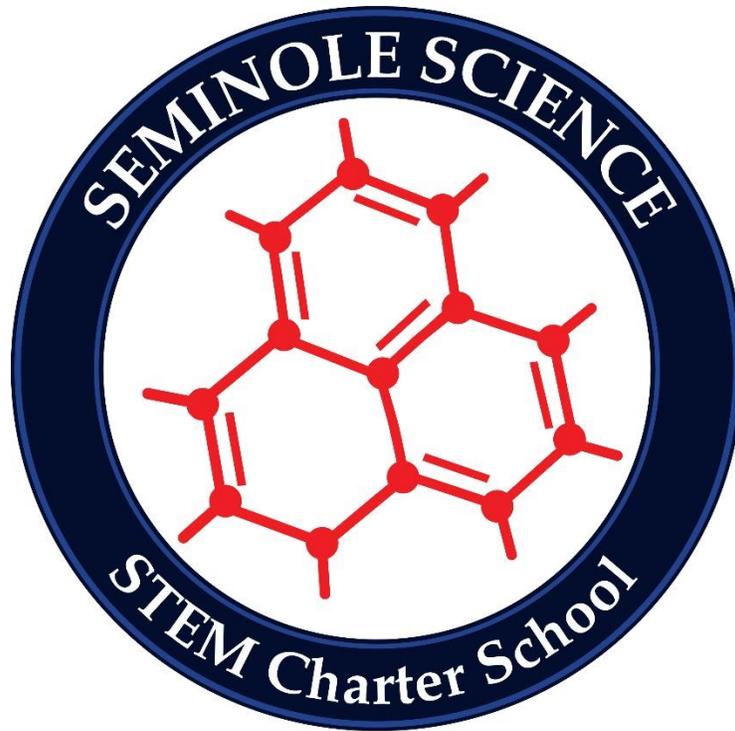


Seminole Science Charter School

Reopening Plan 2020-2021



Seminole Science Charter School



FLORIDA DEPARTMENT OF
EDUCATION
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2020-2021 Reopening Plan



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Summary of Reopening

The final recommendations for the reopening of Seminole Science Charter School are outlined below. We understand that families have concerns regarding how to reopen schools, face mask use, social distancing, illness protocols, dining services, scheduling, and instruction. This plan has been designed using CDC guidelines, feedback from local health officials, collaboration with Seminole County Public Schools, and survey feedback from parents and teachers. This plan will be updated and modified as necessary for the safety and wellbeing of our students, staff, and families. Our first priority is the safety and health of our students, staff, and families. The team focused on physical and emotional health, school operations, facilities, instruction, and technology.

Policies and Procedures Applicable to Reopening

Seminole Science Charter School will offer students a choice of face-to-face Traditional Learning on school campus or Seminole Science Innovative Learning from their homes. SSCS will be open to students five days per week for Face-to-Face learning beginning on August 17, 2020 and will continue in accordance with the approved SSCS student calendar. The daily schedule for elementary students will be 8:05 AM-2:40 PM, Monday-Friday. Middle school classes will be held from 8:00 AM-2:45 PM daily Monday-Friday. The school campus will follow CDC recommendations for schools including but not limited to:

- Social distancing
- Physical reminders for social distancing and protective measures will be displayed throughout the school building.
- All staff will wear masks on campus.
- Students will be encouraged to wear masks when transitioning or when social distancing is not feasible.
- Controlled movement will be in place where possible, with students spending majority of time on campus in the same classroom.
- SSCS will also offer Seminole Science Innovative Learning as an option for students. Students choosing Seminole Science innovative learning will participate in a school-based distance learning program from home for the first semester (16 weeks) of the 2020-2021 school year. All instruction will be delivered virtually, following a daily synchronous schedule aligned to the approved student calendar and bell times.
- All students regardless of learning location will follow the SCPS and SSCS Code of Conduct at all times.

Instructional Models for the 2020-2021 School Year

Seminole Science Charter School (SSCS) 2020-21 two (2) K-8 reopening instructional options reflect feedback from parents, teachers, staff members and community members. Each of the two options are designed to ensure standards-based instruction by quality educators who are committed to addressing the needs of all students, and in particular students who have regressed and students from vulnerable populations who may have had multiple impacts from the COVID-19 pandemic. Seminole Science Charter School families may choose from the following options: Traditional Face to Face Learning or Seminole Science Innovative Learning

3.1 Traditional Face to Face Learning

Face-to-Face is traditional in-school learning for families who would like their students to Seminole Science Charter School Campus for the entire school day beginning August 17th and continue in accordance with the approved SCPS student calendar. Families must adhere to the health and safety guidelines outlined in the approved Seminole County Public Schools Reopening Plan while on campus, in school cafeterias, and at extracurricular activities to protect other students and staff.

3.2 Seminole Science Innovative Learning

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

Students follow a school day schedule using technology and other instructional resources to learn from their teachers presenting live in classrooms at SSCS, to the extent practicable. It is expected that Seminole Science Innovative Learning teachers will report to school campus and deliver instruction from their assigned room/area.

For the 2020-21 school year, the Seminole Science Charter School Instructional Plans include options for teachers to deliver many of their lessons from a digital platform. Families who would like their children to start the school year at home with teachers will follow the same curriculum, pacing and schedule as students in the Face-to-Face (traditional) model and experience learning guided by the Instructional Plans with lessons and assignments created by SSCS teachers. Students in the Seminole Science Innovative Learning model are required to take all required local and state assessments. Seminole Science Innovative Learning students may return to school at the end of 1st semester during the 2020-21 school year. In the event of an individual classroom, school-wide, or district crisis need, Seminole Science Innovative Learning would act as the default Instructional platform.

3.3 Specialized Supports for Unique Populations

Seminole Science Charter School (SSCS) will continue to make every effort to meet the needs of all learners. Students with Individualized Education Plans (IEP) and English as a Speaker of Other Languages (ESOL) services will have no lapse in specialized instruction, whether brick and mortar or online platform for learning. A plan has been developed based on Seminole County Public Schools ESE guidelines. Additionally, SSCS has appointed a Multi-Tiered Support System (MTSS) team to provide students with a 1:1 online tutoring service as well as additional support facilitation via online classrooms in addition to brick and mortar schools.

SSCS will continue to provide the full array of services for students in both brick and mortar schools as well as distance learning through Seminole Science Innovative Learning. These services include in-person instruction, specialized instruction for students with an IEP and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs).

SSCS students with ESOL and ESE services have the same access to Gen. Ed. Curriculum as their peers; however, they also have additional supports. They have no lapse in services as they were receiving all services remotely during the time of COVID-19. There is an ESE, ESOL and MTSS Team that works with students who have MTSS Tier 2 and Tier 3 intensive services and those who have additional plans. All levels of services are still occurring remotely: consultation, monitoring, support facilitation and direct instruction both in brick and mortar and online learning. The ESE, ESOL and MTSS teams have access to all classrooms (both traditional and innovative learning) and provide support in classes to teachers and students. The students also have additional 1:1 work option with teachers and ESE, ESOL and MTSS staff via online platforms with hours of availability from morning until night to accommodate all families. SSCS has MTSS, ESOL and ESE support staff tracking all ESE/MTSS services and 1:1 session, 1:1 tutoring, and work meetings. The teams are meeting weekly with administration and with every teacher to follow-up on how their students are progressing and check in on any student or teacher needs that may arise and may quickly address any parent concern.

ESE, ESOL and MTSS additional research-based curriculum and resources are being provided and progress is being monitored regularly. The progress is monitored and documented, and then meetings are held for bi-weekly progress checks with ESE, ESOL and MTSS team and teachers and administration and the student's plan is adjusted according to their needs and progress made. The meetings may also include: ESE Specialist, ESOL Specialist, County SRS, Psych., Social Worker, Additional outside service providers, such as SLPs, SRS and Students and Families.

In accordance with CDC guidance, schools throughout Florida and the United States are on extended breaks in an effort to curb the spread of COVID-19. The Florida Department of Education has compiled a list of free resources, offered by state and federal agencies, private companies, and non-profit organizations to help school districts, colleges, educators, and families ensure continuity of learning during this time.

The list for these resources can be found at: <http://www.fldoe.org/em-response/resources-families.shtml>

3.3A Students with Disabilities

Our highest priority is to work together as professionals with all stakeholders to continue to provide excellent educational opportunities for every student enrolled at SSCS. SSCS staff members will be available daily (M-F) to communicate with parents. Additionally, staff members, including administration, support staff, teachers, grade level teams, mentor teacher teams, MTSS team, ESE and SST teams will take part in weekly meetings. SSCS will continue to find ways to motivate and connect our students to our school community, whether at a brick and mortar school or Seminole Science Innovative Learning. Teachers will continue to provide a variety of incentives, themes, and unique learning opportunities for students to engage with their teachers and peers in all learning environments offered by Seminole Science Charter School.

SSCS is continuing with SST meetings with minimal impact/changes. ESE Specialist/CSC follows up with parents and county and is scheduling meetings per parent preference, whether in person or remote meetings, such as: via WebEx or phone- whichever is best for families. Overall, our SST schedule will remain as planned and will continue. Parents will continue to be given copies of all documentation including but not limited to: Procedural Rights, IEP/EP, conference notes, LRE, placement, progress graphs with notations and related documentation. Student IEP Teams will review the present level of performance data of students with disabilities to determine if there was regression due to COVID-19 school closure. The IEP teams will determine if extended school year (ESY) services throughout the 2020-2021 school year are effectively supporting students to recoup loss of skills or progress made toward skills acquisition in the students' IEPs and make decisions based on the present level of performance data to determine additional needs. Students with Parents/guardians of students with disabilities concerned about COVID-19 exposure may choose to participate in Traditional Face-to-Face or Seminole Science Innovative Learning. Prior to August 17, 2020, Student Support Services (SSS) administrators will review IEPs of students with disabilities who have selected these options. The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. (Assurance 4) School administrative teams will be notified if they need to reconvene prior to determining the appropriate educational setting for the 2020-21 school year. Requests for Seminole Science Innovative Learning for a student with a disability may be reviewed by the student's 504 team or IEP team to determine if the model preferred by the family is an appropriate option for the student and to discuss SSCS's offer of a free and appropriate public education (FAPE).

3.3B Students Who are Gifted

Gifted services are still being met all day every day supported by certified or endorsed gifted teachers, with no lapse in the gifted services as provided in traditional SSCS classrooms or virtual classrooms. This is done in accelerated curriculum, specialized planning and services such as: curriculum compacting, differentiated curriculum and instruction, flexible grouping, cluster grouping, tiered lessons, and problem/project-based learning.

3.3C ESOL Students

ESOL Parents/Guardians may choose to participate in Traditional Face-to-Face or Seminole Innovative learning. At the beginning of each academic school the English Language Learners (ELL) Committee convenes to discuss ESOL services, including student academic data, school grades, program model, and educational background. At this time the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learner's reading, writing, listening, or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ESOL services each student needs. This will be determined via I-Ready testing, FLIKRS (if state is still mandating testing), and the inclusion of WIDA screening if state is still training and encouraging testing of incoming students. If so, the school will organize for students to be testing on an individual basis at times convenient for families whether a virtual platform or on campus.

Additional Support for ELLs:

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

3.3D Students from Low-Income Families, Homeless Students, and Students in Foster Care

The District assigned Social Worker will continue with routine check-ins of our families in need of financial assistance, including students who are homeless, families who are low-income, and students in foster care, along with any related needs outside of school. The Social Worker will follow-up with ESE/CSC regarding any needs noted and we continue to support our families in need. Behavioral/Emotional support is being led by the county Psychologist and the Dean of Students. They offer 1:1 virtual services and at-home resources packets are offered. Social worker and psychologist meet weekly with SSCS ESE/CSC, teachers and administration. They also meet with teachers and families as needed via phone and/or WebEx.

Tele-counseling is being provided by the Social Worker for all students who have Counseling as a Related Service (CARS) as well as students and families who are identified as at risk or who qualify for mental health services, so there is no lapse in services with students and families. SSCS Social Worker also has already met and will continue with routine check-ins of our families in need of financial assistance. Social Worker will follow-up with ESE/CSC regarding any needs noted and we continue to support our families in need. Behavioral/Emotional work is being sent home by the county Psychologist and 1:1 virtual service is offered. No lapse in emotional/behavioral services is present. Both Social Worker and Psychologist meet weekly with SSCS ESE/CSC, teachers and Administration. They also meet with teachers and families as needed either in person or via phone and/or WebEx/virtual format.

3.4 Social Emotional and Mental Health Supports

SSCS participates in SCPS's mental health plan for 2020-21 school year. The goal of SCPS's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers.

The SCPS Reopening Task Force, in collaboration with Student Support Services, was intentional in designing a layered approach to the social-emotional and mental health services to students upon the return to school.

The master schedules at each school level will dedicate more intensive time and duration, than is typical, to re-establish core practices at the beginning of the year.

Social Emotional Learning (SEL) lessons and appropriate Mental-Health education will be scheduled ongoing throughout the school year. These lessons are designed, K-12, to be developmentally appropriate and teacher-friendly.

The Tier 1 classroom lessons for the opening weeks include, but are not limited to:

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

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

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

- Group Counseling
- Individual Counseling
- Community-based Supports
- Tele-counseling
- Virtual Healthy Minds Club at Middle School level staff

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

Health and Safety Protocols

4.1 Face Coverings for Students and Staff

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

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

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

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

Students are required to wear a face covering while walking in hallways, waiting in line in the cafeteria, and when working in small groups or individually with a teacher or peers. Students may remove face coverings during high intensity outdoor activities, while in their classroom working at their desk, and while seated for dining within their class group only under circumstances where social distancing can be maintained. If social distancing cannot be maintained, students must be wearing a face covering.

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

4.2 Screening for Illness

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

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

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

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

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

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

In all clinic spaces, students/employees must wear face coverings.

If an individual is presenting symptoms related to COVID-19, only essential staff assigned to the room may enter the clinic space. A record will be kept of all persons who enter the room and the room will be disinfected several times throughout the day. Strict social distancing of six feet is required in the clinic, and staff must wear appropriate PPE.

Parents who will be picking up a student due to illness will be expected to call the front office when they arrive at the school. A staff member will walk students who are ill out of the building to meet their parent on the front steps, check the identification of the parent, and sign the student out of school.

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

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

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

4.5 Confirmed Case of COVID-19 on School Property

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

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

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

4.6 Employees Who Present with COVID-19 Related Health Concerns & Related Leave

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

Have a Designated COVID-19 Point of Contact

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

Isolate Those Who are Sick

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

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

4.7 Protecting Vulnerable Populations

Based on currently available information and clinical expertise, individuals considered high risk for severe illness from COVID-19 are people of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications.
- People with severe obesity
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease
- People 65 years and older

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

5. Safeguards for Seminole Science Charter School Campus

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

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

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

5.1 Safeguards for Classrooms

The following strategies will be utilized in SCPS classrooms:

- K-5 classrooms will keep students and teachers in classes that stay together as much as possible throughout the day, and from day to day.
 - There are some support services for education and mental health that will require students to leave or join other cohort groups during the school day. These student groupings will be tracked, and attendance will be kept,
 - Playground equipment will not be used by more than one class at a time.
- Middle School classrooms will minimize the number of student transitions during the school day by allowing students to stay in their homeroom classroom with teachers transitioning between groups.
- Arrange desks or seating so that students are as physically distanced as possible.
- Limit sharing of personal items and supplies.
- Limit use of classroom materials to small groups and disinfect between uses
- Eliminate the use of soft/plush items, area rugs, and other personal items from classroom.
- Limit the amount of use at water fountains that are not fill stations: students and staff will be strongly encouraged to bring water from home or use individual disposable water bottles.
- Supply soap, hand sanitizer with at least 60% alcohol, cleaning and disinfection supplies for staff, paper towels, and tissue.
- Reinforce hand washing with soap for 20 seconds and/or hand sanitizer use.
- Encourage staff and students to cough and sneeze in elbows, or to cover with a tissue. Used tissues must be thrown in the trash and hands must be washed immediately.
- Schedule cleaning of high touch/high traffic areas during the school day (e.g., tables, desks, chairs, door handles, light switches, railings, faucet/toilet handles, drinking fountains, playground equipment, gym equipment, cafeteria tables/carts/trays, countertops), as outlined in the SCPS Custodial Handbook.
- Include after-hours High Touch Surface disinfection with hand-held, hospital grade misting machine for High Touch Surface disinfection conducted by school custodial staff, as outlined in the SCPS Custodial Handbook.

5.2 Safeguards for Seminole Science Campus

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

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

5.3 After School Clubs & Programs

Seminole Science campus will still offer after-school care between 4pm and 6pm to families who register. School safety policies including social distancing, face coverings, and all school and district policies will still apply during after-care.

All after-school clubs and athletics will be cancelled for the first semester and re-evaluated in December to *possibly* begin again during the second semester. SSCS staff will follow CDC and SCPS guidelines when considering the health and safety of students and staff.

6. School Operations Protocols

6.1 Campus Visitors

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

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

6.2 Campus Events

6.2A Meet the Teacher

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

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

6.2B Campus Events, Clubs, & Athletics

All after-school events, clubs and athletics will be cancelled for the first semester and re-evaluated in December to *possibly* begin again during the second semester. SCS staff will follow CDC and SCPS guidelines when considering the health and safety of students and staff.

6.3 Cafeteria Services

Students participating in Seminole Science Innovative Learning have the same eligibility to receive free and reduced breakfast and lunch as students enrolled in face-to-face schools according to federal guidelines. You may check SCPS Red Apple Dining Services page for your pickup location.

6.3A Cafeteria Staff

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

6.3B Student Lunch Procedures

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

Appendix A: Students with Disabilities Scheduling Considerations due to COVID-19

SSCS is planning to open its doors to students on August 17, 2020. Parents/Guardians concerned about COVID-19 exposure may choose to participate in the Seminole Science Innovative Learning model, which consists of maintaining enrollment at SSCS while “attending” school at home for the entire school day. Families choosing this option are committing to virtual education for at least one semester. These families will still receive the full range of student ESE services in an online format to the extent possible, including but not limited to direct instruction, support facilitation, monitoring, consultation, and related ESE services. All accommodations and supports for students with 504 plans will be upheld to the extent possible whether in-person or online learning.

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

1. Students with disabilities are to be considered general education students first when determining educational setting and services.
2. To the extent practicable, students with disabilities will access their curriculum in the same manner as their general education peers.
3. Prior to August 17, 2020, school based IEP and 504 teams will review IEPs and 504s of students with disabilities or other concerns who have selected the remote learning option. If an IEP or 504 team needs to reconvene prior to determining the appropriate educational setting for the 2020-2021 school year, the parent will be invited to “attend” a virtual team planning meeting.

Scheduling Recommendations:

- Support facilitator (ESE team members) will have posted daily “virtual office hours” to provide support for students with specialized instruction on their IEPs opting for the Seminole Science Innovative Learning option.
- SSCS’s Speech and Language Pathologist (SLP) will offer WebEx therapy sessions in a fashion similar to what was provided during Distance Learning in the spring of 2020 for students with an IEP opting for the Innovative Learning option.

Appendix B: Students in Need of Intensive Interventions

1. ELA

- A. SCS students in grades K-5 will be assessed every two to three weeks using assessments from iReady or Study Island (K-2 teachers may use similar programs including Reading Eggs, LaLiLo, etc.). Student instruction will be adjusted based on the results with either:
 - 1. Continuing instruction at the next level of skills if mastery assessment shows proficiency of previous skills taught.
 - 2. Reteach lessons based alternative text and then reassess in a week to determine if instruction can continue. If the student still fails to meet progress, the student will be provided with additional support within those skills as well as the opportunity to transition to another teaching method.
- B. 6th-8th grade students - iReady progress monitoring will be administered twice between diagnostic assessments.
 - 1. Tier 1 and 2 students will be monitored to ensure that adequate progress is being achieved. Instruction will be adjusted based on results.
 - 2. Tier 3 students' instruction will be automatically adjusted while using the iReady online lessons and Study Island lessons.
 - 3. If the student still fails to meet progress, the student will be provided with additional support within those skills as well as the opportunity to transition to another teaching method.

2. Math

- A. SCS students in grades K-5 will be assessed monthly using assessments from iReady or Study Island. Student instruction will be adjusted based on the results with either:
 - 1. Continuing instruction at the next level of skills if mastery assessment shows proficiency of previous skills taught.
 - 2. Reteach lessons based alternative text and then reassess in a week to determine if instruction can continue. If the student still fails to meet progress, the student will be provided with additional support within those skills as well as the opportunity to transition to another teaching method.
- B. 6th-8th grade students - iReady progress monitoring will be administered twice between diagnostic assessments.
 - 1. Tier 1 and 2 students will be monitored to ensure that adequate progress is being achieved. Instruction will be adjusted based on results.
 - 2. Tier 3 students' instruction will be automatically adjusted while using the iReady online lessons and Study Island lessons.
 - 3. If the student still fails to meet progress, the student will be provided with additional support within those skills as well as the opportunity to transition to another teaching method.

Tiered Support:

1. Tiered support for students will occur simultaneously with both traditional and virtual students participating live within a lesson through online forums such as Google Meets or Zoom. This ensures that virtual students are receiving the same instruction as their traditional peers as well as able to participate within the lesson.
2. Tier 3 students (traditional and virtual) will participate in iReady online instruction for both reading and math. Online instruction will be monitored by classroom teachers to make adjustments and reteach as necessary.
3. If any student still fails to meet progress, the student will be provided with additional support within those skills as well as the opportunity to transition to another teaching method.