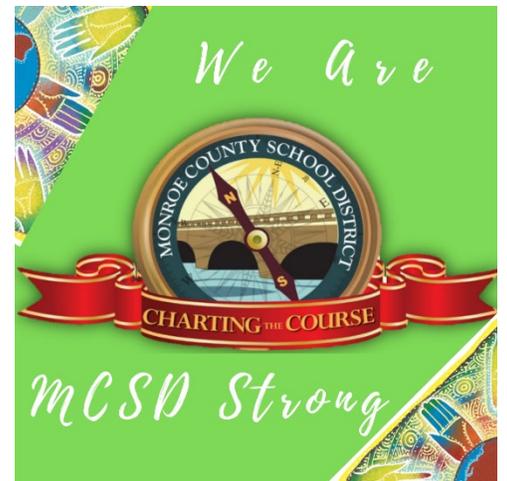


# Guidebook for Safely Reopening Schools

Monroe County  
School District  
June 2020



Task Force Committee Members

General Considerations

Scott Atwell-President of KWCC  
Jason Brown-Safety & Security  
Sibba Mira-CTE Coordinator  
Beryl Morgan-Director of Federal Programs  
Mark Porter-Outgoing Superintendent  
**Harry Russell- MCSD Executive Director**  
Daniel Samess- CEO of MKCC  
Yvette Talbott-Community Member  
Brett Unke-Principal  
Frank Derfler- Community Leader

Whole Child Supports

Sandi Bisceglia- ELC Board  
Alanna Dixon-KLS SAC Chair  
Maureen Dunleavy- Guidance Care Director  
**Daliana Goins- Lead School Counselor**  
Leslie Holmes-Assistant Principal  
Catherine Kanagy-SWD Specialist  
Dr. Lesley Thompson-ESE Director  
Erin Williams-Lead Social Worker  
Shirley Wilson-PKS SAC Chair

Distance Learning

Sarah Adams-MTSS and Literacy Coordinator  
**Kristen Condella-Technology Coordinator**  
Carrolyn Cox-Teacher  
Linda Diaz-ESE Transition Specialist  
Natallie Liz-EL Coordinator  
Joy Nulisch- Instructional Technology Director  
Dr. Larry Schmiegel-Principal  
Amy Stanton-Math Coordinator  
Kevin Walden-Instructional Technologist

School Operations

Amber Acevedo- Sunset Rotary  
Beverly Anders-Finance Director  
Jeff Barrow- Maintenance Director  
Michael Cunningham- CEO of AHEC  
Bob Eadie-Department of Health Director  
Randy Fabal-Transportation Supervisor  
Jim Faggione-Food Services Director  
Dr. Kathryn Flannery-Risk Management  
**Patrick Lefere- MCSD Executive Director**  
Dana Portillo-Health Coordinator  
TalleyAnne Reeb-Director of School Nurses  
Dr. Mark Whiteside-Medical Director DOH  
Robert Wright-Principal

Academics

Melissa Alsobrooks- Science Coordinator  
Jennifer Barrios- Social Studies Coordinator  
Debra Bertolini-Teacher  
Mona Clark- Community Leader  
Holly Hummel-Gorman-UTM President  
**Dr. Fran Herrin-MCSD Executive Director**  
Laura Lietaert-Rotary and Principal  
Christina McPherson-Principal Senior High  
Michael Michaud-Student Information  
Dr. Dave Murphy-Executive Director  
Wendy Sullivan-Teacher  
Melissa Welch-Teacher

***Bold indicates Committee Chair***

This Guidebook was prepared to provide guidance for the successful reopening of our schools during the Covid-19 Pandemic. It was developed with the utmost care in partnership with the Monroe County Health Department to provide for the health and safety of both students and staff. I would like to thank all the members of the Task Force who worked on the development of this guide. They are parents, teachers, community leaders and district administrators who spent many hours in meetings to prepare it.. the guide addresses the three levels of the spread of the virus (minimal, moderate, substantial) described in CDC publications.. accompanying the guide will be a series of one-page documents that can be used as quick references for all procedures referred to in the guide to provide ease of use. As always, MCSD will do our best to provide the best possible education for all of our students despite these difficult times.

-Mrs. Theresa N. Axford, Incoming Superintendent of Schools



Table of Contents

General Considerations..... 3  
     Summary ..... 3  
     Response to Risk Assessment: Protocols for Phases ..... 3  
 Communication..... 4  
     Summary ..... 4  
     Stakeholder Communication ..... 5  
     Resources..... 6  
 School Operations..... 6  
     Summary ..... 6  
     Considerations ..... 8  
     Minimal Exposure ..... 9  
     Moderate Exposure ..... 11  
     Substantial Exposure..... 12  
     Resources..... 13  
 Whole Child Supports ..... 13  
     Summary ..... 13  
     Considerations ..... 13  
     Minimal Exposure ..... 13  
     Moderate Exposure ..... 14  
     Substantial Exposure..... 15  
     Resources..... 16  
 Academics ..... 16  
     Summary ..... 16  
     Considerations ..... 17  
     Health and Wellness ..... 17  
     Programming ..... 17  
     Academic Supports ..... 17  
     Assessment and Accountability ..... 19  
     Collective Bargaining Agreements ..... 20  
     Minimal Exposure ..... 20  
     Moderate Exposure ..... 21  
     Substantial Exposure..... 21  
     Resources..... 22  
 Learning Environments ..... 22  
     Summary ..... 22  
     Considerations ..... 22  
     Hardware and Access..... 22  
     Program and Instructional Material Availability..... 23  
     Professional Development and Support ..... 24  
     Full Time Virtual Instruction ..... 25  
 Innovative Learning Environments ..... 25  
     Minimal Exposure ..... 27  
     Moderate Exposure ..... 28  
     Substantial Exposure..... 29  
     Resources..... 30  
 Resources ..... 31



## Introduction

Schools, for students, are learning sanctuaries, places to include the learning of core and advanced academic areas, practicing good citizenship, building and sustaining friendships and relationships, including getting to know themselves, and an exploration of fields of different knowledge based on their sense of wonder and curiosity. It is a place where socio-emotional growth unfolds, where physical and mental health are modeled and applied, and a place for students to develop and explore their sense of purpose in the world.

This all occurs under the watchful and trained eye of teachers and professionally trained staff at schools, educators whose job it is to pay attention to the whole child as he or she is juggling all the aspects of their development, their trajectory in the world, and serve to guide and help interpret the experiences of the learner toward their goals.

In the past, "school" primarily meant "a building - a place" where academic learning takes place. Now, school may mean:

- a brick and mortar building,
- a blended model of learning in a school building with other learners and peers and also partially learning at home,
- and/or a virtual model whereby the student is learning through technology supports away from the school building entirely

## General Considerations

### Summary

The Monroe County School District will implement protocols at all locations as outlined according to community spread risk levels. The Superintendent of Schools will monitor and implement regulatory orders from federal, state, county and local authorities. Facility closures due to Covid-19 exposure will be determined on an individual basis. The level of closure and remediation will be determined by the Monroe County School District Superintendent in coordination with the Department of Health (DOH) and other regulatory organizations. Accurate and timely information will be disseminated through the Superintendent's office by the Public Information Officer or appointed Designee. All shared information must adhere to federal privacy laws.

### Response to Risk Assessment: Protocols for Phases

Monroe County School District must continually assess the risk of community spread of COVID-19 to determine whether risk is minimal, moderate, or substantial. Procedures for each risk-level have been developed. These procedures align with current [CDC Guidelines](#) and operate on the principle that no state or local restrictions exist. Governing agencies will be closely monitored and procedures will be updated as necessary. School administrators will modify mitigation procedures with regard to physical spaces at individual sites.

### *Minimal Exposure Phase: Minimal to No Community Spread Risk*

This phase is characterized by isolated cases with limited community transmission and case investigations. There is no evidence of exposure in large community settings in this phase.

The following Monroe County School District protocols apply to this phase:



- Prepare for changes in risk level.
- Teach and reinforce healthy hygiene.
- Require sick students and staff to stay at home.
- Establish procedures for someone becoming sick at school.
- Develop information sharing systems.
- Intensify cleaning and disinfection.
- Monitor for absenteeism.
- Assess group gatherings and events.
- Consider postponing noncritical gatherings and events.
- Continue remote work where necessary.
- Follow CDC and DOH guidance for social distancing and cleaning.
- Monitor public health indicators to adjust orders and restrictions as necessary

#### *Moderate Exposure Phase: Moderate Community Spread Risk*

This phase includes sustained transmission with likelihood or confirmed exposure and potential for rapid increase in cases.

The following Monroe County School District protocols apply to this phase:

- Implement multiple social distancing strategies for gatherings, classrooms, movement through the school and transportation.
- Consider ways to accommodate needs of children and families at high-risk.
- Coordinate with local health officials.
- Enact procedures for community notification and press releases.
- Continue or enable Telework where necessary.
- Follow CDC and DOH guidance for social distancing and cleaning.
- Monitor public health indicators to adjust orders and restrictions, as necessary.

#### *Substantial Exposure Phase: Substantial Community Spread Risk*

This phase is defined by large-scale community transmission, including communal settings.

The following Monroe County School District protocols apply to this phase:

- Implement multiple social distancing strategies for gatherings, classrooms, movement through the school and transportation methods *with extended school closures*.
- Consider ways to accommodate needs of children and families at high-risk.
- Coordinate with local health officials.
- Enable Telework where possible.
- Follow CDC and DOH guidance for social distancing and cleaning.
- Monitor public health indicators to adjust orders and restrictions, as necessary.

### Communication

#### Summary

All stakeholders must be kept informed and updated. This includes: school staff members; students; parents; school board members; law enforcement; public agencies; and the community. Accurate and timely information will be disseminated by the Superintendent to the media and through all available information outlets. All shared information will comply with federal privacy laws and prioritize the well-being of students, families, and employees.



## Stakeholder Communication

Monroe County School District communicates with stakeholders using the following means:

- District/School Websites: Up-to-date information will be posted prominently on district and individual school websites.
- Standard Telephones: Schools will provide a telephone number to field questions and concerns.
- Cellular Telephones: Administrators and staff that travel across sites will use cell phones to communicate district concerns. Cell phones will also be used to distribute mass communication and post vital information to school websites/social media.
- Applications: Web-based communication tools will be used to distribute mass messaging to groups, such as staff, students, or families.
- Social Media – Social media is used for ongoing communication and to distribute mass messaging.

### *Communicating with Families*

The following Monroe County School District protocols apply to communication with families:

- The Superintendent will inform all stakeholders about school reopening plans, including its purpose and objectives, through all available informational outlets. Information will be posted in a consistent, easy-to-find location on district and school websites.
- Each school will provide a direct phone number and point-of-contact to address concerns. This information will be easily available on district and school websites.
- Community resources to assist parents in the event of an emergency will be available on the district and school websites.
- Notification procedures will be provided to families for the purpose of communication with schools regarding positive Covid-19 household members.
- Training will be provided to staff on privacy policies.

### *Communicating with the Media*

The media will be provided timely updates on issues that impact all stakeholders. The district will have one point-of-contact, the Public Information Officer or Designee, for all media inquiries. A flow chart is established to be used for the purpose of disseminating information. All information released to the media will be approved by the Superintendent and abide by federal privacy laws while prioritizing the well-being of students, families, and employees.

The following Monroe County School District guidelines apply to communication with the media:

- A Public Information Officer or Designee will direct media to the appropriate individual or department to address specific questions.
- All staff will refer inquiries from the media to the Public Information Officer or Designee.
- All media briefings and interviews will be scheduled through the Office of the Superintendent or Public Information Officer or Designee.
- Media interviews with students require parental consent and approval from the Superintendent's Office. Student interviews will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.
- A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.
- All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any information must be identified by source to ensure that the information can be verified if there is a question about accuracy.
- The district will not respond to rumors, speculation, or unverified information.



### *Internal Communication and Handling Rumors*

Rumors create a negative perception of the district's ability to manage a situation. The most effective strategy for limiting the spread of rumors is to proactively provide up-to-date, factual information.

Monroe County School District will:

- Identify and keep all stakeholders abreast of all up to date information.
- Train individuals on the procedure of disseminating information.
- Designate staff to answer calls and control the circulation of misinformation.
- Keep key community members well-informed to help convey accurate information.
- Provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Provide opportunities to ask questions and to receive accurate information in multiple settings.

### Resources

[A Safe Campus Visit](#)

[CDC Reopening Schools Decision Tree](#)

[CDC Glossary of terms](#)

[Communication Plan: Decision Tree](#)

[Dissemination of Information Flowchart](#)

[Reporting Protocols](#)

[COVID-19 Communication and Community Coordination Plan](#)

Community Coordination Contact List- **Private**

## School Operations

### Summary

The School Operations Committee has recommended guidelines which promote the safety and wellbeing of MCSD students and staff. Our committee has considered various measures and conditions related to the safe reopening of schools for the 2020-2021 academic year. The committee has conducted a thorough review of research and guidelines published by local, state, and national health professionals. Based on our review, MCSD has assembled a list of recommendations concerning the areas of school health services, transportation, school meals, facility services and sanitation. These recommendations, or best practices, consider the needs of all stakeholders and are tiered according to the level of community spread. The committee's risk mitigation strategy aims to reduce risks during all key stages of the school day. MCSD has considered all times: from the time students and staff arrive; while occupying campus facilities; and during the time between dismissal and arrival. These recommendations have been adapted for multiple scenarios and exposure levels. By implementing these practices MCSD will achieve a cumulative reduction of risk, thus helping to safeguard the health of both our educational stakeholders and the greater Keys community.

### *General Guidelines*

General Guidelines are developed for the overall operations of schools.

- Social distancing
  - Desks/seats will be spaced as far apart as feasible facing one direction.
  - The use of signage on floors and walls will assist in social distancing and traffic control.
  - Mixing student groups will be avoided as much as possible. It is recommended students stay in and travel with their cohort group.
  - Physical barriers/partitions will be installed in offices and reception areas with significant public interaction.



- Where possible, increase the number and location of entry and exit points. Schools must closely coordinate with school safety stakeholders.
- High-risk students and families will consult with a medical provider to provide guidance on whether to attend campus-based school or utilize virtual learning to reduce risk. The medical provider will outline any restrictions or limitations required in the school setting for these students
- Limit visitors to the building. Require them to sign-in at the front office, complete a self-monitoring form, and wear a mask/face covering at all times during transit. Volunteers/mentors will complete an attestation agreement when they register to volunteer/mentor.
- The office of the Superintendent and/or those responsible for planning for a large-scale event will work in conjunction with the Department of Health, CDC, and local officials. The principal and planners of large events must use the recommended guidelines.
- In the event of an actual emergency on campus, procedures for that scenario will be strictly followed without regard to COVID-19 protocols or procedures. Once emergency measures/actions have been taken and student and staff safety are ensured, appropriate procedures may resume.

#### *Behaviors Which Reduce Spread*

The following behaviors reduce spread of COVID-19 for all stakeholders:

- Educate parents and staff as to the importance of daily self-monitoring for illness.
- The self-monitoring information will be included in an attestation agreement that shall be signed by all parents, students and staff members at the start of school.
- Self-monitoring includes temperature checks for symptoms of fever greater than 100.4, chills, cough or shortness of breath, muscle and/or body aches, severe headache, nausea, vomiting or diarrhea. If these symptoms are present, students/staff will stay home.
- Antipyretic medicines (Motrin, Tylenol, Advil, etc.) will not be taken for a fever before coming to school. Students/staff will remain at home if temperature is 100.4 or higher. Student/staff must be fever free for 24 hours without antipyretic medicines to return to school per CDC guidelines and MCSD School Health Policy.
- Promote the importance of self-monitoring for symptoms and the need to stay home when ill to parents and employers. Parents need to pick up a sick child promptly when notified.
- Hand washing will be done frequently using the sink. If a sink is not available, use 60%+ alcohol-based sanitizer.
- Avoid touching eyes, nose and mouth after touching surfaces.
- Cover cough or sneeze with elbow or tissue and dispose of the tissue.
- Mask/face coverings are to be worn during times when social distancing is not possible or reduced to include, but not limited to: busing and transportation, in transit between classrooms and activities; events and meetings; educating medically vulnerable students, supporting medically vulnerable staff, protecting schools' health care workers and crisis responders. This may present challenges for younger students but will be enforced as much as feasible.
- Student mask/face coverings may be removed while they are seated in the classroom.
- Mask/face coverings will be durable/washable type and supplied by the individual student/staff.

#### *Health Procedures*

- No routine temperature checks.
- Follow all policies and procedures currently in place for contagious illnesses.
- Anyone with symptoms at school will report to the clinic.



- Nursing staff and health technicians will be fit tested for a N95 mask PPE to wear if students present a respiratory illness.
- Ill students must wear a mask while waiting in clinic.
- Provide a primary and secondary isolation area with supervision for students/staff reporting or exhibiting symptoms. A communication method will be available at the location (phone or radio).
- Take these steps if there is a positive test for COVID-19:
  1. Notify the Department of Health/Epidemiology Division and coordinate the response for tracking and tracing with school assistance by the principal or their designee.
  2. Close the vulnerable room or building.
  3. Dismiss vulnerable students and staff.
  4. Communicate with all stakeholders using protocols outline in Section 1 of this report.
  5. Contact tracing will be done in conjunction with the Department of Health officials and may include student lists, addresses, and contact numbers in accordance with the HIPPA Privacy Act.
  6. Initiate cleaning and sanitization protocols.
  7. Patient to follow CDC/DOH guidelines for quarantine and have retesting done for clearance before returning to school.
  8. Collaborate with local health officials to determine if further action is warranted.
  9. At-risk employees who request to work from home and can do so effectively will coordinate and get approval from their supervisor to do so.

### *Facility Services & Sanitation*

- Supply clinics and classrooms with cleaning supplies and gloves to use as needed. Gloves are to be worn during cleaning and exposure to cleaning agents.
- Surfaces will be cleaned regularly, including cell phones and computers, and sharing of equipment and supplies will be kept to a minimum.
- ABM shall follow OSHA guidelines for cleaning.
- Classrooms will be supplied with soap and paper towels if a sink is available or 60% alcohol hand sanitizer when sink is not available.

### Considerations

Considerations of operational objectives are listed below.

#### Health Services Objectives

- Communicate and provide education on hygiene and social distance.
- Encourage personal hygiene with hand cleaning and sanitizer protocols.
- Establish screening protocols for students, staff and visitors.
- Identify clinic's role and responsibility.
- Provide training for all nurses and clinic personnel by the Department of Health.

#### Transportation Services Objectives

- Provide safe transport of students to and from schools.
- Provide safe transportation to sporting events.
- Provide safe transportation to extracurricular activities.

#### Meal Services Objectives

- Provide meal operations effectively, efficiently and safely.



## Guidebook for Reopening Schools: DRAFT FOR SCHOOL BOARD 7.21.20

- Build flexibility into meal service in the schools that can adapt to changing COVID-19 levels.
- Provide meal services in the community as needed.

### Facility Services and Sanitation Objectives

- Establish cleaning protocols of school buildings.
- Create a procurement plan of necessary items for health and safety.
- Clean and disinfect touchpoint surfaces at least once daily depending upon exposure.
- Fabricate and/or install protective barriers on school campuses.
- Design and install visual signage promoting safe practices.
- Support school maintenance staff in reconditioning classroom spaces.

### Minimal Exposure

#### *Health Services*

- Follow General Guidelines listed above.
- Self-monitoring in place by parents/staff each day prior to attending school.
- If symptoms are present, remain at home.
- Visual signage and cues displayed and regular announcements about social distancing, wearing face coverings, keeping hands clean and avoiding touching face will be made.

#### *Transportation Services*

- Require all student bus riders to register for transportation prior to the start of the school year to allow for development of routes that will allow feasible social distancing based on current CDC/DOH guidelines.
- Masks/face coverings supplied by individual staff/students will be required before entering the bus.
- All staff/students are required to wear masks while on the bus.
- Fill bus from rear to front and exit bus from front to rear.
- If feasible open windows during transport.
- Allow for maximum social distancing based on occupancy and current CDC/DOH guidelines.
- Allow family members and cohorts to sit together to aid social distancing with non-cohorts.
- Encourage students and families to provide alternative transportation, if feasible, to reduce bus occupancy.
- Wipe down common touch points (handrails, etc.) at the bus entrance after each school drop off and at the end of each day.
- Clean and disinfect all seats and other interior surfaces at least once daily.
- Deep clean buses periodically during the school year.
- Sick bus protocol includes immediate removal from the current route for 24 hours, then deep cleaning would be performed prior to bus being put back in service.
- Staggering school start times and arrival times may be considered if additional social distancing is required due to higher than expected occupancy rates on buses.
- Where feasible, school drop-off and pick-up areas will be designated for each bus to maintain cohort grouping and reduce large gatherings of students.

#### *Meal Services*

- Meal services will be provided in the school cafeteria.



- Social distancing will be maximized.
- Schools will consider using outdoor areas for dining.
- Schools will consider staggering meal services in the cafeteria over a longer phased lunch period.
- Consider one-way entrance and exit signage to enhance social distancing.
- Place space indicators on floor to promote social distancing.
- Use plexiglas at points where students and staff have contact.
- Use face masks and gloves for meal services staff when in contact with students.
- Maintain areas within the cafeteria to keep student cohorts together where feasible.
- Space chairs in the cafeteria that are socially distant; table and benches will have space markings for seating
- Designate areas within the cafeteria to keep student cohorts together where feasible

#### *Facility Services & Sanitation*

- Create Visual Signage & Cues
  - The use of visual graphics will act as a reminder to all who enter campus of the importance of social distancing and the practice of good hygiene.
  - Signage will be utilized as an informal screening tool, prompting individuals through a series of questions to self-assess their current health.
  - Signage will be posted at all entrances, washrooms and congregate areas.
    - Example: Directions on proper hand washing; avoiding touching eyes, nose and mouth; covering your cough and sneeze
    - Example: Signage to convey walking patterns; alerting guests to areas where face coverings are required
- Protective Barriers and Hygiene
  - The virus is most transmissible indoors under close, sustained contact. The installation of sneeze guards and hand sanitizer will serve as additional safeguards in areas where frequent face-to-face interaction occurs.
  - Provide sanitary wipes in spaces for staff to routinely wipe touchpoint surfaces.
    - Example: School offices and cafeteria service counters
- Social Distancing within the Classroom
  - School maintenance personnel will assist teachers and staff with the rearrangement of classroom spaces to accommodate social distancing.
    - Example: Remove nonessential furniture to allow for greater separation between desks; disperse group seating to face students in one direction.
  - When necessary and as feasible, school maintenance personnel will assist in converting congregate spaces such as cafeterias, libraries, gymnasiums and auditoriums into additional classroom space.
- Develop, Implement, Maintain, and Revise Cleaning and Disinfecting Procedures
  - The Operations and Planning Team, in conjunction with ABM, will develop enhanced cleaning and sanitization procedures. In addition, custodial staff will undergo training as it relates to these new and enhanced cleaning routines.
  - Using a checklist log, custodial staff will clean touchpoint surfaces on a daily basis. These surfaces include but are not limited to tabletops, doorknobs, light switches, chairs, counter tops and toilets.



- Custodial staff will use Virex II or other EPA registered and CDC approved disinfectants.
- Checklist logs will be reviewed to verify that all areas are being cleaned within the appropriate timeframe.
- Outdoor areas, such as exterior benches and tables will be cleaned on a daily basis.
- Playground equipment will be sanitized weekly.
- Isolating sick students
  - School maintenance personnel will work with building leadership and school health officials to identify appropriate supervised waiting areas with seating spaced six feet apart while waiting for a parent to pick up their child.

### Moderate Exposure

#### Health Services

- Apply Minimal Exposure guidelines listed above.
- Consider canceling extracurricular group activities, school-based afterschool programs and large events.
- Communicate with staff, parents and students any dismissal decisions and possible COVID 19 exposure. *This communication will align with the school's emergency operations plan and include messages to counter potential stigma and discriminations. It is critical to maintain the confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.*

#### Transportation Services

- Apply Minimal Exposure guidelines listed above.

#### Meal Services

- Cafeteria- Option One
  - Stagger meal grab and go in school cafeteria in small and short lunch times, keeping student cohorts together, and separate from other students when walking through hallways.
  - Alternate use of hallways to keep social distance and maintain controlled movement of cohorts.
  - Have student cohorts walk back to their classrooms and eat lunch at their desks which are spaced appropriately.
  - Have trash receptacles outside of each classroom door.
  - Pick up trash from hallways while classrooms are in session or after school.
- Cafeteria- Option Two
  - Have pre-packaged meals delivered to each classroom.
  - Teachers will assist with point of sale accountability.
  - Meals arrive on rolling carts and placed outside of each classroom.
  - Teachers arrange when to bring carts into classroom for mealtime.
  - Teachers control traffic and timing of students approaching cart for meal pick up and returning to seat.
  - Teachers control traffic and timing of students placing garbage on cart.
  - Carts will be left outside of classroom for pick-up of garbage.

#### Facility Services & Sanitation

- Create Visual Signage & Cues



- Create visual signage to limit persons who may enter campus or limiting the number of individuals who may occupy a particular space.
- Create visual signage to restrict access to areas of campus.
- Create visual signage requiring the use of face coverings.
- Protective Barriers and Hygiene
  - Increase access to sinks with soap and water or hand sanitizer with at least 60% alcohol.
  - Provide PPE to vulnerable persons.
  - Provide sanitary wipes in spaces for staff to routinely wipe touchpoint surfaces.
- Social Distancing within the Classroom
  - Desks/seats will be spaced six feet apart facing one direction.
  - Convert congregate spaces such as cafeterias, libraries, gymnasiums and auditoriums into classroom space to allow for an increase in social distancing during instructional hours.
- Develop, Implement, Maintain and Revise Cleaning and Disinfecting Procedures
  - Custodial staff will double-up on cleaning and sanitation efforts by allocating day staff to the morning schedule.
  - Custodial staff will triple-up on cleaning and sanitation efforts by reassigning day staff to the morning schedule and maintenance staff from noon to dismissal.
  - Playground equipment will be sanitized daily.

### Substantial Exposure

#### Health Services

- No admittance to school property.
- Self-isolation at home.

#### Transportation Services

- No transportation needed as students will be attending school virtually.
- To the extent necessary, transportation staff will assist Food Service with the delivery and distribution of student meals to community locations.

#### Meal Services

- Students have no admittance to school property.
- Meals delivered to the students using community locations.
- Community locations selected throughout the keys, concentrating in school areas: Upper Keys, Middle Keys, and Lower Keys.
- Announcements will be made to public as to location and timing.
- Meals prepared using school cafeterias and meal service personnel.
- Packaged meals delivered using transportation and meal services personnel.
- Meals will be handed out to students/parents at assigned locations and times by meal services and transportation personnel.

#### Facility Services & Sanitation

- Prepare for school closures.
- Secure campus grounds.



- Mobilize sanitation crews for thorough school cleaning in adherence with CDC and DOH directives.

#### Resources

[CDC Guidelines for Individuals Who Have Been Exposed to COVID-19](#)

[Crisis Response Team Members for Closing Schools](#)

[CDC Considerations for Schools \(May 2020\)](#)

[MCSD When to Stay Home Guidance](#)

[AHEC Decision Tree](#)

[Childcare Programs](#) and [Day Care Checklist](#)

[Guidance for Large Scale Events](#)

### Whole Child Supports

#### Summary

This Whole Child Committee is dedicated to support systems that will encompass the needs of students beyond core academics. Neuro- and behavior science research shows that the brain functions in a bottom up manner. When applying this research to the academic setting, students must feel safe, and they must be emotionally regulated before learning will take place. Social and emotional health is of utmost importance during this time and must be addressed and supported before academic learning even begins. In order to ensure our students are ready to learn, it is imperative that schools address Maslow before Bloom. Using Maslow's Hierarchy of Needs as an organizational framework, the following are considerations for supporting the whole child, regardless of learning venue, while also prioritizing meeting basic human needs prior to focusing on the academic learning through Bloom's Taxonomy of Educational Objectives.

#### Considerations

Considerations fall within the categories listed below impacting the whole child.

- Physiological Needs: air, water, food, shelter, sleep, clothing
- Safety: personal security, health, mental health
- Love and Belonging: friendship, family, sense of connection
- Esteem: respect, self-esteem, status, recognition, strength, freedom

#### Minimal Exposure

##### *Physiological Needs*

- Students will be provided opportunities of frequent fresh air exposure.
- Opportunities for frequent air exposure and recess will be determined by academic schedules created at each campus based on school resources, spacing, and availability while following DOH guidelines.
- Students may bring personal water bottles to limit communal use of public water fountains.
- Adults will be flexible in allowing opportunities for snacks.
- Resources regarding shelter, sleep, and clothing will continue to be monitored and provided through current MCSD procedures and referrals to school counselors and school social workers.

##### *Safety Needs*

- Public service announcements will be shared prior to the start of the school year to alleviate stresses.



- During the first week of school, students will participate in lessons and demonstrations of new procedures and expectations.
- A universal screener for social emotional wellness will be implemented.
- Students who struggle with anxiety-related symptoms will be provided additional supports prior to re-entry to ease transition.
- District partnership with Guidance/Care Center, Inc. (GCC) throughout the Florida Keys will continue to support social and emotional well-being for students.

### *Love and Belonging*

- *Start with Hello*, a program introduced last school year, teaches students to be more socially inclusive, connected to each other, and to end social isolation. Tenants of this program will begin the first month of school and continue throughout the school year.
- Social and emotional learning will continue throughout the school year with teachers providing character education lessons for grades K-12 in collaboration with state mandated mental health lessons for grades 6-12 utilizing the district-provided curriculum.
- Teachers and staff, including cafeteria workers and bus drivers will learn trauma-informed and restorative practices.
- Students who need small group and individual social emotional and behavioral supports will be quickly identified through a screener and other sources of data.

### *Esteem*

- Extra-curricular clubs and sports will be maintained to the highest extent possible while following CDC guidelines.
- Frequency of moments for creative channels and healthy play should be elevated during this time, especially during the transition back to school.
- Lesson activity choices will be provided to teachers to implement during the first week of school to offer more time for social and emotional well checks and relationship building to occur before core academic learning sequences begin.
- Beyond the beginning of the school year, due to differing needs, each school administration will approach this in the best way possible for the distinct necessities of the students and staff of each school in collaboration with time schedules.
- Special area classes and opportunities for students to engage in other learning and enrichment beyond core academics will be determined by schedules created at each campus based on school resources, spacing, and availability while following DOH guidelines.
- Training in trauma-informed and restorative practices will be provided to all staff.
- Students will be provided with additional flexibility, understanding, and support.

### *Moderate Exposure*

#### *Physiological Needs*

- While on school campuses, students will be provided frequent fresh air exposure, flexibility to bring personal water and opportunities for snacks.
- Virtual student needs will be assessed through bi-weekly wellness checks to gauge the general mood of the student and any family needs.
- Resources regarding shelter, sleep, and clothing will continue to be monitored and provided through current MCSD procedures and referrals to school counselors and school social workers.
- Parent support groups will be run by school social workers to help with resource linkage, information sharing, and overall support through the virtual learning process.



### *Safety*

- Pre-learning about any changes to the school setting will be provided via public service announcements.
- Students will participate in virtual social emotional lessons and social emotional wellness checks which may include information related to COVID-19.
- For virtual learners, social and emotional supports will be provided based on need as vetted through bi-weekly wellness checks.
- Virtual lessons will be conducted prior to the transition to face-to-face learning to alleviate stresses.
- Lessons may be delivered by GCC through the collaboration of GCC colleagues and classroom teachers providing online instruction in blended learning opportunities.
- Most intensive and responsive services for students may receive support from GCC's Mobile Crisis Response Team in the home or at school.

### *Love and Belonging*

- For students who will be on campus, *Start with Hello* will begin the first month that students return to school and continue throughout the school year.
- Social and emotional learning will continue throughout the school year with teachers providing character education lessons for grades K-12 in collaboration with state mandated mental health lessons for grades 6-12 utilizing the district approved curriculum. These lessons will be delivered by teachers through live face-to-face lessons or through virtual instruction blended learning methods.
- For students receiving virtual instruction, teachers and staff will utilize learned trauma-informed and restorative practices and adapt them into the virtual environment, particularly during the first week of instruction.
- Students will be provided with additional flexibility, understanding, and support.

### *Esteem*

- Extra-curricular clubs and sports will be maintained to the highest extent possible.
- Training in trauma-informed and restorative practices will be provided to all staff.
- For students returning to campus and those continuing to receive virtual instruction, some may be transitioning from, or remaining in, a less structured learning environment with minimal or no supervision (due to parent/guardian work schedules, family commitments, etc.) and may need additional flexibility, understanding, and support.

### *Substantial Exposure*

#### *Physiological Needs (air, water, food, shelter, sleep, clothing)*

- Student needs will be assessed through bi-weekly wellness checks to gauge the general mood of the student and any family needs.
- Resources regarding shelter, sleep, and clothing will continue to be monitored and provided through current MCSD procedures and referrals to school counselors and school social workers.
- Parent support groups will be run by school social workers to help with resource linkage, information sharing, and overall support through the virtual learning process.



*Safety (personal security, health/mental health)*

- Students will participate in virtual social emotional lessons and social emotional wellness checks which may include information related to COVID-19.
- Social and emotional supports will be provided based on need as vetted through bi-weekly social emotional wellness checks and the current MTSS problem-solving process as well as outside agency referrals.
- Virtual lessons will be conducted prior to the transition to face-to-face learning to alleviate stresses.
- Lessons may be delivered by GCC through the collaboration of GCC colleagues and classroom teachers providing online instruction in virtual learning opportunities.
- Most intensive and responsive services for students may receive support from GCC's Mobile Crisis Response Team in the home or at school.

*Love and Belonging (friendship, family, sense of connection)*

- Teachers and staff will be trained in trauma-informed and restorative practices.
- Social and emotional learning will be delivered by teachers through virtual instruction using Google Classrooms or other virtual teaching methods.
- Teachers and staff will utilize learned trauma-informed and restorative practices and adapt them into the virtual environment, particularly during the first week of instruction.
- Students who need small group and individual social emotional and behavioral supports will receive supports via resource linkage as well as via individual and small group virtual sessions with a school counselor or school social worker.

*Esteem*

- Every effort will be made to maximize peer connections via extra-curricular clubs and sports to the highest extent possible virtually.
- Training in trauma-informed and restorative practices will be provided to all staff.
- Some students may need additional flexibility, understanding, and support as their virtual learning environment may be less structured and supervised (due to parent/guardian work schedules, family commitments, etc.).

Resources

[Start the Year Off Right](#)

[Considerations for Employees](#)

[Educational Leaders' Guidance](#)

[Music Programs](#)

[Return to Play- Athletics](#)

Academics

Summary

The Academics Committee provided a set of instructional models for varied Department of Health and state mandates with regard to COVID-19. MCSD does not determine policy or practice. While there are a myriad of different scenarios for fall instruction, the committee has focused on three: (1) fully online instruction, (2) on-campus instruction following Department of Health guidelines for social distancing, and (3) blended instruction in the form of an A/B day that would allow for reduced numbers. The



ultimate instructional delivery model will be contingent on the community spread and Department of Health guidance.

### Considerations

This team considered the following: health and wellness as a priority; program models; academic support; assessment and accountability; teacher input; and continuity of instruction based on risk level.

### Health and Wellness

- The health and well-being of students, faculty, and staff are of primary and critical importance.
- Student attendance expectations will need to be modified. Accommodations will be made for students that do not feel comfortable coming to campus. Due to student attendance variables, this committee has provided varying options for learning. In the unfortunate case that a student becomes ill with COVID-19, that student and others may be absent from class for an extended period of time. Schools will develop an alternative plan to participate in the education through virtual platforms.

### Programming

- Due to many variables, schools will consider different approaches to programming to include: fully virtual; blended learning that combines virtual and face-to-face; and full time face-to-face.
- Progress monitoring testing will be done to determine learning gaps and intervention plans will be created to meet the needs of students.
- Staff assignments may be changed to allow maximum attendance of students and to meet social distancing guidelines.
- The academic emphasis for face-to-face instruction in grades K-5 will be Literacy and Mathematics. Science and Social Studies will be a part of the Literacy block to maximize learning time and to teach the state standards.
- Social Emotional Learning will continue to be an emphasis through PBIS and Character Education curriculum.
- Both synchronous and asynchronous instruction options will exist.
- In the case of online instruction, considerations will be made to account for equitable access to equipment, technology, internet, software, and other virtual instruction needs.
- When creating online assignments, flexibility is important. Give options for students that include varying ways to show mastery.
- Collaborate with faculty and/or support staff to support learning needs.
- Students may not have an adequate internet service to complete assignments given their living situation. Hot spots and technology support will be necessary.
- Regularly scheduled video conferences will be scheduled to check-in with students.
- Special populations of students may need to come to school in a face-to-face model.

### Academic Supports

MCS D expect to see some academic loss and gaps in achievement for most students and MCS D anticipate the learning gaps to be compounded for particular subgroups. In an effort to address this regression, MCS D will continue to implement our Tiered supports for instruction as well as offer a Summer Boost Program for Kindergarten through Second Grade. MCS D will always consider the emotional needs of children first and use strategies to reduce any trauma and adjust instruction based on these needs.



Tier One, or core instruction, means that grade level standards are taught to all students. Master Lesson Plans in Literacy and Mathematics have been created to allow teachers to leverage planning for small groups and individuals. At this tier, MCSD will ensure that MCSD review behavioral expectations and include Social Emotional Learning for all students. MCSD will also ensure that students and teachers are prepared in the event that a blended learning or fully virtual learning model becomes necessary.

Tier Two instruction includes remediation and academic supports for students who need additional instruction. An intervention matrix is provided for this purpose. Instructional software and increased instructional time will be provided.

Tier Three instruction utilizes data to identify specific gaps in learning. They are addressed with MTSS supports and individualized instruction as well as with additional SEL and extension of the school day through before and after school programs.

Our Foster, Economically Disadvantaged, Students with Disabilities, English Language Learners and students who demonstrate significant academic loss will be a focal point of our progress monitoring and tiered support to ensure that learning gaps, regression, and emotional needs are identified and met in accordance with their educational plans.

Our student with disabilities will be assessed for regression in academics and therapeutic services on both standards and access points. For students who show regression, the IEP teams may consider amending goals, increasing services and/or the extending the school year through summer programming. If the need arises, compensatory services in accordance with IEP goals and additional educational opportunities will be afforded through before school, after school and extended year opportunities. We will work with parents of students in our special populations to offer educational opportunities that meet the child's needs. Many of our students with disabilities did not benefit fully from virtual learning. We will offer a face-to-face instructional model five days a week that provides all the necessary therapies to comply with IEP goals. Additionally, there are some medically fragile students who may need to remain on virtual learning due to health issues that place them at greater risk. We will work with IEP teams to provide required services to these children as well.

At the beginning of the school year, EL Committees will convene to discuss ESOL services (data, grades, curriculum, programming and educational background). The EL committee will also monitor student regression and ensure academic progress. If deemed appropriate additional educational opportunities will be afforded through before school, after school and extended year opportunities. EL teachers and paraprofessionals will provide supplemental instruction to include pre-teaching, front-loading vocabulary, cognates and supporting standards with scaffolds for assignments and assessment. Our EL students will have an additional progress monitoring at the end of the first nine weeks to ensure that adequate progress is being made and if any adjustments to programming are required.

Our homeless students are provided many supports through the use of Title IX funds. These supports include preferred access to before and after school tutoring, free meals, counseling, school supplies, transportation to remain in the home school, transportation for families to attend after school events, and through our partnership with Kids Come First, students are provided clothing and basic hygiene supplies. MCSD also works with families on referral to numerous community agencies that support housing, food needs, and medical services.



## Assessment and Accountability

As we return to school, MCSD must examine not only the impact of lost instructional time, but also the impacts on the social emotional development of children. Our schools are prepared to adjust academic expectations and instructional practices with a balanced approach to address the academic loss as well as the social needs of our students. There is still much uncertainty and distress with regard to this pandemic for educators, parents and students. MCSD will set realistic goals to make up lost academic time with a balanced curriculum that maintains core academic areas, as well as continued special areas to include physical education, art, music and other special area specific to each school site. MCSD will also dedicate class time to character education and social emotional learning to continue to support students through these unprecedented times

The Florida Department of Education has advised that all state testing will be reinstated this year as well as the issuance of school grades. MCSD has many valuable assessment tools to both identify and address learning needs. MCSD has provided a full assessment calendar in our resource list.

MCSD will continue Progress Monitoring Testing for all students. MCSD will conduct our first screener at the beginning of the school year to assist in identifying students that have learning gaps and to ensure that instruction addresses student needs. At the end of the first nine weeks, students who were deemed at-risk, will be monitored using formative assessments such as checklists, anecdotal records, and four corners activities to ensure that learning gaps are being addressed and students are being academically successful. Winter and Spring Progress Monitoring will take place as well and this will allow the teachers to provide individualized supports for students throughout the year based on data.

Our progress monitoring schedule includes testing in fall, winter and spring using STAR Early Literacy for kindergarten and STAR Reading and Math for all other grades. MCSD has added an additional screening for students who show regression in baseline testing. This will occur at the end of the first nine weeks to ensure that instruction is meeting the learner's needs and instructional adjustments will be made if students are not making adequate progress.

Our first Progress Monitoring Window 1 is August 17 through September 18, 2020

All students will receive baseline assessment in STAR Early Literacy (Kindergarten), STAR Reading, and STAR-Math. Student results will be analyzed using the decision trees for Literacy (Appendix 1) and Math (Appendix 2). Result analysis will include comparison to prior year grade level Scale Score average, Individual student prior year PM1 national percentile rank, Grades 9-12 comparison to College and Career Readiness (CCR) benchmark scores. Students will receive progress monitoring in Science and Social Studies through district created exams. All other assessment will be carried out as indicated in the draft 2020-2021 Assessment Calendar (Appendix 3). Our focus is on accelerating learning by providing grade level content with scaffolds to support unlearned material. Accelerated learning is defined as "students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible...teacher focus on filling in only the most critical gaps [keeping the essential standards a priority] – not in isolation, but how they are needed" (The New Teacher Project). Teachers will collaborate with previous year's teacher to assist in the development of individualized learning plans necessary to accelerate learning. Teacher collaboration to deliver small, personalized intervention blocks where children are grouped and re-grouped depending on their needs.



There is also the expectation that teachers will adapt the scope and sequence and pacing guides to reflect where teachers might need to provide acceleration support and to challenge students where applicable.

Attendance will be monitored for both face-to face-and distance instruction per state guidelines. Flexibility will be granted to ensure students who are ill are kept home to avoid exposure or who must quarantine. Grades will be measured using the traditional grading scale as outlined in the Student Progression Plan. Students are responsible for both face-to-face and distance course material that is assigned. Flexibility due to limited access, illness or other concerns will be granted as the need arises. Whether in face to face instruction or virtual, the academic day will consist of the minimal instructional hours for grade levels and be a combination of direct teacher instruction and academic work that allow a student to demonstrate mastery.

### Collective Bargaining Agreements

A Memorandum of Understanding (MOU) exists between the United Teachers of Monroe and the Monroe County School District for both the Instructional and School Related Personnel Bargaining Units regarding programmatic and work conditions modifications during the COVID-19 pandemic. These MOUs must be amended to address future scenarios with regard to COVID-19 through collective bargaining discussions that will take place starting this week and throughout the summer via virtual meetings to be scheduled.

### Minimal Exposure

Based on the *Governor's Back to School Plan*, if minimal exposure exists, all students regardless of grade level will come to school in a traditional face-to-face model five days per week while following CDC and Department of Health guidelines. A virtual option will also be available to parents who choose not to send their child to school. This plan includes all elementary, middle, high, and combination. Our alternative programs including DJJ, Keys Center and ACE utilize a blended learning model. The teachers in the center teach some course in a face-to-face model. Some courses are done virtually through Edmentum or Keys Virtual. Our virtual courses are credit based and follow state standards.

The start date for school is August 13, 2020. Monroe County School district ensures that all students K-3 have a minimum of 720 instructional hours and 4-12 a minimum of 900 instructional hours.

School Schedule are as follows:

Coral Shores High, Marathon High and Key West High School: 7:30 am -2:30 pm

Plantation Key School (K-8): 7:45 am -2:45 am

Gerald Adams Elementary, Poinciana Elementary, and Sugarloaf K-8: 8:00 am -3:00 pm

Stanley Switlik Elementary: 8:25 am -3:30 pm

Key Largo School (K-8): 8:30 am – 3:30 pm

Horace O'Bryant School (K-8): 8:45 am – 3:45 pm

### Scheduling

- Continue with current scheduling practices in FOCUS
- Schools will develop supervision, small group, electives, and specials schedule to ensure social distancing.



### *Staff*

- Schools may need to provide sixth-period supplements for additional sections.
- Schools will develop supervision plan to monitor hallways and class changes.

### *School Capacity*

- School capacity will be evaluated and room assignments/ schedules will be made to enforce social distancing

### *Instructional Delivery Model*

- Instruction will be provided in small groups to ensure social distancing.

### Moderate Exposure

Students in Pre-K through Grade 5 will attend face-to-face instruction every day. Class sizes will be reduced and may require schedule adjustments to ensure CDC guidelines are being followed. Grades 6-12 will use an A/B day schedule to reduce numbers. Students will attend every other day and have virtual asynchronous work on the alternating days.

### *Scheduling*

- Continue with current scheduling practices in FOCUS. Direction from FOCUS will be provided on formatting students for A and B schedules.
- Communication on A or B day will be provided to parents and students.
- Schools will develop supervision plan to monitor hallways and class changes.
- Additional time may be needed for class changes to ensure social distancing.

### *Staff*

- Additional staff may be necessary to accommodate all PreK-5 students to ensure social distancing.
- Schools may need to provide sixth-period supplements for additional sections.
- Schools will develop supervision plan to monitor hallways and class changes.

### *School Capacity*

- School capacity will be evaluated, and room assignments/ schedules will be made to enforce social distancing.

### *Instructional Delivery Model*

- Grade PreK-5 receive face-to-face instruction five days per week.
- Middle and High School students will attend school on alternating days, Monday through Friday, on an A or B schedule
  - On distance learning days, students will be provided course work to support and extend face-to-face instruction. Course work will be asynchronous and is required coursework.
  - Attendance will be monitored for both face-to-face and at-home instruction.
- Grades will be measured using the traditional grading scale as outlined in the Student Progression Plan.

### Substantial Exposure

Distance learning will be provided for all students through Google Classroom or Canvas.



### *Scheduling*

- Student courses will be shifted to an online environment
- See Distance Learning and school websites for more information.

### *Staff*

- Teachers will have 24-hours to begin virtual instruction.

### *School Capacity*

- Physical school sites remain closed except for allowable in person programs.

### *Instructional Delivery Model*

- See Distance Learning Section for a detailed explanation and expectations on Virtual Instruction

### Resources

- [CDC Guidelines - Considerations for Schools](#)
- Curriculum Resources
  - [K-12 Literacy Learning Sequences](#)
  - [K-12 Math Learning Sequences](#)
  - [K-12 Science Learning Sequences](#)
  - [K-12 Social Studies Learning Sequences](#)
- [K12 Uniform Assessment Calendar 2020-2021](#)

## Learning Environments

### Summary

The Distance Learning Committee has determined key components for transition to appropriate instructional delivery models using technology as designated by the CDC and Monroe County Department of Health. The models reviewed in this section include innovative learning environments including blended and virtual environments.

### Considerations

The Distance Learning Committee targeted the areas of hardware and connectivity, software and instructional materials access, transition formats in multiple scenarios from whole group to individualized transitions, and professional development of all stakeholders.

### Hardware and Access

- Monroe County School District (MCS D) provides hardware for all Pre-K/Headstart through Grade 12 students (all students) 1:1 for use during the school year in all instructional settings. Based on the [CDC guidelines](#) for the sharing of materials all students have access to a school issued device for use in a face-to-face, blended, and virtual environment.
  - In a traditional face-to-face environment, K-5 students' take home policies will be determined by building leadership at each school site and 6-12 students will have access to take devices home on a nightly basis.
  - In the event of a blended instructional delivery model, all students will have access to take the device home nightly or during school closures.



- School district issued devices will be required for use in an on campus environment. Personal devices will follow the [MCSD Digital Technology Usage Policy](#).
- Students that do not wish to take the device home can dock in a centralized location determined by each site.
- MCSD provides hardware and service to all employees required to work off-site due to unplanned school closures.
- All students and parents/guardians will be required to complete an updated MCSD [Digital Technology Usage Policy](#), which includes home policies and loss and replacement costs for use of a district issued device off campus. Students who do not have a Digital Technology Use Policy on file will need to provide alternate hardware for use off campus and in all instructional settings.
- Devices previously issued in 2019-2020 to students in Pre-K-11 and... An annual distribution event will take place in an appropriate setting at the start of the 2020-2021 school year. A [distribution plan](#) is in place at each school for year round distribution as well as the use of loaner devices.
  - The type of device(s) and peripherals issued are designated via a [distribution plan](#) by grade level, course enrollment, and/or accommodations as appropriate.
  - All students assigned one appropriate device based on grade level, course load, accommodations, and requirements for use in both a face-to-face environment and at-home/virtual educational setting.
  - In the event a student enters Monroe County Schools and is in need of a device, one is issued at enrollment via the device distribution contact at each school.
  - In the event a student does not bring the assigned device to face-to-face instruction, an alternate option for remote instruction is in place at each site per the distribution plan.
    - A loaner device will be returned to the distribution contact at each site prior to the student leaving the school unless their device is being repaired/serviced. The student has 24-hours from date of pick up to return the loaner device or be subject to consequences per the Lost/Stolen Device Policy.
- The district shall be notified if internet access is unavailable in a distance learning environment by the student, parent/guardian or school staff. Internet access devices with streaming internet (hot spots) are available on a limited basis for regional checkout based on need and availability. [Applications for hotspots](#) are available year-round and are subject to the same terms and conditions as District Technology Usage Policy.
- Additional public areas with internet access, in conjunction with the transportation department and community partnerships will be advertised using communication methods for use throughout the school year (ex. Parks, bus park spots, parking lots of school).
- Technology hardware and software support is available in multiple languages and provides an extended schedule of availability to support extended or modified hours of instructional time.
  - Software support provided through regional instructional supports and stakeholder contact.
  - Technical assistance contact information and troubleshooting information for stakeholders is available through website.

### Program and Instructional Material Availability

- All instructional employees (teachers, administration, and paraprofessionals) are provided digital access to core content materials and approved digital learning delivery tools to support digital learning through Classlink, a single sign-on platform.



- Each region has designated software support personnel assigned to support community needs to utilize various instructional programs. This information is communicated on their school/program website.
- MCSD staff and students are provided with access to supported digital tools to support a blended and virtual environment with consideration for student safety and security.
- Provisions for supplemental or ancillary support materials and devices for special populations of students are provided as reviewed by respective departments in all instructional delivery settings.
- Approved core course materials are provided in print as required and requested by students and/or parents/guardians. The distribution of print materials will be coordinated by each school site while adhering to CDC guidelines.
- All teachers will be required to maintain a digital presence in their choice of learning management system (Canvas or Google Classroom) to support all instructional models of delivery aiding in the transition between face-to-face, blended, and an emergency virtual setting.
  - a. Content/Technology support will be provided in each grade/subject area to provide content supports for development and maintenance of a digital presence throughout the year.
  - b. In a face-to-face and blended environment, teachers are not required to record or hold live lessons in the digital presence.
  - c. The digital presence will include current content standards that align to in-person instruction. Examples include posting daily lesson plans for the week in a student friendly format or asynchronous work that can be completed using instructional materials (ex. read chapter 2 and complete the online activity in Discovery Education).

### Professional Development and Support

- The Teaching and Learning Team and District Action Planning and Problem Solving Team will provide leadership to deliver customized professional learning to all stakeholders.
  - The district shall provide a 6-hour asynchronous professional development course for all instructional personnel that shall be completed by September 15. Each school shall provide time for staff to complete the training.
  - Monthly professional learning opportunities will be embedded with a focus on SEL, Academics and Technology (blended/virtual) by both schools and the district.
- Self-paced learning modules are provided by the district in the areas of technology, blended classrooms, and differentiation on a monthly basis throughout the school year and professional development points are awarded for completion.
- Students will be provided training on digital literacy and technology tool use (digital use policy, guidelines, etc). The training will be available for all stakeholders as of August 1 and shall be embedded into learning opportunities throughout the year for all students K-12.
  - Training will include use of digital tools, hardware, software, expectations and citizenship in a digital environment.
- Parents and community may enroll in a self-paced training on supporting students in a digital environment beginning August 1 at [www.keysschools.com](http://www.keysschools.com). Additional support is also available for families and community members in the event of a transition to virtual learning via support hotlines in the area of software and hardware access.



### Full Time Virtual Instruction

- Per F.S 1002.37 full-time virtual instruction is offered through Monroe County School District to all students for fall (enrollment period: July 1-September 1) and spring (enrollment period: November 15-January 15) semesters/segments. Based on enrollment numbers enrollment in full-time virtual instruction will be supported as follows based on enrollment:
  - Monroe County School District Teachers certified in areas K-12 for enrollment.
  - Edmentum, Inc. for approved course enrollment.
  - NEFEC and FLVS District for My District Virtual School in grades K-12.
- School will follow the same Monroe County School District calendar.
- Students enrolled in full-time virtual instruction may work at own pace for credit completion but may not enroll in more than 7 credit hours per school year.
  - Course recovery credits for graduation are exempt from this rule.
- Local contract full time virtual enrollment teachers are subject to the guidelines for instruction as outlined in the job description and MOU from the Monroe County School District Teacher's Union.
  - Duties include course syllabus and creation using Canvas learning management system aligned to the standards and MCSD learning sequences.
  - Multiple weekly live lessons and interactions, including daily office hours and weekly contact via video or phone chat with enrolled students.
- Students that wish to transfer from full time virtual enrollment to Monroe County School District may do so given 48-hours notice to the virtual instruction department and school of enrollment.
  - All applicable work product will be transferred to the physical location for credit as applicable.
  - A school staff member will review instructional progression to determine any gaps or interventions needed.

### Innovative Learning Environments

Based on directives from the CDC, Monroe County Department of Health, and the Superintendent of Schools, MCSD may initiate innovative learning environments to maintain continuous instruction for students during various exposure levels.

### *Blended Instruction for all students*

- All students will have a single landing page for daily information in a face-to-face, blended and/or fully virtual environment to receive school/district updates and login to coursework.
- Professional Learning is available to all instructional personnel on blended learning models in the event that schools implement a split schedule of days/weeks/hours, etc. based on instructional job duties.
- Job duties and instructional expectations in a virtual, blended, and face-to-face environment mirror face-to-face duties including active engagement on face-to-face days and asynchronous assignments on innovative learning days.
- Students are expected to participate in face-to-face and live learning regularly based on the schedule assignment in accordance with district attendance policies.
- The blended model includes all work to be assigned (e.g. homework, enrichment, interventions) as included in the school day.
- Tier I Instruction takes place in the virtual setting while Tier II and Tier III instruction take priority in the face-to-face time allotment.



- Community partnerships with libraries, parks, and community centers will be established to provide supports during virtual learning days/hours/times.

*Individual Student or staff member quarantined due to guidelines:*

In the event a student or staff member is quarantined or isolated for a short period of time, MCSD will provide continuous instruction using a individualized blended learning model for small groups, individual students and/or staff members.

- 14 days or less
  - Student will continue in a virtual environment (teacher-based) with support from teachers/paraprofessionals including check-ins, lesson review, and video broadcast where available. Asynchronous activity will be within the assigned teacher's virtual presence and aligned to current academic standards for individual review and continued learning.
  - For staff members that must quarantine and are unable to teach remotely, an assigned and trained paraprofessional or instructional staff member will facilitate the online learning portion of any blended instructional delivery models enacted and a certified substitute will facilitate face-to-face instruction based on substitute plans in place by the certified teacher.
    - If the teacher is quarantined and able to teach, lesson plans remain the responsibility of the teacher and designated personnel (substitute, paraprofessional, etc) will facilitate face-to-face interaction.
    - In the event the school/community is in a full virtual environment, course work will be assigned using virtual protocols and an assigned MCSD staff member will support the course. Paraprofessionals will facilitate class grading/attendance and the assigned support teacher will support content and differentiation.
- Extended period of time
  - Student will transfer to a full-time virtual setting in My District Virtual School under the discretion of the virtual coordinator.
  - Trained staff member will be assigned to facilitate model of instruction in place at time of leave.

*Transition Between Face-to-Face and Blended/Virtual settings*

- All students will have a single landing page for daily information in a blended or fully virtual environment to receive school/district updates and login to coursework.
- Students will continue to participate in the virtual presence to receive all instructional content.
- Student access to devices/access is confirmed at the start of the year and need-based open enrollment for hotspots will remain open throughout the year.
- Virtual and blended implementation support materials are available in all core courses and are provided to facilitate transition to a virtual environment due to emergency closure at the school or community level.
  - Approved technological tools to be used during all formats of instruction are listed at the Instructional Materials website. Digital courseware and applications shall be limited to approved materials only and those that are used regularly in the classroom.



- Self-paced and district guided learning opportunities on district-approved technology tools are available on the Instructional Materials website and Professional Learning website for instructional personnel and families.
- All courses shall have a prepared emergency asynchronous instructional lesson plan posted in the teacher's virtual presence for at least one instructional day in the event of a school closure.
  - The lesson plans shall be designed to be asynchronous and may include content and/or spiral review.
  - The initial day of emergency closure may be used for teacher planning for long term virtual or blended learning.
    - This will include professional development, collaborative lesson planning, and teacher preparation time.
- In the event that a site or district must remain closed for longer than one day, instructional personnel shall begin synchronous lessons via digital means utilizing an A/B cycle of learning.
  - A/B cycle indicates instructor-led instruction (and available on demand) providing content in a synchronous fashion on A day and asynchronous instruction and tiered supports on B day.
  - At the K-5 level, students may participate in special areas as directed by building administration which embed Social Emotional Learning activities. Priority will be on core course work and academic interventions and are determined by building administration.
- Notices of school/community closures will follow the communications protocol in multiple languages.
- In conjunction with the United Teachers of Monroe and teacher contract, the daily work schedule for instructional personnel during times of emergency closure will be in place.
- Instructional delivery schedules are created at the discretion of building administration and shall take into consideration screen time, virtual and blended learning supports, time for planning and feedback, and course sequence.
  - Shifts in instructional delivery models still maintain the school district grading policy and submission of work policies set forth in the [student handbook](#).
  - Daily schedules will continue on an A/B format to allow for all work to be completed with considerations for virtual learning conditions and constraints.
- Ongoing professional learning opportunities for blended and virtual learning, including content-based differentiated learning in virtual environments, are available during before and during the school year for continued success across multiple learning environments.

### Minimal Exposure

Students will attend school in a full-time face-to-face setting for a minimum of five days adhering to CDC Guidelines.

### Hardware and Access

- All students are provided with an individual device for use at all times as distributed by the Device Use Policy and school guidelines for the enrollment period.
- Internet Access is provided via the school setting.
- All classrooms will maintain a virtual presence that is aligned to the current content standards.

### Program and Instructional Material Availability

- Instructional materials are distributed at the school level through the textbook manager for print copies.



- Digital access is provided through Classlink
- Accessibility devices are provided as designated by the student services team.

### *Transition Schedules for Instructional Delivery Models*

- Students in grades 6-12 are to leave campus with device daily and are responsible for daily return of device for use in the classroom. Students in grades K-5 are issued a device for use in the classroom and take home policies are at the discretion of school administration.
- Device caddies will be provided at the discretion of the school site for storage in the event a student does not or cannot bring the device home.
- In the event that a site must transition to a blended or full innovative learning environment, students in grades Pre-K-12 are to bring the issued device home for use in an innovative environment.

### *Professional Development and Support*

- Staff will participate in professional development at the start of the school year with self-paced and instructor-led instructional opportunities for pedagogy and content mastery.

### *Moderate Exposure*

Blended instruction is utilized in both a face-to-face and virtual environment utilizing both technology and face-to-face instruction for delivery of content. In a blended model, students receive one day of face-to-face instruction and one day of virtual instruction in an alternating pattern.

### *Hardware and Access*

- All students Pre K- 12 are provided with an individual device for use at all times as distributed by the Digital Technology Usage Policy and school guidelines for the enrollment period.
- Students who are able to document need for access to reliable internet may apply for a school district issued hotspot for connectivity. Devices will be issued on an individual basis as determined by need and availability.

### *Program and Instructional Material Availability*

- All classrooms will have an established virtual presence with current content for use in a face-to-face, blended, or virtual environment.
- All instructional staff and students shall access digital material via Classlink as a single point of entry.
- Availability of all digital content and technical support tools as supported by the school district are included in the Classlink portal.
- Parents and students may request print materials for innovative learning through the instructional materials website. Requests may take up to 72 hours to be available.

### *Transition Schedules for Instructional Delivery Models*

- Blended learning will take place via staggered schedules as outlined in the academics section.
- One day of learning is for instructor-led instruction (also available on-demand) providing content in a synchronous fashion with tiered supports and application of content. One day of learning is for asynchronous instruction through innovative learning which supports introduction or review of content, extension activities and practice opportunities including tiered supports.

### *Professional Development and Support*

- All instructional staff will complete a six-hour innovative learning best practices training asynchronously by September 15. Schools will provide time to complete this course.
- Additional self-paced innovative learning support opportunities are available on the school website.



- Monthly learning opportunities will be provided to staff on a voluntary basis focused on blended and innovative learning best practices and technology integration.
- Students will be enrolled in a digital literacy course that includes technology integration supports for completion as part of the school day (face-to-face or virtual).
- Parents and community may enroll in an on-demand learning course on technology tools and best practices to support learning in an at home environment via the district website.

### Substantial Exposure

In an emergency setting, students will be provided with a fully virtual experience utilizing digital tools to receive content based instruction using a learning management system. No face-to-face instruction will be provided.

### Hardware and Access

- All students Pre K- 12 are provided with an individual device for use at all times as distributed by the Digital Use Policy and school guidelines for the enrollment period.
- Students who are able to document need for access to reliable internet may apply for a school district issued hotspot for connectivity in a blended setting. The application is rolling and devices are issued on an individual basis as determined by need and availability.

### Program and Instructional Material Availability

- All instructional staff and students shall access digital material via Classlink as a single point of entry.
- Availability of all digital content and technical support tools as supported by the school district are included in the Classlink portal.
- Parents and students may request print materials for innovative learning through the instructional materials website. Requests may take up to 72 hours to be available.

### Transition Schedules for Instructional Delivery Models

- Instructional staff shall have one day of asynchronous work for emergency closures that may include review or extension activities to be completed virtually by the students in the learning management system assigned.
- In the event that a site or district must remain closed longer than three days, instructional personnel shall begin synchronous lessons via digital means after the third day of virtual instruction utilizing an A/B cycle of learning.

### Professional Development and Support

- All instructional staff will complete a six-hour innovative learning best practices training asynchronously by September 15. Schools will provide time to complete this course.
- Additional self-paced innovative learning support opportunities are available on the school website.
- Monthly learning opportunities will be provided to staff on a voluntary basis focused on blended and innovative learning best practices and technology integration.
- Students will be enrolled in a digital literacy course that includes technology integration supports for completion as part of the school day (face-to-face or virtual).
- Parents and community may enroll in an on-demand learning course on technology tools and best practices to support learning in an at home environment via the district website.



## Resources

The resources provided below include distribution plans, hot spot applications and an infographic on learning.

1. [Distribution Plans for Devices](#)
2. [Technology Usage Policy](#)
3. [Hot Spot Application](#)
4. [Learning environment options](#)



## Resources

### *General Considerations*

[A Safe Campus Visit](#)

[CDC Reopening Schools Decision Tree](#)

[CDC Glossary of terms](#)

[Communication Plan: Decision Tree](#)

[Dissemination of Information Flowchart](#)

[Reporting Protocols](#)

[COVID-19 Communication and Community Coordination Plan](#)

[Community Coordination Contact List- Private](#)

### *School Operations*

[CDC Guidelines for Individuals Who Have Been Exposed to COVID-19](#)

[Crisis Response Team Members for Closing Schools](#)

[CDC Considerations for Schools \(May 2020\)](#)

[MCS D When to Stay Home Guidance](#)

[AHEC Decision Tree](#)

[Childcare Programs](#) and [Day Care Checklist](#)

[Guidance for Large Scale Events](#)

### *Whole Child Supports*

[Start the Year Off Right](#)

[Considerations for Employees](#)

[Educational Leaders' Guidance](#)

[Music Programs](#)

[Return to Play- Athletics](#)

### *Academics*

[CDC Guidelines - Considerations for Schools](#)

Curriculum Resources

[K-12 Literacy Learning Sequences](#)

[K-12 Math Learning Sequences](#)

[K-12 Science Learning Sequences](#)

[K-12 Social Studies Learning Sequences](#)

[K12 Uniform Assessment Calendar 2020-2021](#)

### *Innovative Learning*

[Distribution Plans for Devices](#)

[Technology Usage Policy](#)

[Hot Spot Application](#)

[Learning environment options](#)

