



Safe Return to School  
Plan  
2020-2021  
7/22/20

# St. Lucie Public Schools

*The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.*

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# Mission Statement

The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

## Hello

### State Guidance

Florida State COVID-19 guidelines and social distancing efforts are designed to slow the rate of COVID-19 infections, and many experts agree that a vaccine is required to effectively control the spread of the virus. Reopening prematurely by relaxing stay-at-home restrictions and resuming large public gatherings may result in the increase of positive cases and exposure. A premature return to full activity therefore may result in a second surge of infections and additional state and county “stay at home” orders.

On June 11, 2020, the Florida Department of Education (FDOE) released guidance to school districts. Districts could consider reopening but precautions must be followed for the safety of students, families, and staff. On July 6, 2020, Governor Ron DeSantis issued an executive order 2020-EO-6 which includes this guidance: “Upon reopening in August, all school boards and charter school governing boards must open brick and mortar schools at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Absent these directives, the day-to-day decision to open or close a school must always rest locally with the board or executive most closely associated with a school, the superintendent or school board in the case of a district-run school, the charter governing board in the case of a public charter school or the private school principal, director or governing board in the case of a nonpublic school.”

### Prolonged School Closures Have Disproportionate Impacts

The effect of school closures impacted some of our students disproportionately. Being in school is truly important. We must prepare for a return to school and build safety nets for our students who have been negatively impacted by the pandemic.

### School Closures:

- The impacts of school closures are disproportionately felt by the poor and marginalized.
- Student achievement typically slows or declines over the summer and the disruption of COVID-19 has lengthened their summer slide.
- There was increased stress on the families of first responders. “The scale of prolonged school closures also directly contributes to behavioral fatigue for all of society” (Bayham & Fenichal, 2020).
- Abuse in the Home: There is increased risk of domestic violence and increased risk of child abuse.
- Mental Health and Substance Abuse: Self-isolation has deep psychological impacts, including increased alcohol abuse.
- Disruption for Families: Puts stress on the regular routines of families and children.
- Schools are also part of the food supply chain which was disrupted for some families.

# Plan for Reopening

## Planning a Response to COVID-19

The coming academic year must reflect necessary planning to address an expanded focus on the safety, physical, social, and emotional needs of students and staff. There are four requirements necessary to our action plan and must:

1. Address the operational and instructional strategies necessary to re-open schools.
2. Align to the CDC and FDOH recommendations and include best practices from experts and local updates.
3. Collect feedback from all stakeholders for design and efficacy of implementation.
4. Require a strong multi-modal communication plan to reach all stakeholders.

Two teams lead the development and implementation of the Reopening Plan with Superintendent Wayne Gent. The Executive Cabinet is leading the decision-making process and receiving feedback from all stakeholder groups from each department. A Reopening Team led by Deputy Superintendent Dr. Jon Prince working with administrative teams K-12, including the CTA and CU, is working on the logistics of reopening. The Reopening Team has been meeting regularly since May and will continue to meet through the summer and early fall to ensure a successful opening to the school year.

**SLPS serves a community of over 40,000 students across two cities. It is important to recognize core values important to our students which are organized into two major themes:**

- Safety and Connectedness
  - All students want to feel safe.
  - All students want to feel connected to their school.
  - All students want to feel a sense of “returning to normal.”
  - All students benefit from mental health and social emotional learning support and an awareness of cultural diversity.
  - All students benefit from social interaction with their peers and teachers.
- Learning
  - All students deserve a rigorous and engaging education that meets their unique learning needs whether they are on campus or online.
  - All students value extracurricular activities and opportunities beyond core classes, including: sports, the arts, and school events.
  - Students in the earliest grades and students with disabilities are more successful when receiving direct instruction and services on campus.
  - Some students need differentiated, individualized services to be successful.
  - Students value programs that provide them with career opportunities and pathways.
  - Students benefit from choices for educational programs and schools to meet their needs.
  - Students who are unable to attend school on campus need rigorous standards-based instruction so that they can learn online and successfully return to campus at the right time.

# Four Guiding Principles

## Guiding Principle #1

### Ensure the Health, Safety and Well-Being of Our Students and Staff

SLPS must anticipate the reality of multiple potential scenarios associated with the reopening process. These scenarios may include a return to in-person learning or the continuation of virtual learning. Policies and procedures must be in place and maintained consistently for attendance, health screening and quarantine procedures, school closures, social distancing, hygiene, and cleaning aligned with recommendations from the CDC and FDOH. We must prepare for a changing landscape when reopening occurs.

## Guiding Principle #2

### Provide Continuing Support to Students and Adults to Address Their Immediate and Long-Term Physical, Psychological, Social, and Emotional Needs

Social and emotional learning (SEL) is a critically important priority that has emerged from the crisis and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must be a key focus as reopening occurs. SEL strategies and techniques must become a consistent part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community. Trauma Informed Care should be strategically addressed for our students.

## Guiding Principle #3

### Ensure Students Have Equitable Access to Technology Required for Learning

The COVID-19 crisis has highlighted the need to provide a variety of services to ensure students have access to online learning.

## Guiding Principle #4

### Quality Teaching and Learning that Ensures Personalization, Engagement, and Differentiation

We must also ensure sustained professional development for administrators, teachers, and support staff on a range of crisis-related issues. These include strategies for making virtual learning engaging and interactive, addressing SEL needs among students and staff. We must identify and review student learning loss from spring and summer, address learning gaps, spiral back the curriculum and accelerate learning.

These four guiding principles also align to the mission of SLPS  
and supports St. Lucie Public School's Four Pillars

## Teaching and Learning

COVID-19 Reopening Plan:

- Guiding Principle #1
- Guiding Principle #2
- Guiding Principle #3
- Guiding Principle #4

## Talent Development and Growth

COVID-19 Reopening Plan:

- Guiding Principle #1
- Guiding Principle #2
- Guiding Principle #3
- Guiding Principle #4

## Safe and Caring Schools

COVID-19 ReOpening Plan:

- Guiding Principle #1
- Guiding Principle #2
- Guiding Principle #3
- Guiding Principle #4

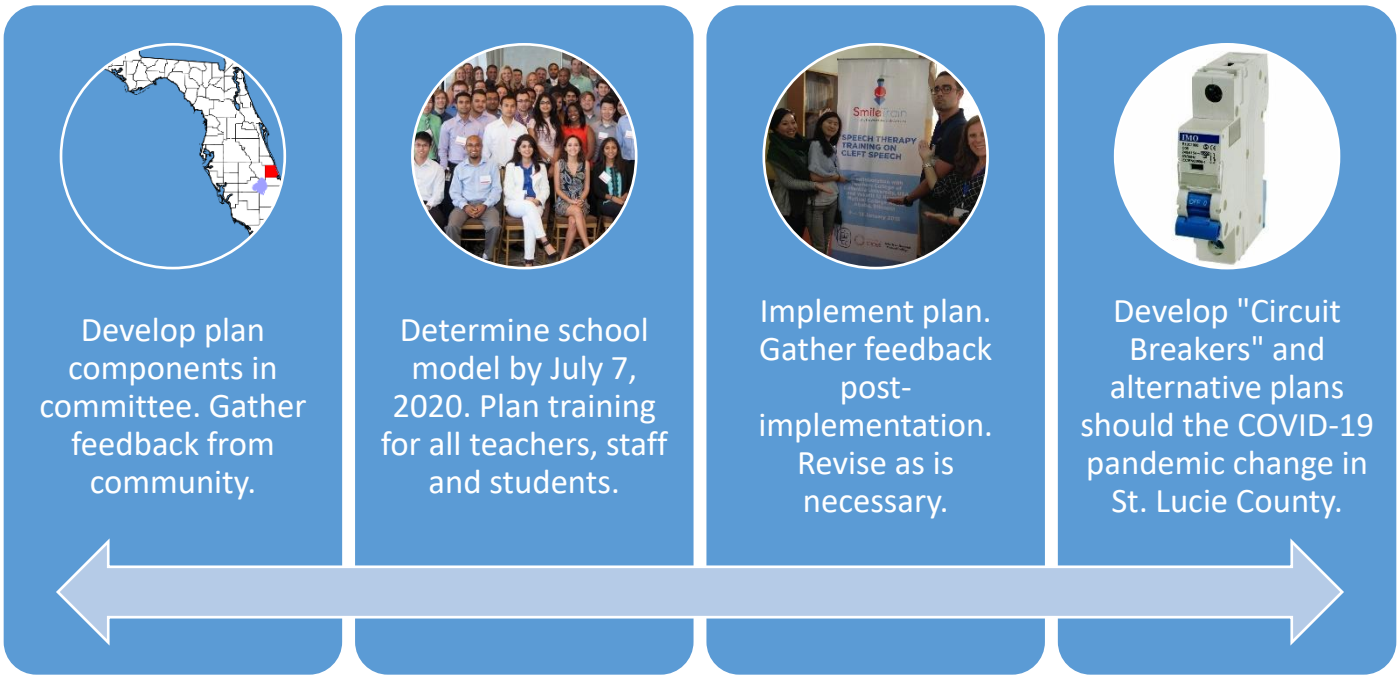
## Communication, Community Engagement and Customer Service

COVID-19 Reopening Plan

- Guiding Principle #1
- Guiding Principle #2
- Guiding Principle #3
- Guiding Principle #4

### **A Safe Return to Schools Handbook**

This handbook serves as a living document, subject to amendment and revisions as circumstances change over time. All future amendments and revisions will be marked with the date.



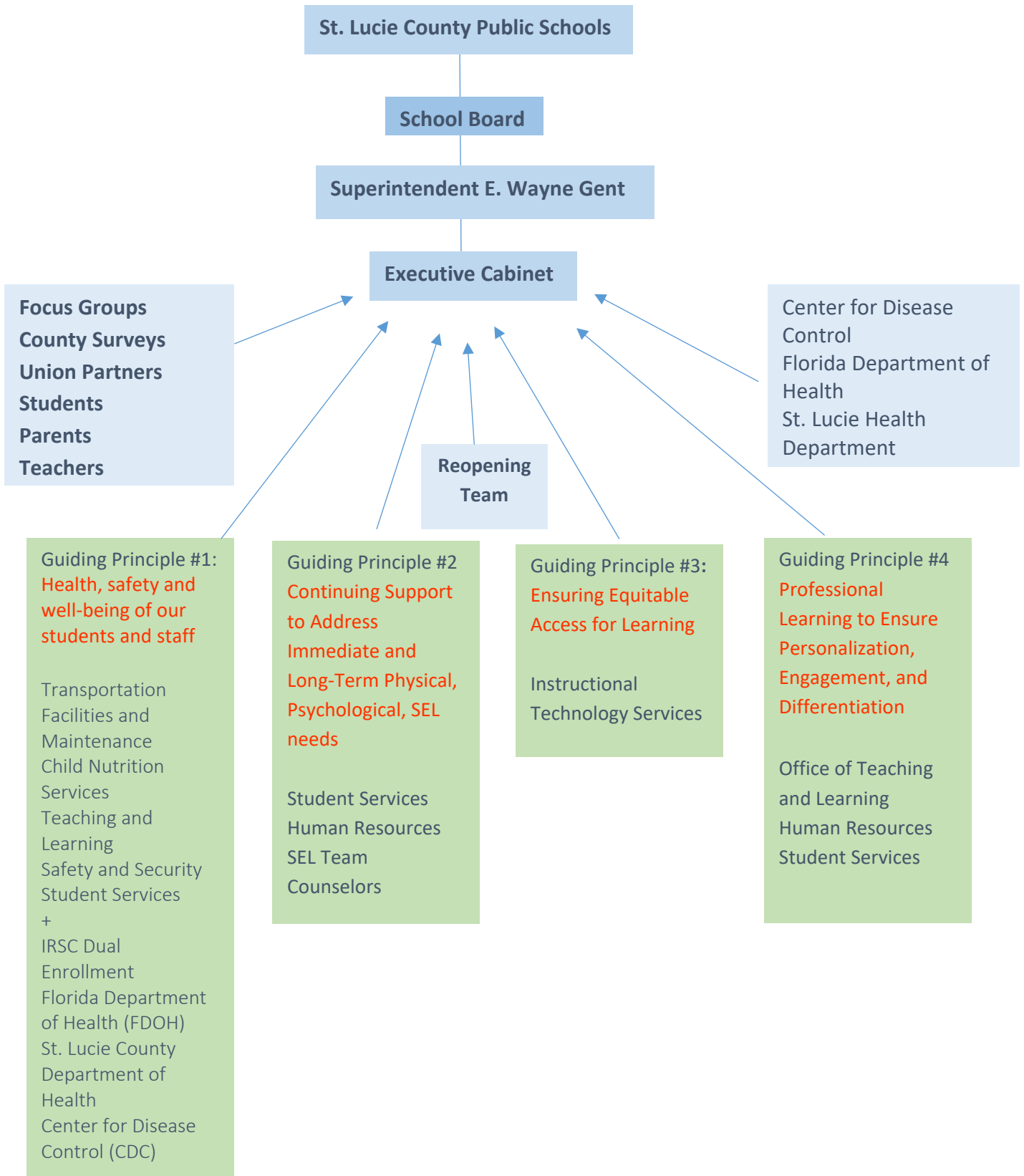
### Ongoing Monitoring and Feedback

To ensure SLPS has a reopening plan that continues to adhere to our guiding principles and long term priorities, and that we are doing our best to meet the needs of our community, SLPS will engage in regular monitoring of the plan and collect feedback through the district leadership team.

| Monitoring and Feedback   |  |
|---|--|
| What do We Want to Know?  | How Will We Know?  |
| Do our students, families and staff feel safe? Is our community adhering to the recommended public health measures? | <ul style="list-style-type: none"> <li>• Regular site walkthroughs</li> <li>• Student surveys</li> <li>• Family surveys</li> <li>• Teacher surveys</li> <li>• Focus Groups</li> </ul>            |
| Are our students making academic progress?  | <ul style="list-style-type: none"> <li>• Unit assessment data</li> <li>• I-Ready data in math and reading</li> <li>• Readiness Intervention Measures</li> <li>• Grades and Attendance</li> </ul> |
| Are our students receiving social and emotional interaction and support?  | <ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Staff Surveys</li> <li>• Family Surveys</li> <li>• Counselor Feedback</li> <li>• Focus Groups</li> </ul>                     |
| How are our employees adjusting to the new ways of work and what support will they need?                            | <ul style="list-style-type: none"> <li>• Staff Surveys</li> <li>• Observations</li> <li>• Focus Groups</li> </ul>  |



# Return to School Planning Structure



## School Models

It is very important to our community and our students that schools reopen. Our priority must be in keeping students safe. Our Safe Return to School Plan defines options for reopening schools that align with guidance from the Florida Department of Education, the Florida Department of Health (FDOH), and the National Center for Disease Control (CDC). Changes to these models may be necessary with guidance from the state, SLPS must remain flexible and know plans are fluid and based on the best interests of students, families and staff. **As of July 7, 2020, the School Board voted to adopt MODEL A.**

| The District Determines the Model. Parents Choose an Option in That Model   |   |  |
|---|---|--|
| Model A (District Adopted)  | Model B   | Model C  |
| <p><b>Option A: Traditional</b><br/>Students return to school five days a week in the traditional classroom setting, where classes are held in person. The school will provide safety procedures, social distancing when possible, temperature checks, masks, and frequent handwashing.</p> <p><b>Option B: MySchool Online</b><br/>Students return to their own school and attend live classes online daily following a normal schedule. (<i>See the roles, responsibilities and expectations for remote learning below.</i>) *</p> <p><b>Option C: Mosaic Digital Academy</b><br/>Students apply for the Mosaic Digital Academy and follow the academy's curriculum and expectations. This is a full time virtual school model. Students must stay enrolled for the year.</p> | <p><b>Option A: Hybrid Schedule</b><br/>Students will return to school two days a week and three days a week online. (Requires approval of the FDOE)<br/>Under this model, only half of the students would be on site at one time, allowing for strict social distancing both in the classroom and on the bus. The school will provide safety mitigation, social distancing when possible, temperature checks, masks, and frequent handwashing.</p> <p><b>Option B: MySchool Online</b><br/>Students return to their own school, attend live classes online daily following a normal schedule (<i>See the roles, responsibilities and expectations for remote learning below.</i>) *</p> <p><b>Option C: Mosaic Digital Academy</b><br/>Students apply for the Mosaic Digital Academy and follow the academy's curriculum and expectations. This is a full time virtual school model. Students must stay enrolled for the year.</p> | <p>In this model school buildings will need to be completely shut down and all learning must take place online either of the remote learning options:</p> <p><b>Option A MySchool Online</b><br/>All students will receive instruction through MySchool Online. Students will not physically attend school. Students will follow their school schedule and log in daily to Canvas (our online learning management system) and Microsoft TEAMS.</p> <p><b>Option B Mosaic Digital Academy</b><br/>Students apply for the Mosaic Digital Academy and follow the academy's curriculum and expectations. This is a full time virtual school model. Students must stay enrolled for the year.</p> |

\*The Voluntary Pre-Kindergarten Program is not available online.

## **Roles, Responsibilities and Expectations for MySchool Online**

Parents may select a MySchool Online Option for the return to school in the fall if they do not feel ready to send their child back to school. This option allows students to continue to learn virtually following the same curriculum as their school peers and to remain enrolled at their current school. This option allows for students to easily return to their school at the end of the first or second nine weeks if families feel conditions are right for them. If the District or a School must go to intermittent virtual schooling, preparations have been made to allow for that scenario. Long-term virtual schooling is also available through Mosaic Digital Academy/St Lucie Virtual. Please visit their website for application procedures and additional information.

Expectations for remote learning during the 2020-2021 school year in response to COVID-19 are outlined below.

### **SLPS will:**

- Provide on-going professional development and support for teachers in more advanced technology options for instruction, monitoring, work submission and communication.
- Provide on-going professional development and support for teachers in best practices and pedagogy for digital and blended learning.
- Strive to expand computer inventory to be able to provide devices for students needing access without sharing within households.
- Develop comprehensive lessons and resources within Canvas and/or facilitate Collaborative Learning and Planning Sessions to support the development of effective virtual lessons.

### **The Teachers will:**

- Provide daily engaging lessons for students through real-time synchronous lessons and pre-recorded lessons.
- Monitor student progress and deliver small group instruction or one to one tutoring for students needing intervention.
- Participate in professional development and utilize tools available to ease work submission for student, increase engagement and provide accommodations.

### **The Parents will:**

- Ensure adult support is available for young children to support learning.
- Follow the school schedule to allow children/youth to participate in all class or tutoring sessions.
- Support daily attendance and seek district support if facing technology issues preventing access.
- Understand that expectations for learning are the same as attending school. All work and assessments must be completed and the district grading policies will apply to all students.

### **The Students will:**

- Attend all scheduled class sessions.
- Complete assignments provided by the teacher and submit work by following directions provided by the teacher.
- Participate in classroom chats and communicate with the teachers regarding individual progress or needs.

## **COVID-19**

The health and safety of all employees and students is a priority in SLPS. Thus, SLPS will implement a variety of safety measures as quickly as possible. These efforts are subject to change depending on guidance from the FDOH.

### **Transmission of COVID-19**

The virus that causes COVID-19 is thought to spread from person to person through respiratory droplets when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled in the lungs. Spread of the virus is more likely when people are in close contact for an extended period. People are thought to be contagious up to two (2) days before symptoms begin and are most contagious when they are actively sick. It may be possible to become infected with COVID-19 by touching a surface that has the virus on it and then touching your mouth, nose or eyes but this is not thought to be the primary way the virus spreads. COVID-19 is primarily an airborne virus.

**The Centers for Disease Control and Prevention (CDC) website provides the latest information about COVID-19 transmission: [www.cdc.gov/coronavirus/2019-ncov/about/transmission.html](https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html).**

### **Persons at Higher Risk**

Persons at high risk for severe illness from COVID-19 include: persons over 65, people with chronic kidney disease, COPD, immunocompromised state from a solid organ transplant, obesity, serious heart condition, sickle cell disease, and Type 2 Diabetes Mellitus.

### **Symptoms of Covid-19**

The new coronavirus (COVID-19) is not the same as the coronaviruses that cause mild illnesses like the common cold. Infection with COVID-19 can cause illness ranging from mild to severe and can be fatal. Based on what is currently known, symptoms may appear 2 to 14 days after exposure to the virus. Symptoms of COVID-19 typically include cough, shortness of breath or difficulty breathing, chills or repeated shaking with chills, fever ( $\geq 100.4^{\circ}\text{F}$ ), muscle pain, sore throat and, in some cases, a loss of taste or smell. Other less common symptoms include nausea, vomiting, and/or diarrhea. In some cases, infected persons have no signs or symptoms and are referred to as asymptomatic.

## **Stopping the Spread of COVID-19**

Teachers, support staff and students can do their part to prevent the spread of COVID-19 by following these guidelines:

### **Social Distancing**

All school buildings will implement social distancing protocols, where feasible. Individuals will keep a minimum 6-foot distance. All students will be trained in this protocol.

### **Face Masks or Face Coverings**

CDC guidance provides that people should wear face masks in public settings to reduce the spread of COVID-19, where other social distancing measures are hard to maintain. Everyone (visitors, vendors, parents, onsite counselors, employees, students) must wear a face mask in public areas and shared spaces *where social distancing is not possible*.

### **Guidelines**

Personal face masks must adhere to the following guidelines:

- Must cover the nose and mouth to maintain effectiveness.
- Must be secured to minimize the need to adjust frequently.
- Face coverings shall not contain any offensive words or graphics. This includes, but is not limited to, words or graphics that promote violence, drugs, alcohol, sex, or other offensive or objectionable behavior or could be disruptive to the school or school facility. (Updated 7..23.20)
- Do not need to be medical grade.
- Should be worn prior to entering a building and in shared areas of the building when social distancing is not possible.
- Commercially produced or home-made face coverings are acceptable for compliance. Face coverings should be made of a solid cloth material or other suitable solid material. It may not be made of lace, mesh or other largely porous material. The principal shall have final authority to determine the suitability of any face covering. (Updated 7.22.20)
- Must be disposed of in waste containers only.

### **How to Remove a Mask or Face Coverings**

- Clean your hands with soap and water or hand sanitizer before touching the mask.
- Avoid touching the front of the mask. Touch only the ear loops. The front of the mask is contaminated.
- Hold both ear loops and gently lift and remove the mask.

### **Who Wears a Mask or Face Covering?**

Masks or face coverings must be worn on all buses. A disposable mask will be provided for a student who forgets their mask or face covering. All students, staff, visitors and vendors will be required to wear a mask or face covering unless an approved exemption applies or social distancing can be maintained.

### **Exemptions**

The following exemptions apply: people eating or drinking; people for whom a face covering would cause an impairment due to an existing health condition (requires a doctor's note); people observing social distancing in accordance with CDC guidelines; people who need to communicate with someone who is hearing impaired and needs to see the person's mouth to communicate; persons participating in recess and physical education

classes while maintaining social distancing; people receiving health care or undergoing a health care examination. Also, infants under two years old who visit campus are not required to wear a mask.

### **Musical and Theatrical Performances** (added 7.20.2020)

A face covering shall not be required for any student, employee or visitor while playing a musical instrument, performing or rehearsing a choral or theatrical performance. This exception does not apply to the singing of the National Anthem, school alma maters, or songs performed by students, employees or visitors not engaged in a planned choral or theater class.

### **Exigent Circumstances** (added 7.20.2020)

A face covering shall not be required if a person is experiencing acute trouble breathing, is unconscious or incapacitated, is personally unable to remove the face masks without assistance or it is deemed necessary to remove the face mask.

**At school masks will be required unless otherwise authorized by staff members when social distancing is not possible.**

### **IEPs and 504s**

For students with an IEP or 504, appropriate accommodations may be made based on the individualized needs of the students. The mask or face covering requirement applies to co-curricular or extra-curricular activities. If a student forgets, loses, or damages their face covering, SLPS will provide a disposable face covering for that day while the requirement is in place.

### **What happens if a student refuses to wear a mask?**

Masks or face coverings are required for all students, staff and visitors unless social distancing can be maintained or if an approved exemption applies. Every attempt will be made to ensure that the student and their family understand the importance of wearing a mask. Students who refuse to wear a mask will be removed from class and may be administratively reassigned to different learning setting.

**As a reminder, face masks do not replace the need to maintain social distancing and frequent handwashing.**

### **Face Shields** (added 7.20.2020)

Face shields are less effective than a cloth covering and may not be used by persons to comply with the face mask policy

### **Medical Certification**

A face shield may be worn in lieu of other approved face coverings by persons who present school officials with a certification from a licensed health care provider that the person has a medical, physical or psychological contraindication that prevents the person from being able to safely wear a face covering.

# Universal Precautions

## Wear a Mask

## Cover Your Mouth and Nose

When you sneeze, cover your mouth and nose with your elbow. If you use a tissue, properly dispose of it in a garbage can and wash your hands.

## Stay Home When Sick

All staff and students are asked to stay home when they are sick. Call your health care provider if necessary.

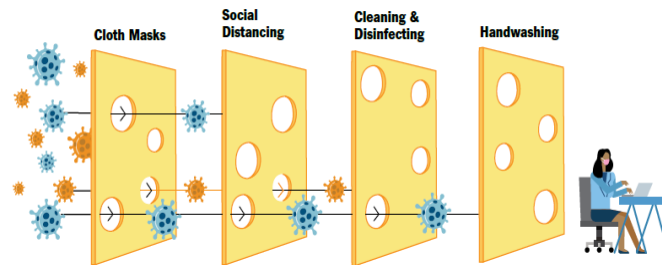
## Clean Frequently

All surfaces and high touch areas must be cleaned frequently with virus-killing disinfectant.

## Handwashing

Handwashing is an important part of fighting the virus. Wash your hands frequently throughout the day.

The CDC and Cleveland Clinic see these multiple steps as a crucial way to defend more staunchly against the virus.



## Contact Tracing

Contact tracing is a disease control measure to identify persons who may have been exposed to an infectious disease like COVID-19 and alert their close contacts of their exposure. The goal of the tracing is to help prevent the further spread of infection, to identify hotspots of infection, and to protect friends, families, and communities from potential infection. Contact tracing is confidential. All parties involved are not identified by name or any other information. A trained St. Lucie County Department of Health staff member works with persons diagnosed with COVID-19 to help them recall who they may have been in contact with while they were infectious and alert those people immediately to prevent additional spread of the virus.

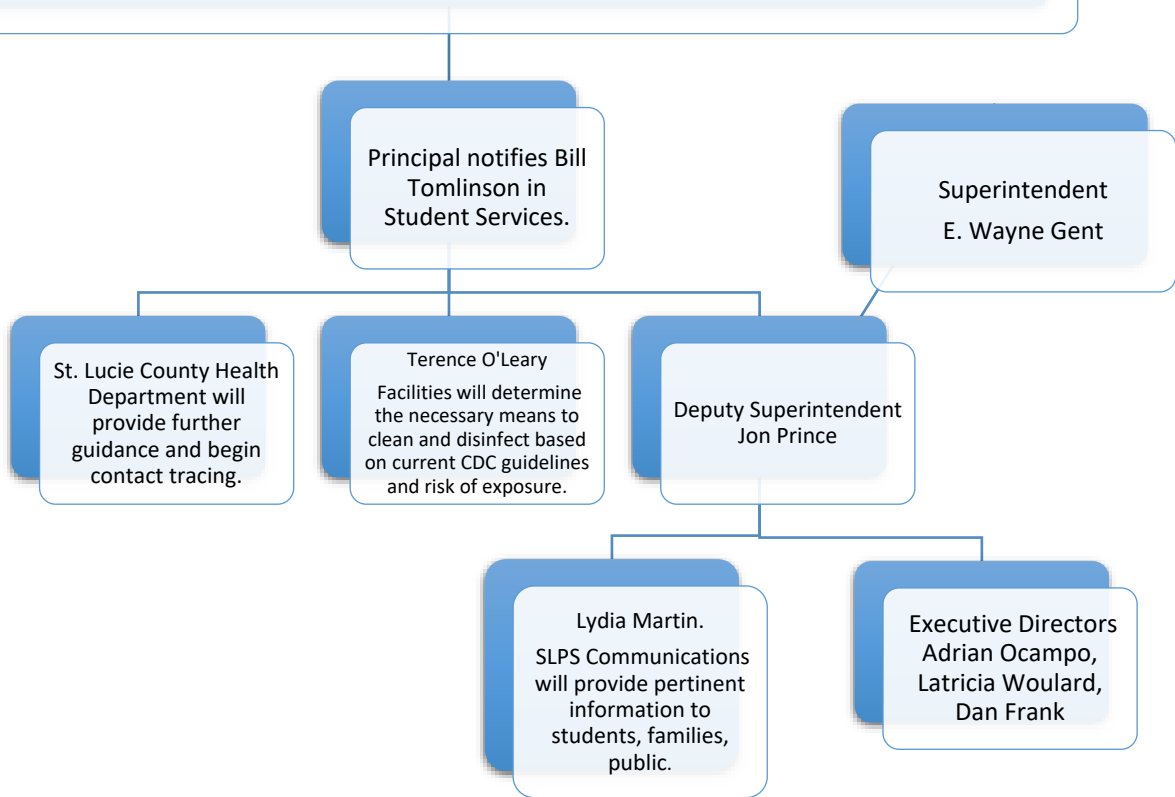
Contacts must stay at home and maintain social distancing from others they live with until 14 days after their last exposure. Contacts should self-monitor for symptoms, avoid contact with high risk persons, and take their temperature if these symptoms develop:

- Fever
- Cough
- Chills
- Muscle Pain
- Shortness of Breath/Difficulty Breathing
- Sore Throat
- New loss of taste or smell

**SLPS will have a COVID-19 Response Team which will review reports of a positive case of COVID-19 within the district and schools and give guidance to those involved.**



An employee or student reports positive for COVID-19.



The district will follow FDOH guidelines for mitigating COVID-19 in schools

## Guiding Principle #1

We must ensure the health, safety and well-being of our students and staff.

### Transportation

There is an expectation of a higher cleaning standard following CDC guidelines that needs to be met before school buses return to service or before drivers even get on the buses. The safety of the drivers and the students is our priority.

## Arrival and Dismissal

### Bus Arrival

- Implement standard operating procedures.
- If the student does not have a mask, the bus driver will provide a mask.
- All students must wear a mask on the bus.
- Clean and disinfect the bus between trips when possible (after each route).
- Buses will be cleaned again at the end of the day.
- Air out busses when not in use.
- Explicitly teach students to stay six feet apart while waiting for the bus.
- For large schools: keep the students moving from the bus loop to designated assigned areas in the morning.
- Encourage parent to drop-off students instead of riding the bus.
- Staff may notice a sick student in class at the start of the day and refer them to the clinic for a temperature check.

### Bus Dismissal

- All students must wear a mask on the bus.
- Stagger dismissal so that all students may practice social distancing.

### Parent Drop-Off and Walkers

- During Arrival and Dismissal, students will be trained to stay six feet apart.
- Students must keep moving upon arrival to designated areas in the morning.
- Students who walk or get dropped off will need to come to school in a mask or be provided one before they enter school.
- Walkers, skateboarders, and cyclists will report to a designated area for hand sanitizer.
- Limit the number of students at the bike rack so students are social distancing.

### Parent Pick-Up and Walkers

- Parents will follow standard procedures for early pick up, must wear a mask and practice social distancing
- Parents for early pick up must bring ID to the door of the front office. Staff will check ID using Skyward and RAPTOR and send the student outside for early dismissal.
- Parent pick-up students must stay socially distant while waiting for their rides.
- Walkers, skateboarders and cyclists, student drivers must not linger and must leave immediately.

## Facilities

Classrooms and shared areas are cleaned first and then disinfected with hospital-grade disinfectant. The disinfectant that SLPS uses is on the recommended EPA list per CDC guidelines. We will be using the disinfectant throughout the day for all touchpoints, restrooms, tabletops, and shared common areas. COVID-19 is primarily an airborne pathogen. We need to focus on ensuring students minimize their risks by hand washing, good hygiene and healthy habits.

Deep cleaning when needed will require the use of e-mist machines. These are a combination of an electrostatic sprayer with Clorox disinfecting and sanitizing solutions to provide chemical coverage quickly and easily. The system uses an electrode to introduce an attractive charge to the chemical and atomizes the solution, using an air compressor to generate a liquid flow. It can cover up to 18,000 square feet per hour, even in hard-to-reach places, including the sides, underside, and backside of surfaces. The Clorox 360 solution is also an EPA approved solution per CDC guidelines.

The use of water fountain spigots in the sinks where handwashing is being conducted (with hand soap and paper towel dispensers) is a violation by the health department. We will make the classroom sinks (mostly in elementary classrooms) handwashing sinks if feasible. If a classroom will be using the bubblers, they should not be handwashing sinks. In some of the elementary restrooms, they do not have a sink, so hand sanitizer dispensers have been installed.

| Facilities                           |  |
|--------------------------------------|--|
| <b>Restrooms and Water Fountains</b> | <ul style="list-style-type: none"><li><input type="checkbox"/> Water fountains will not be available to drink out of. Students and staff can refill their water bottle at a fountain. (updated 7.22.20)</li><li><input type="checkbox"/> Encourage students and staff to bring their own water bottle.</li><li><input type="checkbox"/> Custodial Cleaning throughout the day.</li><li><input type="checkbox"/> Explicit lessons in healthy habits will be taught to students and staff: handwashing, cough etiquette, use of masks, social distancing and staying home when sick.</li><li><input type="checkbox"/> Organize multiple stall bathrooms so students can wash their hands six feet apart. You may need to close stalls with signage or disable certain sinks.</li><li><input type="checkbox"/> Limit the number of students in the bathrooms.</li></ul> |
| <b>Common Spaces</b>                 | <ul style="list-style-type: none"><li><input type="checkbox"/> Masks need to be worn when social distancing is not possible.</li><li><input type="checkbox"/> Employees may use small break rooms one at a time to maintain social distancing.</li><li><input type="checkbox"/> Congregating is not permitted without social distancing.</li><li><input type="checkbox"/> <u>Sharing of any foods or food utensils is prohibited.</u></li></ul>  |

## Facilities

|                          |   |
|--------------------------|---|
| <b>Main Offices</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Severely limit non-essential visitors and volunteers on campus.</li> <li><input type="checkbox"/> Parents must wear a mask to enter the building and they must have their temperature taken. Limit the number of people entering for a student to one, when possible.</li> <li><input type="checkbox"/> Parents will not be permitted to have lunch with their student on campus.</li> <li><input type="checkbox"/> Parent conferences can be conducted virtually.</li> <li><input type="checkbox"/> Strongly encourage visits by appointment only.</li> <li><input type="checkbox"/> Tardy notes and absence notes may be accepted by email instead of handwritten notes.</li> <li><input type="checkbox"/> All vendors must check into the main office and have their temperature checked and wear a mask.</li> </ul>   |
| <b>Classrooms</b>        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide sanitizer or soap before entering a classroom and before leaving a classroom</li> <li><input type="checkbox"/> Post signage in classrooms, hallways, entrances to communicate how to stop the spread of COVID-19.</li> <li><input type="checkbox"/> Ensure ventilation systems operate properly.</li> <li><input type="checkbox"/> Schools may need to use gyms, media centers and other large spaces to create socially distanced classroom spaces.</li> <li><input type="checkbox"/> Where possible, have groups of children stay in the same class and have the adults rotate into the class.</li> <li><input type="checkbox"/> Make sure students have as much space as possible so that they may socially distance. It may not be possible and students must wear a mask.</li> <li><input type="checkbox"/> Tables and desks should all face the front of the room (the same direction) as much as possible.</li> <li><input type="checkbox"/> Teachers must use a seating chart for contact tracing purposes.</li> <li><input type="checkbox"/> Avoid clutter. All surfaces should be wipeable and spray-able.</li> <li><input type="checkbox"/> Avoid sharing of common items – scissors, tape, glue, pens, pencils when possible. When it cannot be avoided, have students use hand sanitizer or hand wash frequently.</li> </ul> |
| <b>Deep Cleaning</b>     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct deep cleaning of schools prior to students/staff returning, schedule periodic cleaning during weekends, holidays and breaks.</li> <li><input type="checkbox"/> Follow CDC Guidelines.</li> </ul>  |
| <b>Transition Spaces</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Prohibit congregation in hallways and lunchrooms.</li> <li><input type="checkbox"/> As per building decisions: Develop one-way traffic patterns and stagger movement of classes to assist with social distancing (Controlled transition and traffic patterns).</li> <li><input type="checkbox"/> Where possible, have groups of students stay in the same class and have adults rotate into class.</li> </ul>   |

## Child Nutrition

All SLPS students will receive meals at no cost for both breakfast and lunch for the 2020-2021 school year. Meals will be served per USDA guidelines so that both students and staff remain safe. Specific meal service procedures are located on our district website at [www.stlucieschools.org](http://www.stlucieschools.org) under the parent/student tab. All cafeterias will follow CDC guidelines and FDOH guidelines.

### Breakfast and Lunch

- Implement standard operating procedures.
- Provide hand sanitizer to staff.
- Prohibit students from sharing utensils and foods.
- Other groups in a grade level *may* have breakfast/lunch brought to their rooms and use the café, when feasible.
- Transactions will be touchless at the point of sale. Cafeteria workers will enter any lunch numbers.
- All high-touch areas must be cleaned with disinfectant after use.
- Distribute prepackaged meals in small groups.
- Mark spaced lines to enter the cafeteria and serving lines for K-8; designate entrance and exit flow paths; stagger use. High Schools may not be able to mark the floor for social distancing, but students can be asked to stand six feet apart.
- Use spaced seating, where feasible.
- Staggered meal delivery with longer meal periods, when feasible.
- Buildings should maximize outdoor spaces for lunch, with a plan for inclement weather.
- The goal is to minimize, not eliminate risk.
- To conduct contact-tracing more easily, there must be a seating chart for lunch K-8. High School classrooms will need a seating chart, but high school students must report to the Department of Health their contacts at lunch time when asked.
- Each building may have a unique blue print for planning for breakfast and lunch based on their cafeteria size and other local factors.



## **District Calendar**

SLPS will follow the school board-approved calendar for the 2020-2021 school year.

## **Emergency Response Planning**

SLPS schools will continue to follow all SLPS emergency response guidelines and drills.

### **Fire Drills**

Follow all SLPS emergency response guidelines. To ensure the safety and health of all students during the pandemic, students will need to exit in single file, *socially distancing six feet apart if possible*. It may not be possible, so students must wear masks. Principals will need to examine their fire drill plans and ensure adequate space outside to accommodate social distancing if possible.

### **Tornado Drills**

Follow all SLPS emergency response guidelines. To practice drills, follow a staggered schedule, five classes at a time, so that all students know where to go in a tornado.

### **Code Drills**

Follow all SLPS emergency response guidelines. Do not have all students move into a tight space during a drill, but have a few students at a time demonstrate what to do.

### **Emergency Reunification Plans**

SLPS will follow the current district and school-specific reunification plan. Wear face masks and wash hands when arriving at reunification site. When possible, have students and staff stand six feet apart.

### **Hurricane Shelters**

SLPS will follow the COVID-19 Pandemic Operational Guidance for the 2020 Hurricane Season found at: <https://www.fema.gov/media-library/assets/documents/188203>.

### **Special School Events**

- SLPS will implement a Virtual Open House for students and families.
- First week of school- limit parents walking students to class in Kindergarten only, then stagger the arrival time of just those escorting parents for the first week.
- Sixth grade parents or parents who are new to the school may request a tour in small groups after school hours during pre-planning.
- No groups larger than the size dictated by the FDOH.
- No whole school assemblies or pep rallies until notified by FDOH that it is safe to do so.

### Guidance on Safe Return to Training for Athletes

#### Minimizing Risk: Managing Schedules and Team Training Sessions

- Students are required to let coaches know if they themselves, family members, or those they have had contact with are experiencing or have experienced any signs or symptoms of Covid-19. Students should stay home if sick or if they have had contact with those who have Covid-19 or Covid-19 symptoms. Have thermometers available to check students for fever every day. Communication is the key!
- Adhere to CDC and FDOH social gathering and distancing policies during your indoor and outdoor activities (6 feet apart).
- Group size counts should include both athletes, staff, and account for transition periods between sessions.
- Use small group rotations under the supervision of different coaches. This includes drills and stations outside the weight room setting.
- Schedule mid- and post-workout cleaning periods, allowing a 10-15-minute buffer between teams or groups.
- Limit or stagger training groups throughout workout blocks and / or alternate training days.
- Avoid person-to-person contact while spotting with use of bar catches and the 2-spotter technique.
- Consider grouping athletes based on conditioning status.
- Create exercise pairings to limit weight room traffic; Or one-way traffic flow based on entrances and exits.
- Maximize air flow in the weight room.
- Use outdoor training spaces whenever possible.
- Keep interior doors propped open and lights on throughout the day.

#### Facility and Equipment: Cleaning and Sanitation Procedures

- Clean all weight room surfaces with germicidal disinfectant. DO NOT USE BLEACH.
- Everyone must wear a mask and wash hands frequently.
- Educate on weight room Covid-19 upkeep expectations during meetings with athletes.
- Promote hand washing before and after workouts and provide hand sanitizer. We suggest having a handwashing / sanitation station outside the building entrance.
- Keep extra bottles of disinfectant for wiping down equipment after use.
- Avoid the sharing of cloth towels or rags.
- Carry a personal water bottle instead of drinking directly from the community water fountain (Do not share water bottles or water cows). Disposable cups may be used for one time use only. Please cover all water fountains.
- Ensure cleaning and sanitation procedures include restrooms, locker rooms, carpet and flooring, exercise mats, and water fountains.
- Ensure all pieces of equipment are cleaned: Medicine balls, dumbbells, kettlebells, weight belts, bars and plates, etc.

- Have separate laundry baskets for clean and dirty items.

### **Training Safety: Risk Factors Following Periods of Inactivity**

- Plan for gradual return to pre-closure training levels.
- Avoid high volume submaximal exercises to fatigue or performed within a limited time frame.
- Emphasize a 10 – 20-minute daily warm-up for reestablishing sport-related movement patterns.
- Consider prolonged inactivity increases the likelihood of delayed onset muscle soreness (DOMS) and risk of injury.
- Plan and adjust workouts to match environmental factors, especially in cases of high heat and humidity.
- DO NOT perform physically exhausting drills for developing “mental toughness.”
- Students must have completed athletic packets on file and have viewed the three required NFHS learn safety courses (Concussion in Sports, Sudden Cardiac Arrest, and Heat Illness Prevention) PRIOR to any participation.
- Any violations of these procedures may cause suspension of all activities at the violating school. Principals and Athletic Directors are responsible for following these guidelines and for making sure that coaches adhere to them.
- Recommendations and restrictions are fluid and subject to change.
- Safety is our top priority.

**All coaches, paid or voluntary, need required COVID-19 training to coach.  
All coaches must adhere to the CDC guidelines for athletics and COVID-19.**



# **Band Camp Procedures**

## **Pre-rehearsal procedures**

- Each adult and student will have a prescreening on the first day of their individual participation which will include a Covid-19 interview and their temperature taken.
- Attendance will be taken in compliance with district Security and COVID – 19 safety procedures.
- Prior to camp all required paperwork and INCLUDING a pre- participation exam to be completed and turned in
- Any person with positive symptoms will not participate in rehearsal and should see their primary care physician.
- Students, band staff, and parents will have their temperature checked daily when they arrive.
- Participants will have completed the entire prescreening process (including interview) when they are not present on consecutive days.
- Parent meetings will be held to accommodate completion of paperwork. Meetings will take place in groups no greater than 50.
- Students must complete all paperwork to participate in camp and/or after school co-curricular activities.

## **Rehearsals**

### Check-In/Dismissal and Set-Up

- Students will check in and wait outdoors in a designate area, at an acceptable social distance.
- Students will get instruments and materials from band room in groups no larger than 10 – and return to their check-in spot.
- Students will wash hands/use hand sanitizer before and after each session of rehearsal.
- Students must have their own water bottles, towels, instruments, mouthpieces, sticks, mallets, music, cell phones, or anything else used during marching camp or rehearsal. (No Sharing.)
- Students will wash their mouthpieces before and after each rehearsal.
- Students will be dismissed in staggered groups (mirroring set-up)
- Students will exit and wait for parent pick-up at safe social distance
- Dealing with spit valves: Use puppy sanitation pads that each student could have and then dispose of. Each student could have their own beach bucket with paper towels at the bottom. They would be responsible for disposing of them at the end of the session.

### Outdoor Instruction

- Students will not be required to wear masks during outside rehearsal, nor when engaging in rigorous physical activity or playing in the large ensemble setting that is socially distanced.
- Students will be assigned to groups at an acceptable social distancing number.
- Students will have breaks and meals at prescribed social distance.
- All outdoor activities will be spaced at 4 pace intervals (7.5 feet).
- The outside portion of camp will take place during a time and temperature that safe as prescribed by the Zachary Martin Act and have a predetermined location for students to go to in a bad weather event.

### Inside Instruction

- All indoor activities will take place at an accepted social distance.
- Students will be grouped into like pods as to maximize COVID bubbles.
- Large ensemble rehearsals will occur no more than once daily.

## ***Band or Music Classrooms***

Dr. Shelly Miller at the University of Colorado will lead a scientific study into the aerosol rates of band instruments and says, “Aerosol generating activities have the potential to transmit COVID as the research shows, but we have very little data on what kinds of generation happen when playing instruments.” While we cannot eliminate all risk, we can lower that risk by having students engage in frequent hand washing, good hygiene and healthy habits.

### **Action Steps:**

- Follow all social distancing guidelines in the classroom arrangement as much as possible.
- Play outside when feasible.
- Have students clean their instruments frequently.
- Students will wash hands/use hand sanitizer before and after each class.
- Students must have their own water bottles, towels, instruments, mouthpieces, sticks, mallets, music, or anything else used in class.
- Students will wash their mouthpieces before and after each class.

## ***Theatre/Drama Classes***

### **Action Steps:**

- Students must be able to socially distance in the classroom.
- Use the theatre as the classroom to create more space, when feasible.
- Drama performances are closed to the public. Only immediate family members may attend a performance.
- Consider film performances to share versus live performances.
- The classroom must be free of clutter, reduced to simple cleanable spaces.
- Daily cleaning of all surfaces with a CDC-approved disinfectant.

**Suggested social distancing guidelines for performances:** (NOTE: Currently, no performances will be allowed. This may change later in the year.)

- Students may have family members of two or four sit as a group in the audience.
- Every other row in the theatre must be empty.
- In occupied rows, groups of two or four may sit with two empty seats between each group.

## ***Physical Education Classes***

Physical Education teachers can help lower the risk of COVID-19 exposure and reduce the spread during class by following specific practices.

- Students must be able to socially distance in the locker room. Consider not having students dress out.
- Sanitize all surfaces and equipment daily including sports facilities and equipment.
- Restrict physical activities that involve body contact and the sharing of sports equipment, as well as water bottles
- Choose drills and exercises that encourage social distancing. Avoid sport activities involving body contact between students or contact with shared equipment (e.g., balls), especially when resuming physical activity programs.
- Physical education teachers can also modify practices so players work on individual skills, rather than on competition. Teachers may also put players into small groups (cohorts or safety bubbles) that remain together and work through stations, rather than switching groups or mixing groups.
- Be outside as much as possible.
- During times when students are not actively participating in practice or competition, attention should be given to maintaining social distancing by increasing space between students on the sideline, dugout, or bench.
- Create distance between students when explaining drills or the rules of the game.
- Discourage unnecessary physical contact, such as high fives, handshakes, fist bumps, or hugs.
- Plan physical activities that accommodate children with special healthcare needs including students who have chronic illnesses (such as asthma, diabetes, cancer, or heart disease) or immune or neuromuscular problems. Avoid continuous vigorous activity for these children.

## ***Elementary Resource Classes***

- Elementary resource classes, if large, should be conducted in alternative spaces (i.e. pavilion, media center, cafeteria, gym, etc.) as much as possible to socially distance students. If in a smaller space, students must be wearing masks.
- Make sure any classroom space is free of clutter.
- Include handwashing or hand sanitizing as a part of the classroom procedure.
- Discourage unnecessary physical contact, such as high fives, handshakes, fist bumps, or hugs.

## **Field Trips**

SLPS will not approve school sponsored travel programs for students and staff to any place out of the country or state. Field trips out of the county will be reviewed on a case by case basis.

## **Extracurricular activities**

Before and after school extracurricular activities (i.e. tutoring, high school clubs, honor societies) can continue. The sponsors must follow school and classroom procedures for COVID-19, and meeting should take place in a space large enough for students to socially distance, unless masks are worn. It is encouraged for schools to use lunch time meetings when possible as this can bring down the lunch size in the cafeteria and keep students even safer.

## **Recess**

Elementary schools will continue to provide recess. Students must be taught the expectation for social distancing at recess. Prohibit high touch activities like "Duck, Duck, Goose." Students must wash their hands or sanitize their hands at the end of recess.

## **PTO/SAC or Other Mass Meetings**

PTO/SAC meetings need to take place in a space large enough to allow for social distancing, not be during school hours, and require participants to wear a mask.

## **Addressing Student Conduct During COVID-19**

The Student Code of Conduct remains in place.

## **Dean's Offices**

All seats need to be six feet apart and follow social distancing guidelines. Sit students in the hallway or in outside seating as needed. All students must sanitize their hands upon entering and leaving the dean's office. The office may only accommodate enough students to comply with social distancing guidelines. Plan a back-up office or space as needed.

## **Behavior Intervention Classrooms (BIC)**

These classrooms will follow all classroom guidelines. A seating chart must be maintained. All seats need to be six feet apart. Sit students in the hallway or in outside seating as needed. All students must sanitize their hands upon entering and leaving the BIC room. Students may not leave the BIC room to go collect homework in all their classes. Limit all movement outside the class as much as possible.

## Guiding Principle #2: Provide Continuing Support to Students and Adults to Address Their Immediate and Long-Term Physical, Psychological, Social, and Emotional Needs.

### **School Health Rooms**

Schools will need to provide three different clinical spaces to meet the needs of our students. The main clinic must remain in place. Schools will also have to provide an isolation room for students who have been identified as having a fever or flu-like illness. These students must be kept separately from other students visiting the main clinic. Finally, if a school has medically fragile students or students who must use a nebulizer at school, there needs to be a Nebulizer Clinic space. Each clinical space will have different requirements.

#### **Health Room**

- Morning procedures for visiting parents: same procedures for a visit. Parents must provide ID at the door. The health paraeducator or designate will then meet the parent. To drop off medication, parents must make an appointment to do so.
- It is imperative to decrease visits to the health room so that it is for essential visits only: first aid, general sickness and medication.**
- The school health room is an area designated in each school in the district to be utilized to assess the health needs of students and staff, perform prescribed treatments, administer first aid, administer medications, house student health records and perform mandated health screenings.
- Maintain physical distancing with cots. Some buildings may need an area outside the door to the clinic with chairs set 6 feet apart if feasible as the staff member processes each student.
- All students and staff must wash hands upon arrival and leaving of health room.
- Staff must declutter the main clinic and keep room free of “stuff.” Only keep what is wipeable.
- The main clinic must be stocked with masks, face shields and gloves. Disinfectants- keep locked, need to clean and disinfect after every student.
- Only utilize disinfectant products in the school health clinics that are approved by the school district. Be sure to follow the manufactures guidelines related to the dwell time of the product.

#### **Isolation Room**

- The school nurse or health paraeducator is the priority staff member in this room. When the isolation room must be staffed, back-up personnel will staff the health room.
- Students who present with a fever will need to be isolated, away from the main clinic and other rooms. Parents will need to be contacted and advised to pick up the child from school as quickly as possible.
- Any student with a fever must stay home for a minimum of three days and return with a note from a doctor, unless they are positive for COVID-19. Once positive for COVID-19 all students must stay home for 14 days.
- After any person has entered the clinic or isolation room with a fever, the clinic or isolation room must be wiped down and disinfected.
- Maintain physical distancing with cots and/or chairs.

- All students and staff must wash hands upon arrival and leaving of health room.
- Isolation rooms must be free from clutter and as sterile as possible. Items in isolation rooms should be easily wipeable with disinfectant.
- The Isolation Room must be stocked with masks, face shields and gloves. Disinfectants- keep locked, need to clean and disinfect after every student.
- Only utilize disinfectant products that are approved by the school district. Be sure to follow the manufacturer’s guidelines related to the dwell time of the product.

### **Nebulizer Treatment Room**

Students with symptoms of COVID-19 should not attend school. Symptoms of asthma and COVID-19 may overlap, including cough and shortness of breath. Therefore, students experiencing acute asthma attacks should not be attending school without approval by a healthcare provider; if an asthma attack starts at school, a student may need a bronchodilator treatment before being sent home or before an ambulance arrives.

*The American Lung Association’s Model Policy for School Districts* recommends using inhalers with disposable spacers/mouthpieces and nebulizers with disposable tubing with mask/mouthpieces. Inhalers and nebulizers should be used and cleaned per the manufacturer’s instructions. During this COVID-19 pandemic, asthma treatments using inhalers with spacers (with or without face mask, per each student’s individualized treatment plan) are preferred over nebulizer treatments whenever possible. Based on limited data, use of asthma inhalers (with or without spacers or face masks) is not considered an aerosol-generating procedure. Due to limited availability of data, it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious.

**During this COVID-19 pandemic, nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with or without spacer or face mask).**

Schools should obtain the appropriate personal protective equipment (PPE) for staff who administer nebulizer treatments and peak flow meters to students with asthma. PPE for use when administering nebulizer treatments or peak flow meters to students with asthma consists of gloves, medical or surgical facemask and eye protection. School staff should be trained on when to use PPE, what PPE is necessary, where this PPE is stored, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of used PPE.

- All persons who attend in the Nebulizer Treatment Room must be wear PPE and have been properly fitted for PPE.
- After any student has entered the Nebulizer Treatment room, it must be wiped down and disinfected.
- If a nebulizer treatment or use of peak flow meter is necessary at school for a student, the number of people present in the room should be limited to the student and the staff member administering the treatment or peak flow meter.
- All students and staff must wash hands upon arrival and leaving of Nebulizer Treatment room.
- Staff must declutter the treatment areas and keep room free of “stuff.” Only keep what is wipeable.
- Only utilize disinfectant products that are approved by the school district. Be sure to follow the manufactures guidelines related to the dwell time of the product.

## Daily Reporting

Clinics must provide a daily health report to the building principal. Information regarding the number of fevers or flu-like illnesses will also be shared with the St. Lucie Department of Health.

## Retrieving Medications in a School Closure

If schools close, parents may make an appointment pick up any medication to take home within the first three days of a school closure.

## ESE and Medically Fragile Students

The American Academy of Pediatrics recommendation for Special Populations issued the following statement: **Based on current medical knowledge and in collaboration with health care providers, the risks to students with high risk medical conditions, especially mechanical ventilation-dependent children or children with tracheostomies, should inform whether individual students should continue a distance learning program or receive home or hospital instruction even after school opens.**

Students who meet eligibility criteria for hospitalized/homebound instruction would receive instruction through a virtual platform. SWD who may be considered medically vulnerable and unable to attend school with the rest of the general population. All students with disabilities who are medically vulnerable or medically fragile must have an IEP review at the earliest date practicable. School officials must work closely with parents and the child's physician to determine if the child can participate in the normal classroom routine or if instruction would be best provided through remote learning. Physician statements or physician orders may need to be updated with questions related to actual participation in classroom settings during COVID-19.

**If IEP teams determine that participation in the brick and mortar setting is not warranted due to the medical vulnerability of the student, the IEP team must determine how instruction can be provided in another setting for the child to receive FAPE.**

## Medically Fragile Units

- Require parent consent "Acknowledge Risk" for child to attend school (form provided by district).
- Require a health care provider plan to return to school including any special requirements or recommendations to keep the child safe (update to the normal physician prescription or medical orders form).
- Encourage parent to transport student to school.
- Decrease clutter in the classroom to as many washable/wipeable surfaces as possible.
- Remove stuffed animals or other non-washable items carpets etc.
- Keep counters clean.

- All specific individualized medical supplies must be placed in a bin with the name of student clearly identified on the bin.
- Arrange the room to promote social distancing.
- Plan for outdoor activity when possible. (Consult with adaptive PE teachers and occupational and physical therapists for appropriate outside activities.)
- Do not use washing machines to launder soiled clothing or personal student garments.
  - Send home dirty clothes
  - Use disposable bibs
  - Use disposable wash cloths
  - Parent supplies any bibs and return home to wash

### **Medically Fragile Unit Disinfectant plan**

- Use CDC/FDOH recommended disinfectant. At the end of each school day, wipe down tables, toys, desks in addition to the custodial cleaning.
- Wiping down changing tables, toilets after use.
- All staff and students wash hands frequently, every 2 hours.
- Stock face shield, masks, gowns, gloves in rooms.
- Specialized feeding following physician's orders.
- All other students will eat in classrooms.

## ***Students with Intellectual Disabilities and/or Autism Spectrum Disorder***

- Students will be required to wear masks when in the classroom and at the direction of the teacher. To reinforce this expected behavior, time must be spent with all students teaching appropriate and expected behavior. For many of these students, the use of Social Stories and appropriate social skills lessons must be integrated into the daily schedule. High level reinforcement must be utilized to achieve the expected outcomes from the instruction focusing on social behavior.
- Teachers must post classroom expectations and adhere to district recommended classroom management approach (CHAMPS).
- Specialized daily schedules must be developed with the use of assistive technology or appropriate communication devices, if required, that incorporate handwashing schedules, instruction on proper hygiene, and health and safety techniques.
- Seating arrangements must be made in classrooms that align to required social distancing measures. This may prove difficult with the large number of students in each classroom and the number of adults that provide support for academics, behavior and related services.
- For students who require removal from devices such as wheelchairs used for mobility and placed in positioning equipment, special care must be taken to clean and disinfect these items after each use.
- Therefore, school teams must investigate options for extended learning communities where students can be divided into smaller groups with teachers and staff rotating among those groups with students remaining stationed in these extended environments.



## ***Pre-K Students with Disabilities***

SLPS currently serves students with disabilities beginning at age three (3). Most Pre-K students who enter at age three attend half-day programs and begin a full-day program at age four (4). Due to the age and developmental level of the students, special precautions must be taken to protect the students' health and safety while in the school setting and during transport to school. Due to varying ability levels of the students enrolled in these programs, consideration must be given to teaching expected behaviors such as social distancing, wearing masks, proper hygiene, including appropriate handwashing techniques.

- Social stories and videos must be incorporated immediately into the instruction for Pre-K students to address proper hygiene and expected protective behaviors.
- Classrooms must be kept clean and clutter free to the greatest extent possible.
- Areas should be wiped down frequently as students move from station to station in the classroom for designated learning activities.
- All adults in the classroom wear face masks when interacting with the students during instruction.
- Therapy providers such as speech and language pathologists, occupational and physical therapists must collaborate with the classroom teacher to determine how to best schedule students to participate in these activities and remain physically distanced from each other.
- Classroom environments must be assessed to determine adequate social distancing for the creation of specialized individualized learning spaces.
- Because many of these students will require assistance with daily living activities, such as toileting and feeding, special precautions must be taken to sanitize and disinfect areas where these activities will take place.
- Staff must wear appropriate latex free gloves and appropriate facial coverings or masks and other protective body equipment when assisting students with activities of daily living.
- Handwashing activities must be incorporated into the daily schedule to teach these appropriate skills. Schedules must be established for handwashing at least every two hours.
- For students who require removal from devices such as wheelchairs used for mobility and placed in positioning equipment, special care must be taken to clean and disinfect these items after each use.
- The use of age appropriate signage is also recommended in the classrooms to teach expected behaviors related to wearing of masks, handwashing, and social distancing.

## Returning Students with Disabilities to School

Use the following checklist to help your school's ESE department organize and plan for a safe and smooth reopening:

- Communicate early and often with ESE parents about the process for reopening and any individual student issues that may need special attention.
- Review school facility plans to ensure for social distancing and make sure those plans are ADA compliant.
- Take individual student circumstances, such as wheelchair use, into consideration when planning new flow patterns around the school.
- Take note of any students with chemical sensitivities from cleaning and disinfecting with students with disabilities.
- Determine if a face mask will have an adverse effect on a student with disabilities.
- Identify any staffing shortages due to quarantine needs (sickness or caring for a medically fragile family member).
- Review IEPs to determine if transportation-related services need to be updated or added.
- Plan for the safe transportation of medically fragile students.
- Decide diagnostic assessments to determine if learning loss occurred.
- Provide support to IEP teams seeking guidance on amending IEPs, if necessary.

## Countering COVID-19 Stigma and Racism

Bullying and harassment are *never* acceptable, but they can be especially damaging when students or segments of society feel especially vulnerable. School personnel need to be prepared to prevent and to intervene quickly and effectively in the presence of abusive behaviors toward *any* students. **Indeed, schools have a legal and ethical responsibility to uphold all students' civil rights, which includes preventing all forms of bullying, harassment, and racist intimidation or behavior.**

The CDC defines stigma as discrimination against an identifiable group of people, a place, or a nation. Stigma is associated with a lack of knowledge about how COVID-19 spreads, a need to blame someone, fears about disease and death, and gossip that spreads rumors and myths.

No single person or group of people are more likely than others to spread COVID-19. Public health emergencies, such as this pandemic, are stressful times for people and communities. Fear and anxiety about a disease can lead to social stigma, which is negative attitudes and beliefs toward people, places, or things. Stigma can lead to labeling, stereotyping, and other negative behaviors toward others. For example, stigma and discrimination can occur when people link a disease, such as COVID-19, with a population, community, or nationality. Stigma can also happen after a person has recovered from COVID-19 or been released from home isolation or quarantine.

Stigma hurts everyone by creating more fear or anger toward a person instead of focusing on the disease that is causing the problem. Stigma can also make people more likely to hide symptoms or illness, keep them from

seeking health care immediately, and prevent individuals from adopting healthy behaviors. This means that stigma can make it more difficult to control the spread of an outbreak.

Some groups of people who may experience stigma during the COVID-19 pandemic include:

- Certain racial and ethnic minority students including: Asian Americans, Pacific Islanders, and black or African Americans;
- Students who tested positive for COVID-19, have recovered from being sick with COVID-19, or were released from COVID-19 quarantine.
- The children of emergency responders or healthcare providers.
- The children of other frontline workers, such as grocery store clerks, delivery drivers, or farm and food processing plant workers.
- Students who have disabilities or developmental or behavioral disorders who may have difficulty following recommendations.
- Students who have underlying health conditions that cause a cough.

Students who experience stigma may also experience discrimination. Discrimination can take the form of:

- Other students avoiding or rejecting them
- Verbal abuse
- Physical violence

Stigma can negatively affect the emotional, mental, and physical health of stigmatized students and the communities they live in. Stigmatized individuals may experience isolation, depression, anxiety, or public embarrassment. Stopping stigma is important to making *all* communities and community members safer and healthier.

Employees in SLPS will help stop stigma by:

- Protecting the individual rights of all students.
- Monitoring students who may be stigmatized.
- Maintaining the privacy and confidentiality of those seeking healthcare and those who may be part of any contact investigation.
- Correcting negative language that can cause stigma by sharing accurate information about how the virus spreads.
- Speaking out against negative behaviors and statements.
- Teaching appropriate socially acceptable behavior.

## **Social Emotional Learning and Mental Health Intensive Support Plan**

### **Purpose**

SLPS is committed to the social emotional well-being and mental health of our students and staff. Because of the COVID-19 pandemic, our school communities may have experienced a myriad of stressors causing a wide range of emotions such as anxiety due to loss of routine and lack of predictability, fear of personal safety, and sadness due to personal loss, grief, or isolation.

## Overview

In response to the needs of our school community, SLPS has developed a specialized district-wide *Social and Emotional Learning Plan* to ensure that students and staff are welcomed back into safe and healing environments whether in a traditional or virtual setting. The plan provides for increased frequency and intensity of supports embedded throughout the school community. These supports are designed for both adults and students. They will include instructional resources, strategies, and professional development for traditional and virtual settings. The model below illustrates the guiding principles and premises of our plan.

| If teachers, principals and school staff...   | So that schools...  | Then...  |
|---|---|--|
| <ul style="list-style-type: none"><li>✓ Are engaged in fostering social and emotional well-being by facilitating practices aligned with PBIS and SEL</li><li>✓ Are supported by colleagues and supervisors who reinforce positive SEL teaching practices and behavior</li><li>✓ Are provided with the tools and resources to support their own well-being</li></ul> | <ul style="list-style-type: none"><li>✓ Model social emotional skills in their daily teaching practices</li><li>✓ Create a safe, supportive and engaging environment</li><li>✓ Engage parents in reinforcing SEL skills and activities for their children</li></ul> | <ul style="list-style-type: none"><li>✓ Improved teacher and staff well-being</li><li>✓ Improved student academic, social emotional, and behavioral outcomes</li></ul> |

Each school will develop a *Social and Emotional Learning Plan* based on the needs of their teachers, staff, students and families.

## SEL Plan Components

### Needs Assessment

The first step in designing a plan is to conduct a comprehensive school needs assessment using current data by administering a *Well-Being Survey* of school faculty and staff, as well as students prior to the return to school. After 30 days, re-administer the well-being survey (or specific questions of concern) as a temperature check to determine next steps.

### Establish Vision and Goals

Upon review of the survey data, schools will establish their vision for supporting their school community including goals and expectations.

### Adult SEL

The needs of our adult employees related to their COVID-19 experiences MUST be addressed so they are prepared to nurture and support our students. Intentional structures and strategies beyond the typical welcome back to school activities will be employed. These structures and strategies are designed to promote

healing and resiliency with a focus on a sense of belonging through relationship building, educator self-care and coping strategies.

### **Student SEL**

An increased attention to the social and emotional well-being of our students will be scheduled for a minimum of 30 minutes daily as a safe and supported space to share their experiences related to COVID-19. This time will be devoted to daily circles and explicit SEL lessons intended to foster relationship centered, nurturing learning communities. Skill building activities will emphasize self-awareness, emotional regulation, responsible decision making, and social awareness and relationship building. The number of minutes may change after reviewing the 30-day Needs Assessment or as suggested by staff feedback.

### **Mental Health Resources**

Assistance will be available for adults and students requiring additional supports beyond those described above.

### **Professional Development Plan**

School Leadership Teams will participate in a 4- hour comprehensive train-the-trainer professional development through Canvas, video conferencing and/or face to face. Leadership Teams will include the principal, assistant principals, school counselors, psychologists and social workers. Teams will be provided with all the materials, resources and supports necessary to facilitate the PD with their faculties and staffs during preservice week. Student Services and SEL staff members will be assigned to schools as co-facilitators to support the trainings and follow up.

### **Total: 4 hours during July Days**

- 2 Hours: Canvas Module “Trauma Informed SEL” completed prior to Teams Training portion
  - 1 Hour: “Developing Your School’s Social Emotional and Mental Health Intensive Support Plan” Teams Sessions consisting of small cohorts by school levels
  - 1 Hour: “Facilitating Community Circles in Secondary Schools”: Teams Sessions consisting of small cohorts by school levels
- OR**
- 1 Hour: “Facilitating Meet Up in Elementary Schools”: Teams Sessions consisting of small cohorts by school levels

## **Module Descriptions**

### **Trauma Informed SEL**

Canvas Module; 2 Hours Self-Paced

Trauma-informed SEL is an approach to fostering youths’ social-emotional development that seeks to create a safe and reliable environment where students who have experienced adversities and trauma feel supported, are welcome to explore their strengths and identities, exercise their agency, can develop meaningful, positive relationships with adults and peers in their learning community, and have access to the mental health supports they need.

Educators using trauma-informed SEL practices recognize all their students' strengths, assets, and contributions, and leverage opportunities to infuse positive experiences in the classroom to support every child's ability to reach their own potential. Educators also work to develop and model their own social-emotional skills, use self-care practices that allow them to be supportive adults for their students, and actively engage mental health supports as their need for them arises.

Participants will:

- Understand ACEs and the impact trauma has on our youth
- Explore instructional strategies fostering Trauma Informed SEL
- Managing secondary traumatic stress and understanding the importance of educator self-care as a fundamental prerequisite in supporting students

### **Developing Your School's Social Emotional and Mental Health Intensive Support Plan**

1 Hour Teams Sessions consisting of small cohorts by school levels

Participants will develop a site specific *Social and Emotional Learning Plan* based on the needs of their teachers, staff, students and families. Plan development will include conducting a needs assessment, establishing a vision, goals and action steps to create safe, healing and relationship centered environments, adult SEL strategies, daily circles and SEL instruction and steps for accessing mental health support and resources. The tools and resources to build individual school plans will be provided.

### **Facilitating Community Circles in Secondary Schools**

Participants will learn the purpose of community circles and how to effectively facilitate them in traditional and virtual settings. Participants will receive a monthly calendar containing scripted emotional check in, daily greetings, topics and quick connections/community builders for facilitators to follow including, scripts adapted from Dr. Poland's "Teachable Moment Lesson" specifically addressing individuals experiences and stories related to COVID-19. A *Mindful Monday* activity to practice daily throughout the week will also be addressed.

### **Facilitating Meet Up in Elementary Schools**

Participants will learn the purpose of Meet Up Circles and how to effectively facilitate them in traditional and virtual settings. Participants will receive a monthly calendar containing scripted emotional check ins, daily greetings, topics and quick connections/community builders for facilitators to follow including, scripts adapted from Dr. Poland's "Teachable Moment Lesson" specifically addressing individuals experiences and stories related to COVID-19. A *Mindful Monday* activity to practice daily throughout the week will also be addressed.

## SEL and Mental Health Intensive Support Plan Professional Development Pathways for Elementary and Secondary

|                                       |   |   |   |
|---------------------------------------|---|---|---|
| <p>Elementary SEL Leadership Team</p> | <p>2 Hour Canvas Module “Trauma Informed SEL “<br/><br/>Completed prior to Teams Training portion</p> | <p>1 Hour Teams Session “Developing Your School’s Social Emotional and Mental Health Intensive Support Plan”<br/>Teams Sessions will consist of small cohorts by school level</p> | <p>1 Hour Teams Session “Facilitating Meet Up in Elementary Schools”<br/><br/>Teams Sessions consisting of small cohorts by school levels</p>     |
| <p>Secondary SEL Leadership Team</p>  | <p>2 Hour Canvas Module “Trauma Informed SEL”<br/>Completed prior to Teams Training portion</p>       | <p>1 Hour Teams Session “Developing Your School’s Social Emotional and Mental Health Intensive Support Plan”<br/>Teams Sessions will consist of small cohorts by school level</p> | <p>1 Hour Teams Session “Facilitating Community Circles in Secondary Schools”<br/>Teams Sessions consisting of small cohorts by school levels</p> |

## Trauma Informed Care

Students may be worried about themselves, their families and their friends and COVID-19 upon their return to school. Dr. Scott Poland, Director of the Suicide and Violence Prevention Office at NSU, noted that there are two types of anxiety expected:

1. Fear of catching the virus upon re-entry.
2. Fear of being academically significantly behind and having missed key benchmark subject skills normally taught in the spring. This is expected to be more of a concern at the secondary level than at the elementary level.

Use these guidelines from the CDC to help students understand what COVID-19 is and how they can avoid getting and spreading the disease.

| General Principle   | Specific Strategy  |
|---|--|
| Remain calm and reassuring  | Remember that students will react to both what you say and how you say it. They will pick up on the conversations you have with them and others.   |
| Make yourself available to listen and talk                                  | Make time to talk. Be sure students know they can come to you if they have questions.  |
| Avoid language that might blame others and lead to stigma.                  | Remember that viruses can make anyone sick, regardless of race, ethnicity, age or neighborhood. Avoid making assumptions about who might have COVID-19.  |
| Pay attention to what students see or hear on television, radio, or online. | Make sure not to spend too much time on television, radio or online. Too much focus on the topic can lead to anxiety.  |
| Provide information that is honest and accurate.                            | Give students information that is truthful and appropriate for their age and developmental level. Remind students that some of the things they see on social media and the internet may be based on rumors and inaccurate information.   |
| Teach children every day actions to reduce the spread of germs.             | Remind students to socially distance away from people who are sneezing or coughing. Remind students to cough or sneeze into a tissue or an elbow, then throw the tissue in the trash. Discuss any new actions that may be taken at school to help protect children and school staff. |

Schools will include a *Teachable Moment Lesson* in the *Circles Training* with students to give students an outlet for voicing their concerns and finding support for those concerns.

### **Action Steps for Teachers to Help Reduce Student Anxiety (Poland, 2020).**

1. Recognize every student has a story to tell and some students may have lost loved ones to the virus. Some students may have had a difficult time emotionally while quarantined. Others may have had a difficult time with online assignments.
2. Be alert for students who suffered abuse or may now be living in poverty or are homeless.
3. Refer students you are concerned about to school counselors.



### Additional Signs of Student Stress

- Anxiety, worry, fear
- Feeling on the edge
- Changes in appetite, energy and activity levels
- Sleeping problems
- Concentration problems
- Increased irritability
- Increased use of drugs and alcohol
- Verbalizing thoughts of hopelessness and suicide.

## Returning a Student to School After a COVID-19 Illness

A student who is recovering from contracting COVID-19 may have emotional and physical issues that may interfere with their learning. The student's family may also have concerns about his or her mental health and interactions with other students. Schools must create an intake process upon the student's return to school to take these concerns into account. Each student will have a different recovery period with additional needs. To make sure a student returns smoothly:

- **Investigate the student's ability to focus on learning.** Talk with the student's family and the student about the student's level of stamina throughout the day and whether he can return to a regular schedule or distance learning if your schools continue to be closed. What can the student accomplish physically? Does he or she need homebound instruction for a brief period working online?
- **Investigate the student's physical needs.** Is anyone concerned about the student's weakened immune system? Then we would need to continue offering online learning. Is the student in need of any other physical accommodations?
- **Look at the student's mental health needs.** Encourage a school counselor to meet with the student and determine if he or she needs any additional mental health support either inside of the school or outside of the school.
- **Know when to increase parental support.** A student's behavior and need for related services may change after experiencing COVID-19. Revisit the student's remote or in-person behavior plan and need for occupational therapy, physical therapy, and other related services and offer training to parents if they will need to provide more support to their student.
- **Maintain student confidentiality. It is the law.**

# Mask Directive from the Superintendent

*Plan in Effect as of June 3, 2020.*

To preserve the safety and well-being of all employees and guests and based on current guidance from the Department of Health and The Center for Disease Control, the Superintendent is hereby directing all employees to wear a facial mask or facial covering to work pursuant to the following guidelines. The facial mask/coverings must be on at all times when the employee is interacting with the community or other employees or outside their assigned work area, even if not interacting with the community or other employees. Current guidance issued from the CDC recommends that everyone wears masks or cloth face coverings when leaving their homes, regardless of whether they have a fever or symptoms of COVID-19. This is because of evidence that people with COVID-19 can spread the disease, even when they don't have any symptoms.

**Wearing a mask is not just about prevention; it is also about respecting others.**

There is clear scientific evidence that masks or facial coverings work to prevent transmission of respiratory droplets from reaching individuals. When you wear a mask, you are protecting others from the possible transmission of the virus from you. We are very aware that the virus could be spread by individuals who are asymptomatic, meaning people are spreading the virus without knowing it. Therefore, we are requiring our employees to wear a mask not only for the protection of self and others but also out of respect for your co-workers and yourself.

## **Action steps for employees who state they have a medical condition that prevents them from wearing a mask**

- The employee to obtain a doctor's note , which identifies why wearing a mask adversely impacts their disability and contact HR.
- If a doctor's note is provided, HR will work with the principal to see if an accommodation can be made to allow the employee to continue working without a mask.
- If an accommodation cannot be made, contact Human Resources, and the employee must apply for leave, including COVID-19 leave if applicable.

## **Are there any travel restrictions for staff? (subject to negotiation)**

- The only travel restrictions based on CDC guidelines are outside of the country. If an employee travels to the Tri-State area, upon their return to Florida, they should self-isolate for 14 days (Subject to executive order from Governor DeSantis. These restrictions are fluid and may be updated as conditions require.
- Employees choosing to travel to the Tri-State area must use personal leave during the self-isolation period.
- Contact HR.

## **What do we do when an employee tests positive for COVID-19 or may have come into contact with an individual that has tested positive for COVID-19?**

- Contact HR and Bill Tomlinson.

- The COVID-19 leave chart will apply, and the district will work with the Health Department on employees that have tested positive for COVID-19 and any employees that may have been in contact with the positive employee.

**What about staff over 65 or have an underlying medical condition? (updated 7.20.2020)**

- Instructional staff over 65 or those that have an underlying medical condition can apply to MySchool Online. Please see 7/13/20 LOU : Regarding MySchool On-line Full-Time Teacher Selection
- The district is still continuing to negotiate the topic further with the CTA and CU.

# Families First Corona Response Act (FFCRA)

## Emergency Sick Leave

### Eligibility Criteria

Employees Qualify for additional sick leave for a maximum of 80 hours (two weeks) (Please maintain your documentation for your qualifying leave)

#### When an employee is:

1. Subject to a federal, state or local quarantine or isolation order related to COVID-19;
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19;
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis;
4. Caring for an individual subject to a federal, state or local quarantine or isolation order or advised by a health care provider to self-quarantine due to COVID-19 concerns;
5. **(FMLA go to Green Side)**
6. Experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.

### Is the employee able to telework?

#### If yes, not eligible

#### Criteria #1, #2, or #3:

Employee must notify Lynn Louderback via email at [lynn.louderback@stlucieschools.org](mailto:lynn.louderback@stlucieschools.org) and copy their immediate supervisor

Employees will be notified if documentation is necessary for their leave request related to #1, #2, or #3

If approved, employee will be notified in writing by Human Resources for up to 10 days of leave at 100% of daily rate of pay.

Employee must provide a medical clearance to Human Resources before reporting back to work.

#### If not able to telework

#### Criteria #4 and #6: Employee

must notify Lynn Louderback via email at [lynn.louderback@stlucieschools.org](mailto:lynn.louderback@stlucieschools.org) and copy their immediate supervisor

Employees will be notified if documentation is necessary for their leave request related to #4 and #6

If approved, employee will be notified in writing by Human Resources for up to 10 days of leave at 2/3 of daily rate of pay.

Employee must provide a medical clearance to Human Resources before reporting back to work

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## Emergency Family & Medical Leave

### Eligibility Criteria

When an employee is:

1. Unable to work (or telework) due to a need for leave to care for their son or daughter under 18 years of age, because:

- (1) Elementary or secondary school or place of care has been closed due to a public health emergency; or
- (2) Child care provider of such son or daughter is unavailable due to a public health emergency (a child care provider is a provider who receives compensation for providing child care services on a regular basis.)

Son or Daughter: The term "son or daughter" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

- (A) Under 18 years of age; or
- (B) 18 years of age or older and incapable of self-care because of a mental or physical disability.

Employed for at least 30 calendar days prior to the leave

Employed for less than 30 calendar days prior to the leave

**Not Eligible**

Employee must notify Lynn Louderback via email at [lynn.louderback@stlucieschools.org](mailto:lynn.louderback@stlucieschools.org) and copy their immediate supervisor

If approved, employee will be notified via email of eligibility for up to 12 weeks of paid leave. The 12 weeks would be at the rate of 2/3 of the employee's normal pay rate

If denied, employee will be notified via email by Human Resources.

**These guidelines are subject to change**

## Student Attendance

Students returning from international travel or impacted regions in the United States will be required to be under precautionary quarantine for 14 days upon return. The use of perfect attendance awards and incentives is discouraged under the current conditions. If attendance drops due to higher rates of school refusal or if attendance becomes optional due to medically fragile students or family members, use school attendance team to determine if a student needs school-employed mental health professionals to check in with students and families.

## Staff Absences

Staff returning from international travel or impacted regions in the United States will be required to be under precautionary quarantine for 14 days upon return. Encourage students and staff to stay home when sick. The use of perfect attendance awards and incentives is discouraged. Schools need to identify critical job functions and positions, and plan for alternative coverage by cross-training staff.

## Service Animals

In accordance with School Board Policy 3.703 and Title II of the Americans with Disabilities Act the district will allow the use of service animals where such use is a reasonable accommodation that is necessary to allow the student to access district facilities and services. The service animal is personal property of the student and may not be brought onto any school campus without prior notice and approval by the school and/or district administration.

In accordance with the *Americans with Disabilities Act*, service animals must be permitted to remain with their handlers.

- ❑ Service animals may need to be around other people and animals while working. When possible, both the handler and the animal should stay at least 6 feet away from others.
- ❑ Before and after every contact, the handler and anyone petting or having contact with the animal should wash their hands.
- ❑ Do not let other people handle items that go into the animal's mouth, such as toys and treats.
- ❑ Disinfect items such as toys, collars, leashes, harnesses, therapy vests and scarves, and food/water bowls frequently and after visiting any school building.
- ❑ Do not allow therapy animals to lick or give "kisses."
- ❑ Do not wipe or bathe service animals with chemical disinfectants, alcohol, hydrogen peroxide, or any other products not approved for animal use. There is no evidence that the virus can spread to people from the skin, fur, or hair of pets.
- ❑ Do not put face coverings on service animals. Covering an animal's face could harm them.

## **Guiding Principle #3:**

### **Ensure Students have Equitable Access to Technology Required for Learning**

#### **Fluid Transitions Between Traditional Classrooms and Online Learning**

Because of the erratic nature of COVID-19 surges and the fact we do not know what will happen during the 2020-2021 school year, teachers and students need to have access to online technology that will allow students to move seamlessly from between the traditional classroom model and online learning in the event of a school or district closure.

Teachers will be utilizing Canvas to post their lesson plans, assignments and resources for their traditional classroom. Students can access this information on any device via Canvas, should they be out for an illness or in case the school is required to close its doors and continue online. All students who access instruction through MySchool Online will be utilizing Canvas and TEAMS daily.

#### **The Challenges of Online Learning**

The COVID-19 crisis powerfully reinforces the necessity of education to bring consistency and support to the lives of our students. As a school district, we must make certain that our students and our staff members regain some semblance of normalcy to maintain engagement and connection and sustain meaningful education during this pandemic. An important goal for reopening schools is to reinforce and sustain positive relationships and connections among members of the learning community. As we utilize distance learning as an educational delivery system, we must continue to acknowledge the importance of students' relationships with their peers and their teachers. What is perhaps most important in leading virtual learning is helping our students and staff overcome isolation. We can sustain relationships with our students and reinforce the connections that may seem broken in the face of isolation. As a school district, we can continue to provide support, stability and normalcy to our students.

#### **Address the Equity Priority**

The first step toward equity is providing, as much as possible, the technology and connectivity to students and families.

#### **Action Steps**

- Distribute technology resources to those who need it with simple directions, access to technology videos and help for students and parents.
- Locate affordable wi-fi options for staff, students and families who require support in accessing online learning.
- Reinforce this sense of connection by making daily and/or scheduled contact with every learner via Canvas, phone calls, emails, and individual, small-group or even whole-class TEAMS conferencing meetings.

## Digital Citizenship

As classrooms rapidly switch from brick and mortar classrooms to online learning environments we must remember to set expectations for our children as they utilize online platforms such as Teams and Canvas. It is imperative that children begin to understand the digital footprint they are creating and the proper way to communicate & collaborate in online environments. We would like to share a site called Common Sense Media that has wonderful resources for parents to share with their children on digital citizenship and setting up parental controls: <https://www.commonsense.org/>.



The graphic features the St. Lucie Public Schools logo on the left. The central text reads "RESPONSIBLE DIGITAL CITIZENSHIP" in large, bold, blue letters. To the right of the text is a laptop computer surrounded by various digital icons: a video camera, a speech bubble with a camera, a location pin, a Wi-Fi symbol, a speech bubble with an envelope, a speech bubble with a photo, a document, a speech bubble with an @ symbol, a magnifying glass, a speech bubble with a musical note, and a speech bubble with a speech bubble. A blue box at the bottom contains the following text:

**Student users of the School District's computer, network, and internet resources shall use information and technology in safe, legal, and responsible ways. A responsible digital citizen is one who:**

1. Respects One's Self: Users will select online names that are appropriate and will consider the information and images that are posted online.
2. Respects Others: Users will refrain from using technologies to bully, tease or harass other people.
3. Protects One's Self and Others: Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
4. Respects Intellectual Property: Users will cite any and all use of websites, books, media, etc.
5. Protects Intellectual Property: Users will request to use the software and media others produce.

### EXPECTATIONS

- Responsible use of the School District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the School District's mission.
- Each computer user has the responsibility to respect every other person in our community and on the internet.
- Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space.
- Users are expected to abide by the generally accepted rules of network etiquette.
- Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to, copyrighted material, licensed material and threatening or obscene material.
- Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware or unauthorized costs incurred.

### VIOLATIONS

Violations may result in disciplinary action as provided in the Code of Student Conduct.

## Internet Resources for Students

To ensure students have access to the internet, SLPS has provided a resource list to assist parents:

### Comcast

Comcast Extends Free Internet Service to New Internet Essentials Customers to the end of 2020. WiFi Hotspot Network and Unlimited Data Remain Free, Low-Income Family Plan Extended. For details and quickest service, apply online, click [here](#). The accessible website also includes the option to video chat with customer service agents in American Sign Language. In addition, there are two dedicated phone numbers - 1-855-846-8376 for English and 1-855-765-6995 for Spanish.

### Xfinity

No Disconnects and Waiving Late Fees: Xfinity will not disconnect a customer's Xfinity Internet, Xfinity Mobile, or Xfinity Voice service, and the company will waive late fees if customers contact them and let them know that they can't pay their bills during this period. Their care teams are available to offer flexible payment options or help find other solutions

Xfinity WiFi Free for Everyone: Xfinity WiFi hotspots in business and outdoor locations across the country will be available to anyone who needs them for free – including non-Xfinity Internet subscribers. For a map of Xfinity WiFi hotspots, visit [www.xfinity.com/wifi](http://www.xfinity.com/wifi). *Pausing Our Data Plan:* With so many people working and educating from home, Xfinity wants their customers to access the internet without thinking about data plans. While the vast majority of our customers do not come close to using 1TB of data in a month, Xfinity is pausing their data plans to give all customers unlimited data for no additional charge. There is a map of Xfinity Wi-Fi Hotspots: Visit [www.xfinity.com/wifi](http://www.xfinity.com/wifi). Once at a hotspot, customers should select the "xfinitywifi" network name in the list of available hotspots, and then launch a browser.

### Internet Essentials

Internet Essentials is the nation's largest and most comprehensive broadband adoption program. We are extending our offer of 60 days of complimentary service for new customers through June 30. Internet Essentials is normally available to all qualified low-income households for \$9.95/month. For more information, visit [www.internetessentials.com](http://www.internetessentials.com). For Assistance: Customers can call either of the two-dedicated customer service phone numbers: 1-855-846-8376 for English, and 1-855-765-6995 for Spanish. There is an online application to complete, but the Internet Essentials application does NOT require a credit card or credit check. [Click here](#) for more information on the program, and to apply.

### AT&T

AT&T is offering two months of free service to new AT&T.

### Sprint

Sprint is supporting customers by providing unlimited data for 60 days to customers with metered data plans, giving 20 GB of free mobile hotspot to customers with hotspot-capable devices, and waiving per-minute toll charges for international long-distance calls from the U.S. to CDC-defined Level 3 countries.

### T-Mobile

T-Mobile and Metro by T-Mobile is providing customers an additional 20GB of mobile hotspot/tethering service for the next 60 days. For more information on all services [click here](#).



## Guiding Principle #4:

Quality Teaching and learning that ensures Personalization, Engagement, and Differentiation

SLPS will offer ongoing personalized and differentiated professional learning in preparation for the 2021 school year. We must transform the learning-assessment process to ensure personalization, engagement, and differentiation.

### *Curriculum and Instruction*

#### Creating High Quality Standards-Based Content in Canvas for all Core Subjects K-12

To provide students with the resources needed to move in and out of virtual learning for the 2020-2021 school year, teams of teachers were recruited to work alongside the curriculum department in the development of online lessons. Subject-area teams collaborated to design blended learning options for all students in grades kindergarten through twelfth grade.

Using Canvas as the Learning Management System, grade level subject area content was designed to meet the needs of all students by providing rich, rigorous, culturally relevant curriculum for all teachers and students. To start, content was designed using pages and external tools to ensure accessibility for all students, such as *Immersive Reader*. Best practices in online education were used by creating opportunities for students to use note-taking frameworks, collaboration tools such as discussion boards, assignments, and quizzes to capture student understanding of the curriculum. Teachers used their own pedagogy to design the directions that would yield a successful outcome from students.



## **Teacher Professional Development Plan**

Professional development for teachers during the 2020-2021 school year will focus on four focus areas:

- Navigating Distance Learning
- Building an Equitable Learning Environment
- Collaborative Learning and Planning Protocols
- Developing New Teachers (Classroom Management and Content Support)

To navigate distance learning, teachers need training on online applications such as:

- Focusing on Live Lessons and tips for TEAMS to increase communication
- OneNote for students and teachers
- Canvas: Navigating new resources
- On-boarding new teachers during New Teacher training

Teachers also need training on distance learning pedagogy:

- Using Canvas resources to engage students online
- Using a blended learning model
- How to support parents in an online learning environment

### **Partnerships**

SLPS is in partnership with DELL computers to create training modules for teachers and non-instructional staff (K-12) using the Canvas platform on a variety of additional topics related to student engagement in technology. Teachers and staff can learn more about a variety of tools to assess student learning in an online environment. Microsoft Corporation is partnering with SLPS to build a training website and provide Microsoft Innovative Educator Certification (MIE).

### **Building an Equitable Learning Environment**

SLPS is focused on providing training to teachers focusing on equity, implicit bias and social justice. Teachers will have access to this content in Canvas modules with additional resources and training ongoing through the year. SLPS is incorporating the work of the Equity Literacy Institute and the Teaching Tolerance Organization.

### **Collaborative Learning and Planning (CLPs)**

SLPS is committed to planning for high quality instruction in a collaborative environment. Training is aligned to Paul Bambrick-Santoyo's recommendations in *Get Better Faster* with a focus on student work aligned to the standards. Grade chairs, coaches and teacher leaders will be trained in the use of CLP protocols. The training will be differentiated for site-based planning and distance learning protocols.

### **New Teacher Symposium**

New Teacher Symposium has been designed to support new teachers in a classroom environment and a distance learning environment. New teachers to the profession will receive extensive support through the RISE (Refining and Improving Starting Educators) program. This training series supports new teachers via live TEAMS sessions, district classroom support and specialized training throughout the course of the school year. New teachers will also have direct school support from their New Educator Support Team (NEST).

### **Developing New Teachers Training** (classroom management and content support)

This training provides direct support to new teachers. SLPS has revised the original template of support for new teachers to focus on SLPS initiatives:

- SLSP Curriculum Tools for Rigor Trajectory
- CHAMPS/STOIC Tools for Management Trajectory

*Get Better Faster* professional development includes training for mentors, administrators, and coaches (in partnership with FDOE).

### ***Addressing the Needs of ELL Students and the Their Teachers***

The learning plan for ELL students in 2020-2021 includes a priority focus on the use of *Imagine Literacy* and *Imagine Math* curriculum. The core content of reading, literacy and math is crucial to meet learning gains for ELL students. Students will be expected to practice 30 minutes three times a week in *Imagine Literacy* and *Imagine Math*. ESOL Paraeducators, reading coaches and contact teachers will receive additional training in these programs via Canvas modules.

Newcomers (students in the country less than a year) will need access to INSYNC curriculum, which allows the classroom teacher to chunk material in English aligned to the scope and sequence in a subject area. All ESOL paraeducators, reading coaches and contact teachers will receive additional training in INSYNC via Canvas.

Using Title 3 funding, schools will be able to provide for extended learning opportunities after school for ELL students in reading and math. The funding provides for one teacher and paraeducator to provide instruction twice a week for a total of five hours.

### **Translation Services**

SLPS will continue to provide translation services for all schools.

## Reopening School for English Learners

| Key Priorities            | Best Practices  | Resources   | Planning Implications  |
|---------------------------|---|---|--|
| <b>Responsive Schools</b> | <p>English learners are assets to our schools and community. Schools need to ensure they embrace what ELs bring and who they are, while providing them with the support they need to succeed.</p> | <p>WIDA Instructional Strategies and Best Practices for instruction should be implemented for English learners during distance learning and the reopening of schools.</p> <p>Instruction should meet the needs of students English Language proficiency and grade level academic expectations.</p> <p><i>Imagine Literacy</i><br/><i>Imagine Math</i><br/><u>Insync Education</u></p> | <p>The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students within a reasonable period. To accomplish these goals all English learners must receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level and appropriate academic instruction.</p>   |
| <b>Family Engagement</b>  | <p>Maintain communication with families.</p>  | <p>Families may be under stress and pressure from reduced income or the threat of losing jobs or housing. By actively listening for these concerns, schools can better help to connect families with the support and resources they need.</p>   | <p>St. Lucie County Translation Services Request<br/>Written and School messenger communication provided in Spanish and Haitian-Creole</p> <p><u>Multilingual Resources</u><br/>Ask families what mode of communication works best for them to ensure active participation.</p> <p>Coordinate focus groups and/or empathy interviews to ensure that families of ELs have an opportunity to share their input rather than only receive information.</p> <p>Leverage local community partnerships to reach families.</p> |

## Reopening School for English Learners

| Key Priorities                             | Best Practices   | Resources<br>(View interactive links)  | Planning Implications  |
|--|--|--|--|
| <p><b>English Language Development</b></p> | <p>All English learners must continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum to meet grade level academic achievement.</p> <p>These services may be provided virtually, online, or via telephone.</p> | <p><i>Imagine Literacy</i></p> <p>Rosetta Stone</p> <p><u><a href="#">Insync Education</a></u></p> | <p>Ensure that all English learners, regardless of grade or proficiency level, are receiving designated English Language Development support.</p> <p>Emphasize oral language during instruction, even in virtual spaces.</p> |

# Reopening Schools Teams

## Executive Cabinet

E. Wayne Gent, Superintendent  
Jon Prince, Deputy Superintendent  
Helen Wild  
Adrian Ocampo  
Dan Frank  
Lydia Martin  
Terence O’Leary  
Kevin Perry  
Marty Sanders  
Bill Tomlinson  
Rafael Sanchez  
Jonathan Ferguson  
Kathleen Melrose  
Monarae Buchanan  
Michelle Thomas  
Debra Wuest  
Brian Reuther  
Darrell Canamas  
John Gillette  
Latricia Woulard

## CTA

David Freeland

## CU

Rebecca Petrie

## CWA

Rick Spaulding

## St. Lucie County Health Department

Clint Sperber, Director of the Department of Health  
for St. Lucie County

## Professional Development Department

Denise Rodriguez  
Didi Campbell  
Andrea Reilly  
Dana Miller  
Lyndsey Burk  
Sally Van Dereedt  
Wendy Turner  
Julia Hilburn

## Reopening Schools Task Force

Jon Prince  
Helen Wild  
Lydia Martin  
Terence O’Leary  
Darrell Canamas  
Adrian Ocampo  
Ana Rodriguez  
Latricia Woulard  
Felicia Nixon  
Bridgette Hargadine  
Dan Frank  
Todd Smith

## Curriculum Department

Kimberly Jay  
Megan Green  
Mary Huffstetter  
Liz Pruitt  
Beth Bonvie  
Kimberlee Cooper  
Cassandra Velasquez  
Kate Ems  
Liz Fisher  
Jessica Gutierrez  
Julie Leofanti  
Kelly Lundt  
Nancy Mejias  
Annabel Morales  
Dorthea Oatts  
Paul Reif  
Mandy Rowland  
Christine Worley

## ELL Program

Clarissa Duskin

## Elementary Principals Team

Latricia Woulard  
Felicia Nixon

## K-8 Principals Team

Adrian Ocampo  
Ana Rodriguez

Middle School Principals Teams

Darrell Canamas  
Bridgette Hargadine  
Nicole Telese  
Art Jamison  
Lisa Sullivan

ESE/SEL

Bill Tomlinson  
Heather Clark  
Michelle Gillard  
Traci Wilke  
Cassey Chang  
Christina Coppola

CTE

Aliesha Sietz  
Leinitia Robinson  
Keron Belgraves  
Dana Caputo

CTE Canvas Curriculum Team

Marianna Lewis  
Diego Rios  
Irene Ruiz  
Rebecca Loupe  
Christina Gedke-Balashak  
\*Other Staff TBD

High School Team

Todd Smith  
Dan Frank  
Brooke Wiggington  
Monarae Buchanan

Athletic Directors Team

Peter Crespo  
Jay Stewart  
Danny Ninestine  
Steve Ripley  
Jill Corey  
James Gardner

## Canvas Course Curriculum Writers for 2020-2021 School Year

| Name               | Subject   | Grade                 | School   |
|--------------------|-----------|-----------------------|----------|
| Aaron Barnes       | Science   | 7                     | CAST     |
| Adrienne Medoza    | Math      | 7, 7A, 8              | District |
| Allen Ruppert      | Science   | Physics Honors, AP    | FPWW     |
| Amber Martin       | ELA       | MS                    | OAK      |
| Andrew McIntosh    | Science   | Env Sci               | FPWW     |
| Angelica Cruz      | Science   | 8                     | SGA      |
| Ashle Henderson    | Math      | K-5                   | MAR      |
| Ashley Ankrom      | Math      | 7, 7A, 8, Algebra     | DM       |
| Ayesha Boria       | SS        | 10                    | FPCHS    |
| Becky Cothorn      | ELA - R   | K-2                   | District |
| Bethany Tison      | ELA - R/W | K-2                   | LWN      |
| Blake Elmore       | SS        | HS                    | TCHS     |
| Brandon Comeau     | Math      | HS                    | TCHS     |
| Brittany Rampone   | ESE       | K-5                   | CAST     |
| Candace Stone      | ELA       | MS                    | LPA      |
| Carey Farrow       | Math      | MS                    | PPK8     |
| Cheri Maxon        | Science   | 6                     | SOMS     |
| Christine Shells   | ELA - W   | GR 4-5                | FLO      |
| Ciara Trabal       | Math      | K-2                   | WCE      |
| Dana Miller        | ELA       | 8                     | District |
| Deborah Schremmer  | ELA       | MS                    | WG       |
| Deniz Keresteci    | ELA - W   | GR 3-5                | WBE      |
| Denyse Hunt        | Science   | Chemistry             | TCHS     |
| Didi Campbell      | ELA - R/W | K-1                   | District |
| Eileen Xanthopolus | Math      | K-3                   | SRE      |
| Emily Howard       | ELA -R    | 4                     | SLE      |
| Erik Wile          | Science   | Biology               | TCHS     |
| Felicia Diaz       | ELA - W   | K-2                   | CAST     |
| Glenna Sigmon      | ELA       | HS                    | PSLHS    |
| Gregg Austin       | SS        | HS                    | PSLHS    |
| Heather Knab       | ELA - R/W | K-5                   | WMP      |
| Jacob Power        | Math      | HS                    | FPWW     |
| Jacque Boyle       | Science   | Earth Space           | SLWCHS   |
| Jalen Fisher       | ELA - R   | 1                     | LWP      |
| James Johnson      | Math      | GR 3-5                | CAST     |
| Jamie Malone       | Science   | Chemistry             | PSLHS    |
| Janine Wiecks      | Math      | 4A                    | NP       |
| Jean Emerson       | SS        | 11                    | FPCHS    |
| Jennifer Abbott    | Science   | Environmental Science | TCHS     |
| Jennifer Raneri    | Science   | Biology               | TCHS     |
| Jessica Bergren    | ELA - W   | Gr. 4-5               | WG       |



## Canvas Course Curriculum Writers for 2020-2021 School Year Cont'd

|                     |           |                |          |
|---------------------|-----------|----------------|----------|
| Jessica Serra       | Science   | GR 3-5         | SLE      |
| Jim Sloan           | Math      | HS             | LPA      |
| Joanna Pearl        | Science   | MS             | OAK      |
| Joelle Saint-Dic    | Math      | HS             | District |
| Julie Moore         | Math      | 3A             | MSE      |
| Karen Cloutier      | Science   | Marine Science | PSLHS    |
| Katie Ahearn        | ELA - R   | K-3            | SLE      |
| Kerrie Cuccurullo   | ELA       | MS             | District |
| Kimberly Roberts    | Math      | Middle/High    | District |
| Kristina Wichern    | Math      | HS             | PSLHS    |
| Laura Lyshon        | Science   | 7              | LPA      |
| Lauren Giesler      | ELA - R/W | K-5            | CAM      |
| Lauren Kappler      | SS        | 7              | WG       |
| Lauren Monroe       | Science   | GR 3-5         | SGA      |
| Laurie Boyer        | Math      | K-5            | District |
| Laurie Farr         | Math      | GR 3-5         | LWP      |
| Leslie Taylor       | Science   | Biology        | FPWW     |
| Lorie Monroe        | ELA       | MS             | SLWK8    |
| Lyndsey Burk        | Math      | GR 3-5         | District |
| Makeda Brome        | Math      | HS             | FPWW     |
| Marge Laster        | Science   | 3rd-5th        | District |
| Margie Almeida      | ELA - R   | K-5            | WCE      |
| Mary Roti           | ELA - R   | 3              | CAST     |
| Matthew Roy         | ELA       | 9              | FPWW     |
| Todd Mimnaugh       | Science   | Earth Space    | PSLHS    |
| Michelle May        | Math      | HS             | TCHS     |
| Michelle Powers     | Science   | 3rd-4th        | SGA      |
| Michelle Schucher   | Math      | K-5            | District |
| Missy Lyshon-Ashton | SS        | K-5            | LAWN     |
| Natasha Mardis      | ELA       | K-5            | REE      |
| Paige McMahon       | Math      | 7A, 8, Alg 1   | CAST     |
| Pamala Thompson     | ELA       | HS             | FPCHS    |
| Regina Roberts      | ELA       | 10             | TCHS     |
| Sally Vandereet     | Science   | 8              | District |
| Samantha Lamora     | ELA - R/W | K-2            | SRE      |
| Shawn Lewis         | Science   | 5th            | SLE      |
| Shawn Tausch        | SS        | HS             | SLWCHS   |
| Stacy Rolle         | Math      | K-2            | FLO      |
| Suzanne Power       | SS        | HS             | PSLHS    |
| Talia Reeves        | ELA - W   | K-1            | SLE      |
| Terrance Barriner   | SS        | 8              | CAM      |
| Terry Platt         | Math      | Middle         | District |

### Canvas Course Curriculum Writers for 2020-2021 School Year Cont'd

|                    |         |                |          |
|--------------------|---------|----------------|----------|
| Todd Hibbard       | SS      | 6              | SOMS     |
| Victoria Santeramo | ELA     | MS             | SLWK8    |
| Wendy Turner       | ELA     | HS             | District |
| William Britton    | Science | Physics Hon    | SLWCHS   |
| William VanGelder  | Science | Marine Science | TCHS     |
| Zakiya McGhie      | ELA     | MS             | APF      |
| Chris Worley       | Math    | K-6            | District |

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## Appendix A

### Outside Air Introduction into School Buildings

Several factors must be taken into consideration in regards to air conditioning in St. Lucie County and any opening of windows in buildings.

#### Temperature

Our HVAC Systems are engineered to meet the design standards for schools, including keep the temperature between 68-75 degrees in the winter and 73-79 degrees in the summer. To reach the required temperature the HVAC system must take the outside air and cool it down 25 degrees in Florida. HVAC systems are designed to do this in a confined space with air being circulated in the system to maintain the temperature. Any introduction of untreated outside air will cause an overload to the system, condensation and unfiltered air to be introduced into the building. The results would be higher temperature above the requirements, condensation that would cause wetness in the room forming mold and higher cost on cost on electric billing.

#### Humidity

*The Florida State Requirements of Educational Facilities* establishes the requirements for schools shall be kept below 60 percent relative *humidity*. Outside air is introduced into every site daily as required to eliminate excessive CO2 levels. Acceptable levels are from 400-1,000 PPM. CO2 sensors in our schools reads this level and automatically open outside dampers that allow pre-conditioned outside air in to prevent a rise in humidity and temperature while maintaining required CO2 levels.

#### Indoor Air Quality

The introduction of too much unconditioned outside air will cause adverse effect on the occupants to higher moisture levels, possible mold intrusion, unfiltered air that is not passing through our MERV rated filters would allow higher concentrations of pollen and particles to infiltrate the school cause sever health problems for those that suffer with Asthma and Allergy symptoms.

**Windows and doors must remain closed to maintain the HVAC system, prevent mold, and filter the air for pollen and particles.**