

# Reopening Plan

2020 - 2021



Guidance for

Returning to School

Following COVID -19 Public Health Emergency

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## Message from the Superintendent

On March 13, 2020, as information about COVID-19 began to intensify, the Florida Department of Education ordered all schools closed for an extended Spring Break. At the time, the potential impact of COVID-19 on public health was only just emerging. Our school district followed all requirements from state leaders and recommendations from the Florida Department of Health and the Centers for Disease Control and Prevention (CDC).

The school closure was then extended and on April 18, 2020, Governor DeSantis ordered all schools closed for the remainder of the academic year. We determined that sanitizing schools, establishing meal delivery, distributing student devices, transitioning to online instruction and paying all staff throughout the Stay-at-Home Order were the most important objectives to ensure we cared for our students, families, our staff and the community during this frightening time.

Now, as our state begins to re-open and the Governor has lifted the Stay at Home Order, it is essential that we begin the process of returning staff and students to a more traditional learning environment. Similar to the state's approach, our process will be done in phases. Please understand, this plan is subject to change based on the evolving impact of COVID-19. The safety of our staff and students remains the priority and at each of the three stages of our plan we will closely monitor information from our local Department of Health and heed the recommendations from the CDC.

We are taking this thoughtful and measured approach so we can ensure a smooth transition back to work and school. As always, I will communicate with transparency to keep you informed of potential changes to this plan.

Stay safe and healthy,

*Rex L. Mitchell*

Rex L. Mitchell, Superintendent of Schools

## Return to Work - School Task Force Members

First Name	Last Name	Position/Role
Philip	Pinello	Assistant Superintendent/Chairman
Dana	Fouraker	HCEA President
Tom	Moffses	DOH Administrator
Marjorie	Rigdon	DOH Administrator
Shankeyda	Jones Simmons	DOH School Nurse
Chris	Combass	District Administrator
Ida	Daniels	District Administrator
Ward	Daniels	District Administrator
Craig	Newsome	District Administrator
Angela	Moody	General Services Secretary
Micah	Cassidy	District Administrator
Betty	Linton	District Administrator
Donald	Harrison	Principal - HCHS
Peggy	Hasty	Principal - HCES
Marjorie	Cooks	AP - HCHS
Kathy	Griffin	AP - HCES
Deborah	Horne	Parent Resource Specialist
Phillis	Johnson	Parent Resource Specialist
Louis	Daniels	HCHS Staff
April	Deas	HCHS Staff
Horacio	Perez	HCHS Staff
Barbara	Daniels	HCES Staff
Linda	Newsome	HCES Staff
Alli	Kennedy	HCES Staff
Michelana	Byrd	HCES Staff
Melissa	Garcia	HCHS Parent
Heather	Bembry	HCHS Parent
Staci	Howard	HCHS Parent
Chasity	McClendon	HCES Parent
Melissa	Capps	HCES Parent
Jonathon	Carnley	HCES Parent
Dixie	Plemmons, 7th (19-20)	HCHS Student
Anna	Morgan, 8th (19-20)	HCHS Student
Roman	Perez, 9th (19-20)	HCHS Student
Vidal	Lanier, 10th (19-20)	HCHS Student
Carson	Norris, 11th (19-20)	HCHS Student

## June 29 and Beyond

### *Normal operational hours resume*

#### **Employees:**

- With the exception of those on approved extended leave, all employees are expected to have returned to work
- Employees who have self-reported or have a confirmed fever of 100.4 degrees or greater, or have COVID-19 symptoms will be sent home. Regular sick leave policies apply. Clearance by a medical health provider may be required before an employee can return to work.
- Employees who are sent home as a precaution by administration will be on administrative leave until results are received.

#### **Visitors:**

- Campuses and department locations will open to the public. Visitors and volunteers should be limited to essential admittance only.
- Use of Facilities requests will be reviewed on a case-by-case basis.

#### **Staff travel:**

- **Work related** – Out-of-county travel will be limited and will require the approval of the site administrator and the Superintendent or his designee.
- **Personal travel** - Employees are discouraged from nonessential travel. For employees who have traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission, as identified by CDC, within the last 14 days must:
  - Notify their immediate supervisor of such travel. The immediate supervisor will contact the Director of Administrative Services for guidance.
  - Employee will be required to self-monitor symptoms and provide information to site administrator as directed.
  - Employees may be required to self-isolate for a period of time upon returning from travel or produce a negative test result upon return. Employees will be charged leave time for their absence.

Parents will have the opportunity to return their student(s) to face-to-face instruction August 10th (Option 1) OR if they are not comfortable sending their student(s) back to the brick and mortar setting they can enroll in our Innovative Learning Program, which is a combination of brick and mortar and working from home (Option 2) OR enroll full-time in the Hamilton Virtual Program (Option 3) OR they may choose Homeschool / Private School (Option 4).

## Plan A, Option 1 - Safe Return to School

*Students return to brick and mortar school full-time with additional safety & cleaning protocols in place.*

### Transportation

The Transportation Department is committed to developing operations that are safe, efficient, and timely. The Transportation Department is focused on the following areas as we return to school in the fall:

- Ensuring an efficient transportation model
- Implementing enhanced cleaning procedures

#### Efficient Transportation Model

It remains a key priority of the Transportation Department to develop systems and processes that maximize the bus fleet, allocate resources responsibly, and support adequate instruction time by meeting on-time arrival schedules.

Applying social distancing guidelines to student transportation results in an enormous financial impact to the District. Current social distancing guidelines would reduce bus capacity from 77 to 13 passengers. A 77-passenger bus has 210 square feet for student transportation making current social distancing guidelines impossible to meet physically and financially. In the following model, however, careful consideration and effort has been made to maintain student safety, route efficiency, and financial prudence.

#### Transportation Model

- **Stops:**
  - Stop locations will be reviewed to limit the number of assigned students.
  - Encourage social distancing while waiting for bus arrival.
  - Encourage parental assistance at community stops.
- **Run Creation:** (Run: A collection of stops that service a school)
  - Create runs with a run load no greater than 50 students whenever feasible.
  - Create runs in close proximity to the school in case double runs are required.
  - Whenever feasible, two students will occupy one seat (down from three - currently allowed). Siblings/family members will be encouraged to sit together.
  - Students in grades 3 – 12 are required to wear a face covering provided by their parents or by the school district while riding the bus. Students in grades PK – 2 are encouraged but not required to wear a face covering.
  - Whenever possible, assign no more than two wheelchair students per lift bus.
  - Driver, attendant, and nurses will be included in the total ridership.
  - Identify students requiring adult supervision to maximize attendant use.

- **Route Creation:** (Route: A collection of runs assigned to a route)
  - Create routes to service both schools when possible.
  - Create routes using the PM school times to reduce late bus concerns.
  - Create routes with adequate slack time for recommended bus cleaning.
- **Bus Operator Responsibility:**
  - Notify dispatch if their run has more than 50 riders.
  - Keep an accurate seating chart.
  - Clean their bus at the completion of each AM/PM shift.
  - Use hand sanitizer prior to starting each run.
  - Encourage students to use hand sanitizer when entering and exiting the bus.
- **Transportation Items:**
  - Encourage open windows to facilitate ventilation (except on lift buses). Air conditioners will be operational while students are on the bus.

### **Enhanced Cleaning Procedures**

- **Bus Operators will disinfect high touch points at completion of each run:**
  - Entry/exit way grab rails
  - Student seat tops
  - Wheelchair lift handles, lift controls, lift handles, and wheelchair hookup
- **Bus Operators will disinfect high touch points at the completion of each shift:**
  - Entry/exit way grab rails
  - Student seats tops
  - Seatbelt buckles
  - Window latches
  - Wheelchair lift handles, lift controls, lift handles, and wheelchair hookup
- **Bus Operators will disinfect the driver compartment at the completion of each shift:**
  - Steering wheel
  - Control panel
  - Gear shift
  - Air brake handle
  - Radio
- **Sick Bus Cleaning Procedures:**
  - Bus removed from service until bus has been deep cleaned and disinfected
  - Use disinfecting equipment to sanitize bus
  - Director or designee approval for bus to return to service
- **Safety Enhancements:**
  - Increased cleaning procedures
  - Hand sanitizer installed near entrance door and near wheelchair lift
  - Face covering for all drivers will be encouraged



## **Cafeteria and Meal Services**

Food and Nutrition Services will work with each school site to develop plans for serving lines/ serving areas that are site specific to ensure quick, efficient service of students for breakfast and lunch.

### **Food Preparation:**

- School site Managers are nationally certified safe food handlers. All food service staff receive 6 hours required training each year which includes safety and sanitation training.
- Face coverings are required to be worn by Food and Nutrition Services staff while preparing and serving food.
- Social distancing, as required, will be met to the best of our ability.
- Gloves are required to be worn by all food service staff while preparing and serving food while following proper use procedures.
- All food service staff will follow district guidelines for reporting to work (temperature taking, exposure mitigation)
- All breakfast food will be pre-wrapped/packaged prior to service to students in the classroom, limiting exposure to contamination during service and transport.

### **Meal Options:**

- Menus will provide limited choices for students and will focus on fresh and quality food.
- Meal components may be pre-packaged together for ease of service and selection through the serving line areas. Age-appropriate signage will indicate what is in the meal unit. All condiments and utensils will be included in the meal unit as well.
- All students will have the opportunity to receive the maximum components of the National School Lunch Program and School Breakfast Program.
- Meals will continue to be at no cost to students.
- Ala carte will be offered at the Middle/High school level only; offerings will be limited.

### **Meal Service:**

- District Food and Nutrition staff will work with school Food and Nutrition staff and site administrators to offer options to provide spacing of lines to minimize the number of students in line for lunch. All lines will offer the same menu options.
- All serving lines will minimize touch points for students. Food and Nutrition Services staff will be using tally sheets to count meals.
- Food and Nutrition staff at the school site will work with the district Food and Nutrition staff and school staff to ensure students with allergies or special needs related to meal service are identified and receive appropriate meals.

### **Daily Post Service:**

- Food and Nutrition school site staff will clean and sanitize all serving areas and/or serving carts.
- Food and Nutrition school site staff will clean and sanitize all tables inside the dining area after lunch. The breakfast transport carriers will be clean and sanitized daily.
- Food and Nutrition school staff and school-based staff will sanitize tables between classes.

## Environmental Cleaning and Disinfection Protocols

- **Classrooms**
  - All desks and chairs should be disinfected at least once daily.
  - Common touch points: door knobs/handles, light switches, countertops etc. should be cleaned frequently throughout the day.
- **Restrooms/locker rooms**
  - Fixtures and touch points should be disinfected four times each day.
  - Complete general cleaning/disinfection should be done at least once a day.
- **Common areas (cafeteria, computer labs, clinic, restrooms, library, stairwells, gym, etc.)**
  - These areas should be disinfected once daily, or between groups if possible, with the exception of the clinic which will need to be disinfected multiple times a day.
  - Common touch points: door knobs/handles, light switches, chairs, counter tops, hand rails etc. should be cleaned frequently throughout the day.
- **Clinic Daily Cleaning Procedures:** In addition to the daily cleaning protocols, clinic staff will disinfect the following surfaces after each use:
  - chairs
  - cots
  - countertops
  - equipment such as nebulizers, blood pressure cuffs, pulse oximeters, etc.
- **Outdoor areas**
  - Outdoor areas such as playgrounds require routine cleaning but do not require disinfection.
    - Do not spray disinfectant on outdoor playground equipment as it is not proven to reduce the risk of COVID-19.
    - High touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
    - Cleaning and disinfecting wood surfaces is not recommended.
- **Laundry for clothing, towels, linens and other items (Athletics)**
  - Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
  - Wear disposable gloves when handling dirty laundry from a person who is sick.
  - Clean and disinfect clothes hampers according to guidance above for surfaces.
- **For electronics, such as tablets, touch screens, keyboards, remote controls:**
  - Consider placing wipeable covers on electronics when feasible.
  - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry thoroughly.
- **Routine Cleaning**
  - All areas occupied by staff need to be disinfected multiple times throughout the day, depending on the number of occupants.
- **Office Areas**
  - Disinfectant, microfiber cloths, and proper personal protective equipment can be provided to each individual to disinfect their area during their day.
  - Designated staff will pick up used cloths and replace them with clean ones daily.

## School Buildings

### Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
  - Note: Cloth face coverings should not be placed on:
    - Children younger than 2 years old
    - Anyone who has trouble breathing or is unconscious
    - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Students will be allowed to wear a district provided face covering or provide their own face covering that meets the Hamilton County School District dress code, found in the Code of Student Conduct: (page 9)
  - You may not wear: clothing and accessories that are dangerous to health or safety and are distracting or disruptive. Clothing, haircuts, display items/body art with markings or an accessory that:*
    1. promote drugs, alcohol, tobacco, gang identification, weapons, or lewd sexual behavior; or
    2. denigrate or promote discrimination for or against an individual or group on the basis of age, color, disability, national origin, sexual orientation, race, religion or gender.

### Student Screening

- Hamilton County School District (HCS D) staff will not be conducting temperature screenings upon entering the bus or school.
- Parents are requested to take their child's temperature daily prior to sending them to school. If their child has a temperature of 100 degrees or higher they must be kept home until fever free for 24 hours without fever reducing medicine.
- Parents should keep their children home when they exhibit the following symptoms:
  - Vomiting or diarrhea within the past 24 hours
  - Fever within the past 24 hours
  - Sore or red throat
  - Persistent coughing or sneezing
  - Red, watery eyes
  - Rash
  - Earache or drainage from the ear
  - Excessive runny nose especially with greenish-yellow discharge

## **Clinic Visit Procedures**

- Each school is responsible for identifying an isolation area with signage for students who are identified to show signs and symptoms of illness. The isolation room should be clearly marked with the signage "Isolation Room".
- Students who have been identified as ill should be placed in the identified isolation room for sick children until picked up by parents.
- Determine purpose of visit (sick, well, scheduled medication, diabetes check, etc.).
- If a student is determined to meet criteria identified as sick, then parent contact will be made to pick up the student.
- If parent/guardian or identified emergency contacts are unable to pick up the student, then the student should remain in the identified isolation area and parent/guardian can identify an alternate person (over 18 years old) to pick up the student with written documentation, photo id, and administrative approval. This documentation can be emailed and/or faxed.
- If a parent refuses to pick up a student identified as sick, the school health professional must notify the Principal or designee.

## **Medically Fragile and Pre-K Rooms**

- Staff are recommended to wear face shields and gloves when preparing meals in compliance with Food and Nutrition guidelines.
- Staff are recommended to wear masks or face shields continuously during high risk procedures, bodily fluid/function exposures and any other close contact:
  - Eating
  - Changing diapers
  - Toileting
  - Tube Feeding
- Staff are recommended to wear masks or face shields continuously during tracheal suctioning. This is to be done in an area different from the immediate classroom that is sanitized after each use.
- All hard surfaces are to be cleaned and sanitized in the area of tracheal suctioning.
- Restroom areas such as toilets and sinks are to be cleaned after each use.
- Student and classroom equipment such as lifts, Rifton chairs, slings, swings, nap mats, etc. are to be cleaned and sanitized after every use.
- Students that need a change of clothing because of soiled clothes will call the parent to ask if they want to bring a change of clothing before clothes from school are put on the student.

## **Front Office**

- Waiting areas will be adapted to indicate social distancing spacing for visitors.
- Reminder posters will be placed in key locations to remind people to practice social distancing, ensure proper hygiene procedures, and to advise that the facility is regularly disinfected.

## **Restrooms**

- Restrooms will be regularly disinfected according to the recommended cleaning protocols. Each restroom will display signage advising that it is regularly disinfected.

## **Hallways**

- Site administrators will determine the distance and flow pattern through hallways and mark flooring and walls appropriately.

## **Classroom**

### *Modified Layouts*

- Seating will be separated to the extent feasible to provide for social distancing.
- Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart.
- Teachers may need to remove personal items from the classroom in order to maximize space for student seating.

### *Shared Objects*

- Remove or discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

## **Media Center**

- Each site administrator will develop a plan in conjunction with their Media Specialist to establish protocols for the use and cleaning of the Media Center.

## **Testing Computer Labs**

- Extend diagnostic testing windows when possible to reduce the number of students in labs at one time.
- Computer labs will be cleaned after each use by designate staff following the cleaning protocols.

## **Band (when available)**

- Each site administrator will develop a plan in conjunction with the Band Director to establish protocols for the use and cleaning of instruments.

## **Gymnasium & Locker Rooms**

- Locker rooms will be cleaned following the recommended cleaning protocols.
- A protocol for the use of the gymnasium and locker rooms will be established by each site administrator in conjunction with the Physical Education Department.
- Each site administrator will ensure that proper hand sanitizing areas are available to students while using the gymnasium and locker rooms.

## Pick-Up & Drop Off Areas

- Each site administrator will develop a plan for pick-up and drop-off locations that allows for a reduced number of students gathering in any one location to the extent feasible.

## Recess/Playground

- The Florida Department of Education (FS 1003.455) requires students to have at least 20 consecutive minutes of supervised, safe, and unstructured free play per day (100 minutes per week).
- Each site administrator will develop a plan for recess that allows for a reduced number of students in any one location at the same time, to the extent feasible.

## Gatherings, Visitors, and Field Trips

- Limit any nonessential visitors and volunteers. This includes parents coming to eat lunch with their child. Visitors who must come into the building should be encouraged to do so by appointment. Use the Visitor Screening form found in Appendix C and ensure all employees know this is a requirement for all visitors. This record does not have to be retained, so a laminated copy can be used with a dry erase marker rather than making hard copies. These questions need to be asked before the visitor enters any building. All visitors should be signed in through the use of the Raptor system for tracking and safety purposes. Limit the activities involving external groups or organizations as much as possible—especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual group events, gatherings, or meetings, if possible. If events are held, promote social distancing between people and limit group size to the extent possible.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, to the extent possible. The Florida Department of Education suggests that when on campus, 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 needs, so additional meetings with smaller groups may be needed.
- Pursue options to convene sporting events and participation in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities. Follow all Florida High School Athletic Association guidelines for sporting events.

## Student Travel

- **Personal travel** - students are discouraged from nonessential travel. Students who have traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission as identified by CDC within the last 14 days must:
  - Notify their Principal of such travel who will contact the Director of Administrative Services for guidance.
  - Self-monitor symptoms and provide information to Principal as directed. Student may be required to self-isolate for a period of time upon returning from travel.
  - Schools will continue to follow the attendance policy in the HCSD Code of Student Conduct.

## Social-Emotional Well-Being of Students

### Staff

- It is highly recommended that Youth and Mental Health First Aid Training be offered to staff/schools on a continuing basis per state mandate. This state mandated training teaches participants to recognize the signs of anxiety, grief, and trauma in students.
- Youth Mental Health First Aid trainings will be offered throughout the school year as needed.
- Staff will be required to complete a Youth Suicide Awareness & Prevention course as part of the district's annual compliance training.

### Students

- In order to assist students, families, and staff during this difficult time, online requests for mental health services have been conveniently placed on our website. Additional resources are located at [www.hamiltonfl.com/safety](http://www.hamiltonfl.com/safety).
- In order to ensure a safe and healthy environment, the Hamilton County School District will continue to implement a Multi-Tiered System of Supports (MTSS) aimed at delivering evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses as well as to students with high risk of such diagnoses.
- Counselors and social workers will continue to provide services consisting of a proactive social emotional curriculum such as that provided by Cloud9World; Safer, Smarter Schools; Sandy Hook Promise, and Skillstreaming.
- Cloud9World is a social and emotional learning program that integrates literacy as the vehicle for teaching character strengths such as empathy, self-efficacy, collaboration, social interactions, and positive behaviors.
- The Lauren's Kids Safer, Smarter Schools curriculum is a Pre-K through 12<sup>th</sup> Grade school-based prevention and personal safety curriculum series. The content contains age appropriate social and emotional curriculum for children, parents, teachers, and administrators which are aligned to state and national standards.
- The Hamilton County School District is proud to partner with Sandy Hook Promise. SAVE (Students Against Violence Everywhere) Promise Clubs have already been established on each campus to create powerful student organizations aimed at preventing gun violence and other forms of violence and victimization. Also, through Sandy Hook Promise's Know the Signs Program, adolescents will participate in initiatives such as Start with Hello, Say Something, and understanding the Signs of Suicide Prevention Program.
- Skillstreaming is a research-based curriculum designed to employ a four-part training approach of modeling, role-playing, performance feedback, and generalization techniques focused on teaching essential pro-social skills to students.
- The five-hour, state mandated mental health implementation should occur during the 1st semester. The curriculum will be provided through our Apex Learning Digital Platform.

### Academics

- Utilizing midyear 2019-2020 school year data as the baseline for Reading and Math to determine instructional gaps and plan accordingly for interventions utilizing the MTSS process.
- Curriculum maps will be updated to allow opportunities for spiral review of 2019-2020 fourth-quarter standards. Teachers will utilize the curriculum maps to guide instruction



## Plan A, Option 2 – Innovative Learning Program

**This option is only available for the first semester unless further authorization from DOE is given to extend into the second semester.**

Parents may elect to enroll their student in the Innovative Learning Program instead of returning to a school campus. When choosing this option, students will be working from home and expected to follow a daily schedule provided by a teacher from their assigned school. The goal of this option is to ease students back to the brick and mortar building on a gradual basis. Students will be expected to meet the attendance requirements and other policies pertaining to the normal day-to-day scheduled activities. Parents will be informed of the commitment prior to registration. If parents choose this option, they will register through the student's assigned school as a full time Innovative Learning Program student. **The deadline for registration is July 31, 2020.**

### Distance Learning Expectations

The innovated learning model will encompass three overarching responsibilities: Synchronous (Live Instruction) / Asynchronous Instruction, Purposeful Communication, and Active Progress Monitoring.

- Students will be expected to attend daily classes in person or through the use of Zoom at home. Those choosing this option will follow a normal school day schedule.
- Students will participate in assessments and be graded using the district grading policy.
- Students may participate in this model from home or on the school site.

### Synchronous Virtual Instruction

This component allows the opportunity for the instructor to interact, virtually, with their students in a live setting through Zoom, Google Classroom or other appropriate platforms. These live sessions may be recorded and housed within the platform for future student use outside of the live event time frame. This includes, but is not limited to, the following activities:

- Live Open Office Hours - Provides students the opportunity to "drop in" for support. Teachers will designate office hours to students and parents that are aligned with the hours of the school day.
- Pre-Designed Live Instructional Lessons - A predetermined standards-based lesson aligned with the District's curriculum map may be provided for content delivery on a specific topic or concept during scheduled instructional time.
- Collaborative Projects - Students and/or their instructors may work together on a collaborative project in a distance learning environment.



## **Purposeful Student Communication**

This component allows for the instructor to engage students through active and purposeful communication during the course/subject area. This includes, but is not limited to, the following activities:

- Students will engage and collaborate with the instructor in a real-time, text-based environment using a learning management system.
- Chat, Messaging, and Email - Methods by which an instructor can interact with a student in a private or semi-private experience to engage the learner in meaningful dialogue and increase course/subject participation. The expectation is that students have a variety of ways to communicate with teachers.
- Phone Calls as Needed or Requested by parents.

## **Active Progress Monitoring**

In the absence of traditional seat time, ensuring students are completing their assignments is critical to student progress and academic success. Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is making progress on assigned tasks. Teachers should make use of scheduled MTSS times to support students. Teachers will report to administrative teams about students who are not making weekly adequate progress.

## Student Attendance

### 2020-2021 School Year:

The following is the criteria for a student counting as present in class during remote learning for the 2020-2021 school year:

- Attending live lessons on instructional days for all subjects/classes
- Attending assigned live lessons on days for Tier 2 & Tier 3 instruction
- Submitting daily assignment(s) by due dates

At the elementary level, teachers will record attendance for each subject daily. Students will be marked present when they attend all or the majority of the day.

At the secondary level, teachers will record attendance for each class period daily.

**Students will be marked absent when these requirements are not met. Truancy consequences apply in the innovative model as they do in the brick and mortar setting.**

## Daily Class Schedules for the Innovative Model

<b>Sample Instructional Day <u>Elementary</u></b> <b>Classroom Teacher Schedule</b> <b>*Teachers would follow the Master Schedule for the school.</b>	<b>Time</b> <b>*This chart displays minimal time of 30 minutes per teaching block.</b>
ELA	9:00 - 9:30 (30 minutes)
Math	10:00 - 10:30 (30 minutes)
Science	11:00 - 11:30 (30 minutes)
Social Studies	12:00 - 12:30 (30 minutes)
Lunch	12:30 - 1:00 (30 minutes)
MTSS for ELA	1:00 - 1:30 (30 minutes)
MTSS for Math	2:00 - 2:30 (30 minutes)
Special Areas/Teacher's Planning Period	2:30 - 3:00 (30 minutes)
PE	3:00 - 3:30 (30 minutes)

<b>Sample Instructional Day</b> <b><u>High School</u> Schedule –</b> <b>7 periodday Teacher Schedule</b>	<b>Time</b> <b>*Teacher’s planning period embedded in one of the seven periods.</b> <b>*This chart displays minimal time of 30 minutes per class period.</b>
1st Period	8:10 - 9:01 (51 minutes)
2nd Period	9:05 – 9:56 (51 minutes)
3rd Period	10:00 – 10:51 (51minutes)
4th Period	10:55 – 11:46 (51 minutes)
Lunch	11:46 – 12:16 (30 minutes)
5th Period	12:20 - 1:11 (51 minutes)
6th Period	1:15 - 2:06 (51 minutes)
7th Period	2:10 - 3:01 (51 minutes)

## Teacher Expectations

### 2020-2021 School Year

- Show Grace and Compassion
- Track and Report Attendance
- Track and Report All Communications on Communication Log
- Provide needed support for students and parents on usage of the management learning system
- Follow the established protocol regarding student concerns
- Provide live Standards-based Lessons aligned with the District's curriculum map
- Return to use of district grading policy
- Late assignments will be accepted following the Making Up Work Policy in the *Student Progression Plan*
- Provide MTSS between lessons in small group settings as needed
- Follow proper Digital Etiquette during live/recorded lessons to include:
  - Being prepared
  - Being presentable
  - Being punctual
  - Being positive and engaging
  - Being patient
  - Being professional

## Student Expectations

### 2020-2021 School Year

- Complete daily assignments via online by assigned due dates.
- Attend scheduled live lessons with teacher(s) for:
  - Instructional Lessons
  - MTSS
  - Reteach/Reassess
- Communicate with teacher(s) for academic support, technology support, days you will be absent to arrange times for makeup work
- Monitor methods of communication daily such as grades, emails, and updates.
- Follow proper Digital Etiquette during live instructional lessons/MTSS include but not limited to:
  - Being prepared
  - Being dressed appropriately
  - Being located in an appropriate learning environment
  - Being ontime
  - Being respectful of the teacher and others
  - Being present & engaged

## Communication Action Plan

<p><b>Please follow the prescribed in the order below</b></p>	<p><b>*Recommendation is that subsequent steps happen within a 24-hour period</b></p>
<p><b>Step #1</b></p>	<p>Teacher contact parents via email, text, or learning management system.</p>
<p><b>Step #2</b></p>	<p>Teacher contact parents via a personal phone call speaking with parents - multiple attempts should be made and documented on communication log</p>
<p><b>Step #3</b></p>	<p>Teacher emails guidance and/or school-based administration with concerns after step #1 &amp; #2</p>
<p><b>Step #4</b></p>	<p>Guidance and/or school-based administration contact parents via a personal phone call speaking with parents - multiple attempts should be made and documented on communication log</p>
<p><b>Step #5</b></p>	<p>Guidance and/or Teacher contacts school-based administration with continued concerns</p>
<p><b>Step #6</b></p>	<p>School-based administration will take steps necessary to encourage students to follow the student expectations. This may include various steps such as meetings with teachers, parent conferences, etc.</p>

## Plan A, Option 3 - Enroll in the Hamilton Virtual Program

Parents may elect to enroll their student in the Hamilton Virtual Program instead of returning to a school campus. When choosing this option, parents will be informed of the commitment prior to registration. If parents choose this option, they will register as a full time Virtual Program student based on Hamilton Virtual Program eligibility requirements. **The deadline for initial registration is July 31, 2020.**

Prior to choosing this option, parents need to be aware of the following:

- Students must remain in the Hamilton Virtual Program through the entire semester in order to receive a grade. If they choose to leave the Virtual Program to re-enroll in their brick and mortar school prior to completing the semester course, they may not get a transfer grade and may be required to start the semester over.
- Devices (computers, tablets, etc.) will be provided.
- Teachers in this option will not be school-based Hamilton County teachers as in Option 2 (Innovative Learning Model). Teachers will be provided through NEFEC.
- Refer to the chart below to understand the difference between 4th quarter of the 2019-2020 school year of remote learning and requirements of the Hamilton Virtual Program:

Remote Learning March - May 2020	Hamilton Virtual Program August 10, 2020
Learning during a crisis	Established and planned
Structure is teacher-led	Self-motivation required
Online access optional/provided	Online access required
Device provided by district if needed	Device provided by district if needed
Multiple online platforms (i.e. Google Classroom and Zoom)	Single Online Platform
Grading leniency provided	Grading policy determined by the NEFEC/MDVS teachers
Hamilton County Teachers	NEFEC/MDVS Teachers



## **Plan A, Option 4 – Homeschool / Private School**

### **Homeschool**

Parents may elect to enroll their student in the Hamilton Homeschool Program instead of returning to a school campus. When choosing this option, parents must complete a registration form in the Federal Programs office located at the district office complex or obtain the form online at [hamiltonfl.com](http://hamiltonfl.com). Parents will be informed of the commitment prior to registration. If parents choose this option, please contact the Federal Programs office at 792-7807.

### **Private School**

Parents wishing to choose the private school option should contact the private school directly for registration information.

# Plan B - Schools Remain Closed

This will only be implemented if Governor DeSantis does not allow schools to reopen in August.

## Students choosing Option 1 or Option 2

- Option 1 students will be moved to Option 2 (Innovative Model)
- Students will be able to return to Option 1 when brick and mortar schools reopen

## Students choosing Option 3

- Will remain a virtual student with MDVS through NEFEC
- May move to Option 1 after consultation with school administration

## Students choosing Option 4 (Homeschool / Private School)

- Will be directed by Homeschool / Private School provider
- Must register with Hamilton School District if desiring to change to Options 1 - 3

## Plan C - State Mandated Mid-Year School Closure

In the event of future outbreaks of COVID-19 that force schools to close during the school year, the Hamilton County School District will implement the guidelines listed in Plan A, Option 2 (page 16) as the Distance Learning Plan for instruction.

The Distance Learning Plan excludes those enrolled in the Hamilton Virtual Program or Homeschool / Private School.

### Additional Staff Responsibilities during school closure

Role	Virtual Responsibilities  <b>*Assigned schools Administration may request to be part of a school-based team during the time of school closings.</b>
Inclusion Teachers	Inclusion teachers are expected to follow and attend their daily schedules. They should be assisting and teaching during all live lessons and providing accommodations. They should be teaching small MTSS groups. They should be logging into the classes for the students they support in those particular classes and reaching out to their students via Zoom and/or phone using Google Voice to see what support is needed. They should be monitoring their students' progress towards goals and complete documentation.
Speech-Language Pathologists	Scheduling/providing virtual Speech-Language therapy services to students with disabilities, writing evaluation reports, participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Occupational Therapists	Scheduling/providing virtual Occupational therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Physical Therapists	Scheduling/providing virtual physical therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Deaf and Hard of Hearing Teachers	Scheduling/providing Deaf and/or Hard of Hearing services to students with disabilities, writing communication plans; participating in virtual IEP meetings, participating in virtual eligibility meetings. Complete accompanying documentation (Caseload & Services).

Teachers of the Visually Impaired	Scheduling/providing virtual Vision services to students with disabilities, writing evaluation reports, participating in virtual IEP and virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Staffing Specialists	Contacting parents to schedule and conduct IEP meetings via telephone, Zoom, Canvas, Microsoft Teams or permission to proceed. Assist staff with developing goals and accommodations to help meet the students' needs virtually. Reviewing and conducting an internal audit to assure compliance is being met with state guidelines for students with disabilities.
School Psychologists	School Psychologists will be completing evaluations that have been initiated, writing reports, utilizing TEAMS to implement testing; participating in IEP and 504 meetings virtually; participating in MTSS meetings and implementing any needed academic/behavioral/mental health interventions. School Psychologists will be available to assist any other department where help is needed.
School Counselors	Providing counseling over the phone or virtually for students who normally receive support. Contacting students who are not completing work and connect families to community resources for additional wrap around services. Researching cumulative folders to find additional phone numbers to reach students. Counselors will hold virtual parent conferences to support families of students who are not attending classes. Counselors will continue to schedule virtual 504 meetings and document MTSS as needed.
Behavior Specialists	Supporting teachers virtually with scheduling and providing behavior support for students with disabilities. Conducting check in sessions with students and families. Supporting teachers and parents behaviorally. Updating and developing FBA's and behavior plans. Complete accompanying documentation (Caseload & Services).
Media Specialists	Provide digital media support to students and teachers. In addition, Media Specialists may be requested to fill open positions based on certification during distance learning.

<p>Paraprofessionals</p>	<p>Support teachers in conducting check-in sessions to stay connected with the families and students; Other duties as assigned. Complete accompanying documentation (Caseload &amp; Services).</p>
<p>District and School-based Coaches, Instructional Specialists and Interventionists</p>	<p>Supporting teachers who need assistance modifying lessons for students. Support teachers in the creation and delivery of video lessons. Support delivery of lessons and grading of assignments for vacant positions.</p>
<p>Deans Teacher on Assignment Truancy Security Staff</p>	<p>Contacting students who are not responding to teacher contact for home learning assignments. Researching cumulative folders to find additional phone numbers to reach students. Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning. In addition, they may be requested to fill open positions based on certification during distance learning.</p>
<p>Hospital Homebound Home Instruction Teachers</p>	<p>Contact parents to schedule and provide virtual instruction to students on Hospital Homebound and Home Instruction and complete accompanying documentation (Caseload &amp; Services). Providing applicable accommodations/modifications and compile online resources for students. Services will be delivered via telephone, Skype, or Microsoft Team. Participate in virtual staffing sessions as applicable.</p>

Students and Families in Transition staff	<p>Contact all of our existing families to get updates on their living situations; share information about local resources; and assist with any program needs. Connect students with laptops, internet, food, toiletries, healthcare, etc.</p> <p>Ensure our Unaccompanied Youth have access to cell phones, laptops, food and shelter; provide them with Medical Consent forms, birth certificate waivers, Florida ID waivers, financial aid assistance letters, etc. Ensure we are meeting all McKinney-Vento requirements and continue to manage and complete any Title IX, AH CY and Displaced student grant paperwork.</p>
ESOL Coordinator	<p>Coordinate with ESOL teachers and assist in the delivery of services and accommodations for ELL students. Assist ELL families to support their students' online learning. Provide virtual training for teachers of ELL students and monitor ELL student progress. Provide support to ELL Lead Teachers, ELL Paraprofessionals, district and site leadership regarding networking to support ELLs, using technology/online resources to support ELLs, WIDA.</p>
Federal Programs district-based staff	<p>Complete Comprehensive Needs Assessments for Title I Schools; complete the Title I, Part A application for 2020-21; support Title I principals and Title I Facilitators; manage the grant funds and coordinate with FDOE on Title I, Part A; Title I, Part D; Title III, and Title IV, as well as the Schools of Hope and TSSSA grants. Support and monitor the Title I funded school- and district-based staff. Complete program evaluations and assist the district leadership and principals with data as needed.</p> <p>Assist coordination and deployment of resources for families. Monitor the School Improvement guidance from the FDOE.</p>

ESOL Paraprofessionals	<p>Support ELLS and parents with virtual learning (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to district language learning online.</p>
Professional Development Staff	<p>Provide PD in virtual instruction. Provide first point of contact ongoing support for MS Teams. Assist TIS with instructional support for device roll out and instructional tech support. Continue with support for new teachers. Continue support for PEC and certification needs. Support teachers in the creation and delivery of video lessons. Assist in the coordination and deployment of resources for teachers. Continue all federal and state provider and monitoring requirements.</p>

Principal	Stay in communication with the District, State and Health Department. Communicate updates with all stakeholders. Routine checks of learning management accounts for accountability. Support teachers in communications with families. Support staff and students/families with distance learning. Stay informed and communicate with staff to support them in regards to their health and welfare. Conduct required classroom walk-throughs digitally through the teacher live lessons.
Assistant Principal	Routine checks of learning management accounts for accountability. Communicate with teachers and families regarding participation with distance learning. Routine checks of students' grades on Skyward. Conduct required classroom walk-throughs digitally through the teacher live lessons. Daily communication with the Principal.

### **Small Group Instruction for Career and Technical and Career Certificate Courses**

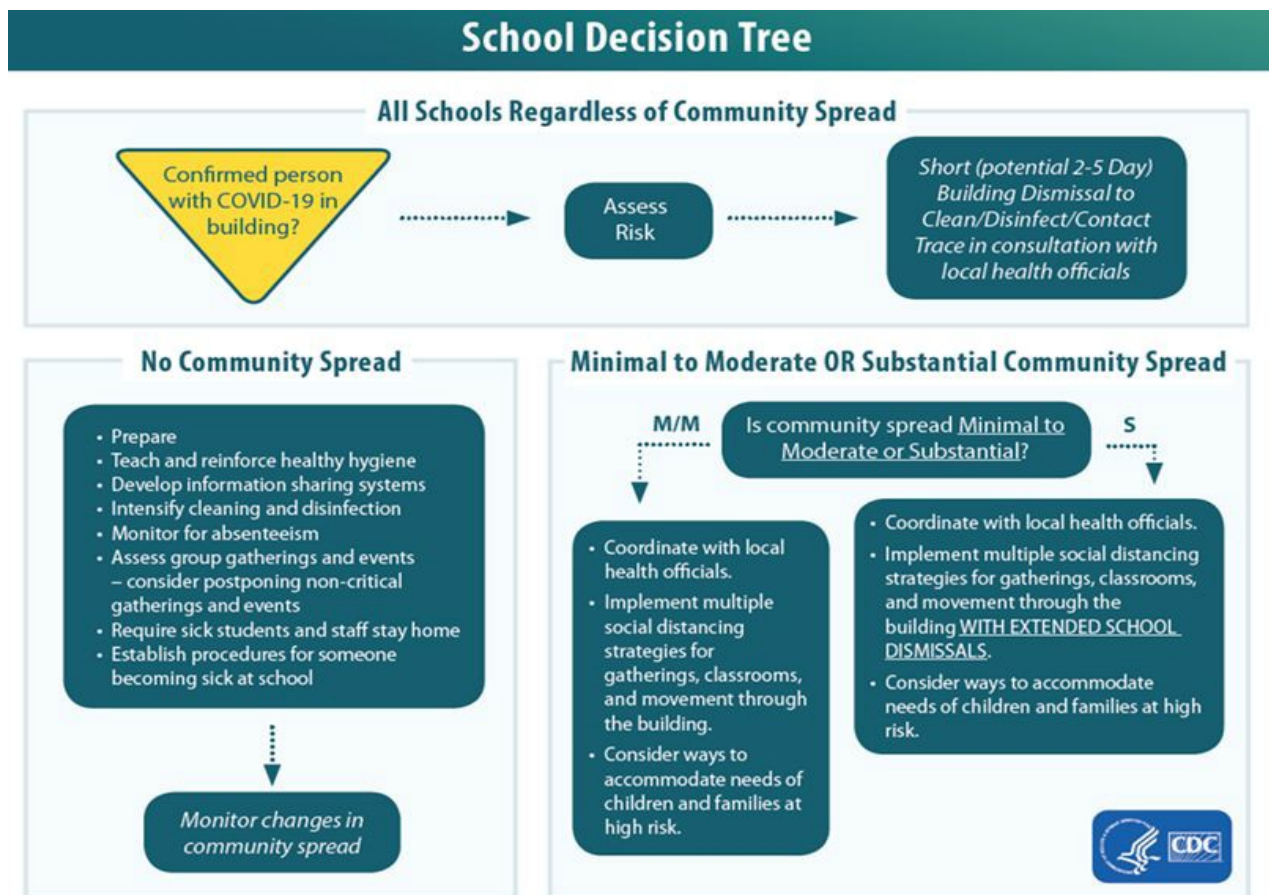
To maintain the integrity of Career and Technical courses at the Secondary level, and Career Certificate courses at the Postsecondary level, the district will allow for small groups to meet on campus for the purpose of skill assessment, testing or specific hands on instruction that cannot be offered remotely. Teachers and students will only be permitted in classrooms if the following conditions are met:

- Current CDC guidelines regarding the number of participants allowed to gather must be adhered to.
- Both students and District personnel will complete the Visitor Screening questions and student temperatures will be taken prior to entry on campus. District personnel should take their temperature prior to arrival on campus. Anyone with a temperature over 100.4 will not be permitted on campus.
- Student areas will be clearly marked, maintaining proper social distancing.
- Sanitization of the student areas will happen, before and after each class session following the guidelines located within this document.
- Students and District Personnel will need to adhere to the CDC guidelines for the wearing of masks and gloves.



## Contingency Plan for Confirmed Case

If a confirmed case has entered a school, regardless of community transmission, Hamilton County School District may implement a short-term closure based on guidance from the Hamilton County Department of Health. Additionally, if there is a confirmed case, Hamilton County School District will work with local health officials to determine the next steps to mitigate the outbreak, i.e. communication, cleaning disinfecting protocols, etc.



# Appendix A

## Administrative Responsibilities

Although this list is not all inclusive, it is compiled to assist with ensuring that appropriate measures are in place for the safe return of employees and students.

### Summer 2020:

- Discuss appropriate social distancing measures and safety protocols to reinforce details outlined in the Return to Work Plan.
- Display Covid Safety Posters, provided by District, in common areas.
- In an effort to limit visitors to the building it is encouraged to develop a system for scheduling appointments. Use the Visitor Screening form found in Appendix C and ensure all employees know this is a requirement for all visitors. This record does not have to be retained, so a laminated copy can be used with a dry erase marker rather than making hard copies. These questions need to be asked before the visitor enters any building. All visitors should be signed in through the use of the Raptor system for tracking and safety purposes.
- Ensure that designated staff are properly cleaning high traffic and high touch surfaces several times throughout the day. Encourage all employees to wipe down or disinfect their own personal work space throughout the day.
- Make sure all employees have the proper cleaning supplies needed to disinfect common touch points after use.
- Make sure proper cleaning is occurring in common areas and with shared equipment by multiple employees (i.e. kitchens, copy machines).
- Deny any Use of Facilities requests.
- Monitor PPE supply inventory. If you are getting low on masks or gloves, submit the work order as soon as possible. Do not wait until the box is empty to order. These items can be difficult to get and advanced notice is needed.
- If an employee is experiencing COVID-19 symptoms at work, send the employee home and contact Mr. Pinello. Utilize the isolation room, if an employee is not able to leave campus immediately. Based on the situation, Mr. Pinello will provide guidance on when the employee is able to return to work. Make sure to clean and disinfect all areas the employee accessed.
- If an employee reports that they have COVID-19 symptoms, have been diagnosed with COVID-19, or have been in close contact with someone who has been diagnosed with COVID-19, contact Mr. Pinello immediately. He will work with the Health Department to determine the necessary action.
- Review the Return to School Plan and make necessary adjustments to campus, master schedule, cleaning schedules, duty schedules, etc., in accordance with the plan's recommendations of increased sanitation during student contact times.
- Prepare for all staff and students to return in August with informational staff meetings and professional development.

- Confirm the school has an adequate supply of soap, disinfection, hand sanitizer, paper towels, tissues, etc. in preparation for students' return in August.
- Consider purchasing PPE supplies for staff members doing AM and/or PM Car Duty.

### **August and beyond:**

- Display posters in key areas of school: restrooms, offices, cafeteria, school buses, clinics, hallways, isolation room, etc.
- Create traffic flow patterns - taped lines on the floor to mark walking directions throughout the offices and campus to maintain social distancing. Develop a plan to train teachers and students to follow the traffic flow.
- Principals will develop a plan for overcrowded student areas: student drop off, bus loops, cafeteria, recess, gymnasium, etc.
- Avoid any non-essential interactions/gatherings (after-school clubs, pep-rallies, assemblies...etc.).
- Conduct campus walk-throughs prior to students returning to the school to verify the guidelines for returning to school are in place.
- Conduct campus walk-throughs to ensure classroom arrangements are utilizing available space between desks.
- Conduct staff training on Return to School Plan.
- Advise all teachers and students not to visit another classroom outside of their grade level/team when feasible.
- Review proper hygiene measures with staff.
- Encourage employees to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day. Include this process in your substitute plans for absences.
- Develop a plan for staff to review proper hygiene measures with students as well as safety protocols at each site. This will need to be done with all students the first day of school.
- If an employee is experiencing COVID-19 symptoms at work, send the employee home and contact Mr. Pinello. Utilize the isolation room, if an employee is not able to leave campus immediately. Based on the situation, Mr. Pinello will provide guidance on when the employee is able to return to work. Make sure to clean and disinfect all areas the employee accessed.
- If an employee reports that they have COVID-19 symptoms, have been diagnosed with COVID-19, or have been in close contact with someone who has been diagnosed with COVID-19, contact Mr. Pinello immediately. He will work with the Health Department to determine the necessary action.
- Enforce proper procedures for non-essential travel with employees.
- Monitor student and employee absenteeism closely, as absenteeism may be an early warning sign of larger health concerns. Follow the district's student attendance policy for students and have a plan in place to follow up on excessively absent employees.
- Communicate with stakeholders regarding limitation of essential visitors and volunteers.
- Provide frequent and consistent communication to all stakeholders via social media sites and phone calls.

## Appendix B

### Device Distribution Procedures

#### Device Preparation

- Each site administrator will work with the IT Coordinator to develop a plan for compiling and preparing devices for deployment.
- Each device and correlating accessory should be properly inventoried and distributed utilizing the HCSD Equipment Checkout & Guidelines for Students Form. A copy of the guidelines should be provided to the parent/student and the original form with signatures should be collected. The forms should be kept in a secure location and made available to the Tech Specialist.
- Each school site will develop a plan for communication with families regarding device requests and distribution timelines.
- Administrators and teachers may need to collaborate and be flexible to support families with several students and limited devices.

## Device Collection Procedures, etc.

When we receive a loaner laptop back from a student, we must indicate its return with all of the associated equipment such as power supplies. Two acceptable ways of reporting and notating the return would be:

1. Locate the Agreement signed when it was borrowed and indicate on the form it was returned and indicate if the power supply was returned and any damage to the device; or,
2. You can use the shared master spreadsheet that your data entry people have access to, and notate the same information in the relevant columns for your site.

Please remember, when the students/parents borrowed the devices, they signed an Agreement stating the following:

*I am financially responsible for all repair costs associated with any damage resulting from negligent use and/or damage that occurs to this equipment when in my possession. If the cost to repair exceeds the replacement cost or depreciated value, I am responsible for the replacement cost or depreciated value, whichever is less.*

Therefore, it is vital that all missing power supplies and/or damage to the devices is notated properly on the form or spreadsheet. If you use the original forms, once finished they are to be scanned to TIS.

If the student is a HS Senior, please be sure to make the necessary changes to any Notice of Obligation that exist in Skyward. If the device is fully functional with no damage and all peripherals are returned (power supply), then they owe nothing. If there is missing equipment or damage they will be responsible for the cost of that damage or the replacement equipment.

Once you have the device and power supply in your possession, please place the devices in a designated secure area for decontamination. This area should be secure (lockable) and the devices will need to remain there for a period of time to decontaminate. Once the acceptable period of time passes, the Techs will begin the process of reformatting and re-imagining the devices and placing them back into the appropriate locations in your sites.

PLEASE FOLLOW SAFE HANDLING PROCEDURES AS THE RETURNED LAPTOPS MAY BE CONTAMINATED BY COVID-19

# Appendix C

## Visitor Screening

When possible, limit visitors and conduct business electronically. Visitors who must come into the building should do so by appointment only. When making the appointment, visitors should be informed that they need to bring their face covering with them and put it on prior to entering the building.

Prior to entering the building, visitors who require access should be asked the following questions:

1. Have you been diagnosed with COVID-19? \_\_\_\_\_ Yes or \_\_\_\_\_ No
2. Are you currently experiencing or have experienced any of the following symptoms within the past 48 hours?
  - Fever \_\_\_\_\_ Yes or \_\_\_\_\_ No
  - A combination of these symptoms with or without a fever: Persistent cough, shortness of breath or difficulty breathing, chills or repeated shaking with chill, unusual muscle pain, headache, sore throat, or new loss of taste or smell \_\_\_\_\_ Yes or \_\_\_\_\_ No
3. Have you had known close contact with a person who has a confirmed or suspected case of COVID-19 within the last 14 days?  
\_\_\_\_\_ Yes or \_\_\_\_\_ No
4. Have you traveled out of the state within the past 14 days?  
\_\_\_\_\_ Yes or \_\_\_\_\_ No
5. Have you traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission within the past 14 days?  
\_\_\_\_\_ Yes or \_\_\_\_\_ No

If the visitor answers 'Yes' to any of the questions, they will not be permitted to access the building.

For questions 1 and 2, if answered 'Yes' the visitor will not be permitted access until they supply documentation that they have been cleared by a healthcare provider and it has been at least 14 days from the time symptoms first occurred.

For questions 3, 4, and 5, if answered 'Yes' the visitor will not be permitted access until at least 14 days has passed.