













special area classrooms, depending on individual school enrollments, scheduling needs, and facilities. Where possible, large group instruction will be held in outdoor areas. In some cases, students may receive instruction virtually from an SCPS teacher certified in the area of instruction. For any class of more than 50 students, guidance must be sought from the appropriate Executive Director.

### 3.1.2 Elective Classes at Secondary

Secondary elective classes, where necessary, will be modified to align with health and safety measures. Where possible, large group instruction will be held in outdoor areas. In some cases, students may receive instruction virtually from an SCPS teacher certified in the area of instruction. For any class of more than 50 students, guidance must be sought from the appropriate Executive Director.

## 3.2 Seminole Connect

Seminole Connect is an innovative learning environment that is a teacher-driven, structured form of at-home learning aligned to the SCPS Instructional Plans/Frameworks and Florida State Standards. This model is different from the 4<sup>th</sup> quarter of the 2019-20 school year with an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students. Over time, SCPS will customize technology resources as determined to provide synchronous instruction to best meet the needs of students. Parent involvement is needed to support student learning and technology use.

Students follow a school day schedule using technology and other instructional resources to learn from their teachers presenting live in classrooms at the student's zoned/choice school, to the extent practicable. This model provides students who elect to return to their brick and mortar campus, after the end of each quarter, to remain with the same teacher, to the extent possible. It is expected that Seminole Connect teachers will report to their school campuses and deliver instruction from their assigned school site. *Consideration will be given for teachers to instruct from home based on scheduling demand.*

For the 2020-21 school year, the Seminole County Public School Instructional Plans/Frameworks include options for teachers to deliver many of their lessons from a digital platform. Families who would like their children to start the school year at home with teachers who are assigned to their zoned/choice school will follow the same curriculum, pacing and schedule as students in the Face-to-Face model and experience learning guided by the Instructional Plans/Frameworks with lessons and assignments created by SCPS teachers. Students in the Seminole Connect model are required to take all required local and state assessments. Seminole Connect students may return to their zoned/choice school at the end of each quarter during the 2020-21 school year.

**In the event of an individual, classroom, school-wide, or district crisis need, Seminole Connect would act as the default instructional platform.**

### 3.3 Seminole County Virtual School (SCVS)

Seminole County Virtual School (SCVS) is a fully accredited K-12 public school created and supervised by SCPS. Seminole County Virtual School is a K-12 full-time virtual experience. Students remain at home and all courses are offered via computer by SCPS teachers who support students throughout the school week and hold optional sessions, called “live lessons.” Teachers must follow a prescribed curriculum and students take assessments created to tightly align with state standards. At the elementary level, SCVS students are required to identify a learning coach (i.e., parent or adult caregiver) to support and monitor their progress in the course. SCVS students also take all required state assessments. Students can work at their own pace and on their own schedule, although pacing charts are provided so that parents and students complete enough work each week to ensure successful course completion. Teachers conference with students and parents at least once/month. SCVS students are allowed to participate in all sports and school activities at their zoned/choice school.

For the 2020-21 school year, families who elect SCVS due to concerns related to COVID-19 will remain enrolled in their zoned/choice school, including assignment to magnet programs and schools. Families have the option to return to their zoned/choice school for the beginning of the second semester if all first semester courses are complete or for the start of the 2021-22 school year.

### 3.4 Hybrid

#### Elementary Students

Hybrid is a combination of Face-to-Face and Seminole County Virtual School courses. Students who select SCVS courses leave school for a portion of the day. Families are responsible for transportation to accommodate the student's SCVS schedule.

#### Secondary Students

Hybrid is a combination of Face-to-Face, Seminole Connect, and Seminole County Virtual School courses. During the last several years, many secondary students have elected to combine face-to-face traditional course work with SCVS on-line and remote courses to better meet their educational needs and goals. Families who elect to leave school for a portion of the day are responsible for their students' transportation. It is important to understand that face-to-face courses are scheduled to accommodate full-time on campus students and may not be available to meet the needs of Hybrid enrolled students.

### 3.5 Specialized Supports for Unique Populations

Seminole County will provide the full array of services that are required by law, including in-person instruction, specialized instruction for students with IEPs, and those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care and/or students who are English Language Learners. **(Assurance 2).**

### 3.5.1 Students with Disabilities/504 plans

Student IEP Teams will review the present level of performance data of students with disabilities to determine if there was regression due to COVID-19 school closure. The IEP teams will determine if extended school year (ESY) services throughout the 2020-2021 school year are effectively supporting students to recoup loss of skills or progress made toward skills acquisition in the students' IEPs and make decisions based on the present level of performance data to determine additional needs. (See Appendix B: Students with Disabilities Present Level of Performance and Skills Acquisition Form) **(Assurance 4)**

Parents/guardians of students with disabilities concerned about COVID-19 exposure may choose to participate in Face-to-Face, Hybrid, Seminole Connect, or SCVS. Prior to August 10, 2020, Student Support Services (SSS) administrators will review IEPs of students with disabilities who have selected these options. The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. **(Assurance 4)** School administrative teams will be notified if they need to reconvene prior to determining the appropriate educational setting for the 2020-21 school year. Requests for Hybrid, Seminole Connect, or SCVS for a student with a disability may be reviewed by the student's 504 team or IEP team to determine if the model preferred by the family is an appropriate option for the student and to discuss SCPS's offer of a free and appropriate public education (FAPE). (See Appendix C: Students with Disabilities Scheduling Considerations Due to COVID-19)

### 3.5.2 Students Designated Gifted

Students designated gifted are served under the umbrella of IDEA and require an active Education Plan (EP). Gifted students will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students' knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

### 3.5.3 ESOL

ESOL parents/guardians may choose to participate in Face-to-Face, Hybrid, Seminole Connect, or Seminole County Virtual School. At the beginning of each academic school, the English Language Learners (ELL) committee convenes to discuss ESOL services, including student academic data, school academic grades, program models and educational background. At this time, the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ESOL services each student needs. Each school will submit its plan for addressing ELL students who regressed to the ESOL office for review. The Director of World Languages and ESOL and her team will review the plans to ensure the additional support and services are provided. **(Assurance 5)**

**Additional Support for K-12 English Language Learners (ELLs)**

- Implement and monitor the use of language goals (reading/writing/speaking/listening) with unit plans
- Add additional ESOL support resources to curriculum framework for classroom teachers
- Provide additional support to teachers of ELLs on strategies and resources (District Staff)
- Ensure ELL scaffolds and accommodations are in place per each student's ELL Plan
- Monitor student's performance each week and work with schools in how to support ELLs who are not making progress (District Staff)
- Engage students in meaningful dialogue and increase participation through active and purposeful communication using eCampus, AMPUS, Google Classroom, phone calls, and Webex (District Staff and Assigned Teachers)
- Ensure all teachers of an ELL have access to *ELlevation* (ESOL platform that includes strategies and lessons); Strategies aligned to student's language proficiency in reading, writing, listening, and speaking
- Utilize ACCESS for ELLs Can Do Descriptors to accommodate assignments and assessments per student level and language demand of the assignment or assessment
- Organize and conduct strategic PLCs to focus on student regression, lack of adequate progress, data driven instruction, and evidenced-based strategies that work with ELLs
- Schedule additional PLCs on WIDA standards and language proficiency targets
- Provide and continue regular communication with ESOL parents via Webex, phone calls, email, or Zoom on student's progress
- Assign District staff to ELLs who have regressed, have not made adequate progress, are homeless, and ESE to provide extra tutorial support and resources
- Provide additional training for ESOL teachers and Paraprofessionals on data driven instruction and resources to use with ELLs in small intervention groups
- Provide on-line and face to face tutoring (day, evening, and Saturdays) for ELLs who need extra support
- Provide an additional ESOL teacher or Paraprofessional to schools that need extra support for small group interventions
- Provide a menu of additional evidenced based reading intervention programs that work for ELLs

#### 3.5.4 Students from Low-Income Families, Homeless Students, and Students in Foster Care

For elementary students who receive tiered support for intervention for reading and/or math who are utilizing Hybrid, Seminole Connect, or SCVS for their instructional option in the 2020-21 school year, the zoned/assigned school will provide reading and math intervention in those areas through a combination of iReady online instruction and remote teacher-led small group instruction.

For secondary students who elect Hybrid, Seminole Connect, or SCVS for their instructional option and who are assigned an Intensive Reading/Math course on their schedules, support will be provided through a combination of digital curriculum, remote teacher-led

skills lessons, and individualized feedback from the teacher. (See Appendix D: Guidance for Intensive Support for Hybrid, Seminole Connect and SCVS Students)

### 3.6 Social Emotional and Mental Health Supports

The goal of SCPS's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers.

The Reopening Task Force, in collaboration with Student Support Services, was intentional in designing a layered approach to the social-emotional and mental health services for students upon the return to school. The master schedules at each school level will dedicate more intensive time and duration, than is typical, to re-establish core practices at the beginning of the year. Social Emotional Learning (SEL) lessons and appropriate Mental Health education will be scheduled ongoing throughout the school year. These lessons are designed, K-12, to be developmentally appropriate and teacher-friendly. The Tier 1 classroom lessons for the opening weeks include, but are not limited to:

- Mindfulness
- Circle/Morning Meetings
- Class Expectations/Hierarchy of Consequences
- School-Wide Expectations
- Classroom/Health and Safety Procedures
- Self-Awareness
- Self-Regulation
- Social Connectedness
- Compassion for Self and Others

In addition, Student Support Staff will provide training during pre-plan reviewing information on identification of early warning signs a student may be experiencing a mental health concern. School-based teams will triage, identify, and refer students in need of additional resources utilizing district-based referral process.

Tier 2 and Tier 3 supports will include, but are not limited to:

- Group Counseling
- Individual Counseling
- Community-based Supports
- Tele-counseling
- Virtual Healthy Minds Club at Middle and High School Levels

Staff self-care will be provided through voluntary weekly mindfulness sessions and the creation of an eCampus course for sessions previously conducted. These activities will be completely voluntary and for employee use during non-work hours. District administration will also collaborate with the Wellness team and Cigna for additional staff resources.

## 4. Health and Safety Protocols

### 4.1 Face Coverings for Students and Staff

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Studies and evidence on infection control report that these droplets usually travel around 6 feet (about two arms lengths).

Face coverings may slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Face coverings, as used in this plan, mean a uniform piece of material that securely covers a person's nose and mouth and remains affixed in place without the use of one's hands, whether store bought or homemade, concurrent with Seminole County Health Department guidelines.

All SCPS staff members and adults visiting SCPS buildings will be required to wear face coverings in alignment with current state and local guidance, including, when they are unable to be 6 feet away from others. A face covering shall not be required for the following individuals: (a) persons under the age of 2 years; (b) persons for whom a face covering would cause impairment due to an existing health condition or disability and a determination is made that an accommodation is not reasonably available; (c) persons engaging in high intensity physical exertion (e.g. exercising during PE, recess, etc.); (d) persons eating or drinking; (e) public safety, fire, and other life safety and health personnel who are on SCPS' campuses, as their personal protective equipment requirements will be governed by their respective agencies; and (f) persons communicating with someone who is hearing-impaired and must see the mouth of someone wearing a face covering in order to communicate and a determination is made that an accommodation is not reasonably available.

Some staff members may be required to wear additional PPE (i.e., health-related, custodians, specialized positions) when directed to do so by school/district protocol or by an employee's supervisor. Training on how to properly take on and off PPE gear will be provided to appropriate staff members.

Elementary students (grades K-5) are required to wear a face covering while walking in hallways, riding SCPS bus transportation, waiting in line in the dining room, and when working in small groups or individually with a teacher or peers. Students may remove face coverings during high intensity outdoor activities, while in their classroom working at their desk, and while seated for dining within their class group.

Secondary students (grades 6-12) are required to wear face coverings when they are not able to be 6 feet from others, are in hallway transitions/class changes, in large common areas, are riding SCPS bus transportation, and are in line in the dining room area. Face coverings may be removed for high intensity outdoor activities and when seated at the dining tables for eating.

Accommodations for face covering protocols can be made for students/staff based on their individual health needs.

## 4.2 Screening for Illness

SCPS will employ a combination of self-screening and observational screening protocols for universal screening of illness of staff and students. The district and schools will communicate information to parents and employees about the symptoms of COVID-19 and require them to self-screen before coming to school. Students and employees exhibiting symptoms of COVID-19 without being otherwise explained, are prohibited from coming to school, and if they do come to school, they should be sent home immediately.

According to current Florida Department of Health guidance, symptoms may appear 2-14 days after exposure to the virus. Employees and students will be trained to recognize the following COVID-19-related symptoms:

- Fever (100 degrees or greater) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

*This list does not include all possible symptoms. Seminole County Health Department will continue to update the list as they learn more about COVID-19.*

In addition, the district/school may take the temperature of students and employees on a random basis or in situations where there is reason to believe that the person may be ill. Touch-free thermometers will be utilized and will be provided for use in clinics, at front desks, to dining service staff, and any other school/district area where a team has determined a specific need.

## 4.3 Clinic Spaces and Isolation Procedures (Illness vs. Injury)

Each school campus is to designate two separate clinic spaces to distinguish students/employees being evaluated for symptoms related to COVID and those who have other medical or injury needs. In all clinic spaces, students/employees must wear face coverings.

In the space designated for symptomatic students/employees related to COVID-19, only essential staff assigned to the room may enter. A record will be kept of all persons who enter the room and the room will be disinfected several times throughout the day. Strict social distancing of six feet is required in the space designated for symptomatic individuals, and staff must wear appropriate PPE. Parents who will be picking up a student due to illness will be expected to call the front office when they arrive at the school and remain in

their vehicle. A staff member will walk students who are ill out of the building to their parent's vehicle, check the identification of the parent, and sign the student out of schools

Students who do not display symptoms of COVID-19 can be seen and treated in the clinic space designated for non-symptomatic students. These would include students who are injured during the school day or students with special health care needs such as those with chronic health conditions (i.e., diabetes or asthma), those requiring medical treatments (i.e., suctioning, tube feeding, or catheterizations), and those with individual health plans.

#### 4.4 Isolation from School and Protocols to Return to School After Home Isolation

Students and employees should be isolated from school if they test positive for COVID-19. Determinations about the need for home isolation and the length of the isolation period will be made in collaboration with families, the school-based administrator, the health services team, and the Seminole County Health Department. Once a student or employee is isolated from the school environment, he/she may return if he/she satisfies the recommendations of the Seminole County Health Department. The district and the Seminole County Health Department will continue to collaborate to refine and implement COVID-19 protocols to assess risk and respond to school-specific matters based on all relevant factors and current information.

#### 4.5 Confirmed Case of COVID-19 on School Property

When there is confirmation that a person infected with COVID-19 was on SCPS property, the department or school COVID-19 point of contact will complete/update the "Illness Report Log" for submittal to the Seminole County Health Department immediately and copy the ADA Compliance Administrator, Carianne Reggio or designee, and Health Services Coordinator, Stephanie Jackson or designee. Unless extenuating circumstances exist, the district/school will work with the Seminole County Health Department to assess factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community, and other factors that will determine building closure.

It is the responsibility of the Seminole County Health Department to contact the person confirmed with COVID-19, inform direct contacts of their possible exposure, and provide instructions to those involved with the confirmed case, including siblings and other household members, regarding self-quarantine and exclusions. The individual who tested positive will not be identified in communications to the school community at large but will be identified to the Seminole County Health Department for contact tracing.

As soon as the district/school becomes aware of a student or employee who has been exposed to or has been diagnosed with COVID-19, the custodial staff will be informed, so that impacted building or bus areas, furnishings, and equipment are thoroughly disinfected. If possible, based upon student and staff presence, the custodial staff will wait 24 hours or as long as possible prior to disinfecting. However, if that is not possible or school is in session, the cleaning and disinfection will occur immediately.

## 4.6 Employees Who Present with COVID-19 Symptoms in Schools and Departments

For those employees who present at schools or SCPS departments with COVID-19 symptoms, the following action plan is proposed:

### Have a Designated COVID-19 Point of Contact

A designated staff person at each school and in each department will be responsible for responding to COVID-19 concerns. All school staff will be advised of this person's name and how to contact him/her at a moment's notice. Staff members will receive training through the ADA office.

### Isolate Those Who are Sick

The district will provide training to staff so that they are aware that they should not report to work and should notify school officials (e.g., the designated COVID-19 point of contact) if they or their household members become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19. District staff will be trained to:

- Immediately separate staff with COVID-19 symptoms at schools or in departments.
- Advise individuals who are sick that they should go home or to a healthcare facility depending on the severity of their symptoms, and follow Seminole County Health Department guidance for caring for oneself and others who are sick.
- Where applicable, complete "Illness Report Log" capturing details of event, submit to ADA Compliance Administrator, Carianne Reggio or designee, and Health Services Coordinator, Stephanie Jackson or designee.
- Identify areas needing closure, cleaning and disinfection. Coordinate cleaning and disinfection of spaces with custodial designee.

## 4.7 Procedure for Handling Employee COVID-19 Related Health Concerns & Related Leave

- All administrators will receive further training on the most recent information pertaining to COVID-19 in Seminole County.
- If employees contact school or departmental heads regarding work accommodations or available leave options relating to COVID-19, administrators at each school or department will be advised to refer all such questions and requests to the ADA office within the HR Department.

## 4.8 Protecting Vulnerable Populations

Based on currently available information and clinical expertise, individuals considered high-risk for severe illness from COVID-19 are:

- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications.
- People with severe obesity
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease
- People 65 years and older

District/Schools will work with staff who self-identify as high-risk or who reside with someone high-risk to determine if requested accommodations can be made to the work environment, if possible and reasonable.

## 5. Safeguards for School Campuses and District Sites

Social distancing is a key tool to decrease the spread of COVID-19. Social distancing (“physical distancing”) means keeping space between yourself and other people outside of your home.

As stated in FDOE’s Reopening Florida’s Schools guidance “K-12...schools are inherently high contact settings, not built conveniently for social distancing. Schools are designed to bring people together, creating shared learning spaces, enabling teachers to connect with students in-person, empowering students to collaborate and maximizing the value of a shared educational journey.”<sup>1</sup>

The key to social distancing in educational settings is to, as feasible, maintain as much physical distancing as possible and to utilize multifaceted risk mitigation strategies and hazard recognition to implement healthy campuses.

### 5.1 Safeguards for Classrooms

The following strategies will be utilized in SCPS classrooms:

- At elementary, keep students and teachers in classes that stay together as much as possible throughout the day, and from day to day.
  - There are some support services for education and mental health that will require students to leave or join other cohort groups during the school day. These student groupings will be tracked, and attendance will be kept.
  - Playground equipment will not be used by more than one class at a time.
- At secondary, minimize the number of student transitions during the school day.
- Arrange desks or seating so that students are as physically distanced as possible.
- Limit sharing of personal items and supplies.
- Limit use of classroom materials to small groups and disinfect between uses
- Eliminate the use of soft/plush items, area rugs, and other personal items from classroom.
- Limit the amount of use at water fountains that are not fill stations; students and staff will be strongly encouraged to bring water from home or use individual disposable water bottles.
- Supply soap, hand sanitizer with at least 60% alcohol, cleaning and disinfection supplies for staff, paper towels, and tissue.
- Reinforce hand washing with soap for 20 seconds and/or hand sanitizer use.
- Encourage staff and students to cough and sneeze in elbows, or to cover with a tissue. Used tissues must be thrown in the trash and hands must be washed immediately.
- Schedule cleaning of high touch/high traffic areas during the school day (e.g., tables, desks, chairs, door handles, light switches, railings, faucet/toilet handles,

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<sup>1</sup> See Florida Department of Education Reopening Florida’s Schools and the CARES Act plan, at pg. 36

drinking fountains, playground equipment, gym equipment, cafeteria tables/carts/trays, countertops), as outlined in the SCPS Custodial Handbook.

- Include after-hours High Touch Surface disinfection with hand-held, hospital grade misting machine for High Touch Surface disinfection conducted by school custodial staff, as outlined in the SCPS Custodial Handbook.

## 5.2 Safeguards for School Campuses and District Buildings

The following strategies will be utilized by school staff in SCPS campuses and buildings:

- Coordinate placement of physical barriers such as plexiglass at reception desks in front lobbies, guidance, and discipline offices, and in other high traffic/contact areas as noted by building administrators.
- Install social distancing floor/seating markings in waiting and reception areas.
- Install signage in restrooms and locker rooms to remind for proper social distancing.
- Provide frequent reminders to staff and students to stay at least 6 feet apart when possible.
- Post directional reminders on the floor and/or walls to manage traffic flow during transitions.
- Rearrange/remove furniture in common areas to avoid crowding
- Limit capacity in break rooms/conference rooms to allow for social distancing
- Monitor arrival/dismissal to discourage congregating and ensure that students go straight from vehicle/buses to classrooms or designated waiting areas.
- Limit non-essential visitors and activities involving external groups or organizations.
- Supply soap, hand sanitizer with at least 60% alcohol, paper towels, and tissue.
- Reinforce hand washing with soap for 20 seconds and/or hand sanitizer use.
- Encourage staff and students to cough and sneeze in elbows, or to cover with a tissue. Used tissues must be thrown in the trash and hands must be washed immediately.
- Schedule routine cleaning and disinfection of school facilities (e.g., tables, desks, chairs, door handles, light switches, railings, faucet/toilet handles, drinking fountains, playground equipment, gym equipment, cafeteria tables/carts/trays, countertops) throughout the school day in accordance with the SCPS Custodial Handbook.
- Include after-hours High Touch Surface disinfection with hand-held, hospital grade misting machine for High Touch Surface disinfection conducted by school custodial staff, as outlined in the SCPS Custodial Handbook.

## 5.3 After School Programs

The final parameters of our SCPS afterschool programs, including the KidZone & Beyond Program, 21<sup>st</sup> Century programs, etc. will be determined at a later date. There may be

limited program access, capacity reductions, and site closures. In collaboration with the Seminole County Health Department, the same health and safety protocols in this plan will be followed during program hours, to the extent possible.

## 6. School Operation Protocols

### 6.1 Campus Visitors

To minimize the number of people in the building other than employees and students, campus visitors will be limited to only essential activities and business for the duration of this crisis. The procedures implementing School Board Policy 9150 will be revised to address the limitation of school visitors to only essential activities and businesses, and will include at least the following:

- Visitors must adhere to all school health protocols (face covering, health screening, etc.) in place at the time of the visit
- Visitors must make appointments through school administration and be approved as an essential function before arriving on campus. Examples of some essential functions may include, but are not limited to, mentors, food pantry support, counseling, educational meetings etc. (as determined by individual administrator)
- To the extent practicable, deliveries should be scheduled during student non-attendance times, or minimized during the school day, whenever feasible
- Restrict outside food/drink for classroom parties/celebrations
- Restrict volunteers in classroom settings

### 6.2 Campus Events

#### 6.2.1 Open House/Schedule Pick Up/Meet the Teacher

The following strategies will be utilized for SCPS Open Houses, Schedule Pick-Ups, and Meet the Teacher days:

- Teachers and administrators will offer virtual (WebEx, Google, Canvas) orientations to the greatest extent possible or schedule small groups (according to current state and local guidelines) with parents/students.
- Skyward Family Access will be used to communicate student schedules.
- Copies of schedules will be provided on the first day of school for students with limited access.
- Online resources, School Messenger, and/or flyers will be used to communicate transportation / dining services information to families.

### 6.2.2 Fine Arts

The following strategies will be utilized for fine arts related activities:

- Schools will explore alternative indoor/outdoor facilities to hold classes to promote social distancing.
- Entry to concerts, plays, and other events will utilize cashless transaction options such as: credit/debit card readers or online prepaid tickets.
- Schools may sell season passes as an option for entry into fine arts events.
- Concession stand transactions will be cashless using credit/debit card readers.
  - Food/drinks sold should be individually packaged
- Hand sanitizer stands will be placed at the entry/exit of all venues and concession stands for spectator use.
- Large concerts, plays, and other events may be streamed or recorded for fans to watch remotely, when streaming/recording capability is available
- Spectators attending fine arts events will be required to wear facial coverings and practice social distancing.

### 6.2.3 Athletics

- Seminole County athletics will adhere to the Florida High School Athletic Association guidelines.
- Hand sanitizer stands will be placed at the entry/exit of all venues and concession stands for spectator use.
- Games, matches, tournaments, and other sporting events may be streamed or recorded for fans to watch remotely, when streaming/recording capability is available
- Schools will establish sanitization procedures for shared equipment.
- Spectators attending athletic events will be required to wear facial coverings and practice social distancing.
- Entry to games, matches, tournaments, and other sporting events will have cashless transaction options such as: credit/debit card readers or online prepaid tickets.
- Sport and/or single sport season passes will be an option for entry into sporting events.
- Concession stand transactions will be cashless using credit/debit card readers.

## 6.3 Student Attendance

- All student attendance procedures will be addressed, such that:  
All parent/guardian notes will be accepted for student illness for up to 10 days and all student attendance awards will be discontinued for the duration of the 2020-21 school year.

## 6.4 Red Apple Dining (RAD)

Students participating in Hybrid, Seminole Connect, or SCVS zoned school have the same eligibility to receive free and reduced breakfast and lunch as students enrolled in face-to-face schools according to federal guidelines.

### 6.4.1 Team Member Safety Protocols

- Screen RAD team members upon arrival with infrared thermometers and wellness evaluations.
- Promote continued regular handwashing, as well as cleaning and disinfection of tables and dining equipment.
- Schedule frequent cleaning and disinfection of high contact areas.
- Ensure spacing of team based on current state and local health department guidance.
- Provide Face coverings to the RAD team members.

### 6.4.2 Elementary Campuses

- To the extent feasible, all students will eat in the dining room seated with their classroom cohort group
- Sanitizer will be available for all guests entering the dining room in multiple locations to allow for distancing.
- Schools will increase the amount of space between tables to the greatest extent feasible
- Tables, seats, and contact points will be cleaned and sanitized between service with assistance from custodians
- Traditional menu simplification for students will include:
  - Packaged choices available (PBJ, Salad meal, etc.)
  - Increased availability of “grab and go” options
  - Meals served by RAD to minimize contact points.
  - Condiments and cutlery placed on service tray by RAD servers

### 6.3.3 Secondary Campuses

- To the extent feasible, all students will eat in the dining room. Schools are encouraged to utilize outside/courtyard spaces for additional dining space.
- Schools will increase spacing between tables in dining room to the greatest extent feasible.
- Sanitizer will be available for all guests entering dining room in multiple locations to allow for greater distancing.
- Wrapped cutlery and packaged condiments will be provided for guests. RAD will adjust packaging to allow for more closed container options.

- Tables, seats and contact points will be cleaned and disinfected between service with assistance from custodians.

## 6.5 Transportation

The SCPS Transportation Department will follow the guidelines below for its transportation vehicles:

- Students are required to wear face coverings while riding on a school bus.
- A student registration system will be established to identify potential ridership and allow for development of assigned seating.
- Transportation vehicles will be cleaned and disinfected regularly throughout the school day.
- The safe and correct use and storage of cleaning and disinfection products will be ensured.
- The touch point surfaces (e.g., seats, belt buckles, doors, windows) will be cleaned and disinfected throughout the vehicles prior to morning routes and before afternoon routes.
- Doors and windows will be kept open, when weather permits, for cleaning and disinfection between routes to allow for enhanced ventilation in vehicles.
- Trained employees will deep clean buses each night. The buses will be misted with disinfectant to include the AC vents.
- If a student becomes sick during the day, he/she will not use group transportation to return home.
- If a driver becomes sick during the day, he/she must not return to drive students.
- Increased education for drivers on cleaning and disinfection procedures and COVID-19 symptoms will be provided.
- Touchless hand sanitizer dispensers will be provided for students to use as they enter the bus.
- Drivers/monitors/other staff will wear face coverings while transporting students.
- Drivers/monitors/other staff will self-monitor their temperatures at start of workday.

## Appendix A: Innovative Learning Plan Progress Monitoring - Assurance #3

The Seminole Connect innovative learning model and traditional Face-to-Face learning model will utilize progress monitoring systems aligned to the Seminole County Public School’s Instructional Plan/Frameworks and Florida State Standards. These progress monitoring systems will support seamless transition between learning models and ensure data driven decision-making regarding student progress. Students in grades 6-10 ELA, grades 6-8 Math, Algebra I and Geometry who are participating in Seminole Connect and traditional Face-to-Face are required to come to campus to take their Standards-Based Quarterly Assessment, because this assessment is part of their overall academic grade for the course.

<b>Face to Face and Seminole Connect ELA/Reading Progress Monitoring Systems</b>					
<b>Progress Monitor</b>	<b>Grade Level</b>	<b>Description</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Delivery</b>
iReady Diagnostic	<u>Grades:</u> K-5 (All Students)	Adaptive online reading assessment that provides information on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension.	The diagnostic is used to determine progress toward grade-level understanding in reading, determine the path for future iReady online instruction, and identify areas for tiered support.	<u>Grades K-3:</u> 4 times per year (Aug., Oct., Dec., May) <u>Grades 4-5:</u> 4 times per year (Aug., Oct., Dec., Mar.)	Computer Based
Standards Based Quarterly Assessments Aligned to SCPS Instructional Frameworks and Florida Standards	<u>Grades:</u> 6-10 (All Students)	Standards based, multiple choice, 30 question assessments that include at-level and scaffolded assessment items. A 3-year study of district Standards Based Assessment results and FSA results indicates a correlation between .75 and .8, reflecting that district assessments and state assessments are highly correlated.	Assessments results are used to determine progress toward proficiency on state assessments. Results align to FSA outcomes and reflect student progress categorized as Tracking, In Progress, or Not Tracking toward proficiency.	3 times per year – (Oct., Dec., Mar.)	Computer Based or Paper/Pencil
<b>Face to Face and Seminole Connect Math Progress Monitoring Systems</b>					
<b>Progress Monitor</b>	<b>Grade Level</b>	<b>Description</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Delivery</b>
iReady Diagnostic	<u>Grades:</u> K-5 (All Students)	Adaptive online mathematics assessment that provides information on Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The diagnostic is used to determine progress toward grade-level understanding in math, determines the path for future iReady online instruction, and identify areas for tiered support.	<u>Grades K-3:</u> 4 times per year (Aug., Oct., Dec., May) <u>Grades 4-5:</u> 4 times per year (Aug., Oct., Dec., Mar.)	Computer Based
Standards Based Quarterly Assessments Aligned to SCPS	<u>Grades:</u> 6-8: Algebra 1:	Standards based multiple choice assessments of 25 - 30 questions that include at level,	Assessments results are used to determine progress toward proficiency on state	3 times per year – (Oct., Dec., Mar.)	Computer Based or Paper/Pencil

Instructional Frameworks and Florida Standards	Geometry (All Students)	scaffolded, and stretched item types. Access to calculators and reference sheets follow FSA guidelines. A 3-year study of district Standards Based Assessment results and FSA results indicates a correlation between .75 and .8, reflecting that district assessments and state assessments are highly correlated.	assessments. Results align to FSA outcomes and reflect student progress categorized as Tracking, In Progress, or Not Tracking toward proficiency.		
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**Determination of Adequate Progress**

iReady Diagnostics

iReady Diagnostic scores of On or Above Grade Level reflect adequate learning progress. Scores of One Level Below Grade Level reflect learning is in progress. Scores of Two or More Levels Below Grade Level reflect inadequate learning progress and the need for additional support. Students in Grades K-5 who demonstrate inadequate learning progress as measured by administrations 2-4 will be considered for changes to their educational delivery model.

Standards Based Quarterly Assessments

Standards Based Quarterly Assessment scores of In Progress and Tracking toward proficiency reflect adequate learning progress. Scores of Not Tracking toward proficiency reflect inadequate learning progress and the need for additional support. Students in Grades 6-10 who profile as Not Tracking as measured by administrations 2-4 will be considered for changes to their educational delivery model.

**Intervention and Tiered Support**

The Seminole Connect innovative learning model and traditional Face-to-Face learning model will utilize the same academic intervention and tiered support systems. These systems will support a smooth transition between learning models and continuous stable academic support before, during, and after transition.

Reading/ELA

iReady:

Students receive intervention through teacher assigned lesson using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For students at Tier 2, intervention lessons are one grade level below the student’s current grade level. For students at Tier 3, intervention lessons are two grade levels below the student’s current grade level. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit using remote learning collaborative tools such as Google Hangouts Meet or Webex.

Standards Based Quarterly Assessments:

Students receive intervention through teacher assigned formative feedback loops focused on standards reflecting incomplete learning. Follow-up formative assessments are utilized to eliminate gaps and misconceptions impacting

content mastery. For students at Tier 2 and Tier 3, Achieve 3000 and Reading Plus are utilized to provide further reading support. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit using remote learning collaborative tools such as Google Hangouts Meet or Webex.

### Mathematics

#### iReady:

Students receive intervention through teacher assigned lesson using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For students at Tier 2, intervention lessons are one grade level below the student's current grade level. For students at Tier 3, intervention lessons are two grade levels below the student's current grade level. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit using remote learning collaborative tools such as Google Hangouts Meet or Webex.

#### Standards Based Quarterly Assessments:

Students receive intervention through Khan Academy and teacher assigned formative feedback loops focused on standards reflecting incomplete learning. Follow-up formative assessments are utilized to eliminate gaps and misconceptions impacting content mastery. Tier 2 and Tier 3 Algebra 1 students utilize Algebra Nation to provide further content support. For both Tier 2 and Tier 3, computer-based lessons are supported through small-group instruction in the area(s) of deficit using remote learning collaborative tools such as Google Hangouts Meet or Webex.

### **Academic Support and Transitioning to an Alternate Learning Model**

Seminole Connect students in need of additional academic support as determined by district progress monitoring tools can transition to the learning model that best supports student progress. Transitioning to the Face-to-Face model can occur quarterly. Transitioning to Hybrid or Seminole County Virtual School learning models can occur at the end of the semester. Students will be provided academic support before, during, and after the transition. All decisions related to adjustments to instructional delivery model will be conducted in consultation with school staff, parents, and students (when appropriate).

Seminole Connect students in need of additional academic support who elect to stay in the learning model will receive intensive, targeted support utilizing the methods described above.

### **Low 300 Support – Pine Crest Elementary**

In order to provide an extra layer of assistance to Pine Crest Elementary School, weekly district support will be provided by curriculum specialists for both ELA and math. Specialists will meet with PLCs to discuss how the data from formative assessments can be used to target small group instruction. For example, after a formative assessment is administered in September to first grade students, the math specialist will meet with teachers to discuss how to group students based upon common misconceptions for 1.OA.1.1. They will also discuss resources that can be used for differentiated instruction prior to the unit assessment. Similarly, at the end of August, an ELA specialist will meet with fourth and fifth grade teachers to determine trends in student responses to a writing formative assessment and provide ideas for next steps for differentiating instruction for students. After specialists meet with teachers, they will debrief with administrators to ensure teachers are supported in providing the differentiated instruction.

# Appendix B: Students with Disabilities Present Level of Performance and Skills Acquisition Form

Students who have a disability and receive support through an Individual Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA) received services through a temporary distance learning plan established in consultation with parents during school closure in the 4th quarter of the 2019-2020 school year due to COVID-19.

At the initiation of the 2020-2021 school year, student data will be gathered using curriculum-based assessments and other universal screening measures as determined by the SCPS Departments of Teaching & Learning and Assessment & Accountability as well as data collected on IEP goals to determine a 2020-2021 baseline present level of performance. This student data will be compared to similar measures from the middle to end of the 2019-2020 school year to determine student progress and skills acquisition.

Based on this data, students demonstrating regression on IEP goals or are showing a loss of previously-acquired skills as a result of school closure, an IEP team meeting will be held to discuss the provision of Extended School Year (ESY) services to be provided during the school year. The schedule for these services may include Wednesday afternoons, Saturdays, and other school breaks, as determined by the IEP team in collaboration with the parent/guardian.

Considerations of Student Need for Extended School Year:

Consideration	Yes/No
Did the student show regression or loss of previously acquired skills based on progress monitoring data (i.e. curriculum-based assessment and other universal screening measures)?	
Did the student show regression or loss of previously acquired skills based on IEP goal data collection?	
Are there extenuating circumstances to be considered to determine need for Extended School Year following school closure? Please explain:	

If the IEP Team answers “Yes” to any of the above considerations, the team should discuss a plan to provide Extended School Year services throughout the regular school year. These services should occur outside the regular requirements of the school day and should be provided in alignment with mode of learning in which the student is engaging. Additionally, these services should be listed on the IEP.

Service Determination:

Date Range:	
Type of Service (i.e. Direct Instruction, Therapy):	
Description (i.e. ELA, Math, Social Skills):	
Service Provider (i.e. ESE teacher, Therapist):	
Frequency of Service:	
Number of Total Minutes:	

## Appendix C: Students with Disabilities Scheduling Considerations Due to Covid-19 – 2020-21 School Year

Seminole County Public Schools is planning to open its doors to students on August 10, 2020.

Parents/Guardians concerned about COVID-19 exposure may choose to have their child participate in the following instructional models:

1. Face-to-face
2. Hybrid
3. Seminole Connect
4. Seminole County Virtual School (SCVS)

School teams need to consider the following when meeting to discuss SCPS's offer of a free and appropriate public education (FAPE) and the educational setting for a student with a disability:

1. Students with disabilities are to be considered general education students first when determining educational setting and services.
2. To the extent practicable, students with disabilities will access their curriculum in the same manner as their general education peers.
3. Students with disabilities are expected to make the same academic progress as their general education peers. Regular progress monitoring will assist 504 and IEP teams determine if the instructional model is adequately meeting the needs of the student with disabilities.

Prior to August 4, 2020, the Student Support Services (SSS) Department administrators will assist school teams to determine if a 504 or individual educational plan (IEP) team needs to reconvene prior to scheduling a student with disabilities for the 2020-2021 school year in the following instructional models: Hybrid, Seminole Connect, and/or SCVS courses.

Terms and Definitions:

Hybrid- a combination of face-to-face, Seminole Connect (depending on level), and Seminole County Virtual School courses.

Seminole Connect- an innovative learning environment that is a teacher-driven, structured form of distance learning aligned to the SCPS Instructional Frameworks and Florida State Standards, including Access Points Standards for students with significant cognitive disabilities. Courses will be taught by teachers assigned to a student's zoned/choice school so that students who elect to return to face-to-face can do so with the same teacher, to the extent practicable.

Seminole County Virtual School (SCVS)- SCVS is a K-12 full-time virtual experience with students remaining at home for all courses via computer with optional face-to face sessions. For the 2020-21 school year, families who elect SCVS due to COVID-19 concerns will remain enrolled in their zoned/choice school, including assignment to magnet programs and schools. Families have the option to return to their zoned/choice school for the beginning of the second semester if all first semester courses are complete or for the start of the 2021-22 school year.

Related services-Supportive services as are required to assist a child with a disability to benefit from special education-Individuals with Disabilities Education Act (IDEA) 1997 [section 300.24(a)]. Examples of related services can include but are not limited to speech-language pathology and audiology services, interpreting services, physical and occupational therapy and school counseling.

Specially designed instruction- The methodology or delivery of instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings to address the unique needs of a child that results from the child's disability.

Support facilitator- A support facilitator (SF) provides support and services which are based on an individual student's needs and are reflected in their Individual Educational Plan (IEP). The support facilitator primarily works with small groups of students within a general education class.

Direct instruction- Skills/standards that are explicitly taught by an exceptional student education (ESE) teacher.

### **Scheduling requests due to COVID-19**

A student with a disability's 504 team or IEP team may need to meet in order to determine if COVID-19 SCVS is the appropriate option for the student. When scheduling a student for COVID-19 SCVS courses, the school must consider the whole child and the specially designed instruction or related services that are provided through the 504 Plan or IEP.

The following areas must be considered when scheduling COVID-19 SCVS full-time or part-time:

- Assigning a remote learning support facilitator/teacher
- Assigning a remote Learning Strategies course and teacher
- Assigning a remote learning Social Personal course and teacher
- Assigning remote learning related services personnel (speech-language services provided by the school SLP and other services scheduled by district itinerants) Assigning a remote learning direct instruction ESE teacher (smaller setting instruction in core academics and/or intervention services)

Note: COVID-19 SCVS courses may not be modified for students with disabilities on Access Points curriculum.

## Appendix D: Guidance for Intensive Support for SCVS Students

### Elementary

If a student enrolls in SCVS who receives Tiered support, please refer to the following guidance:

- **ES: Tier 2 or Tier 3 Reading Support**
  - Students will complete 30-45 minutes a week of iReady online instruction including assigned lessons related to their identified area of need.
  - The zoned school will provide students with virtual small group instruction in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
- **ES: Tier 2 or Tier 3 Math Support**
  - Students will complete 30-45 minutes a week of iReady online instruction including assigned lessons related to their identified area of need.
  - The zoned school will provide students with virtual small group instruction in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.

### Secondary

If a student enrolls in SCVS with an Intensive Reading/Math course on his/her schedule, please refer to the following guidance:

- **MS: Intensive Reading: iReady**
  - The zoned school's Intensive Reading teacher will provide digital curriculum and monitoring of students' progress.
  - Students will complete 45 minutes a week of iReady.
  - Students will participate in one virtual skills-based lesson with teacher once a week.
  - Students will receive individualized feedback/support with teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
- **MS: Intensive Reading: Corrective**
  - The zoned school's Intensive Reading teacher will provide digital curriculum and monitoring of students' progress.
  - Students will participate in one virtual skills-based lesson with teacher once a week.
  - Students will receive individualized feedback/support with teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
- **MS: Intensive Math: iReady**
  - The zoned school's Intensive Math teacher will provide digital curriculum and monitoring of students' progress.
  - Students will complete 45 minutes a week of iReady.
  - Students will participate in one virtual skills-based lesson with teacher once a week.
  - Students will receive individualized feedback/support with teacher once a week.
- **HS: Intensive Reading: Achieve 3000**
  - **Option A**
    - The zoned school's Intensive Reading teacher will provide digital curriculum and monitoring of students' progress.

- Students will complete two articles in Achieve 3000 per week.
    - Students will participate in one virtual skills-based lesson with teacher once a week.
    - Students will receive individualized feedback/support with teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
  - **Option B**
    - The student will be enrolled in the SCVS HS Intensive Reading course.
    - An SCVS teacher will provide all curriculum and progress monitoring.
- **HS: Intensive Reading: Reading Plus**
  - **Option A**
    - The zoned school's Intensive Reading teacher will provide digital curriculum and monitoring of students' progress.
    - Students will complete 4-5 assignments in Reading Plus per week.
    - Students will participate in one virtual skills-based lesson with teacher once a week.
    - Students will receive individualized feedback/support with teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
  - **Option B**
    - The student will be enrolled in the SCVS HS Intensive Reading course.
    - An SCVS teacher will provide all curriculum and progress monitoring.
- **HS: Intensive Reading Grades 11/12**
  - **Option A**
    - The zoned school's Intensive Reading teacher will provide digital curriculum and monitoring of students' progress.
    - Students will participate in one virtual skills-based lesson with teacher once a week.
    - Students will receive individualized feedback/support with teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
  - **Option B**
    - The student will be enrolled in the SCVS HS Intensive Reading course.
    - An SCVS teacher will provide all curriculum and progress monitoring.

This **SCPS 2020-2021 REOPENING PLAN** was passed and **APPROVED** by the School Board of Seminole County, Florida, sitting in special session, in Sanford, Florida, on July 14, 2020. Upon board approval of this REOPENING PLAN, Seminole County Public Schools will submit planning documents to Florida Department of Education for final authorization.

The School Board of Seminole County, Florida

**Attest:** \_\_\_\_\_

**BY:** \_\_\_\_\_

Karen Almond, Chairman

\_\_\_\_\_

Walt Griffin, Ed. D., Superintendent