



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Leon County Schools]

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **Leon County Schools' Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: 4-19

Leon County Public Schools (LCS) 2020-21 three (3) K-12 reopening instructional options reflect feedback from the ReOpen Leon Schools' Task Force, teachers, parents, staff members, health and safety experts and community members. Each of the four options are designed to ensure standards-based instruction by quality educators who are committed to addressing the needs of all students, and in particular students who have regressed and students from vulnerable populations who may have had multiple impacts from the COVID-19 pandemic. Leon County Schools families may choose from the following options:

- 1.) In-Person Learning
- 2.) Digital Learning: 2 Types [Innovative Learning Model]
In-Person and Digital Hybrid Teaching Model
Digital Academy by school site model
- 3.) Leon County Virtual School

The following chart explains the details of the four LCS 2020-21 reopening instructional models. Students in all options are allowed to participate in all sports and school activities at their zoned/choice schools.

2020-21 Florida's Optional Innovative Reopening Plan

Regardless of the option selected, all students will engage in robust progress monitoring and be provided tiered support if they are not making adequate progress. Students who fail to make adequate progress will be provided additional support and the opportunity to transition to another teaching model.

In particular, the Department of Education's proposed innovative learning model requirement, indicates that districts must explain in detail the Innovative Model by school type, including in-person instruction, specialized instruction, live, synchronous instruction or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a teacher and peers.

Digital Academy and Hybrid Teaching Models

Leon County Schools' Digital Academies are school based online learning opportunities designed to serve all students, grades K-12. The LCS Digital Academies is a teacher driven, structured form of at home learning aligned to the LCS Instructional Calendars and Curricula Maps and the appropriate Florida standards. All students, whether enrolled in either of these models will have use Canvas, our Learning Management System. LCS teachers will provide synchronous instruction to best meet the needs of students. Parent involvement is needed to support student learning and technology use.

Students who elect either the Digital Academy or the Hybrid Teaching Model at their home zoned/school choice school will follow the school day schedule and calendar using technology and other instructional resources to learn from their teachers. All teachers of both programs will teach from their brick and mortar classroom. The Hybrid Teaching Model allows for each teacher to receive a roster of students that s/he will serve for the first term, other than changes from the traditional entry and withdrawal of students. In the Hybrid Teaching Model teachers will have a roster of students that includes both in person learning students as well as students learning remotely. This model allows for the maximum use of technology resources and minimum disruption of student movement into brick and mortar classrooms.

In the Digital Academy, students will be placed in sections taught by highly qualified teachers until another class/section is needed. Teachers will engage in instruction synchronously and asynchronously. By participating in the digital academy students will be experience learning in a class of all online learners.

For the 2020-21 school year, Leon County Schools Instructional Calendar and Curriculum Maps include options for teachers to deliver lessons from Canvas with pre-loaded content. These lessons are designed to create multi-dimensional online learning opportunities for students regardless of which educational environment is selected.

All students in any of the schooling models available must take required state assessments and participate in the Leon County Schools' assessment calendar.

Students receiving instruction in any program will be provided additional support and the opportunity to transition to another teaching method.

For students enrolled in the Hybrid Teaching Model, they will receive instruction in all core content classes plus the special area electives offered on their campuses. These special areas include Art, Music, and Physical Education as well as school specific special areas such as Media, Guidance, Agriculture, or STEM, for example.

2020-21 Florida's Optional Innovative Reopening Plan

For students enrolled in their school's digital academy, students will participate in online content in the following special areas:

Elementary

Physical Education

Art

Music

Due to the nature of special area rotations in schools, these courses may be delivered synchronously or asynchronously.

Secondary

Spanish I

Spanish II

M/J Business Keyboarding

M/J Physical Education 6-8

HOPE – 8th grade only

M/J Creative Photography

Leadership

MJ Art 2-D Studio Art 1

M/J Reading 1

AP Art History (1.0 Credit)

AP Human Geography (1.0 credit)

AP Psych (1.0 credit)

African American History (.5 credit)

Digital Information Technology (1.0 credit)

HOPE (1.0 credit)

Intensive Reading (1.0 credit)

Law Studies (.5 credit)

Leadership (1.0 credit)

Personal Fitness (.5 credit)

Psychology (.5 credit)

Sociology (.5 credit)

Spanish I (1.0 credit)

Spanish II (1.0 credit)

Spanish III Honors (1.0 credit)

Spanish IV Honors (1.0 credit)

These lessons are aligned to the appropriate Florida standards and will be taught by certified teachers in the respective areas. Students will be scheduled into these courses following traditional models so that when they return to in person learning the transition is seamless. The Hybrid Teaching Model teacher will receive rosters of students that will include students who are either in person or learning online. Digital Academy Teachers will be providing instruction to only online students.

Specialized Supports for Unique Populations

Families of unique populations of students who choose to enroll in any of the online learning options will be contacted by school or district personnel to review individual student needs. Leon County students who elect

2020-21 Florida's Optional Innovative Reopening Plan

either the Hybrid Teaching Model or the Digital Academy who are students with disabilities, have 504 plans, are designated gifted, are ELL students and/or students from low income families, homeless students and/or students in foster care will receive services from their designated instructor via a virtual or in person model, depending on the needs of the student. All services will be comparable.

Alternative Programs

Students assigned to Leon County alternative program, Second Chance, will have the same educational choice opportunities as other students in accordance with any court mandates. The models for these students will either include on campus education or working from home. Students working from home that need a digital devices to access their curriculum will be provided one by the district.

Students assigned to DJJ education programs will have the same educational choices as other students in accordance with any adjudicated requirement. The models for these students will either include on campus education or working from home. Students working from home that need a digital devices to access their curriculum will be provided one by the district.

Representation of Leon County Schools Re-Opening Options

Leon County Schools Re-Open Options				
Retreat home	In-Person Learning	Digital Academy		Leon County Virtual School
		Hybrid Teaching Model: In Person and Digital Students Blended into the Same Courses	Face to Face and Digital Students Placed in Separate Co-horts	
Mandate	Parental Choice	Parental Choice	Parental Choice	Parental Choice
Some classes, schools, or district	Smaller Classes	Primarily secondary schools	All Schools	Enroll as student at LCVS
All students engage in distance learning	Socially Distancing will be maximized to the greatest extent possible	Wider array of elective course offerings	Limited electives	FLVS content
Synchronous* and Asynchronous Instruction	Mandatory Face Mask Wearing	Set synchronous instruction based on teacher schedule*	Synchronous* and Asynchronous Instruction	Aligned to FLVS instructional delivery model
Student at home	Student** at school based on educational commitment of parents in July	Student location varies based on educational commitment of parents in July	Student at home	Mastery model
Daily Attendance	Daily attendance	Daily attendance	Daily attendance	Attendance policy aligns with established VS procedures
Duration depends on Department of Health recommendations	Semester Commitment	9 week commitment	Semester commitment	Year long commitment

All State Essential Learning (SEL), English Language Learning (ELL), Essential Skills, and Social Studies will be provided in every option.

*Synchronous instruction could occur as in class instruction or small group instruction online. **Some online learners could be assigned to the classroom.

Teachers could have students distributed within in person or in digital periods(s).

2020-21 Florida's Optional Innovative Reopening Plan

Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open 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. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 4-18

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: 14-17, [From Dr. Rodgers]

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 17

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 15-18

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 18-19

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

2020-21 Florida's Optional Innovative Reopening Plan

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school 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. Also, provide the district's reopening date and schedule by school type.

See attached

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

See attached

Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

See attached

Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

See attached

2020-21 Florida's Optional Innovative Reopening Plan

Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

See attached

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Contact information: email, phone number
Date submitted
Superintendent Signature (or authorized representative)

Leon County Schools 2020-21 REOPENING PLAN

Rocky Hanna, Superintendent

LEON COUNTY SCHOOLS
REOPENING PLAN

The School Board of Leon County, Florida

DeeDee Rasmussen, Chair

Georgia "Joy" Bowen, Vice-Chair

Alva Striplin

Rosanne Wood

Darryl Jones



Rocky Hanna

Superintendent of Schools

BUILDING THE FUTURE TOGETHER

Community health data continues to change and we are continuously monitoring this information and adjusting our plans accordingly. These plans are subject to change based on evolving conditions.

Last updated July 29, 2020

Table of Contents

On Campus/In Person Learning	7
Curriculum.....	8
Learning Management System: Canvas.....	8
Instruction.....	8
Physical Environment	9
Facility Cleaning.....	9
Furniture and Supplies.....	9
Social Distancing Practices	9
Campus Visitors.....	10
To minimize the risk of exposure on campus visitors will be limited to those essential to school operations:.....	10
Before School.....	10
After School.....	11
Arrival and Dismissal.....	11
Physical Arrangements	11
Classrooms.....	11
Hallways.....	12
Bathrooms.....	12
Physical Activities.....	12
Playgrounds.....	12
Breakfast and Lunch Service	12
Personal Protective Practices	13
COVID-19 Reporting and Testing Protocol for Employees:.....	13
Digital/Online/Virtual Learning: School Based Digital Academy (not LCVS)	17
Parents'/Caregivers'/Guardians' Role.....	17
Attendance.....	17
Device/Internet Requirements.....	17
Grading.....	18
Digital/Online/Virtual Learning: Leon County Virtual School (LCVS)	19
Parents'/Caregivers'/Guardians' Role.....	19
Attendance.....	20
Device/Internet Requirements.....	20

Grading	20
Summary of Learning Experiences for both digital academy and LCVS students	21
Pre-Kindergarten-2 nd grade Online Learning	21
3 rd -5 th Grade Online Learning	21
Middle School Online Learning	21
Special Education Services and Section 504 Accommodations	22
General Information	22
Related Services and Supports for School Personnel	22
Individual Education Planning (IEP) and Section 504 Meetings	22
Evaluations	22
Compensatory Services (COVID-19 Impact Services and Supports)	23
General Information	23
Related Services	23
Admission, Review, and Dismissal and Section 504 Meetings	23
Evaluations	23
Student Support Services	24
Mental and Behavioral Health Support	24
Multi-Tiered System of Support	24
Student Mentoring	25
English Language Learners	25
Foster Care Students	26
Homeless Students	26
DJJ Students	26
Modes of Instruction	27
Appendix B: Sample K-2 Student Schedule	31
Appendix C: Sample 3 rd -5 th grade student schedule	33
Appendix D: Sample Middle School Student Schedule	36
Appendix E: Sample High School Student Schedule	38
Appendix F: Sample Elementary Access Student Schedule	40
Appendix G: Sample Middle School Student ACCESS Schedule	42
Appendix I: Example of an Elementary Student Day completely digital	44
Appendix J: Example of Secondary Student Day	45

Appendix K: Sample Student Schedule if all retreat home with all online- BYOD and District provided Devices- by Level if a family has to share	46
Appendix L: COVID 19 Reporting and Testing Protocol for Students.....	47
Appendix M: Protocol for Student Sickness	48
.....	48
Appendix N: What is a digital Academy?	49
.....	49
Appendix O: 2020-21 Leon County Schools’ Reopening Options	50
.....	50
Appendix P: Parent Checklist for Before School.....	51
Before arriving to school	51
Arriving to School	51
Parent Checklist for After School	51
Appendix Q: Letter Submitted to Governor DeSantis	52
The Importance of Reopening America’s Schools this Fall.....	54
COVID-19 and Children	54
Educational Instruction.....	55
Social and Emotional Skill Development.....	56
Safety.....	57
Nutrition	57
Physical Activity	57
Conclusion.....	58
References	58
Appendix S: Additional Resources.....	62
Appendix T: 2020-2021 Library Media Center Recommendations.....	63
.....	63
Citation	64

The COVID-19 pandemic presents new challenges to school systems throughout the world, but within those challenges lie opportunities to reimagine learning in ways we never thought possible while also ensuring that students and staff are safe and emotionally supported. We are committed to providing our students with a world class learning experience, whether it occurs on-campus or virtually. We recognize the additional challenges and concerns the COVID-19 pandemic has created in our community, for families and educators alike.

The American Academy of Pediatrics states, "It is critically important to develop strategies that can be revised and adapted depending on the viral transmission in a school and throughout the community." To that end, Leon County Schools has developed the following plan and options for our families that provides the most flexibility and parental choice as possible. We are committed to providing parents/caregivers with the flexibility to choose the instructional delivery model, either in person or virtual, that best meets their needs. We are also committed to providing safe and healthy learning environments to protect students and staff.

Parents and guardians received directions for completing an online educational commitment form for the fall of 2020. Selections were to be made by July 13. The district is aware that extenuating circumstances may impact a student's educational commitment placement. Any change in selection after this date is to be coordinated between the school, parent, and district to ensure access to appropriate educational opportunities and services. Additionally, changes mandated by health and safety requirements will be communicated to parents/caregivers/guardians as quickly as possible.

This document provides an overview of campus safety protocols and our virtual learning programs in order to inform stakeholders. Leon County Schools will collect reopening plans from each charter school's governing board for approval and extend the same flexibility in instructional methods to every charter school that submits a reopening plan to Leon County Schools addressing the requirements set forth in in DOE ORDER NO. 2020-EO-06.

On Campus/In Person Learning

In person learning is available to all students on all campuses. Students attending on campus classes will begin school on August 31 and follow a Monday through Friday schedule. To limit student exposure to other students, elementary students will be maintained in a self-contained classroom except for Special Area. Students will remain with their co-hort of peers throughout the day; teachers may switch classrooms. To limit students in grades 6-12 exposure, these students will participate in a block schedule with 'odd' and 'even' days. An odd day schedule includes periods 1, 3, and 5 only. An even day schedule includes periods 2, 4, and 6. It is important to understand that Leon County Schools' campuses will look and feel differently than they did pre-COVID 19.

Leon County Schools is implementing significant proactive measures to help safeguard the health and safety of our students and staff. Our health and safety measures will follow all local Department of Health guidelines. Additionally, procedures will be implemented to help ensure the physical safety of students and staff by limiting visitor access on campus.

Safety is everyone's responsibility. Students and staff will be expected to adhere to hygiene and social distancing routines in order to maintain healthy and safe learning environment. It is the intention of the Superintendent and the Board to ensure the safety and well-being of all students. Students who fail to comply with the established safety protocol requirements for student health, safety and welfare including dress code, will be subjected to the District's progressive disciplinary procedures. Consequences meted out will range from a verbal warning to possible out-of-school suspension.

Teaching and Learning

The COVID-19 Pandemic is an ever evolving and fluid situation. Similarly, our learning environments will likely evolve over the course of the year. Students may begin classes in-person and later move to virtual environments if a COVID 19 outbreak occurs and/or government mandates the close of our school buildings for a period of time. If a campus becomes closed to in-person instruction, students at the impacted school will immediately transition to virtual learning throughout the closure. Regardless of the learning environment, we are committed to providing a high-quality learning experience for our students.

Attendance

The attendance of all public K-12 school students shall be checked each school day in the manner prescribed by rules of the State Board of Education and recorded in the district approved system for recording attendance (F.S. 1003.23). Students may be counted in attendance only if they are actually present at school or they are engaged in an educational activity (school-approved instructional activity) away from the school on a school day.

Discipline

It is the intention of the Superintendent and the Board to ensure the safety and well-being of all students. Students who fail to comply with the established safety protocol requirements for student health, safety and welfare including face masks and dress code, will be subjected to the District's progressive age and grade appropriate disciplinary procedures. Students who fail to comply with the appropriate face coverings will participate in a counselling session with assigned staff. Continued noncompliance of face coverings could result in the student's enrollment in the Digital Academy.

The consequences meted out will range from a verbal warning up to, and including, possible out-of-school suspension. Students who fail to comply with the appropriate face coverings will participate in a counseling session with assigned staff. Continued noncompliance of face coverings could result in the student's enrollment in the Digital Academy.

Curriculum

The State of Florida standards are our District's foundation for teaching and learning. All Florida standards including The Florida Standards, the Next Generation Sunshine State Standards, and others aligned to specific subject areas will be taught in their entirety. Students who receive services or accommodations through exceptional student education, gifted and/or talented, 504, or English Language Learner education will continue to receive their identified, appropriate support and services. Standards from the final quarter of the 2019-20 school year will be incorporated in the 2020-21 curricula to mitigate any learning gaps resulting from the spring 2020 school closures due to COVID-19.

Learning Management System: Canvas

Leon County Schools has adopted the Canvas Learning Management System for use by all students, regardless of whether they are learning at school or at home. Canvas is a learning management system that provides a collaborative online environment that integrates instructional resources and learning assignments and assessments. Canvas is accessible from any device with Internet capability.

A learning management system brings students, teachers, parents, and administrators together within one communication platform. Teachers create content or use content provided, design lessons, and assess students for understanding within the platform. Students engage in online classroom communities that encourage collaboration, discussion, and creativity. Parents/caregivers/guardians have one stop access to all of their child(ren)s' accounts with one log-in. Additional information about how to access your child's Canvas account will be provided at the start of the school year.

Instruction

Students participating in on campus instruction will use devices to access lessons, instructional materials and activities, and assessments. Devices will be used for real time communication and collaboration between the teacher and the students, including those students that are learning at home.

Physical Environment

Each campus will designate a COVID Campus Contact who will work closely with school and district staff to ensure safety precautions are in place. Enhanced safety measures being implemented include:

- Staff will have hand sanitizer for student use and/or hand washing will be strongly throughout the day. Hand washing protocol will be strictly encouraged between classes
- Developing a disinfecting protocol for drinking fountains, along with other frequently touched surfaces.
- Designating isolation rooms and isolation protocols for symptomatic students or staff
- Training all district and school-based staff in the participation of sanitation and cleaning of high touch surfaces and other areas
- Installing plexi-glass shields where needed
- Upgrading HVAC filter replacement protocol
- Using appropriately identified disinfectant to continuously clean high touch areas
- Creating and implementing a “Strike” team to deep clean to eradicate the spread in known contamination areas
- Providing teachers with supplies to clean student desks and materials throughout the day, periodically.

Facility Cleaning

Campuses and other district facilities will be thoroughly cleaned and disinfected daily. Commonly touched surfaces, such as doorknobs and railings will be disinfected frequently throughout the day. All working surfaces and any shared objects will be sanitized after each use. Hand sanitizer will be available within classrooms and throughout the school.

Teachers will have a ‘used’ box for any items students may have borrowed from the teachers. Students cannot share any items among themselves.

Teachers will wipe down any additional surfaces they deem appropriate throughout the class period or day which may include their own technology, door handles, desktops, etc.

Between cohorts of students, teachers should be as proactive as possible including wiping down their own spaces, technology equipment, surface spaces and tools that have been in use such as a pencil sharpener or items in the “used” box.

In addition, maintenance and custodial staff will do a thorough cleaning of every classroom daily.

Furniture and Supplies

Additional workspaces beyond what is necessary to accommodate the number of students within the class will be eliminated. Soft furnishings that are difficult to disinfect will be removed. Materials and supplies will not be shared among students nor kept in common storage bins students share.

Social Distancing Practices

While it is not possible to completely eliminate the risk of furthering the spread of COVID-19, research has established that social distancing is key to reducing the virus’ likelihood of spreading.

Campus Visitors

To minimize the risk of exposure on campus visitors will be limited to those essential to school operations:

- Contractors
- Emergency Personnel
- Mail Delivery
- Others as determined by School Administration

During this time, visitors to our campus will be very restricted. Visitation will be by appointment only via the main office until further notice. Upon arrival, all campus visitors will use the electronic video intercom access system installed at the front doors of each school where applicable or follow established school-based protocols. Visitors who are allowed on campus will proceed to the reception area, where they will be asked to respond to a series of health screening questions before entering. Visitors will be required to wear face masks at all times and be granted access to limited areas of the building as determined by campus administration. Schools will use virtual or online meeting to limit campus visitors whenever possible.

Parents/Caregivers/Guardians who come to pick up a student from school, do not need an appointment, are limited to either remaining outside the building and using the directions for gaining entry to campus and then proceed to the front office to sign out their child. Face coverings must be worn while in the front office. Parents/Caregivers/Guardians may be asked to wait outside the front entrance for their student.

Parents/Caregivers/Guardians who need to provide student medication should contact the school nurse and set up an appointment to deliver the medication to the school. If that is not possible, the parents must follow entry procedures as outlined by the school. Medications must be delivered by the Parents/Caregivers/Guardians and not sent to school with students.

Before School

Prior to arriving at school, Parents/Caregivers/Guardians are asked to

- Conduct a screening of their own student. This screening should include looking for signs and symptoms of COVID-19 including a fever, coughing, or other signs of illness.
- Keep child(ren) at home if they have any symptoms
- Ensure that their child(ren) have a clean face covering to bring to campus every day.
- Consider bringing lunch from home when possible
- Provide child(ren) with several writing utensils and discuss with them the importance of not sharing with others; if they need something, remind them to ask the teacher
- Limit the number of items going to and from school
- Assist child(ren) in sanitizing any materials, backpacks, and supplies at the end of the school day and prior to the following day
- Remind child(ren) that they need to keep their face covering on while at school to protect themselves and the health of others
- Practice thorough handwashing and remind child(ren) to wash their hands as often as possible for 20 seconds and to use hand-wipes and sanitizer throughout the day.
- Bring child(ren) as close as possible to the beginning of the school day to reduce the number of people waiting

- Follow your school's established protocol for drop off.

After School

- Encourage child(ren) to wash hands thoroughly with soap and water upon returning home
- Assist child(ren) in sanitizing any materials, backpacks, supplied at the end of each day
- Ensure child(ren) have a clean face covering for the following day
- Collect child(ren) as close to the end of the school day as possible to reduce the number of people waiting at parent pick up
- Follow your school's established protocol for pick up.

Arrival and Dismissal

Campuses will develop a process for entry and exit procedures that reduce large group gatherings. In order to reduce the number of students entering and exiting buildings, schools may change previous arrival and dismissal procedures, including identifying different entries for walkers/bike riders/car riders/bus riders. Outside areas will be marked to assist families /students waiting outdoors to maintain social distancing. Entries will be monitored to ensure that students are entering the building one by one while maintaining proper social distance. Once allowed into the building, student will move directly to class.

If picking up breakfast, students will go to the cafeteria and eating will occur in as socially distant a manner as possible including spreading out in the school cafeteria, eating outside, or eating in classrooms. This determination will be made at the direction of the building level administrator. Due to health concerns, only essential visitors will be allowed in the building. Parents will not be allowed in the school building.

Students will remain in their last period class of the day until released. Schools will develop a process to release students at the end of the day. Students will be released through different exit doors to relieve crowding in the hallways. Schools may stagger releases, allowing for walkers and bikers, car riders, and bus riders to be released as busses arrive. When students are dismissed at the end of the school day, they will be expected to immediately leave the campus.

Physical Arrangements

Students and staff will be encouraged to maintain six feet of social distance at all times. Installing posters, floor markings, plexiglass shields, and designating hallway traffic patterns, and entry and exit doors will promote social distancing. The number of students attending in-person classes will determine class size. Desks and tables will be as socially distanced as much as possible and partitions will be used on a limited basis.

Classrooms

In order to keep students and staff safe, classrooms will look different. Non-essential materials not needed for instruction will be removed to reduce the number of surface spaces to be cleaned daily and allow for appropriate spacing in the classroom.

When possible, individual desks will be used and facing one direction with 6 feet of space between them. Every effort will be made to reduce the number of items going back and forth between home and school with space designated in the classroom for student belongings.

Students will not share items. Floor markings will be placed in classrooms to identify where students will line up. Space will be designated for used materials, and teachers and custodians will wipe down all used items to be disinfected and sanitized at the end of the day. Sanitizer will be provided in each classroom for student use and schedules will be built to have time for students to wash hands.

Hallways

Each campus will designate directional spaces in each hallway where possible. This supports students walking in the same direction while maintaining social distancing. These floors will be marked to support these efforts. Some hallways may lend themselves to two directional transitions. These hallways will be labeled with appropriate directional signs ensuring that students maintain 6' distance from passing students and from students in front and behind them. Students will walk single file in hallways and use hand sanitizer as often as possible. No lockers will be used.

Bathrooms

Restrooms will be marked so that sinks used are properly distanced. Everyone must wear their face covering while in the restroom. If there are students in the restroom waiting for a stall, students must wait outside in the hallway until a student leaves, using the floor markings for space. Everyone must wash their hands thoroughly with soap and water for 20 seconds. Students must immediately return to their classroom and use hand sanitizer upon entering their classroom.

Physical Activities

When feasible and appropriate, it is preferable that students gather outside. Students who are exercising may remove their face coverings as long as they maintain six feet of distance from other students. Mask storage procedures will be developed by campuses to ensure masks stay clean and separate when not on the student. Staff must wear facing covering while moving students.

Playgrounds

Physical activities that provide for social distancing are encouraged. The use of playground equipment will be limited based on the need to continually clean the space. Students will be made aware of the importance of maintaining social space while in outdoor spaces. Classes will not intermingle students and each student group must maintain distance from other groups of students.

Breakfast and Lunch Service

Students will participate in breakfast and lunch service in a manner that complies with social distancing and masking requirements. Service location will depend on each campus space and student numbers. Safety and health precautions will be put in place to indicate where students stand while picking up their meals. Food service staff will have their temperature verified daily and wear face coverings and gloves during food preparation and service. Plexiglass shields will be installed at each cash register at secondary schools where there will be transactions.

Personal Protective Practices

Leon County Schools will use Leon County Department of Healthy guidelines and the CDC Considerations for schools to protect the safety of our students and staff. The Florida Pediatric Association Letter to Governor DeSantis will also inform our work.

People with COVID 19 have had a wide range of symptoms reported- ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID 19:

- Fever or chills
- Cough
- Shortness of breath/difficulty breathing
- Fatigue
- Muscle or Body aches
- Headache
- New Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Screening for COVID 19 Symptoms: Staff

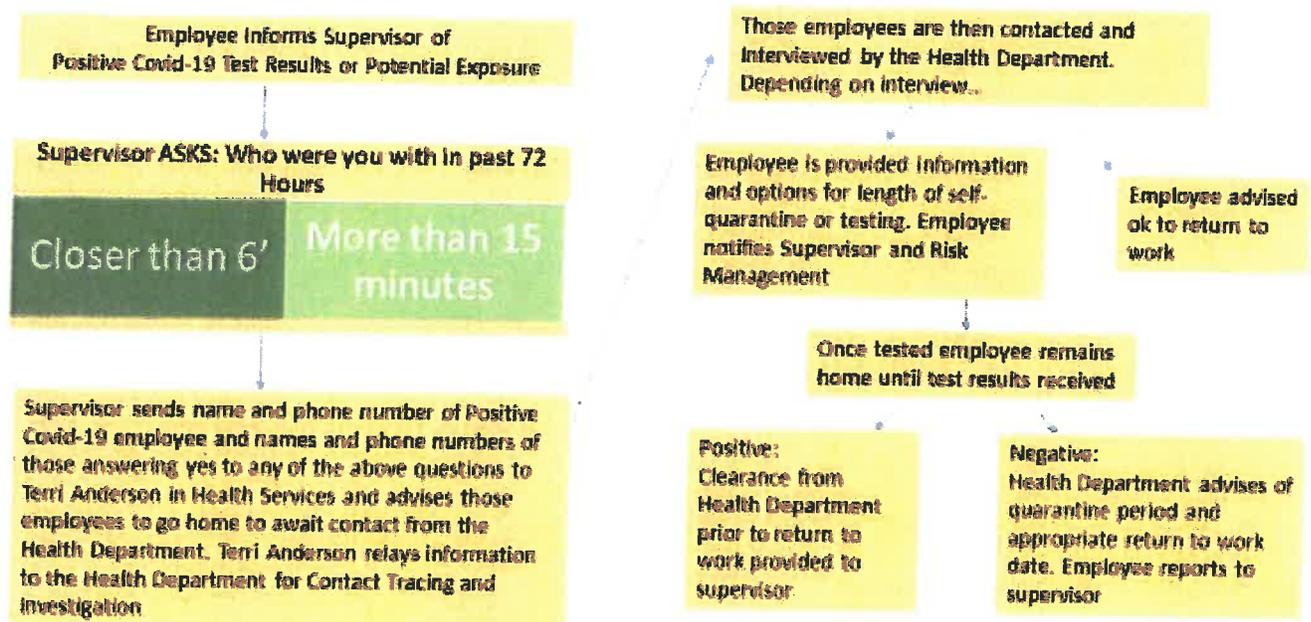
All LCS staff will be advised to self-screen for COVID 19 symptoms including performing a temperature check, prior to reporting to work each day. Teachers and staff **must** report to their LCS supervisor if they themselves have COVID 19 symptoms or are lab confirmed with COVID 19 and **must** remain off campus until they meet the re-entry criteria.

COVID-19 Reporting and Testing Protocol for Employees:

- STEP 1. Ask the employee the following: *“Were you with anyone during the last 72 hours for more than 15 minutes, closer than 6 feet?”* Please stress the importance of providing complete and accurate information. If yes, then *“With whom were you with that meet this criteria?”*
- STEP 2. Email Terri Anderson at andersont@leonschools.net with the names and phone numbers of the positive employee and any other employees identified. That information will be forwarded to the health department who will then contact the employee for contact tracing and investigation. Those employees will need to be sent home until contacted by the health department.
- STEP 3. The Health Department will advise the employee of their length of self-quarantine and whether testing is needed.
- STEP 4. If employee wishes to be tested they should be directed to Risk Management.
- STEP 5. If an employee(s) is tested for Covid-19, they will need to stay home until test results are received. The Department of Health will provide guidance on when an employee can return to work after self-quarantine.

If an employee reports to their supervisor that someone in their household has tested positive for Covid-19, then the supervisor should forward the contact information to Terri Anderson as cases will be reviewed on an individual bases to determine the level of required quarantine.

COVID-19 REPORTING AND TESTING PROTOCOL for EMPLOYEES



The above is subject to change based on release of new CDC Guidelines

Screening for COVID-19 Symptoms: Students

- Parents must ensure they do not send a child to a school campus if their child has COVID-19 symptoms or is lab confirmed with COVID-19.
- Teachers will monitor students and refer them to the appropriate COVID location for screening if symptoms are suspected or are present.

COVID-19 Reporting and Testing Protocol for Students

When a student or parent informs school administration of having positive Covid-19 test or possible exposure the following protocol will be used:

- STEP 1. School Administrator immediately send the name of the exposed student to the Registered Nurse assigned to their school and directs the student to go or stay home until contacted by the health department.
- STEP 2. The Health Department conducts an investigative interview to determine exposure of any others.
- STEP 3. The Health Department contacts anyone potentially exposed and advises their course of action.
- STEP 4. Based on the Health Department determinations the student will stay out the prescribed length of time or until released by the health department or physician to return to school.

Students or Staff Displaying COVID-19 Symptoms

- Students who report feeling ill will be given an immediate assessment including a temperature check, to determine if they are symptomatic for COVID-19.
- Any student who is determined by the nurse to have COVID-19 symptoms while in a LCS facility will be immediately placed in a supervised isolation room until the student can be picked up by a parent/caregiver/guardian.
- Staff members displaying COVID-19 symptoms will follow district protocols, including isolation from students and other staff members.

Students or Staff Confirmed or Suspected of COVID-19

- 1.) Any individuals who themselves are (a) lab confirmed to have COVID-19 or (b) experience symptoms of COVID-19 are required to stay at home throughout the infection period and cannot return to campus until clearance from the health department is provided.

Hand Sanitizing

Staff and students will be instructed to either wash hands or use hand sanitizer when moving between spaces within campus. Process include but are not limited to:

- Using hand sanitizers in the hallways upon entering the building
- After placing personal items in a place designated by the teacher, students will use the hand sanitizer in the classroom or the hand washing station prior to the beginning of instruction.
- Student will wash hands thoroughly with soap and water for 20 seconds after using the restroom
- Since student will need to touch door handles, students will use hand sanitizer or hand washing stations inside the classroom once returning from the restroom
- Prior to leaving the classroom, teachers will give each student some hand sanitizer upon walking out of the classroom
- Students will use the hand sanitizing stations set up by the cafeteria before picking up their lunch
- Students will use the hand sanitizer in the classroom when returning.
- As students leave the building, students will use the hand sanitizer provided in the hallways before exiting and getting into cars, buses, or walking/riding bikes home to reduce the chance of spreading germs.

The school district will provide students with lessons on proper hand-washing techniques. Students are encouraged to use hand washing stations or hand sanitizer every time they change physical spaces within campus (to include recess and outdoor activities).

Face Coverings

Students and staff are expected to wear face coverings during school hours whenever social distancing is not possible. THIS REQUIREMENT IS SUBJECT TO CHANGE. Face coverings include non-medical grade disposable face masks and cloth face coverings (over the nose and mouth). Full-face shields are not a replacement for face masks or coverings but can be used as an additional barrier.

- Students will not be required to wear face coverings while eating, but will be distanced six feet apart.
- It may be impractical for students to wear face covering while participating in some athletic activities.
- Mask storage procedures will be developed by schools to ensure that masks stay clean and separate when not on the student.
- Individual needs regarding face coverings will be addressed on a case by case basis. Requests for accommodations should be submitted to school administration.
- Additional protective equipment will be provided to the school clinic for use in the clinic or designated isolation location.

Students who fail to comply with the appropriate face coverings will participate in a counselling session with assigned staff. Continued noncompliance of face coverings could result in the student's enrollment in the Digital Academy.

Digital/Online/Virtual Learning: School Based Digital Academy (not LCVS)

We recognize that there are Leon County Schools' families who have concerns about their children physically returning to school. While we believe in person learning provides the best experience for most students, we agree with the need to be flexible during this time. This learning option is for students and families who want their children to participate in as much of a traditional learning experience as possible, while not physically attending school.

General Information

Our newly reimagined online learning program will look very different from the at home learning that Leon County Schools' students experienced at the end of the 2019-20 school year. Online learners will participate in an online learning option facilitated by Leon County school teachers that is engaging, rigorous, and aligned with on-campus instruction and class times.

Students will participate in online learning Monday-Friday in alignment with the Leon County School calendar and school day. Each day, student will have periods of daily, live instruction with certified teachers as well as periods of self-paced, independent learning. They will login to Canvas through ClassLink to access instructional resources, assignments, and assessments.

A daily schedule will be provided to online students that they will be expected to follow. Students who can work independently, manage their time, and engage in instructional content delivered via technology should be able to transition into a virtual learning environment with minimal challenges.

Parents'/Caregivers'/Guardians' Role

The support and encouragement of a parent/caregiver/guardian can be critical to student success. As is the case for on-campus learning, parents/caregivers/guardians are expected to be engaged with their child(ren)'s education but are not expected to serve as their child(ren)'s primary teacher of the academic curriculum. Parents/caregivers/guardians serve as learning coaches and provide assistance by:

- Establishing a quiet, designated workspace
- Providing support and encouragement, while also expecting the student to do his or her part
- Ensuring the student logs in each day and participates in class
- Monitoring that the student is on track with assignments and coursework
- Maintaining communication with the teacher by phone, email, and/or online meetings.

Attendance

Students enrolled in the Digital Academy learning option will be required to attend online classes each day, Monday-Friday. Attendance will be taken daily according to F.S. 1003.23. A student who is not present in a virtual class or not participating in an approved school activity shall be counted absent and shall not be recorded as in attendance on that day. This would include both synchronous and asynchronous learning engagements.

Device/Internet Requirements

Students participating in online learning through their schools' digital academy or with their digital academy teachers must have access to the Internet and a device to log into their Canvas account. The District will be issuing devices. In addition, Leon County Schools will provide Internet access for families upon request. Please

coordinate your Internet access request through your child(ren)'s school. A helpdesk support line for technical issues will be accessible for parents and students as needed.

Grading

Students will be assessed on their mastery of the appropriate Florida standards, regardless of whether they are learning on campus or online. Assignments and assessments, both formative, and summative assessments will be used to track student mastery. Grading policies for online instruction will be consistent with the grading policies for on-campus assignments.

Digital/Online/Virtual Learning: Leon County Virtual School (LCVS)

We recognize that there are Leon County Schools' families who have concerns about their children physically returning to school. Leon County Virtual School may be one option for families to consider. Leon County Virtual School is a public K-12 grade level school within Leon County where students take their classes online. Leon County Virtual School is a franchise of Florida Virtual School and also has partnerships with other organizations.

General Information

Leon County students enrolled in the Leon County Virtual School receive individualized instruction utilizing the Internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums. The virtual format allows flexibility of time and location, while promoting the skills and self-discipline for success in the 21st Century. Students may register for any course offered through Leon County Virtual School (contingent upon parent and guidance counselor approval). All virtual curriculum in Leon County is accredited by a national accreditation body as well as implemented with strict adherence to the student academic code of conduct.

Each Leon County Virtual School teacher holds a valid state certification in their subject area and receives extensive annual training and continuous mentoring. Every teacher is required to maintain a close relationship with students, school guidance counselors, as well as reside locally.

Leon County Virtual School strives to provide the online learner with the full experience. We have a blended model learning center where students can attend face-to-face instruction with certified, highly qualified teachers once a week. During non-Pandemic times, we offer field experiences once a month where students and teachers join forces and take the lesson into the community, expanding the student experience as well as fostering social interaction with peers and teachers. The Leon County Virtual School teachers and staff pride themselves on customer service to our students and families. The student is at the center of every decision that we make.

Students will participate in online learning Monday-Friday in alignment with the Leon County School calendar. Each day, student will have periods of daily, live instruction with certified teachers as well as periods of self-paced, independent learning. They will login to the Virtual School Learning Management System (LMS) through ClassLink to access instructional resources, assignments, and assessments.

A daily schedule will be provided to online students that they will be expected to follow. Students who can work independently, manage their time, and engage in instructional content delivered via technology should be able to transition into a virtual learning environment with minimal challenges.

Parents'/Caregivers'/Guardians' Role

The support and encouragement of a parent/caregiver/guardian can be critical to student success. As is the case for on-campus learning, parents/caregivers/guardians are expected to be engaged with their child(ren)'s education but are not expected to serve as their child(ren)'s primary teacher of the academic curriculum. Parents/caregivers/guardians serve as learning coaches and provide assistance by:

- Establishing a quiet, designated workspace
- Providing support and encouragement, while also expecting the student to do his or her part
- Ensuring the student logs in each day and participates in class
- Monitoring that the student is on track with assignments and coursework

- Maintaining communication with the teacher by phone, email, and/or online meetings.

Attendance

Attendance will be taken daily according to F.S. 1003.23. Students enrolled in the Leon County Virtual learning option will be required to attend online classes each day, Monday-Friday. Attendance will be taken based on the percentage of work the student has completed in the virtual environment. This would include both synchronous and asynchronous learning engagements. A student who is not present in a virtual class or not participating in an approved school activity shall be counted absent and shall not be recorded as in attendance on that day.

Device/Internet Requirements

Students participating in online learning through Leon County Virtual School must have access to the Internet and a device to log into their Canvas account. The District will be issuing devices. In addition, Leon County Schools will provide Internet access for families upon request. Please coordinate your Internet access request through a student's school. A helpdesk support line for technical issues will be accessible for parents and students as needed.

Grading

Students will be assessed on their mastery of the appropriate Florida standards. Assignments and assessments, both formative, and summative assessments will be used to track student mastery. Grading policies for online instruction will be consistent with the district grading policies.

Summary of Learning Experiences

Pre-Kindergarten-2nd grade Online Learning

Students in PK-2nd grade will participate in live teacher led instruction and asynchronous online learning. The program will include live online instruction delivered by LCS' teachers via computer coupled with independent practice. Class meetings, small groups, and 1 to 1 support will be included as well as social and emotional learning opportunities. Parents and caregivers will be expected to ensure their students log in and participate in daily scheduled two way instruction and to ensure students complete independent activities during other times of the day to practice and extend learning.

3rd-5th Grade Online Learning

Students in 3rd-5th grade will participate in live teacher led instruction and asynchronous online learning. The program will include live online instruction delivered by LCS' teachers via computer coupled with independent practice. Class meetings, small groups, and 1 to 1 support will be included as well as social and emotional learning opportunities. Parents and caregivers will be expected to ensure their students log in and participate in daily scheduled two way instruction and to ensure students complete independent activities during other times of the day to practice and extend learning.

Middle School Online Learning

Middle school students will participate in live, online instruction per course delivered by LCS teachers coupled with independent practice periods. Class meetings, small groups, and 1:1 support will be included as well as social and emotional learning opportunities. Parents and caregivers will be expected to ensure their students log in and participate in daily scheduled two way instruction and to ensure students complete independent activities during other times of the day to practice and extend learning.

High School Online Learning

High School students will participate in live two way instruction with LCS teachers via computer per period per course daily delivered by LCS teachers coupled with independent practice periods. Class meetings, small groups, and 1:1 support will be included as well as social and emotional learning opportunities. Parents and caregivers will be expected to ensure their students log in and participate in daily scheduled two way instruction and to ensure students complete independent activities during other times of the day to practice and extend learning.

Special Education Services and Section 504 Services

Like general education, special education services for students participating in the online learning option will be a blend of live teacher led instruction and online practice. Students identified with disabilities under the Individuals with Disabilities Education Act and under Section 504 of the Rehabilitation Act will be provided their accommodations, specialized services, modified curriculum, and/or related services as outlined in their individual educational plans.

General Information

Students will receive online instruction in alignment with their Individualized Education Plan (IEP) or 504 Accommodation Plan as follows:

- Students receiving specialized services will receive virtual/online instruction to allow students to access their curriculum. The method (i.e., support facilitation, collaboration, consultation, or a special course/class, etc.) is outlined in each students' IEP.
- Students receiving accommodations will participate in virtual/online instruction provided by a general education teacher. Special education teachers will consult with that teacher to assist with the implementation accommodations documented in each student's Individualized Education Plan (IEP) or Section 504 Accommodation Plan.
- Students receiving a modified curriculum will receive virtual/online instruction that is designed to address the goals and objectives documented in each student's IEP.
- Community-Based Placements (i.e., community based instruction experiences, community and leisure for youth experiences, and work-based learning experiences). Decisions regarding community-based experiences and transportation to these sites will be made in adherence to CDC, state and local orders, and will be made collaboratively with parents and IEP teams on a case-by-case basis.

Related Services and Supports for School Personnel

Students enrolled in the virtual/online learning program will receive the related services and their instructors will receive supports included within Individualized Education Plans through the virtual/online platform. These services include, speech/language therapy, occupational therapy, physical therapy, assistive technology, adaptive P.E., and behavioral supports, and/or other related services.

Individual Education Planning (IEP) and Section 504 Meetings

Parents or educators can request an IEP or 504 meeting at any time. You will be contacted by campus staff and invited to participate in your child's IEP or 504 meeting face to face at the school site, remotely through video conferencing or by telephone.

Evaluations

Leon County Schools is committed to completing referrals for educational evaluations to include those for students suspected of having a disability. The process for reviewing student growth data to guide academic, social and behavioral interventions will continue as part of the evaluation process. Formal evaluations will be conducted one-on-one with the evaluators. Appointments will be set up for virtual/online learning students to come to their home zoned school or designated testing site for one-on-one testing.

Compensatory Services (COVID-19 Impact Services and Supports)

During the Spring 2020 school closure period, Leon County Schools provided special education services to the maximum extent feasible. Individual Education Plans (IEPs) that were in effect prior to the state of emergency remain in place upon return. A student's mental health and academic performance upon return could warrant the IEP team making proposed changes to the IEP based on the current levels of performance.

Schools will assess what impact, if any, COVID-19 school closures had on student's levels of performance/critical skills/needs. This assessment will entail the IEP team addressing the need for COVID-19 Impact Services and Supports (CISS) due to the Pandemic. The IEP team will identify gaps in student learning and develop a plan to support student success. During this return period, individual student teams will review progress made toward IEP goals during the time of school closure. Additionally, students will participate in general benchmark assessments. All assessment information will be used in combination with information regarding progress toward IEP goals, to ensure that there is a clear plan for individual interventions and measuring students' response to these interventions. The already established MTSS framework will be vital in the identification of students' current levels of performance and needs and will enable the team to make sound individual educational planning decisions for students with disabilities.

General Information

Students will receive online instruction in alignment with their Individualized Education Plan (IEP) or their 504 Accommodation Plan as follows:

- Students receiving accommodation will participate in virtual/online instruction provided by a general education teachers. Special education teachers will collaborate with the teacher to assist with the implementation accommodation documented in each student's Individualized Education Plan (IEP) or Section 504 Accommodation Plan.
- Students receiving a modified curriculum will receive virtual instruction that is designed to address the goals and objectives documented in each student's IEP.
- Students receiving an alternate curriculum will receive virtual instruction to implement an alternate curriculum and address goals/objectives as documented in each student's IEP.

Related Services

Students enrolled in the virtual learning program will receive the related services included within their Individualized Education plan through a virtual platform.

Admission, Review, and Dismissal and Section 504 Meetings

As your child's annual meeting date approaches, you will be contacted by campus staff and invited to participate in your child's meeting virtually or by telephone. Continuity of Learning Plans will be included within each IEP or 504 plan as appropriate. In addition, parents or educators can request a meeting at any time.

Evaluations

Leon County Schools is committed to completing referrals for educational evaluations to include those for students suspected of having a disability. The process for reviewing student growth data to guide

academic, social and behavioral interventions will continue as part of the evaluation process. Formal evaluations will be conducted one-on-one with the evaluator. Appointments will be set up for virtual/online learning students to come to their home zone school or designated testing site for one-on-one testing.

Gifted Services

Students identified as gifted learners will continue to receive differentiated instruction from a gifted certified teacher within the online learning program.

Student Support Services

Leon County Schools provides a variety of services to support the social, emotional, and behavioral well-being of students and families. These services will be available regardless of the method of instruction.

Counseling Services

As with in person services, school counselors may offer group and individual sessions to students in an online environment. Occasionally the school counselor might have a brief check in with a student. Since the online environment is different from the campus environment, the parent/guardian will be informed of group or individual counseling plan.

Social Emotional Learning

Schools throughout Leon County Schools use various approaches to social, emotional learning (SEL). At all grade levels, and in accordance with Florida law, students and staff engage in opportunities to develop and reinforce important SEL competencies, including, but not limited to self-awareness, self-management, responsible decision making, social awareness, and healthy relationship skills.

Students will be instructed SEL skills within the online learning environment.

Mental and Behavioral Health Support

Mental and Behavioral health support will continue in the online environment. For students needing extra support, the school counselor can refer any student to services provided through DISC Village through our district's mental health partnership. If a student is receiving education through an online environment, mental health services will be provided by tele-therapy.

Multi-Tiered System of Support

A comprehensive system of supports is utilized regardless of where student instruction is provided (i.e. brick and mortar or remote learning format). LCS employs a robust MTSS process in using progress monitoring data to guide instruction of all students. This begins with an effective core instructional format (Tier 1) for academics, behavior and social-emotional needs.

Given the ongoing pandemic, historical data on a per student basis will be reviewed to gauge the impact it has had on student learning.

LCS administers universal screeners (i.e., AIMSweb, iReady, STAR, Lexia, Achieve 3000 and Cook Internalizing Scale and Drummond Externalizing Scale) to assess the effectiveness of the core instruction and identify students in need of supplemental and/or intensive interventions. These screeners are administered three to four times during the school

year. Additionally, these tools are used for monitoring the effectiveness of supplemental and/or intensive interventions monthly, bimonthly, or weekly based on the individual student needs and the sensitivity of the progress monitoring tool being used. In addition to data gathered from these tools, teacher and parent input and review of classroom assessments are also considered in this educational planning process.

School data teams meet monthly to review data of students receiving supplemental and/or intensive interventions to determine by intervention group which students are demonstrating a positive, questionable or negative response to the provided interventions. This information is used to adjust interventions as needed.

Each school site provides interventions based on this data review. These services are delivered by qualified school or district based personnel (i.e., general education teachers, academic coaches, behavior support personnel, etc.). The frequency and intensity of these interventions are determined by the student's response to the provided intervention.

Student Mentoring

The Leon County Schools' mentoring program will continue in online environments with mentors serving students of all grade levels through online meetings. Mentor training protocols will include procedures for working with students in an online environment.

English Language Learners

During the summer, the LCS Parent Liaison, Mr. Amon Rwito held Reading Zoom meetings, by grade levels- K-2, 3-5, 6-8, and 9th grade. Mr. Rwito started the meetings in early May and continued meeting weekly through the week of July 6. The students read aloud and worked on reading strategies using supplemental reading program, Imagine Language & Literacy. Mr. Rwito also worked with schools to procure and deliver digital devices to our ELL families not able to return to the schools to receive devices.

LCS parents and guardians selected to return to the 2020-2021 school year in one of four platforms: Option 1: Face-to-Face Traditional Instruction, Option 2: School Based Digital Academy-connected to their enrolled school or Hybrid Teaching Model, and Option 4: Leon County Virtual School. Ed Options ZOOM meetings were held with IRC and parents to discuss the Return to School Task Force committee findings, school board decisions, and parent options for the 2020-2021 school year. The meetings, held with translators in Arabic and Swahili allowed opportunities for parents to read, ask questions, and hold discussions in their home languages.

Parents made Ed Options selection through our FOCUS Parent Portal account which can be translated in 6 languages.

The LCS District ELL team will work with ELL Committees at each site to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. The school site ELL committee will meet with parents, via TEAMS or ZOOM, along with an interpreter or Language Line translator services, to discuss the ELL student's plan and the possibility of regression. The committee will share with parents/guardians the plan for addressing the regression including class schedule, supplemental instructional tools, and at home services/strategies. The supplemental materials will be noted on each student's ESOL plan to ensure teachers are notified of need and documentation. ESOL Plans and notes from each ELL committee meeting will be placed in the student's ESOL (Red) folder and placed in LCS ESOL TEAMS school folder.

- Monthly meetings with site ESOL Coordinators
- Professional Development for ESOL Coordinators

- Professional Development for ESOL Teachers
- Professional Development for LCS Administrators
- Supplemental Instruction which can be accessed at home through the student's log in provided through:
 - Imagine Language & Literacy (350 Licenses)
 - Imagine Reading
 - Imagine Math (350 Licenses)
 - Rosetta Stone
- Parent Liaisons- Spanish Mrs. Mara Scott and Swahili Mr. Amon Rwito
- Meetings with Tallahassee Refugee Task Force Theresa Leslie, Refugee Services Community Liaison (Florida Department Children & Families)
- IRC communication twice a month to share LCS district news
- IRC ZOOM meeting to discuss language options on the LCS website (and training on how to access language options)
- IRC ZOOM meetings to discuss receiving families transition to LCS & current families concerns/questions
- Update LCS District website- which can be translated into over 30 languages

Foster Care Students

Students in Foster Care will be served based on the discussion of their needs and the decisions made during the ESSA Conference calls. Students enrolling in the District or transferring to another school within the District are served based on their best interest. Transportation for Foster Care students are based on several factors to include the location of their school of origin, caregiver's ability to transport and the student's attendance zone.

Homeless Students

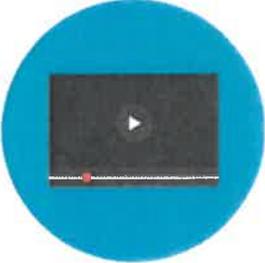
The Leon County School District follows the McKinney-Vento guidelines when serving students who are homeless. Within the District, these students are served under the Office of Families in Transition and all decisions regarding their instruction and services are based on their needs and school of origin. Services for students in transition include but are not limited to full implementation of IEP and 504 Plans, transportation, school supplies, hygiene kits and tutoring at the Hope Center.

DJJ Students

Department of Juvenile Justice student who transition into the Leon County School District will participate in an Educational Transition meeting to discuss their current situation in regards to courses completed, course currently enrolled in, certifications completed or in progress and any sanctions as addressed on their FACE SHEETS. Student placement is made based on the decision of the committee and approval by the District. Students transitioning back to their bricks and mortar schools from the Juvenile Detention Center will continue their assigned course schedule with the required support as indicated in IEP/504 plans.

Modes of Instruction

All students have selected a preferred learning option: In-Person Instruction or Online/Virtual Learning. At school instruction will follow this same format and schedule as possible. Leon County Schools reserves the right to begin all 2020-21 instruction in a virtual learning environment pending local health conditions in accordance with guiding agencies and entities.

Modes of Instruction	
<p>Synchronous</p> 	<p>Requires students and teacher to be present at the same time online</p> <p>Examples:</p> <ul style="list-style-type: none"> • Live interactive classes with students and teachers participating in real time • Teacher supported work time on video conference calls • Scheduled and online assessments
<p>Asynchronous</p> 	<p>Does not require students and teacher to be present online at the same time</p> <p>Examples:</p> <ul style="list-style-type: none"> • Self-paced online course with intermittent teacher instruction • Pre-assigned work with formative assessment on paper or in learning management system such as Canvas • Pre-recorded videos of instruction • Practice and assessment in educational software programs

*Synchronous instruction could occur as in class instruction or small group instruction online.

**Some online learners could be assigned to the classroom. Teachers could have students distributed within in person or in digital period(s).

Synchronous & Asynchronous Classes

1 What is Asynchronous Learning?

Asynchronous learning allows you to take online courses on your own schedule.

Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

Students may be given a time frame – usually a one week window – during which they need to connect at least once or twice.

Overall, students are free to contribute whenever they choose.



Virtual Libraries



Discussion Boards

Social Networking



Chat



Podcasts



2 What is Synchronous Learning?

Synchronous online classes are those that require students and instructors to be online at the same time.

Lectures, discussions, and presentations occur at a specific hour.

All students must be online at that

Appendix A: Sample PK Student Schedule

Time	Mode	Students	Content and Sample Activities
7:45-8:30	Teacher Arrival/Planning/Organization		
8:30-8:35	Live	Online	Teacher Morning Meeting
8:30-9:00	Asynchronous/Independent Work	Independent Functioning	Morning Routine/ Breakfast/ Independent Skills /Journal <ul style="list-style-type: none"> Toileting Dressing Folding PJs Making the bed Journal Handwriting
9:00-9:05	Asynchronous/Independent Work	Pre-Recorded Video	Daily Introduction Video <ul style="list-style-type: none"> Sets the tone for the day Highlights skills for the day
9:05-9:30	Asynchronous/Independent Work	Guided Discussion	Parent/Student Guided Discussion aligned to daily lesson
9:30-10:00	Synchronous/Live Teaching	Morning Meeting	<ul style="list-style-type: none"> Calendar Literacy/Math
10:00-11:00 Rotate Groups	Synchronous/Live Teaching	Small Group 1	Teacher Led Small Group Instruction
	Asynchronous/Independent Work	Small Group 2	Sanford Harmony <ul style="list-style-type: none"> Online read aloud story Video Song Structured Developmental play
	Asynchronous/Independent Work	Small Group 3	Sanford Harmony <ul style="list-style-type: none"> Online read aloud story Video Song Structured Developmental play
11:00-11:30	Asynchronous/Independent Work	Story Time	Pre-k website: Listening Library
11:30-12:00	Asynchronous/Independent Work	Instructional Technology	Waterford
12:00-12:30	Lunch		
12:30-1:30	Rest/Quite Time		
1:30-1:45	Asynchronous/Independent Work	Literacy/Math Activity	Pick 1 math or literacy activity from online lesson plan to complete
1:45-2:00	Asynchronous/Independent Work	Developmental Play	<ul style="list-style-type: none"> Physical Development Outdoor/Indoor Play Educational Programing on TV

2:00-2:45	Asynchronous/Independent Work	Small Group #3	<p>Asynchronous Math Math, aligned to the PreK standards:</p> <ul style="list-style-type: none"> • Students will chose activities related to <ul style="list-style-type: none"> ○ Counting ○ Adding to/taking away ○ Naming and creating 2D shapes ○ Positional words ○ Measurement ○ Sorting and patterns <p>Asynchronous Specials, aligned to the PreK standards:</p> <ul style="list-style-type: none"> • Students will chose activities related to <ul style="list-style-type: none"> ○ Visual Arts ○ Music ○ Physical Education ○ Technology ○ Library Services <p>Teacher meets with small groups (math stations) throughout asynchronous time</p>
2:50-3:30	Teacher Planning & Staff meetings as needed		

Appendix B: Sample K-2 Student Schedule

- Students are scheduled into homeroom classes
- Each students will engage in scheduled “live” synchronous instruction twice daily
- Each student determines when to engage in asynchronous learning
- Office hours will also be available for student to join and ask question about content and assignments
- Students eligible for additional services will receive communication about their service model

Time	Mode	Students	Content and Sample Activities
7:45-8:30	Teacher Arrival/Planning/Organization		
8:30-9:00	Synchronous/Live 	Whole Class	Synchronous: Class Meeting: Communication, Listening, and Speaking <ul style="list-style-type: none"> ● Welcome/Morning Meeting ● Building relationships ● Explicit Social Skills Instruction ● Review the schedule for the day/week ● SEL ● ELL Strategies ● Vocabulary work ● Pre-Teaching and Goal Setting ● Previewing Technology tools
9:00-9:30	Synchronous/Live 	Whole Class	Interactive read aloud or Interactive writing/Discuss and Prepare for the Asynchronous Learning for the Day
9:30-9:45	Break		
9:45-11:00	Synchronous/Live	Small Group #1	Reading and Writing <ul style="list-style-type: none"> ● Guided practice ● Conferencing based on iReady ● Introduce independent practice and application Math <ul style="list-style-type: none"> ● Guided practice ● Conferencing based on iReady ● Introduce independent practice and application

	Asynchronous/Independent Work	Small Group #2	<p>Reading/Writing Lesson, Practice, Application, & Assignments</p> <ul style="list-style-type: none"> Digitized Content from curriculum map Assignments Independent reading & responses (i.e.AR) Independent writing iReady <p>Social Studies</p> <ul style="list-style-type: none"> Digitized Content from curriculum map Assignments Enrichment activities
	Asynchronous/Independent Work	Small Group #3	<p>Math Lesson, Practice, Application, & Assignments</p> <ul style="list-style-type: none"> Digitized Content from curriculum map Assignments Think Central iReady <p>Science</p> <ul style="list-style-type: none"> Digitized Content from curriculum map Assignments Enrichment activities
11:00-11:30	LUNCH		
11:30-12:15	Asynchronous/Independent Work	Whole Class	<p>Special Area time</p> <ul style="list-style-type: none"> Video Lessons Digitized Content
12:15-1:30	<p>Small Group #2: Synchronous/Live Teaching Small Group #1 and #3: Asynchronous/Independent Work</p>		
1:30-1:35	Break		
1:35-2:50	<p>Small Group #3: Synchronous/Live Teaching Small Groups #1 and #2: Asynchronous/Independent Work</p>		
2:50-3:30	Teacher Planning and Staff Meetings as needed		

Appendix C: Sample 3rd-5th grade student schedule

- Students are scheduled into homeroom classes
- Each students will engage in scheduled “live” synchronous instruction
- Each student determines when to engage in asynchronous learning
- Office hours will also be available for student to join and ask question about content and assignments
- Students eligible for additional services will receive communication about their service model

Time	Mode	Students	Content and Sample Activities
7:45-8:30	Teacher Arrival/Planning/Organization		
8:30-9:00	Synchronous/Live 	Whole Class	Synchronous: Class Meeting: Communication, Listening, and Speaking <ul style="list-style-type: none"> • Welcome/Morning Meeting • Building relationships • Explicit Social Skills Instruction • Review the schedule for the day/week • SEL • ELL Strategies • Vocabulary work • Pre-Teaching and Goal Setting • Previewing Technology tools
9:00-9:30	Synchronous/Live 	Whole Class	Science and Social Studies <ul style="list-style-type: none"> • Mini Lesson • Introduction and checking in on learning • Integration with reading, writing, and math <p>Discuss and Prepare for the Asynchronous Learning for the Day</p>
9:30-9:45	Break		
9:45-11:00	Synchronous/Live 	Small Group #1	Reading and Writing <ul style="list-style-type: none"> • Guided practice • Conferencing based on iReady • Introduce independent practice and application <p>Math</p> <ul style="list-style-type: none"> • Guided practice • Conferencing based on iReady

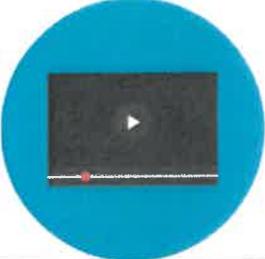
			<ul style="list-style-type: none"> • Introduce independent practice and application
	<p>Asynchronous/Independent Work</p> 	Small Group #2	<p>Reading/Writing Lesson, Practice, Application, & Assignments</p> <ul style="list-style-type: none"> • Video Lesson from teaching team or Digitized Content from curriculum map • Assignments • Independent reading & responses (i.e.AR) • Independent writing • iReady <p>Social Studies</p> <ul style="list-style-type: none"> • Digitized Content from curriculum map • Assignments • Enrichment activities
	<p>Asynchronous/Independent Work</p> 	Small Group #3	<p>Math Lesson, Practice, Application, & Assignments</p> <ul style="list-style-type: none"> • Digitized Content from curriculum map • Assignments • Think Central • iReady <p>Science</p> <ul style="list-style-type: none"> • Digitized Content from curriculum map • Assignments • Enrichment activities
11:00-11:30	LUNCH		
11:30-12:15	Asynchronous/Independent Work	Whole Class	<p>Special Area time</p> <ul style="list-style-type: none"> • Video Lessons • Digitized Content

			
12:15-1:30	<p>Small Group #2: Synchronous/Live Teaching Small Group #1 and #3: Asynchronous/Independent Work</p>		
1:30-1:35	<p>Break</p>		
1:35-2:50	<p>Small Group #3: Synchronous/Live Teaching Small Groups #1 and #2: Asynchronous/Independent Work</p>		
2:50-3:30	<p>Teacher Planning and Staff Meetings as needed</p>		

Appendix D: Sample Middle School Student Schedule

- Below is a sample middle school schedule. Times may vary by campus. The schedule is below is for illustrative purposes only.
- Class periods will feature a blend of real time interaction between teachers and students and independent practice
- Students will participate in 6 classes on an alternating, rotating day block schedule- “Odd” and “Even” days
- “Odd” days are periods 1, 3, and 5 structured as blocks
- “Even” days are periods 2,4, and 6 structured as blocks
- Each students will engage in scheduled “live” synchronous instruction daily
- Each student determines when to engage in asynchronous learning or independent work
- Office hours will also be available for student to join and ask question about content and assignments
- Students eligible for additional services will receive communication about their service model
- Schools will have the ability to carve out time for morning meetings or homeroom check-ins

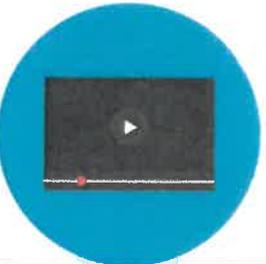
8:45-9:30		Teacher Arrival/Planning/Organization	
Block	Time	Mode	A and B Days
1 st /2 nd 9:30-11:15	9:30-10:05	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice
	10:05-11:15	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
3 rd /4 th 11:20-2:05	11:20-11:50 35 minute lunch 30 minute HR	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice

	12:55-2:05	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
5 th /6 th 2:10-3:50	2:10-2:45	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice
	2:45-3:50	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
3:50-4:30	Teacher Planning and Staff Meetings as needed		

Appendix E: Sample High School Student Schedule

- Below is a sample high school schedule. Times may vary by campus. The schedule is below is for illustrative purposes only.
- Class periods will feature a blend of real time interaction between teachers and students and independent practice
- Students will participate in 6 classes on an alternating, rotating day block schedule- “Odd” and “Even” days
- “Odd” days are periods 1, 3, and 5 structured as blocks
- “Even” days are periods 2,4, and 6 structured as blocks
- Each students will engage in scheduled “live” synchronous instruction daily
- Each student determines when to engage in asynchronous learning
- Office hours will also be available for student to join and ask question about content and assignments
- Students eligible for additional services will receive communication about their service model

6:45-7:30 Teacher Arrival/Planning/Organization			
Block	Time	Mode	A and B Days
1 st /2 nd 7:30-9:15	7:30-8:05	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice
	8:05-9:15	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
3 rd /4 th 9:20-11:05	9:20-9:55	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice

	9:55-11:05	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
11:05-11:50	LUNCH		
5 th /6 th 11:50-1:35	11:50-12:25	Synchronous/Live 	Synchronous: Direct Instruction and Teacher Guided Practice
	12:25-1:35	Asynchronous/Independent Work 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
1:35-2:30	Teacher Planning and Staff Meetings as needed		

Appendix F: Sample Elementary Access Student Schedule

* The Unique curriculum has Social Studies and Science Infused throughout ELA and Math.

Time	Mode	Students	Content and Sample Activities
7:45-8:30	Teacher Arrival/Planning/Organization		
8:30-9:00	Synchronous/Live Instruction	Whole Group	Morning Meeting <ul style="list-style-type: none"> Welcome/Morning Meeting Calendar Building relationships Explicit Social Skills Instruction Review the schedule for the day/week
9:00-9:30	Synchronous/Live Instruction: Grp 1	ELA Small Group	<ul style="list-style-type: none"> Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
	Asynchronous/Independent Work: Grp 2 & 3	IEP Goal Work	<ul style="list-style-type: none"> Teacher or para facilitated work on IEP goals Additional lessons and activities from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
9:30-10:00	Synchronous/Live Instruction: Grp 1	ELA Small Group	<ul style="list-style-type: none"> Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
	Asynchronous/Independent Work: Grp 1 & 3	IEP Goal Work	<ul style="list-style-type: none"> Teacher or para facilitated work on IEP goals Additional lessons and activities from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
10:00-10:30	Synchronous/Live: Grp 3	ELA Small Group	<ul style="list-style-type: none"> Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP

	Asynchronous/Independent Work Grp 1 & 2	IEP Goal Work	<ul style="list-style-type: none"> • Teacher or para facilitated work on IEP goals • Additional lessons and activities from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
10:30-11:00	Office time for individual student consultation		
11:00-11:35	Developmental Play		
11:35-12:05	Synchronous/Live: Grp 2	Math Small Group	<ul style="list-style-type: none"> • Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
	Asynchronous/Independent Work: Grp 1 & 3	IEP Goal Work	<ul style="list-style-type: none"> • Teacher or para facilitated work on IEP goals • Additional lessons and activities from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
12:05-12:30	Lunch		
12:30-1:00	Synchronous/Live: Grp 3	Math Small Group	<ul style="list-style-type: none"> • Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
	Asynchronous/Independent Work: Grp 1 & 2	IEP Goal Work	<ul style="list-style-type: none"> • Teacher or para facilitated work on IEP goals • Additional lessons and activities from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
1:00-2:00	Synchronous	Special Area	
2:00-2:50	Office time for individual student consultation		

Appendix G: Sample Middle School Student ACCESS Schedule

8:45-9:30			
Teacher arrival/Planning/Organization			
Block	Time	Mode	A and B Days
1 st /2 nd	9:30-10:05	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	10:00-11:15	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
3 rd /4 th	11:15-11:50	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	11:50-1:00	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
1:00-1:30			
Lunch			
5 th /6 th	1:30-2:05	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	2:05-3:15	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
3:15-3:55			
Teacher planning and staff Meetings as needed			

Appendix H: Sample High School Access Schedule

6:45-7:30	Teacher arrival/Planning/Organization		
Block	Time	Mode	A and B Days
1 st /2 nd	7:30-8:05	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	8:05-9:15	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
3 rd /4 th	9:15-9:50	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	9:50-11:00	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
11:00-11:50	Lunch		
5 th /6 th	11:50-12:25	Synchronous/Live	Synchronous: Direct instruction and Teacher Guided Practice
	12:25-1:35	Asynchronous/Independent Work	Lessons based on student need from Unique, Vizzle, or other supplemental material as deemed appropriate by the teacher and IEP
1:35-2:30	Teacher planning and staff Meetings as needed		

Appendix I: Example of an Elementary Student Day completely digital

- Students choosing digital learning will be engaged in academic activities throughout the day.
- Students will be expected to be able to log in at various times during regular school hours.
- Students are at home away from school learning and will need access to the Internet.
- Attendance will be taken.

Subject Area	Time on Task	Mode	Assignments
English/Language Arts (ELA)	150 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content • iReady
Mathematics	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Science	30 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Social Studies	30 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Special Area	30 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	Music/Guidance/Media <ul style="list-style-type: none"> • To be determined by teacher PE/Art <ul style="list-style-type: none"> • Digitized content
Lunch/Recess	30 minutes/30 minutes daily		

Appendix J: Example of Secondary Student Day

- Students choosing digital learning will be engaged in academic activities throughout the day.
- Students will be expected to be able to log in at various times during regular school hours.
- Students are at home away from school learning and will need access to the Internet.
- Attendance will be taken.

Subject Area	Time on Task	Mode	Assignments
English/Language Arts (ELA)	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content • iReady
Mathematics	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Science	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Social Studies	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	<ul style="list-style-type: none"> • District adopted instructional materials • Digitized content
Elective	60 minutes/daily	Synchronous/Live and Asynchronous/Independent Work Learning	Depends on the elective
Lunch/Recess	30 minutes		

Appendix K: Sample Student Schedule if all retreat home with all online- BYOD and District provided Devices- by Level if a family has to share

A	8:30-9:22	Synchronous: HS; Asynchronous: ES* and MS
B	9:25-10:17	Synchronous: ES; Asynchronous: HS and MS
C	10:20-11:12	Synchronous: MS; Asynchronous: HS and ES*
	11:15-11:45	LUNCH
A	11:45-12:22	Synchronous: HS; Asynchronous: ES* and MS
B	12:25-1:17	Synchronous: ES; Asynchronous: HS and MS
C	1:20-2:12	Synchronous: MS; Asynchronous: HS and ES*
D*	Floating	Elementary Special Area

D*	8:30-9:15	Special Area Group 1
	10:20-11:05	Special Area Group 2
	11:40-12:25	Special Area Group 3
	1:20-2:05	Special Area Group 4
	2:15-2:50	Special Area Group 5

	M	T	W	Th	F	M	T
Secondary Periods							
Live Period	1	2	5	1	2	5	1
Live Period	3	4	6	3	4	6	3

	M	T	W	Th	F	M	T
Elementary Subjects							
	ELA/SS						
	Math/Science						
Rotating Special Area							
	Special Area 1	Special Area 2	Special Area 3	Special Area 4	Special Area 5	Special Area 1	Special Area 2

*Elementary will have a floating subject from 8:30-9:15 for Special Area/Science Instruction.

Appendix L: COVID 19 Reporting and Testing Protocol for Students

COVID-19 REPORTING AND TESTING PROTOCOL for STUDENTS

Student or Parent informs School Administrator of Positive Covid-19 Test Results or Possible Exposure

School Administrator immediately sends name of exposed student to the Registered Nurse assigned to their school (TBD) and directs student to go home to await contact from Health Department

Health Department conducts Investigative Interview to determine exposure to others

Health Department contacts anyone potentially exposed and advises course of action

Student advised to get tested

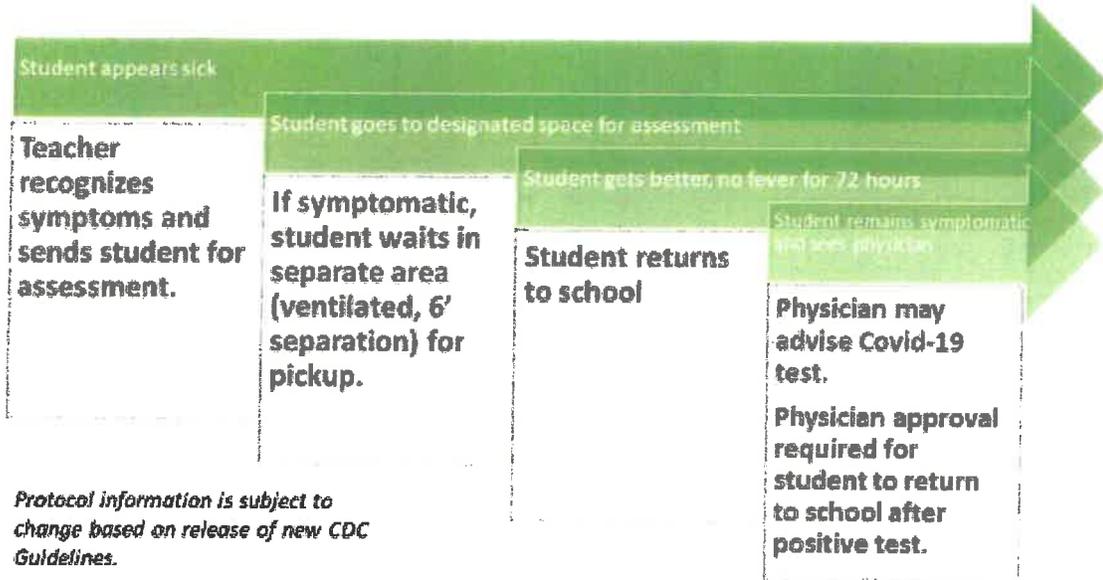
Student advised ok to return to school

Student remains home until test results received

Negative:
Health Department advises of any quarantine period and when to return to school

Positive:
Clearance from Health Department/Physician prior to return to school

Protocol for Student Sickness



Appendix N: What is a school based online learning environment or digital Academy?



What is a School Based Online Learning?

What is a school based digital academy or school based online learning?

While not physically attending school, this learning option is for students and families who want their children to participate in as much of a traditional learning experience as possible.

What are some of the characteristics?

- Students
- will receive live instruction from their teachers. This may occur as part of a traditional classroom experience, prerecorded content, from live whole class instruction and live small group instruction, or from one on one instruction from the teacher;
 - will follow their school schedule;
 - will be online and offline for all of the instructional day.

How does learning occur?

Teachers will instruct students "live" and provide them independent work as assigned tasks.

From where does my student learn?

Students work from home.

What time does my student have to be online?

Students work "regular" school hours.

How long am I committed to this school option?

The educational commitment is at least nine weeks.

All Social Emotional Learning (SEL), English Language Learners (ELL), Exceptional Student Education (ESE), and 504 Services will be provided to every option.

Schools will determine the appropriate instructional approach for each course and how students are scheduled based on the family educational commitment selected in July 2020. Factors impacting course instructional decisions include, but are not limited to, the number of students selected each learning option, teacher certification, student course requests, and classroom technology capabilities.



School Based Online/Digital Learning

Advantages

- Child works at pace of classmates
- Daily attendance taken by teachers
- Works regular school hours each day.
- Students can return back to school in a manner most seamlessly as instruction is integrated.

Disadvantages

- To be successful, the student must be self-motivated and task oriented.
- Student must attend scheduled classes on time.
- Limited flexibility in engaging in live teacher instruction

Appendix O: 2020-21 Leon County Schools' Reopening Options

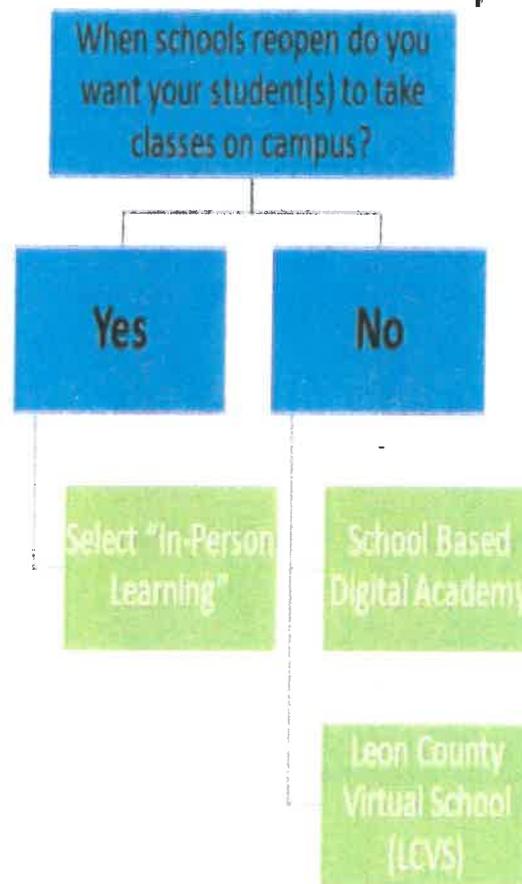


**2020-21
Leon County Schools
Options for Reopening Schools**

**Learning Options
Decision Tree**

All options are in green.

NOTE: Families of Students with Disabilities and English Language Learners may be contacted by school based personnel to review their student(s) individual needs.



These options are subject to change as the pandemic situation changes. Families who did not select one of the options by July 13, were defaulted to In Person/Face to Face in school learning.

Appendix P: Parent Checklist for Before School

Before arriving to school

- ✓ **Conduct a screening of their own student**
Should include looking for signs and symptoms of COVID 19 including a fever, coughing, or other signs of illness.
- ✓ **Practice thorough handwashing** and remind child(ren) to wash their hands as often as possible for 20 seconds and to use hand-wipes and sanitizer throughout the day.
- ✓ **What to Bring to School**
Ensure that their child(ren) have a clean face covering to bring to campus every day. Remind child(ren) that they need to keep their face covering on while at school to protect themselves and the health of others.
- ✓ **Consider bringing lunch from home when possible.** Provide child(ren) with several writing utensils and discuss with them the importance of not sharing with others; if they need something, remind them to ask the teacher

Arriving to School

- ✓ Limit the number of items going to and from school.
- ✓ Bring child(ren) **as close as possible to the beginning of the school day** to reduce the number of people waiting.
- ✓ **Follow your school's** established protocol for drop off.

Parent Checklist for After School

- ✓ Collect child(ren) **as close to the end of the school day** as possible to reduce the number of people waiting at parent pick up
- ✓ Follow **your school's** established protocol for pick up.
- ✓ Encourage child(ren) to **wash hands thoroughly** with soap and water upon returning home.
- ✓ Assist child(ren) in **sanitizing any materials, backpacks, supplies** at the end of each day.
- ✓ Ensure child(ren) have a **clean face covering** for the following day.

Appendix Q: Letter Submitted to Governor DeSantis



**Florida Chapter of the
American Academy of Pediatrics**
INCORPORATED IN FLORIDA

**Florida Chapter of the
American Academy of
Pediatrics, Inc.**
1400 Village Square Blvd.
#3-87786
Tallahassee, FL 32312
(P) 850/224-3939
(F) 912/452-9050
(E) info@fcaap.org

FCAAP Executive Board

President

D. Paul Robinson, MD, FAAP

Immediate Past President

Madeline Matar Joseph, MD,
FAAP

Vice President

Lisa Gwynn, DO, FAAP

Secretary

Toni Richards-Rowley, MD,
FAAP

Treasurer

Patricia Emmanuel, MD, FAAP

Via E-mail Only

Governor Ron DeSantis
Office of Governor Ron DeSantis
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001
GovernorRon.Desantis@eog.myflorida.com

July 16, 2020

RE: Considerations for Re-Opening Schools

Dear Governor DeSantis,

I am writing to you as president of the Florida Chapter of the American Academy of Pediatrics (FCAAP). We are an organization that represents 2,600 pediatricians in the state of Florida. One of our main purposes is to protect the safety and welfare of children, in the same manner as the national AAP. Given this fact, I am writing to request that you and Commissioner Corcoran rethink your order requiring superintendents around the state to open their brick and mortar schools in August. Many people, including you and Commissioner Corcoran, are quoting the AAP statement that "children do best when they are in school" as your reasoning for this ruling. Please note that the AAP meant that statement only in situations in which children can safely go to school. In their statement of July 10, 2020, they state "science should drive decision-making on safely reopening schools...Public Health agencies must make recommendations based on evidence, not politics."¹ Currently, viral infection rates in Florida are extremely high, with a rolling average of 14.2% of tests positive for new infections over the past two weeks.² Public health experts and infectious disease physicians almost universally recommend that children not go to schools until the positive test rate is 3-5% over a rolling two week average. If children go to school with such high infection rates, schools will be forced to close very quickly after opening, and many children and families will likely become ill with SARS-CoV-2. In other parts of the world where schools have successfully opened the infection rates from SARS-CoV-2 were much lower than here in Florida.

There are current studies that show children do not become as ill with SARS-CoV-2, and they do not spread it as efficiently as adults do. However, the fact that children, as a group, do not become as ill as adults does not mean every child with COVID does not become ill. There is great concern about children with special healthcare needs (asthma, obesity, diabetes, congenital heart disease, cystic fibrosis to name a few) infected with SARS-CoV-2, as there is in adolescents who smoke or vape. Further, as you undoubtedly know, some children have died of a rare multi-system inflammatory condition. In addition,

lower spread rates to adults does not mean no spread rate to adults, and it is already clear that adults have the potential to become very ill or die at a higher rate when infected.

The FCAAP believes that each school district in the state should be able to decide when and how they re-open in person learning based upon the prevalence of SARS-CoV-2 in the community. Further, they should be given guidance based on the risks involved to their community.

As the national AAP recommends, school districts need to be “nimble³,” able to make changes to details of their plans to reopen based on the situation in their counties during the fall and winter months. In order to be able to do this there must be an infusion of money to the school systems. They cannot possibly keep the children, teachers, and staff safe with the same level of funding as they have received in the past.

When it is safe to reopen schools the FCAAP is available to give guidance to superintendents, if they are interested. A “white paper” will be available to those superintendents who want to see it within the next week.

Thank you for your consideration of this letter.

Sincerely,



D. Paul Robinson, MD, FAAP
President
Florida Chapter of the American Academy of Pediatrics

CC: Commissioner Richard Corcoran, Florida Department of Education
The Honorable Bill Montford, The Florida Senate

¹ <https://www.aappublications.org/news/2020/07/30/schoolreentrysafety071020>

² Florida DOH data on new infections

http://www11.doh.state.fl.us/comm/partners/covid19_report_archive/state_reports_latest.pdf

³ COVID-19 Planning Considerations: Guidance for School Re-entry. <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

The Importance of Reopening America’s Schools this Fall

Updated July 23, 2020

As families and policymakers make decisions about their children returning to school, it is important to consider the full spectrum of benefits and risks of both in-person and virtual learning options. Parents are understandably concerned about the safety of their children at school in the wake of COVID-19. The best available evidence indicates if children become infected, they are far less likely to suffer severe symptoms.^{[1][2][3]} Death rates among school-aged children are much lower than among adults. At the same time, the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities. These students are far less likely to have access to private instruction and care and far more likely to rely on key school-supported resources like food programs, special education services, counseling, and after-school programs to meet basic developmental needs.^[4]

Aside from a child’s home, no other setting has more influence on a child’s health and well-being than their school. The in-person school environment does the following:

- provides educational instruction;
- supports the development of social and emotional skills;
- creates a safe environment for learning;
- addresses nutritional needs; and
- facilitates physical activity.

This paper discusses each of these critical functions, following a brief summary of current studies regarding COVID-19 and children.

COVID-19 and Children

The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children. Children appear to be at lower risk for contracting COVID-19 compared to adults. To put this in perspective, according to the Centers for Disease Control and Prevention (CDC), as of July 17, 2020, the United States reported that children and adolescents under 18 years old account for under 7 percent of COVID-19 cases and less than 0.1 percent of COVID-19-related deaths.^[5] Although relatively rare, flu-related deaths in children occur every year. From 2004-2005 to 2018-2019, flu-related deaths in children reported to CDC during regular flu seasons ranged from 37 to 187 deaths. During the H1N1 pandemic (April 15, 2009 to October 2, 2010), 358 pediatric deaths were reported to CDC. So far in this pandemic, deaths of children are less than in each of the last five flu seasons, with only 64.¹ Additionally, some children with certain underlying medical conditions, however, are at increased risk of severe illness from COVID-19.*

Scientific studies suggest that COVID-19 transmission among children in schools may be low. International studies that have assessed how readily COVID-19 spreads in schools also reveal low rates of transmission when community transmission is low. Based on current data, the rate of infection among younger school children, and from students to teachers, has been low, especially if proper precautions are followed. There have also been few reports of children being the primary source of COVID-19 transmission among family members.^{[6],[7],[8]} This is consistent with data from both virus and antibody testing, suggesting that children are not the primary drivers of COVID-19 spread in schools or in the community.^{[9],[10],[11]} No studies are conclusive, but the available evidence provides reason to believe that in-person schooling is in the best interest of students, particularly in the context of appropriate mitigation measures similar to those implemented at essential workplaces.

Educational Instruction

Extended school closure is harmful to children. It can lead to severe learning loss, and the need for in-person instruction is particularly important for students with heightened behavioral needs.^{[12],[13]} Following the wave of school closures in March 2020 due to COVID-19, academic learning slowed for most children and stopped for some. A survey of 477 school districts by the University of Washington’s Center on Reinventing Public Education found that, “far too many schools are leaving learning to chance.”^[13] Just one in three school districts expected teachers to provide instruction, track student engagement, or monitor academic progress for all students, and wealthy school districts were twice as likely to have such expectations compared to low-income districts.^[13]

We also know that, for many students, long breaks from in-person education are harmful to student learning. For example, the effects of summer breaks from in-person schooling on academic progress, known as “summer slide,” are also well-documented in the literature. According to the Northwest Evaluation Association, in the summer following third grade, students lose nearly 20 percent of their school-year gains in reading and 27 percent of their school-year gains in math.^[14] By the summer after seventh grade, students lose on average 39 percent of their school-year gains in reading and 50 percent of their school-year gains in math.^[14] This indicates that learning losses are large and become even more severe as a student progresses through school. The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe.

Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities. Many low-income families do not have the capacity to facilitate distance learning (e.g. limited or no computer access, limited or no internet access), and may have to rely on school-based services that support their child’s academic success. A study by researchers at Brown and Harvard Universities assessed how 800,000 students used Zearn, an online math program, both before and after schools closed in March 2020.^[15] Data showed that through late April, student progress in math decreased by about half, with the negative impact more pronounced in low-income zip codes.^[15] Persistent achievement gaps that already existed before COVID-19, such as disparities across income levels and races, can worsen and cause serious, hard-to-repair damage to children’s education outcomes.^{[15],[16]} Finally, remote learning makes absorbing information more difficult for students with disabilities, developmental delays, or other cognitive disabilities. In particular, students who are deaf, hard of hearing, have low vision, are blind, or have other learning disorders (e.g., attention deficit hyperactivity disorder (ADHD)) and other physical and mental disabilities have had significant difficulties with remote learning.^[17]

Social and Emotional Skill Development

Schools play a critical role in supporting the whole child, not just their academic achievement. In addition to a structure for learning, schools provide a stable and secure environment for developing social skills and peer relationships. Social interaction at school among children in grades PK-12 is particularly important for the development of language, communication, social, emotional, and interpersonal skills.^[18]

Extended school closures are harmful to children's development of social and emotional skills. Important social interactions that facilitate the development of critical social and emotional skills are greatly curtailed or limited when students are not physically in school. In an in-person school environment, children more easily learn how to develop and maintain friendships, how to behave in groups, and how to interact and form relationships with people outside of their family. In school, students are also able to access support systems needed to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, and make responsible decisions. This helps reinforce children's feelings of school connectedness, or their belief that teachers and other adults at school care about them and their well-being. Such routine in-person contacts provide opportunities to facilitate social-emotional development that are difficult, if not impossible, to replicate through distance learning.^{[18],[19],[20]}

Additionally, extended closures can be harmful to children's mental health and can increase the likelihood that children engage in unhealthy behaviors. An environment where students feel safe and connected, such as a school, is associated with lower levels of depression, thoughts about suicide, social anxiety, and sexual activity, as well as higher levels of self-esteem and more adaptive use of free time.^{[19],[20]} A longitudinal study of 476 adolescents over 3 years starting in the 6th grade found school connectedness to be especially protective for those who had lower connectedness in other areas of their lives, such as home, and to reduce their likelihood of substance use.^[20]

Further, a review of studies conducted on pandemics found a strong association between length of quarantine and Post Traumatic Stress Disorder symptoms, avoidance behavior, and anger. Another review published this year found that post-traumatic stress scores of children and parents in quarantine were four times higher than those not quarantined.^{[21],[22]}

In-person schooling provides children with access to a variety of mental health and social services, including speech language therapy, and physical or occupational therapy to help the physical, psychological, and academic well-being of the child.^{[23],[24],[25],[26]} Further, school counselors are trained in the mental health needs of children and youth and can recognize signs of trauma that primary caregivers are less able to see because they themselves are experiencing the same family stresses. School counselors can then coordinate with teachers to implement interventions to offer children a reassuring environment for regaining the sense of order, security, and normalcy.

Without in-person schooling, many children can lose access to these important services. For example, we know that, even outside the context of school closures, children often do not receive the mental health treatment they need. Among children ages 9-17, it is estimated that 21 percent, or more than 14 million children, experience some type of mental health condition.^[27] Yet only 16 percent of those with a condition receive any treatment.^[23] Of those, 70-80 percent received such care in a school setting.^[23] School closures can be particularly damaging for the 7.4 million American children suffering from a serious emotional

disturbance. For those individuals who have a diagnosable mental, behavioral or emotional condition that substantially interferes with or limits their social functioning, schools play an integral role in linking them to care and necessary support services.

For children with intellectual or physical disabilities, nearly all therapies and services are received through schools. These vital services are difficult to provide through distance learning models. As a result, more children with disabilities have received few to no services while schools have been closed.

Safety

Extended school closures deprive children who live in unsafe homes and neighborhoods of an important layer of protection from neglect as well as physical, sexual, and emotional maltreatment and abuse. A 2018 Department of Health and Human Services report found that teachers and other educational staff were responsible for more than one-fifth of all reported child abuse cases—more than any other category of reporter.^[28] During the COVID-19 school closures, however, there has been a sharp decline in reports of suspected maltreatment, but tragically a notable increase in evidence of abuse when children are seen for services. For example, the Washington, D.C. Child and Family Services Agency recorded a 62 percent decrease in child abuse reporting calls between mid-March and April 2020 compared to the same time period in 2019, but saw more severe presentation of child abuse cases in emergency rooms.^[29] Children who live in a home or neighborhood where neglect, violence, or abuse occur, but who are not physically in school, are deprived of access to trained school professionals who can readily identify the signs of trauma and provide needed support and guidance.^{[30],[31],[32],[33],[34]}

Nutrition

Extended school closures can be harmful to the nutritional health of children. Schools are essential to meeting the nutritional needs of children with many consuming up to half their daily calories at school. Nationwide more than 30 million children participate in the National School Lunch Program and nearly 15 million participate in the School Breakfast Program.^{[35],[36]} For children from low-income families, school meals are an especially critical source of affordable, healthy foods. While schools have implemented strategies to continue meal services throughout periods of school closures, it is difficult to maintain this type of school nutrition program over the long-term. This is a particularly severe problem for the estimated 11 million food-insecure children, living in the United States.

Physical Activity

When schools are closed, children lose access to important opportunities for physical activity. Many children may not be sufficiently physically active outside of the context of in-school physical education (PE) and other school-based activities. Beyond PE, with schools closed, children may not have sufficient opportunities to participate in organized and safe physical activity. They also lose access to other school-based physical activities, including recess, classroom engagements, and after school programs.

The loss of opportunities for physical activity from school closures, especially when coupled with potentially diminished nutrition, can be particularly harmful to children. Physical inactivity and poor nutrition among

children are major risk factors for childhood obesity and other chronic health conditions. Over 75 percent of children and adolescents in the United States do not meet the daily physical activity level recommendations (60 minutes or more), and nearly half exceed 2 hours per day in sedentary behavior. Current models estimate that childhood obesity rate may increase by 2.4 percent if school closures continue to December 2020.^{17,28,39}

Conclusion

Schools are an important part of the infrastructure of our communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Schools also provide critical services that help meet the needs of children and families, especially those who are disadvantaged, through supporting the development of social and emotional skills, creating a safe environment for learning, identifying and addressing neglect and abuse, fulfilling nutritional needs, and facilitating physical activity. School closure disrupts the delivery of in-person instruction and critical services to children and families, which has negative individual and societal ramifications. The best available evidence from countries that have opened schools indicates that COVID-19 poses low risks to school-aged children, at least in areas with low community transmission, and suggests that children are unlikely to be major drivers of the spread of the virus. Reopening schools creates opportunity to invest in the education, well-being, and future of one of America's greatest assets—our children—while taking every precaution to protect students, teachers, staff and all their families.

*Some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to SARS-CoV-2 (the virus that causes COVID-19). (<https://www.cdc.gov/mis-c/cases/index.html>) In one targeted surveillance study for MIS-C associated with SARS-CoV-2, however, the majority of children who were hospitalized with COVID-related MIS-C (70 percent) had recovered by the end date of the study period. (Feldstein LR et al.. Multisystem Inflammatory Syndrome in US Children and Adolescents. *N Engl J Med*. 2020;10.1056/NEJMoa2021680)

†CDC COVID Data Tracker. Available at <https://www.cdc.gov/covid-data-tracker/>. Accessed on July 21, 2020.

References

1. Zhen-Dong Y, Gao-Jun Z, Run-Ming J, et al. Clinical and transmission dynamics characteristics of 406 children with coronavirus disease 2019 in China: A review [published online ahead of print, 2020 Apr 28]. *J Infect*. 2020;S0163-4453(20)30241-3. doi:10.1016/j.jinf.2020.04.030
2. Choi S-H, Kim HW, Kang J-M, et al. Epidemiology and clinical features of coronavirus disease 2019 in children. *Clinical and experimental pediatrics* 2020;63(4):125-32. doi: <https://dx.doi.org/10.3345/cep.2020.00535>
3. Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *Morb Mortal Wkly Rep*. 2020;69:422–426.
4. Armitage R, Nellums LB. Considering inequalities in the school closure response to COVID-19. *Lancet Glob Health*. 2020;8(5):e644. doi:10.1016/S2214-109X(20)30116-9
5. CDC COVID Data Tracker. Available at <https://www.cdc.gov/covid-data-tracker/>. Accessed on July 23, 2020.

6. National-Centre-for-immunization-research-and-surveillance. COVID-19 in schools—the experience in NSW, April 26, 2020. Accessed 07/08/2020. Available at: http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf
7. Ludvigsson JF. Children are unlikely to be the main drivers of the COVID-19 pandemic – A systematic review [published online ahead of print, 2020 May 19]. *Acta Paediatr.* 2020;10.1111/apa.15371. doi:10.1111/apa.15371
8. Danis K, Epaulard O, Benet T, et al. Cluster of coronavirus disease 2019 (Covid-19) in the French Alps, 2020. *Clinical infectious diseases : an official publication of the Infectious Diseases Society of America* 2020 doi: <https://dx.doi.org/10.1093/cid/ciaa424>[external icon](#)
9. World Health Organization (WHO). Report of the WHO-China Joint Mission on Coronavirus Disease 2019 (COVID-19). 16-24 February 2020. Accessed 07/10/2020. Available at: <https://www.who.int/docs/default-source/coronaviruse/who-china-joint-mission-on-covid-19-final-report.pdf>
10. Children and COVID-19. National Institute for Public Health and the Environment, Ministry of Health, Welfare and Sport, The Netherlands. Accessed 07/08/2020. Available at: <https://www.rivm.nl/en/novel-coronavirus-covid-19/children-and-covid-19>
11. Gudbjartsson DF, Helgason A, Jonsson H, et al. Spread of SARS-CoV-2 in the Icelandic Population. *N Engl J Med.* 2020;382(24):2302-2315. doi:10.1056/NEJMoa2006100
12. Dorn E, Hancock B, Sarakatsannis J, Viruleg E. COVID-19 and student learning in the United States: the hurt could last a lifetime. Retrieved July 4, 2020, from <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>.
13. Gross, Bethany (2020) Center for Reinventing Public Education. Too Many Schools leave Learning to Chance During the Pandemic. <https://www.crpe.org/publications/too-many-schools-leave-learning-chance-during-pandemic> Assessed on July 8, 2020.
14. <https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/>[external icon](#)
15. Chetty, Friedman, Hendren, Stepner, and the Opportunity Insights Team. How Did COVID-19 and Stabilization Policies Affect Spending and Employment? A New Real-Time Economic Tracker Based on Private Sector Data. Opportunity Insights. June 17, 2020. https://opportunityinsights.org/wp-content/uploads/2020/05/tracker_paper.pdf
16. Dorn E, Hancock B, Sarakatsannis J, Viruleg E. COVID-19 and student learning in the United States: the hurt could last a lifetime. Retrieved July 4, 2020, from <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>.
17. S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2017–18. See Digest of Education Statistics 2019.
18. Collaborative for Academic, Social, and Emotional Learning (CASEL). What is SEL? Website. <https://casel.org/what-is-sel/>[external icon](#).
19. Foster, C. E., Horwitz, A., Thomas, A., Opperman, K., Gipson, P., Burnside, A., Stone, D. M., & King, C. A. (2017). Connectedness to family, school, peers, and community in socially vulnerable adolescents. *Children and youth services review*, 81, 321–331. <https://doi.org/10.1016/j.childyouth.2017.08.011>
20. Loukas A, Roalson LA, & Herrera DE (2010). School connectedness buffers the effects of negative family relations and poor effortful control on early adolescent conduct problems. *Journal of Research on Adolescence*, 20(1), 13–22
21. Fegert JM, Vitiello B, Plener PL, and Clemens V. Challenges and Burden of the Coronavirus 2019 (COVID-19) Pandemic for Child and Adolescent Mental Health: A Narrative Review to Highlight Clinical and Research Needs in the Acute Phase and the Long Return to Normality. *Child Adolesc Psychiatry Ment Health.* 2020 May 12;14:20.

22. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. 2020;395(10227):912–920. doi: 10.1016/S0140-6736(20)30460-8.
23. Burns BJ, Costello EJ, Angold A, Tweed D et al. Children’s Mental Health Service Use Across Service Sectors, *Health Affairs*, Vol. 14, No. 3, 1995: 149-159.
24. Return to School During COVID-19, American Academy of Pediatrics, Healthy Children website: <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx>, Last updated 7/8/2020.
25. Constantino J, Sahin M, Piven J, Rodgers R, and Tschida J. The Impact of COVID-19 on Individuals with Intellectual and Developmental Disabilities: Clinical and Scientific Priorities. *Am J Psychiatry*, submitted.
26. Turk MA, Landes SD, Formica MK, and Goss KD: Intellectual and developmental disability and COVID-19 case-fatality trends: TriNetX analysis. *Disability and Health Journal*. 2020 May 22; [e-pub ahead of print] doi.org/10.1016/j.dhjo.2020.100942.
27. US DHHS. Mental Health: A Report of the Surgeon General, Executive Summary. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, NIH, NIMH, 1999.
28. Department of Health and Human Services (2018) Child Maltreatment 2018 <https://www.acf.hhs.gov/sites/default/files/cb/cm2018.pdf>[pdf icon](#)[external icon](#)
29. WUSA (2020) Child abuse is likely going to underreported during the coronavirus pandemic. Here’s what you can do to help. <https://www.wusa9.com/article/news/health/coronavirus/child-abuse-going-underreported-due-to-coronavirus-schools-being-out-maryland-dc-virginia/65-a04a5ecb-b91f-4f11-9421-56cf46972a89>[external icon](#) Assessed on July 8, 2020.
30. Baron, E. Jason and Goldstein, Ezra G. and Wallace, Cullen, Suffering in Silence: How COVID-19 School Closures Inhibit the Reporting of Child Maltreatment (May 14, 2020). Available at SSRN: <https://ssrn.com/abstract=3601399>[external icon](#) or <http://dx.doi.org/10.2139/ssrn.3601399> [external icon](#)
31. Child Welfare Information Gateway. (2019.) Child maltreatment 2017: Summary of key findings. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children’s Bureau.
32. Campbell, A. (2020). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. *Forensic Science International: Reports*, 2020 Apr 12. doi: 10.1016/j.fsir.2020.100089
33. <https://pediatrics.aappublications.org/content/pediatrics/125/5/1094.full.pdf>[pdf icon](#)[external icon](#)
34. <https://www.acf.hhs.gov/sites/default/files/cb/cm2017.pdf>[pdf icon](#)[external icon](#)
35. <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/national-school-lunch-program/>[external icon](#)
36. <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/school-breakfast-program/>[external icon](#)
37. Terry-McElrath, Y. M., O’Malley, P. M., & Johnston, L. D. (2015). Foods and beverages offered in US public secondary schools through the National School Lunch Program from 2011 – 2013: early evidence of improved nutrition and reduced disparities. *Preventive Medicine*, 78, 52-58.
38. Johnson, D. B., Podrabsky, M., Rocha, A., & Otten, J. J. (2016). Effect of the Healthy Hunger-Free Kids Act on the nutritional quality of meals selected by students and school lunch participation rates. *JAMA Pediatrics*, 170(1), e15391.

39. An, R. “Projecting the impact of the coronavirus disease-19 pandemic on childhood obesity in the United States: A microsimulation model. Science. 2020

Last Updated July 23, 2020

Content source: [National Center for Immunization and Respiratory Diseases \(NCIRD\), Division of Viral Diseases](#)

Community, Work & School

- [Health Equity](#)plus icon
- Community, Work & School
- [Community Mitigation Framework](#)
- [Cleaning & Disinfecting](#)plus icon
- [Businesses & Workplaces](#)plus icon
- [Worker Safety & Support](#)plus icon
- [Schools & Child Care](#)plus icon
- [Colleges & Universities](#)plus icon
- [Parks & Recreational Facilities](#)plus icon
- [Gatherings & Community Events](#)plus icon
- [Community & Faith-Based Organizations](#)plus icon
- [First Responders, Law Enforcement & Public Services](#)plus icon
- [Shared & Congregate Housing](#)plus icon
- [Retirement Communities](#)plus icon
- [Homeless Populations](#)plus icon
- [Correctional & Detention Facilities](#) plus icon
- [Tribal Communities](#)plus icon
- [Guidance Documents](#)
- [Communication Resources](#)plus icon
- [What's New](#)

Appendix S: Additional Resources

- https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fgroups-at-higher-risk.html
- **Difference Between Synchronous and Asynchronous Learning**
- **Letter to Governor DeSantis from the Florida Chapter of the American Academy of Pediatrics**
- **Additional Student Sample: Elementary School level**

Appendix T: 2020-2021 Library Media Center Recommendations

The decision on opening the school library on each campus is strictly site based. Should you choose to do so, the following recommendations have been gathered from AASL, ALA, and SLJ.

Brick and Mortar	Digital Academy
Hand sanitizer station at entrance; Masks work at all times	4-5 rotating bins in or just outside of front office for drop off book returns. Day/date should be displayed on the front. If possible, bins with lids could put placed outside of the school fencing for night drop off. Bins should be removed to a separate location for a period of 3 days (day + 3) before scanning.
All soft fabric chairs, pillows, bean bags, etc. must be removed and stored until after the pandemic.	
4-5 rotating bins at the main entrance of the media center for book returns. Day/date should be displayed on the front. Bins should be removed to a separate location for a period of 3 days (day + 3) before scanning.	
50% or less capacity at all times	
Tables that seat 4 should now seat 2 (or better yet, 1)	Students should utilize Destiny holds, email, Microsoft Forms, or some other method of book requests.
Computer labs at 50% or less, seating at every other seat or some other form of social distancing (sneeze guards, etc.).	
Utilize Destiny holds, email, Microsoft Forms, or some other method of book requests.	
Media Specialist or aide could drop off and pick up books from classrooms. NO books picked up should be touched for 3 or more days. Gloves should be worn.	
Loaner laptops must be handled with gloves when checking out and in. Device must be wiped down each time as well.	
Students must supply their own ear buds/headphones. Absolutely no sharing. Each school should have some inexpensive ones on hand to give out. If ear buds/headphones are to be kept at school each student should have their own plastic bag or container clearly marked with their name and stored appropriately.	
Students are to wipe down tables after use and before exiting the media center.	

References and Resources

- American Association of School Libraries (AASL): <http://www.ala.org/aasl/about/pandemic>
- American Library Association (ALA): <http://www.ala.org/tools/atoz/pandemic-preparedness>
- School Library Journal (SLJ): https://www.slj.com/?detailStory=REALM-project-releases-first-results-virus-undetectable-after-three-days-on-five-common-library-materials-covid-19&utm_source=Marketing&utm_medium=email&utm_campaign=june23ExtraHelping



COVID-19 Continuity of Operations Plan

Overview/Introduction

In light of the current risk and of its responsibility towards our college community, and to ensure the health and welfare of its staff and students, while also ensuring the continuity of its programs, Lively Technical College has elaborated the following contingency plan, in compliance with CDC guidelines.

Lively Technical College COVID-19 contingency plan is meant to be a fluid document which will be updated as new information and CDC, state, and federal directives arise.

Who

This plan is intended to provide direction for administrators, faculty, staff, and students who should use this plan to make the necessary arrangements in their routine operation in workplace and educational setting and to determine any appropriate control measures to implement. It is also intended to provide insight for students and families as they contemplate returning to learn. This plan was created with input from Lively Technical College instructors and administrators with the following goals and considerations.

Goals

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

Resources

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

1. Key Resources from Leon County

Leon County School COVID-19 Guidance: [LCS Guidance](#)

Leon County Information Portal: [COVID-19 Information Portal](#)

Leon County Department of Health: [Leon COVID19 Health Resources](#)

City of Tallahassee COVID-19 Local Impact: [TLC Covid-19](#)

2. Key Resources from FDOE

Reopening Florida's Schools & CARES Act Plan: [Reopening Plan](#)

FDOE's Emergency Response Resources: [FDOE's COVID-19 Important Documents](#)

DOE Order No. 2020-EO-01: [Emergency Order #1](#)

DOE Order No. 2020-EO-02: [Emergency Order #2](#)

3. CDC Guidance

CDC IHE Guidance: [CDC Guidance for Postsecondary Institutions](#)

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes [Guidance for Cleaning](#)

4. State Guidance

Governor DeSantis' [Florida COVID-19 Resource Center](#) is a one-stop gateway to Florida's experts in recovery and reopening. [Safe. Smart. Step-by-Step. Plan For Florida's Recovery](#) Task Force report.

[Florida Department of Health's \(FDOH\) COVID-19 resource page.](#)

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

Communications

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

Lively Technical College is committed to providing clear directions and guidance as to the status of our programs and general school operation. Lively is committed to using the following platforms to communicate with our school community:

- FOCUS Student Portal Messaging Platform: for currently enrolled students
- Facebook, Instagram and Twitter: for the public, currently enrolled students and staff
- School Website: for the public, currently enrolled students and staff
- Email Communication: for communicating with current students and staff
- Remind App: for communicating with staff

Notification Processes

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

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

Health & Safety Measures

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

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

Guidance for Reopening Healthy Learning Environments

Prior to any student and staff member returning to campus, a health screening must be completed. On each day an employee, student, or guest is on campus, they will answer questions related to COVID-19 exposure and symptoms. All individuals must also follow the guidelines at the end of the survey regarding whether they are allowed on campus for authorized activities. All staff members will have their temperatures taken and recorded daily. All students are encouraged to wear a face mask while on campus, except when not conducive to learning and where other safety gear is applicable (i.e. welding). All staff members must wear a mask when around other staff members, students and the public. Masks do not have to be worn by staff when they are working alone in their office.

An important step to supporting safety in schools is allowing at-risk students and staff to stay home and ensuring that all suspected or confirmed cases of COVID-19 are immediately quarantined. Lively Technical College will follow specific protocol for all students prior to returning to school in August. Lively recognizes that in some instances, we must continue to provide ongoing distance learning to support students and staff who are in and out of school for health reasons.

Lively Technical College will maintain an adequate supply of necessary supplies and materials to undertake those emergency protective measures, including cloth face coverings, supplies for cleaning and disinfecting, hand sanitizer, bleach wipes and spray and other personal protective equipment (PPE).

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

Step-by-Step Approach

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

June & July 2020 Programs (continued enrollment from spring semester)

For programs that continued into June and July, instructors are using a hybrid approach to student learning. Students can volunteer to come to campus for hands-on learning, clinical experience and industry certification testing. All students who return complete a daily health screening form. All individuals must also follow the guidelines at the end of the survey regarding whether they are allowed on campus for authorized activities. All students must wear a face mask while on campus, except when not conducive to learning and where other safety gear is applicable (i.e. welding).

June & July 2020 Programs (new enrollment)

For programs with new school enrollment for June and July, students are required to be on campus for instruction. However, enrollment is limited to 10 or fewer people, including the instructor, in a single occupied space. All students are required to wear a face mask when on campus.

Promote Risk Reduction Through a Great Culture of Teaching

All types of educational programs have a trusted and persisting role in educating and guiding how millions of Floridians, young and old, embrace their personal efforts to reduce risks for all Floridians. Lively Technical College aims to promote risk reduction by means of educating our students, staff and the public on what they can do to stop the spread of COVID/19 and other communicable diseases. All instructors will educate their students on preventative hygiene and self-screening practices as part of orientation to their program/course. Lively Technical College has gone to great lengths to post handwashing guidelines from the Center for Disease Control in all restrooms as well as signage around campus related to proper hygiene.

Create Visible Safe Learning Zones

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

- Encouraging visible signals of health and safety from the moment students and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.
- Encouraging the use of outside and unconventional spaces with significant options for social distancing for learning and extracurricular activities. When on campus, to the extent possible, will consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person course needs, so extra convenings should leverage alternative means to convene.
- Practicing [social distancing](#) whenever feasible, as the virus is most transmissible indoors under close, sustained contact.
- Encouraging all students, faculty and staff to frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available. In addition, it will recommend that all: 1) avoid touching eyes, nose and mouth, 2) cover cough or sneeze with elbow or a tissue and dispose of the tissue, 3) clean and disinfect frequently touched items and surfaces as much as possible. If anyone feels sick, [they will be encouraged to stay home](#). If students become sick while on campus, they will be recommended to return home.
- Encouraging all that if they believe themselves infected with COVID-19, to immediately contact their health care provider.
- Encouraging all who are older than 65 or have a serious medical condition to avoid large crowds and encourage all employees who feel sick to stay home and monitor all with COVID-19 symptoms.
- Consulting with the county health department regarding procedures for workforce tracing following a positive COVID-19 test by an employee, student or those who have come into contact with an individual testing positive for COVID-19.
- Plexiglass barriers have been installed in areas requiring face-to-face interaction with students including Testing, Financial Aid and Student Services offices.
- Maintenance staff have undergone additional training for disinfectant and sanitation. Staff is focused on daily deep cleaning of students used spaces, common spaces and staff offices.
- Instructional and office staff have been provided hand sanitizer for student/guest use as well as disinfectant wipes to be used for wiping down high-touch areas such as door knobs, light switches, copiers, cabinet doors, drawers, countertops, faucets, telephones and keyboards throughout the day.
- Personal protective equipment (PPE) will be worn by health education students during their practical labs.
- While not required, all students are encouraged to wear a face covering while on campus, except when not conducive to learning and where other safety gear is applicable (i.e. welding). Face coverings are encouraged to be worn in classrooms, labs, and other areas where students may convene. All staff members must wear a mask when around other staff members, students and the public. Masks do not have to be worn by staff when they are working alone in their office.
- Gloves will be provided to faculty, staff and students who require them to perform certain job functions, such as handling mail, custodial work, laboratory instruction with live clients (ie. nails, cosmetology), certain trades and grounds keeping.
- Prior to any student and staff member returning to campus, a health screening must be completed. On each day an employee, student, or guest is on campus, they will answer questions related to COVID-19 exposure and symptoms. All individuals must also follow the guidelines at the end of the survey regarding whether they are allowed on campus for authorized activities. All staff members will have their temperatures taken and recorded daily.
- Social distancing protocols will be adhered to in all areas including campus common spaces. Guidelines will be posted to remind individuals to respect the personal space of others and capacity limits will be adhered to. Staff will remind individuals of social distancing guidelines when capacity is reached in a given area. Individuals will be given options as to where to wait when capacity in a given area is reached.

Academic & Student Affairs

The health, safety and well-being of Lively Technical College's students, faculty and staff has our utmost priority. As the current status of COVID-19 evolves, we are continuing to follow the recommendations from the Centers for Disease Control and Prevention (CDC), Florida Department of Health (FDOH), Florida Department of Education (FDOE) and our regulatory bodies. In attempts to keep our current students academically on track and progressing throughout their program as planned we have developed an instructional plan to provide students with the necessary instruction to be successful in their coursework.

Online Instruction/Remote Learning

For programs starting in the fall of 2020, students will return with in person instruction. However, based on size and space, programs may continue to operate with a hybrid learning approach providing both traditional and online (distance) instruction. Using Zoom, Canvas, FOCUS, Microsoft Teams, Cengage and other program specific software solutions, Lively instructors can carry out live synchronous and/or asynchronous classes for remote learning and asynchronous classes. All software is accessible through multiple devices including desktop computers, laptops, tablets, and mobile phones. When possible, implementation and guidance is reviewed with students in the classroom prior to enacting emergency virtual learning provisions. Guidance is also distributed to students electronically and will be available in the FOCUS student portal.

Assessments

Various assessment formats will be used to measure mastery of the standards. Mastery of applied skills/hands on skills will be assessed in the small group environment or if a shutdown occurs, upon re-entry into the lab/shop.

Industry Certification/Licensure Information/Testing Center

Instructors will continue to concentrate on promoting and encouraging credentialing and industry certifications regardless of instructional modality. The Testing Center will follow social distancing guidelines to provide testing for industry certifications on campus. The Testing Center has recently expanded its capacity of test offerings. In order to accommodate the increased testing volume, the Testing Center can expand into additional room space on campus.

Externship

Students enrolled in externship can continue with their placement, provided the employer is able to continue with the placement.

Work-based Learning/Clinical Requirement Information

Programs are being limited to meet the individual requirements set by the governing agency in charge of setting standards for the program. Program internships are being utilized for work-based instruction if the facility is allowing for interns to meet program standards without restriction. Internship opportunities are being evaluated to ensure that students can safely participate in all learning activities. If internships or clinical opportunities are not available in a program area, an approved alternative is put into its place and students are graded as they work through the process.

Clinical Stakeholders

The following accommodations are currently in place:

Nursing Assistant (H170690): DOH No. 20-003 With approval of dean/program director/program chair or coordinator allows for substitution of remote live videoconferencing for didactic hours and simulation for all supervised clinical instruction hours. *If Executive Order 20-52 is extended, this provision is automatically extended as it runs consecutively with Executive Order 20-52*

Practical Nursing (H170607): DOH No. 20-003 With approval of dean/program director/program chair or coordinator allows for substitution of remote live videoconferencing for didactic hours and simulation for all supervised clinical instruction hours. *If Executive Order 20-52 is extended, this provision is automatically extended as it runs consecutively with Executive Order 20-52.*

Virtual Office Hours

All instructors will establish virtual hours if they are going to start with a hybrid strategy or should a shut down be required and online learning necessary for all students.

IT Support

The Lively help desk has been established with IT Support available to assist faculty and students. Faculty and students can email lvc.helpdesk@leonschools.net and a ticket is automatically loaded into the system.

Academic Management Practices for Remote Learning

Attendance: For programs with distance education opportunities, attendance is taken two ways. With synchronous learning, where students attend scheduled virtual classes, instructors are continuing to track attendance as they normally would. For asynchronous learning, students attendance will be evaluated through daily participation with the learning management platform (student logins) and students will be required to click “present” daily through FOCUS.

Grading & Assessments: All instructors will communicate with their students as to the grading policies and assessment schedules for their individual program.

Work-based Learning/Clinical Requirement Information: For programs with work-based learning and clinical requirements, instructors will communicate with students as to any accommodations that have been made.

Faculty Support for Remote Learning

Instructional Strategies: Continued professional development for Canvas course development and online learning resources such as simulation for the healthcare programs will be ongoing. The focus of pre-planning time this year will be on building distance learning student opportunities.

Resources: Lively Technical College Canvas manager, online textbooks and simulations, Microsoft Teams, Zoom, and the Canvas Consortium are just a few of the tools instructors will be able to use.

Faculty Support for Remote Learning

Student Services Department:

Mary McShane: mcshanem@leonschools.net

Phone: 850.487.7473 Fax: 850.487.7430

Registration Department:

(Transcripts, Enrollment Verification & Change of Address)

Stacey Turknett: turknettst@leonschools.net

Phone: 850.487.7414 Fax: 850.487.7436

Financial Aid & Veteran Affairs:

Tiffany Randolph: LTCFinaid@leonschools.net

Phone: 850.487.7421 Fax: 850.487.7682

General Testing Services:

Beth Shields: shieldse@leonschools.net

Phone: 850.487.7467 Fax: 850.487.7416

Business Services/Student Accounts

Matt Zadra: zadram@leonschools.net

Jennifer Madson: madsonj@leonschools.net

Phone: 850.487.7413 Fax: 850.487.7492

Industry Certification Testing & Dual Enrollment:

Sean Friend: friends@leonschools.net

Phone: 850.487.7602 Fax: 850.922.3880

IT Support & Help Desk

James Strickland: lrc.helpdesk@leonschools.net

Phone: 850.487.7455 Fax: 850.922.3880

Program Advisory Committees

The Commission with the Council on Occupational Education (COE) approved a revision to this accommodation to require that institutions document **ONLY ONE** occupational advisory committee meeting for each program for compliance with COE Standards from January 1, 2020 to December 31, 2020. Additionally, the one required meeting may be held virtually. This temporary exemption applies only to COE requirements and should not be considered a waiver for programmatic, state and/or federal requirements related to advisory committees.

Lively Technical College will require all fall programs to hold a minimum of one advisory meeting from August 1, 2020 – December 31, 2020 as we feel it more important than ever to involve the advisory committee with the program making recommendations for program improvement and providing technical assistance to assure the most up-to-date curriculum content and appropriate applications of technology. Lively understands that during these uncertain times, advisory committees are a vital link between the career and technical education program and business and industry.

Student Affairs Questions

For specific information on withdrawal/refund procedures, attendance requirements, etc. please refer to the Student Handbook which can be found by visiting livelytech.com. A printed copy is also provided to all students upon enrollment and copies are available in Student Services.

General Operations

What happens if someone on campus is diagnosed with COVID-19?

Lively Technical College will immediately notify local health officials. Local officials will help administration determine a course of action. Any decision about school dismissal or cancellation will be made in coordination with our local health officials and Leon County School Board. There may be a case where Lively may need to temporarily dismiss school for 2-5 days, if someone with COVID-19 was on campus. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facilities. Lively would work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

If there is substantial transmission in the local community, local health officials may suggest extended school dismissals. This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community.

What happens if there is substantial community transmission?

If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for Lively Technical College. Similar strategies will extend across organizations (e.g., K-12 schools, business, community and faith-based organizations) in a collective effort to stop the spread of COVID-19.

Measures will likely include extended class suspension and event/activity cancellations (e.g., suspension/cancellations for longer than two weeks). This longer-term, and likely broader-reaching, strategy is intended to slow transmission rates of COVID-19 in the community.

Messaging to Students Enrolled for Fall 2020:

The following message is included in the FOCUS student portal for all students to acknowledge prior to the start of the fall term.

Welcome to Lively Technical College! We are very appreciative you have chosen us for your training and education. These are unique times for all of us as we navigate the "new normal." That being said, Lively Technical College does not guarantee a COVID-19 free education and training environment. Taking steps to reduce the risk of COVID-19 is the shared responsibility of LTC and every member of our school community.

The risks occasioned by the spread of the coronavirus and COVID-19 have presented substantial challenges for LTC, our programs, our clinical partners and our food service as we approach the beginning of the 2020-2021 academic year.

LTC is responding to those challenges and is reaching out to you:

- to advise you of some important changes to how we deliver training
- to inform you of some of the payment terms of your enrollment that are important to consider due to the uncertainty of COVID-19.

LTC wants to be certain that you are aware of the risks and understand the changes. If you are unable to accept the terms of enrollment described in this letter you will have the opportunity to CANCEL your 2020-2021 registration without any financial penalty.

Please read carefully the following changes and information, which you and every student needs to know about:

Health and Safety

Exposure to the coronavirus and contracting COVID-19 can result in very serious illness and, in some cases, death to those who contract it. Students may face an increased likelihood of serious illness if they have certain pre-existing medical conditions like disorders and diseases related to any of the following: immune deficiency; heart, lung, and other major organ problems; diabetes; high blood pressure; and asthma. All health and safety risks associated with COVID-19 may not yet have been fully determined by medical experts.

Students are responsible for considering their own personal health status and increased risk factors inherent with attending classes, including the risk of exposure to the coronavirus and contracting and transmitting COVID-19.

Students must adhere to LTC's expectations intended to minimize risk of exposure to COVID-19 consistent with health and safety guidance including, but not limited to, limitations on mass gatherings, practicing physical distancing as recommended by CDC, and wearing appropriate face covering when within six feet of another individual.

Students may be required to submit to symptom checking, daily self-screening, and COVID-19 testing in order to attend classes. Failure to comply with this requirement may result in disciplinary action, including removal from campus.

Students must disclose to the appropriate LTC staff immediately upon notification of positive COVID-19 test status or contact from Florida Department of Health about exposure and instruction to isolate. Failure to comply with this may result in disciplinary action, including removal from campus.

Students must comply with LTC's direction requiring quarantining, isolation, and separation. At any time, LTC may request or require students to leave campus when that student's continued presence on the campus poses a health or safety risk for other students and staff.

Students are required to comply with all health and safety law, orders, ordinances, policies, regulations, and guidance adopted by LTC as it relates to COVID-19. This guidance may evolve as circumstances warrant.

Access, Use, and Room Changes

LTC may restrict the full use of spaces and amenities within the campus(s) including, but not limited to: classroom, labs, restrooms, student center and break areas. Building, room, and clinical assignments may be changed prior to class or at any time during the program.

Food Service

The Lively Tech Cafe will be closed through December 31, 2020. The Student Union however will remain open during the lunch hours for students who wish to access vending machines and use the microwaves.

Tuition and Fee Payments

Students will be responsible to pay tuition in a timely manner whether the program is face-to-face, hybrid or online. The regular refund policy will be in effect as listed in the catalog.

Citation

This work was significantly informed by the work of the Round Rock Independent School District. The original document can be found at:

https://drive.google.com/file/d/1AwOs_OOCciTnP_eWuHso1Z23ITobBvj5/view?fbclid=IwAR0E2R5_8wTd5FthxyC3Sc3fV2f3hzboTngVS91RY7lbLoKXmAO2utI3tD8

CDC Guidelines also informed the construction of parts of this document. These guidelines can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>

New Guidelines for higher risk groups:

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fgroups-at-higher-risk.html