staff and the community.		
33	Consult with the local department of health and the crisis response team.		
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.		
35	Monitor students who participate in extracurriculars for symptoms throughout the day.		

36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	
41	Consider ways to limit close contact between participants and attendees until an event concludes.	
42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	
43	Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.	

Return to School Manual

Protection Services

1. Emergency Response Procedures and Physical Security
   a. Established District Emergency Response Procedures shall continue to remain in effect in the event of an emergency situation on campus.
   b. Physical Security of all District property shall continue to be maintained and not diminished by District or local school procedures developed as a result of COVID-19.
      i. Classroom doors shall remain secured at all times when not in use.
      ii. Perimeter gates and doors may be propped open if a staff member is present during student intake and dismissal.
2. Florida Fire Prevention Code (FFPC) and State Resource for Educational Facilities (SREF)
   a. FFPC and SREF shall be adhered to at all times and not superseded by District or local school procedures.
   b. Any questions should be directed to the Protection Services Coordinator.
3. Emergency Response Drills
   a. Emergency response drills shall continue to be conducted monthly as required by F.S. 1006.07(4)(a).
   b. Fire and Lockdown Drills may be altered to adhere to social distancing guidelines.
      i. Schools shall continue to educate students and staff monthly on the appropriate responses to emergency situations.
      ii. Individual classes or departments may independently practice emergency responses in an effort to avoid mass gatherings.
      iii. Students and staff shall receive instruction on the appropriate usage of designated hard corners, but shall not practice moving to these corners during monthly drills.
   c. Fire and Lockdown Drills shall continue to be documented via the school's Google Security Shared Drive with any deviation from established drill protocols documented in the notes section.
   d. Any questions should be directed to the Protection Services Coordinator.
4. Random Metal Detector Program
   a. Searches may be temporarily suspended at the discretion of school administration.
   b. Staff participating in searches are strongly encouraged to wear gloves when conducting searches of student property.
   c. Administration may alter the locations selected for random searches, which may include classrooms.
      i. If classrooms are included in random searches, all classrooms shall have an equal probability of selection.
      ii. All students within a classroom selected for a random search shall have an equal probability of selection.
   d. All searches shall continue to be random in nature with required documentation completed for all searches conducted.
5. Safe School Officers and Security Officers

Return to School Manual

a. Campus Security Officers(CSO's)
    i. CSO's assigned to more than one school in a week are strongly encouraged to wear a face covering while on duty.
    ii. CSO's may wear gloves as long as the gloves do not interfere with their prescribed duties.
b. School Resource Officers (SRO) and Law Enforcement Officers (LEO)
    i. SRO and LEO shall adhere to all agency policies or procedures while on campus.
    ii. If a conflict in District and agency policy exists, contact the Protection Services Coordinator for additional guidance.
c. Securitas Guards assigned to administrative or school sites shall be provided with the same PPE available to District employees at the respective location.
d. Safe School Officer Coverage shall continue to be monitored daily to ensure adequate coverage as required by F.S. 1006.12.
6. FDOE Recommendations(Reopening Florida's Schools)
a. FDOE recommends adding additional law enforcement and staff for the enforcement of social distancing guidelines at extracurricular activities.
    i. Additional law enforcement on campus is not proven to increase adherence to social distancing guidelines.
    ii. Law enforcement shall not be responsible for the enforcement of social distancing guidelines on campus.
7. FLDOE Checklist

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	Protection Services Team
2	Post a crisis plan and response checklist where they are easily accessible.	Protection Services Team
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	Protection Services Team
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	N/A
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	Protection Services Coordinator

6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	Protection Services Coordinator
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	Protection Services Team
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	N/A
9	Post signage about hygiene and social distancing in many very accessible areas.	Protection Services Team
10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	Protection Services Coordinator
11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.	N/A
12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.	N/A
13	Explore allowing students to eat meals in traditional classroom space or outdoors.	N/A
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.	N/A
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.	N/A
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.	N/A
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.	N/A

18	Create a disinfection protocol for cleaning door knobs, counters and other surfaces throughout the day.	Protection Services Team
19	Consider limiting nonessential visitors to campuses and programs.	Protection Services Team
20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.	N/A
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.	Protection Services Team
22	Communicate to the entire education family of stakeholders in the community.	N/A
23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.	N/A
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.	Protection Services Team
25	Communicate the actions taken, in each step, by a school to reopen.	N/A
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.	N/A
27	Communicate the economic importance of supporting parents' return to a normal workday.	N/A
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.	Protection Services Coordinator
29	Illustrate steps taken to keep school clean and extracurriculars safe.	N/A
30	Show compassion for families and staff, as they will be cautious.	Protection Services Team

31	Express a willingness to always evaluate, improve and reevaluate as necessary.	Protection Services Team
32	Regularly solicit feedback from parents, students, staff and the community.	N/A
33	Consult with the local department of health and the crisis response team.	Protection Services Coordinator
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.	N/A
35	Monitor students who participate in extracurriculars for symptoms throughout the day.	N/A
36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	Protection Services Team
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	Protection Services Coordinator
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	N/A
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	N/A
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	N/A
41	Consider ways to limit close contact between participants and attendees until an event concludes.	N/A
42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	N/A

43	Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.	N/A

Return to School Manual

School Food Services

School Food Services - Dining

Cafeteria

- Students will be encouraged to social distance throughout the cafeteria.

- A minimum of 10 minutes is required between each meal period to allow time for the tables to be cleaned and properly sanitized.

- Garbage cans will be placed throughout the cafeteria to minimize the number of students congregating in one location.

- The use of "Sharetables" is prohibited.

- Student microwaves in the cafeteria should not be used unless a procedure is put in place for school staff to monitor and properly clean/sanitize the microwave regularly.

- Schools are encouraged to utilize outdoor seating when available to help students social distance.

Classroom

- Students and/or teachers (as age appropriate) will transport meals back to the classroom for consumption.

- Faculty/staff should use the 2-mil heavy duty garbage bags from the cafeteria for disposing of meal garbage in the classrooms.

- See "Classrooms" in Maintenance & Custodial Services for additional information.

Return to School Manual

School Food Services - Meal Preparation

Food Services Staff

- Employees will receive initial COVID19 communication through the mail outlining critical steps to maintain the health and safety of staff and customers.

- Employees will sign a document to confirm they understand the expectations as it pertains to COVID-19.

- Employees will be screened through verbal questions.

- Markers will be placed throughout the kitchen to help staff members visually see what 6ft distance looks like in order to encourage social distancing.

- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
  - Employee masks are available in both disposable and reusable if needed. Employees should notify their immediate supervisor if they are in need of a mask.
  - Personal masks from home must meet student school dress code requirements. The mask shall not display or suggest vulgarity, weapons, tobacco, or alcohol-related wording or graphics, or provoke violence or disruption in the school.

- Employees that travel between sites will document visits to assist with contact tracing in the event an employee test positive.

External Vendors

- Companies have made mask and hand sanitizer available for delivery drivers.

- The delivery trucks will be cleaned and sanitized daily.

- The employees will practice social distancing with staff and limit contact.

Contingency

In the event a Food Services staff member within a kitchen test positive for the virus and the kitchen has to be

closed for a period of time, the meals will be prepared in a nearby facility.

School Food Services - Meal Service

Food Services Staff

- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.
- Gloves will be changed between serving periods.
- All menu items will be individually wrapped for selection by the student.
- Additional kiosks will be provided around the school as needed for breakfast to prevent large numbers of students from congregating in one location.

Students

- Students will be encouraged to wash hands prior to coming through the serving line.
- All students will be provided hand sanitizer at the beginning of the line.
- Point of Sale Options
  - Students will scan a barcoded card/badge instead of using the PIN pad to minimize common touch points.
  - At the elementary level, meals can be sold "By Class" rather than PIN pad entry.
  - Community Eligibility Program meal count tally sheets will be used whenever possible at qualifying sites.
- Markers will be on the floor to mark the 6 ft increments down the serving line.
- As all items will be individually wrapped, students will still have the option to select the meal components they want to eat.
- All products for individual use will be disposable.

Return to School Manual

- All needed paper products and condiments will only be available in the serving line. Should a student need something additional after exiting the serving line, he/she will have to request it from a Food Services staff member.

School Faculty/Staff

- Schools will develop a plan to ensure students have their badge/ID card prior to entering the meal service line when applicable.

- Assistance will be needed in the serving line to ensure student compliance with sanitation and social distancing.

- The ice machine in the kitchen/serving line will be restricted to Food Services staff usage only.

Transportation

Transportation - Student Riders

Every school day, we operate **250 buses**

Twice per day, those buses traverse **650 unique routes**

Every morning and every afternoon we stop at **9,000 bus stops**

-----**That is 18,000 bus stops per day!**-----

Our total number of riders is about **24,000 students**

Our county is huge and covers **664 square miles**

We map and route on **1,910 miles of roads**

Currently we average about **25,000 miles per day**

In a 180-day school year we drive **over 4.5 million miles**

While current CDC guidelines recommend creating social distancing with 1 student per seat and every other row where possible, it is clear from the data above that this would require far more resources than would ever be available.

Considering the impact of CDC recommendations:

- On average a school bus can hold up to **77 students**. However, when implementing distancing measures only **13 students** would ride the bus at one time causing buses to operate at a 16.8% capacity.
- On average an ESE school bus can hold **15-30 students** depending on their exceptionality. However, when implementing distancing measures, only **5 – 7 students** would ride the bus at one time causing buses to operate at extremely reduced capacity.
- Reduced capacity of buses would increase the number of daily run buses from **~250** to over **1481 buses.**
- The **1,300 daily routes** would become **6,400 routes.**
- There is a lack of buses to accommodate increased need and serve current ridership. Bus vendors are unable to secure buses needed for additional routes
- Staggered loads would impact arrival times to school and impact instructional hours.

Return to School Manual

- Costs for personnel, operations, services, cleaning and disinfecting would increase drastically.
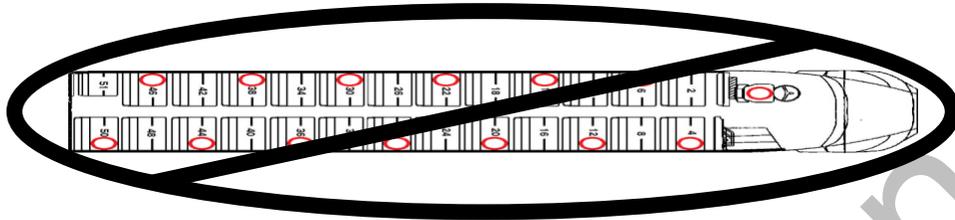
Due to the untenable limitations outlined above, all ECSD school buses will operate at full capacity post COVID-19 return to school. However, the following enhanced safety measures will be implemented.

- Any child exhibiting COVID-19 symptoms should stay home and should not ride the bus. All parents are instructed to refrain from sending their sick child to the bus stop.

- Face coverings will be worn in district facilities as directed by staff and instructional leaders. If a situation arises whereas a student, member of staff, or a visitor is not wearing, or is incapable of wearing a face covering, such individual may be assisted or guided by appropriate authorities within the district to undertake alternative, reasonable and accommodating actions to protect self and others.

- Hand sanitizer will be available on all buses for student and staff use.

- All buses will undergo disinfection of commonly touched surfaces at least twice per day as per District guidelines.

- If a student or staff member exhibits symptoms of potential COVID-19, the bus will be taken out of service as soon as feasible and will not return to service until such time as the bus has undergone enhanced disinfection as per District guidelines.

While ECSD will take all appropriate steps to protect riders and staff, it is incumbent upon parents to understand the risks associated with riding the bus. Parents should remind their children to limit their contact with commonly touched surfaces and avoid touching their face and mouth; especially when riding the bus.

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	Transportation Management Team

2	Post a crisis plan and response checklist where they are easily accessible.	Transportation Overview & Planning
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	NA
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	NA
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	Transportation Overview & Planning
6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	Per District Guidelines
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	Transportation Inventory
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	NA
9	Post signage about hygiene and social distancing in many very accessible areas.	Transportation Overview & Planning
10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	During Annual In-Service
11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.	N/A

12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.	N/A
13	Explore allowing students to eat meals in traditional classroom space or outdoors.	N/A
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.	N/A
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.	N/A
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.	N/A
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.	Transportation Overview and Planning
18	Create a disinfection protocol for cleaning commonly touched surfaces throughout the day.	Transportation Overview & Planning
19	Consider limiting nonessential visitors to campuses and programs.	N/A
20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.	N/A
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.	N/A

22	Communicate to the entire education family of stakeholders in the community.	School Messenger
23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.	School Messenger
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.	Transportation Overview and Planning
25	Communicate the actions taken, in each step, by a school to reopen.	Per District Guidelines
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.	N/A
27	Communicate the economic importance of supporting parents' return to a normal workday.	N/A
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.	Transportation Overview and Planning
29	Illustrate steps taken to keep school clean and extracurriculars safe.	N/A
30	Show compassion for families and staff, as they will be cautious.	Transportation Overview and Planning
31	Express a willingness to always evaluate, improve and reevaluate as necessary.	Transportation Overview and Planning
32	Regularly solicit feedback from parents, students, staff and the community.	Transportation Overview and Planning

33	Consult with the local department of health and the crisis response team.	N/A
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.	N/A
35	Monitor students who participate in extracurriculars for symptoms throughout the day.	N/A
36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	N/A
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	N/A
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	N/A
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	N/A
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	N/A
41	Consider ways to limit close contact between participants and attendees until an event concludes.	N/A
42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	N/A

| 43 | Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations. | N/A |

Transportation – Employees

All employees will be trained on proper disinfecting procedures to include:
- Appropriate use of PPE
- District approved chemicals
- Identification of commonly touched surfaces
- Proper storage of disinfection supplies
- Proper disposal of used disinfection supplies
- Enhanced disinfection procedures where appropriate

In addition to these measures, all employees will be trained in CDC recommendations for bus operators, to include the following:
- Request passengers avoid standing or sitting within 6 feet of the bus driver when feasible
- Avoid touching surfaces often touched by bus passengers.
- Use gloves if required to touch surfaces contaminated by body fluids.
- Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.
- Proper hand hygiene is an important infection control measure. Wash your hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.
- Key times to clean hands in general include:
  - Before, during, and after preparing food
  - Before eating food
  - After using the toilet
  - After blowing your nose, coughing, or sneezing
- Additional times to clean hands on the job include:
  - Before and after work shifts
  - Before and after work breaks
  - After touching frequently touched surfaces, such as handrails
  - After putting on, touching, or removing cloth face coverings
- Avoid touching your eyes, nose, or mouth.

If an SBO or SBA believes that a student is exhibiting symptoms of COVID-19, that student should be sequestered/isolated as much as possible on the bus. Dispatch will be contacted immediately and will notify the school. Upon arrival at the school, the student will be turned over to school staff while keeping as much separation from other students as possible.

#	FLDOE Checklist	Actions Taken
1	Create a crisis response team at the district, school or program level, as applicable.	Transportation Management Team
2	Post a crisis plan and response checklist where they are easily accessible.	Transportation Overview & Planning
3	Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.	NA
4	As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.	NA
5	Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.	Per District Guidelines
6	Regularly update employees, parents and students with emails on best practices for at-home preventative care.	Per District Guidelines
7	Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.	Transportation Inventory of Masks, Hand Sanitizer, Disinfectant
8	Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a "timeout" or cleansing room.	NA
9	Post signage about hygiene and social distancing in many very accessible areas.	Transportation Overview & Planning

10	Conduct employee training for all of the above and regular employee meetings on COVID-19 updates.	During Annual In-Service
11	As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.	Seating Charts
12	As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.	N/A
13	Explore allowing students to eat meals in traditional classroom space or outdoors.	N/A
14	Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.	N/A
15	Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing textbooks, supplies and toys.	N/A
16	Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.	N/A
17	Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.	Transportation Overview and Planning
18	Create a disinfection protocol for cleaning commonly touched surfaces throughout the day.	Commonly Touched SurfacesTwice Daily
19	Consider limiting nonessential visitors to campuses and programs.	N/A

20	Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.	N/A
21	Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.	4 In-service Presentations
22	Communicate to the entire education family of stakeholders in the community.	School Messenger
23	Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.	School Messenger
24	Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.	Transportation Overview and Planning
25	Communicate the actions taken, in each step, by a school to reopen.	Return to School Manual
26	Consider having parents complete an affirmation that they will not send their children to school with symptoms.	N/A
27	Communicate the economic importance of supporting parents' return to a normal workday.	N/A
28	Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.	Transportation Overview and Planning
29	Illustrate steps taken to keep school clean and extracurriculars safe.	N/A
30	Show compassion for families and staff, as they will be cautious.	Transportation Overview and Planning

31	Express a willingness to always evaluate, improve and reevaluate as necessary.	Transportation Overview and Planning
32	Regularly solicit feedback from parents, students, staff and the community.	Transportation Overview and Planning
33	Consult with the local department of health and the crisis response team.	N/A
34	At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.	N/A
35	Monitor students who participate in extracurriculars for symptoms throughout the day.	N/A
36	All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.	Bus Disinfected Twice Daily
37	Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.	N/A
38	Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.	N/A
39	Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.	N/A
40	Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.	N/A
41	Consider ways to limit close contact between participants and attendees until an event concludes.	Transportation Overview and Planning

Return to School Manual

42	Identify a space that can be used to isolate staff or participants if one becomes ill at an event.	N/A
43	Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.	Masks, Hand Sanitizer and Disinfectant