



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Bay]

Due: July 31, 2020

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

Purpose

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

Directions

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

- Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.
- Option 2:** The district completes the Department's template provided later in this document.

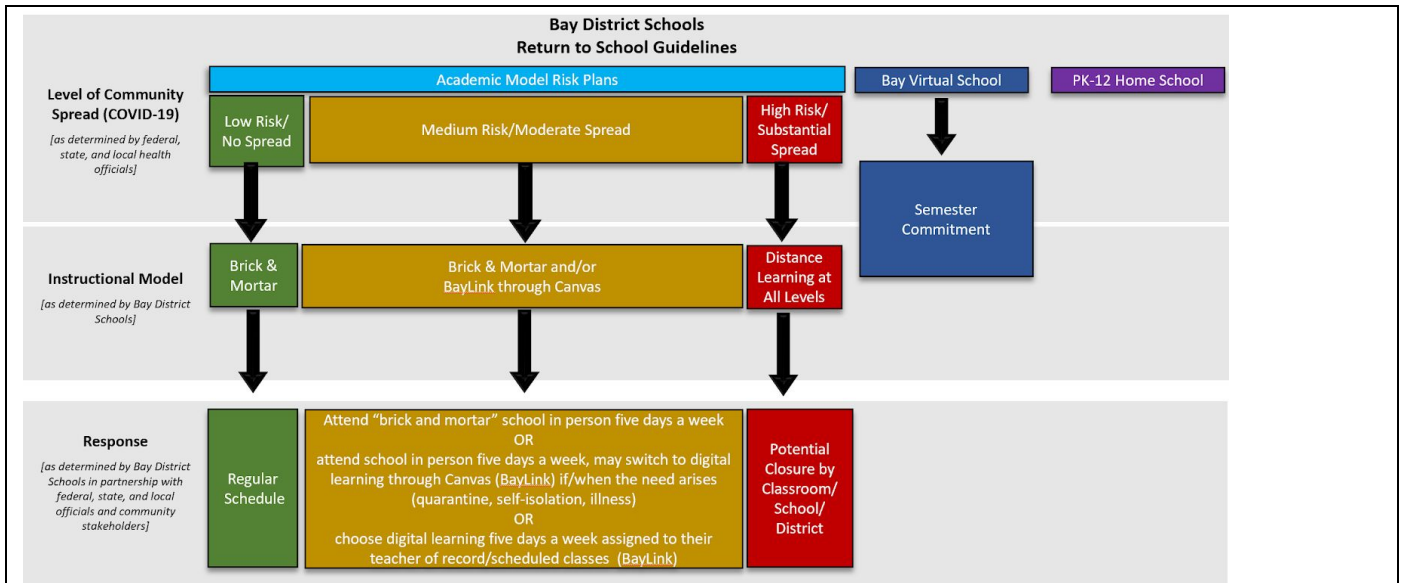
Proposed Innovative Model (Required for Option 1 and Option 2)

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

The following graphic explains the details of the BDS reopening instructional models for K-12 students. Students may continue to participate in sports at their zoned/choice campus if they meet the requirements specified by the school principal and coaches. We will accommodate, as much as is feasible, requests for participation in extracurricular activities and students can attend virtually or in person to be determined by the school principal and sponsor.

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

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Brick and Mortar: Face-to-Face

Face-to-Face instruction is traditional in-school learning for families who would like their students to return to their assigned school beginning August 20th and continue in accordance with the approved Bay District Schools student calendar. Everyone must adhere to the health and safety guidelines outlined by the Department of Health and in the approved Bay District Schools Reopening Plan while at school, at extracurricular activities, and on district transportation to protect other students and staff.

BayLink

BayLink is an innovative learning environment that is a structured teacher-driven form of online learning aligned to the BDS Instructional Plans/Frameworks and Florida State Standards. This model is significantly different from the 4th quarter of the 2019-20 school year. Students should expect an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students. Bay District School will continually customize resources and utilize technology to provide synchronous and asynchronous instruction to best meet the needs of students.

Families who would like their children to participate in BayLink will follow the same curriculum, pacing and schedule as students receiving face-to-face instruction at brick and mortar schools. Parent/guardian involvement is needed to support student learning and technology use.

Students follow a school day schedule using technology and instructional resources housed in the Canvas learning management system. Students will participate in live instruction streamed from classrooms (synchronous) at the student's zoned/choice school along with independent assignments (asynchronous). It is expected that teachers will report to their schools and deliver instruction from their assigned school site.

Students in the BayLink model must take all required local and state assessments.

BayLink (Canvas) will serve as the default instructional platform in the event of an individual, classroom, school-wide, or district quarantine situation.

Synchronous Versus Asynchronous Learning

Synchronous Learning refers to all types of learning in which students and teachers are in the same place, at the same time. This includes in-person classes and live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

Asynchronous Learning is when the teacher, the learner, and other participants are not engaged in the learning process at the same time. There's no real-time interaction; the content is created and made available for engagement later on. Asynchronous learning involves recorded videos, self-paced practice, emails, waiting on a response through email.

Specialized Supports for Unique Populations

Families of unique population students who choose to enroll in BayLink may be contacted by school-based personnel to review the individual student's needs. BayLink students who are Students with Disabilities, have 504 plans, are designated gifted, are ELL students and/or students from low-income families, homeless students and/or students in foster care will receive services from their designated certified instructor via brick and mortar, BayLink, and Bay Virtual.

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

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

- ✓ **Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____
- ✓ **Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____
- ✓ **Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

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- ✓ **Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____
- ✓ **Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____
- ✓ **Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.
- ✓ **Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

At this time, BDS proposes the following 3 options for reopening on August 20, 2020:

Option 1: Remain enrolled in "brick and mortar" schools five days a week assigned to their teacher of record/scheduled classes.

- Students have the **option to attend "brick and mortar" school in person (following the district calendar)**

OR

- Students have the **option to attend school in person each school day (following the district calendar) and may transition to BayLink for digital learning through Canvas if/when the need arises (quarantine, self-isolation, illness).**

OR

- Students have the **option to choose BayLink for digital learning (following the district calendar) assigned to their teacher of record/scheduled classes.** This option provides opportunities for

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students to continue to learn at home while remaining registered at their enrolled school. This model is designed for families who don't feel comfortable sending their children back to school but ultimately plan to rejoin their enrolled school in the future.

Option 2: Withdraw from current school and enroll in [Bay Virtual School](#) for a minimum of one semester.

Option 3: Withdraw from current school and participate in the home school/education program of the parent's choice.

Each option was developed with the safety of students, families and staff in mind. All three options will run five days per week, meet the guidelines of the Florida Department of Health, and have been approved by the local department of health. Across all schools, learning acceleration (including closing achievement gaps), safety, and equity are top priorities.

In the event of a class, school or district moving to a remote/distance learning situation, instruction will be held via the BayLink option.

Plan for Implementation of Assurance 2

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

Providing vulnerable population supplemental educational supports through face to face and online remediation including technology distribution of devices and hotspots for internet connectivity along with backpacks and school supplies. Clothing, food, transportation, medical, social emotional and specific educational needs are addressed on an individual basis.

Students who have an IEP will continue to receive services and support based upon their individual needs. Related services, such as speech, language, occupational, or physical therapy, as well as counseling services, will continue to be provided in all settings. Accommodations (or modifications if indicated) will be provided through the virtual/online setting. The student's IEP will be reviewed and if necessary an IEP team, to include the parent and/or student, will convene virtually and update the IEP.

MTSS Data will be reviewed monthly at ongoing data chats at all elementary and middle school sites. Common formative assessment data in addition to progress monitoring data is reviewed at the district and school level to be discussed in PLCs. PLCs also utilize grades and common assessments to engage in student-centered conversations to ensure that the individual needs of each child are met.

The LEA will continue to ensure compliance with all provisions of the federal McKinney-Vento law for all students enrolled in Bay District Schools, including the provision of school stability, school of origin determination & provision of transportation; immediate enrollment, timely response to records, enrollment

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dispute procedures and comparable services as are offered to non-homeless students. Identification will take place using a Student Housing Questionnaire, available both as an in-person hard copy and/or online form. The homeless education team will continue to coordinate with other community agencies to support families in accessing preschool (including Head Start), medical, dental, mental health & substance abuse services and housing services. Unaccompanied youth will be identified and assisted with school enrollment, support for academics and support for transitioning from high school to college or technical/vocational education.

The LEA will continue to implement the Title 1 educational stability requirements for children in foster care ensuring that: a child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest; if it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and the new enrolling school will immediately contact the school of origin to obtain relevant academic and other records. Children in foster care will continue to have school stability protections, transportation and a designated point of contact for the LEA as well as the child welfare agency (CWA). The LEA point of contact and CWA contact will collaborate with each other to ensure all foster children are provided the full range of applicable educational services that all students receive.

The district will continue to ensure that all compliance guidelines are being followed in regard to ELL and children of migrant workers. Students' English language proficiency levels are evaluated and monitored to ensure academic success. Each school will develop a ELL Student plan for the English language learner which will include student data, ELL programs and services, assignment and assessment accommodations, classroom practices, goals, and can do statements. This plan will be used to drive instructional strategies for the classroom teacher. Students will be placed with an ESOL endorsed teacher or teacher working toward endorsement. When a school has 15 students speaking the same home language, then a bilingual paraprofessional will be hired to bridge the English language barrier. ESOL Resource Teachers (3) will provide additional assistance to support teachers, school administrators, and ELL students to ensure academic success. Bay District Schools will open a Multilingual Resource Center for the 2020-2021 school year. The resource center will provide registration, evaluation, identification, placement, transportation, as well as physical, social, and emotional wrap around services for all ELL, Immigrant, and Migrant Students and their families.

In the event of remote/distance learning for the 2020-2021 school year, the same procedures will be held virtually through Zoom, Google Meets or Canvas.

Plan for Implementation of Assurance 3

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

In order to implement robust progress monitoring for students, BDS will provide tiered support for all students who are not making adequate progress. Tiered support will be deployed during scheduled intervention times in K-12. Various programs are utilized in Grades K-12 to progress monitor for ELA and math as indicated on the BDS MTSS menu.

Students in grades K - 3rd will participate in MAP ELA and math testing three times a year; fall, winter and spring. Students in grades 4th - 8th will participate in MAP ELA and math testing two times a year; fall and winter. Students in grades 9th and 10th who are not enrolled in accelerated academic courses will participate in MAP ELA, Alg 1 and Geometry assessments in the fall. The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) is an online assessment that may be administered in a computer lab setting or classroom.

MTSS data will be reviewed monthly at ongoing data chats at all elementary and middle school sites. Common formative assessment data is reviewed at the district and school level to be discussed in PLCs. Students that are not making adequate progress will be provided with a diagnostic assessment screener (DAR) and observations to identify deficits, then make decisions about more intensive support, if needed, and update the MTSS student plan. PLCs utilize grades and common assessments to engage in MTSS conversations.

All Tier 2 elementary and middle school students are progress monitored using DIBELS probes. Tier 3 is monitored weekly using DIBELS probes.

Progress monitoring of IEP goals could include teacher-generated checklists, classroom assessments, work samples, digital learning tools, rubrics, and other methods to determine the level of goal mastery. Progress on IEP goals will be used to make decisions regarding amending goals, increasing current services, and/or the addition of ESY services to the IEP. The IEP team will monitor student progress, review interventions, and meet to make adjustments as indicated.

In the event of remote/distance learning for the 2020-2021 school year, progress monitoring will consist of preponderance of evidence including completed instructional tasks and assignments, online intervention program data reports, common formative and summative assessments, observation and teacher anecdotal data. Progress monitoring assessments will be administered to students in the innovative model and the brick and mortar model. We are working to align NWEA MAP to be administered virtually.

Plan for Implementation of Assurance 4

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

The district will provide guidance to IEP teams to utilize district universal screening tools for students with disabilities on standards and access points. Upon reopening of school, universal screening measures will be used to identify the current performance levels of students with disabilities. Students in grades K - 3rd will participate in NWEA MAP (ELA and Math) testing three times a year (fall, winter and spring). Students in grades 4th - 8th will participate in NWEA MAP (ELA and Math) testing two times a year (fall and winter). Students in grades 9th and 10th, who are not enrolled in accelerated academic courses, will participate in NWEA MAP ELA, Alg 1 and Geometry assessments in the fall. NWEA MAP is an online assessment that may be administered in a computer lab setting, classroom or virtual environment.

MTSS Data will be reviewed monthly during ongoing data chats at all elementary and middle school sites. Common formative assessment data in addition to progress monitoring data is reviewed at the district and school level to be discussed in PLCs. PLCs also utilize grades and common assessments to engage in student-centered conversations to ensure that the individual needs of each child are met.

For those students who show regression, the IEP team will meet to consider the student's current performance, critical skills/needs, and what revisions are necessary, if any, to the student's IEP. The IEP team may consider amending goals, increasing current services, and/or the addition of Extended School Year (ESY) services to the IEP. Supplemental instruction or supplemental digital resources may be provided to address specific learning deficits based on diagnostic assessments. The IEP team will monitor student progress, review interventions, and meet to make adjustments as indicated.

For those students for whom the parent has indicated concerns regarding the student's participation in and progress during online learning, the IEP team will meet to consider the parent's concerns. The IEP team may consider amending goals, increasing current services, and/or the addition of ESY services to the IEP. The IEP team will monitor student progress, review interventions, and meet to make adjustments as indicated.

Plan for Implementation of Assurance 5

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

The 2020 Spring Access for ELLs 2.0 data will be used to determine the English language proficiency level of ELL students returning to school. The district is opening a Multilingual Student Support Center to meet the needs of new students arriving to the district including evaluating the students for their English language proficiency level in Listening, Speaking, Reading and Writing. This Multilingual Student Support Center will provide wrap-around services for all ELL students and their families. Schools will also be able to use previous NWEA and LAS Links data as well as placement testing embedded in English Language Learning

software programs such as Imagine Learning English and ESL Reading Smart/Exact Path to evaluate the student's academic and English language proficiency levels.

The School-based ELL Committee, in collaboration with the District ESOL team, will review all previous data and will write the student ELL plan with goals, classroom practices, and strategies to meet the individual needs of all ELL students. Each school in Bay District has an active ELL Committee composed of the School Counselor, Administrator, ELA teacher and/or other content area teachers. Additional personnel can be involved in these meetings as needed such as interpreters, social workers, speech language pathologist, psychologist, and/or ESOL Instructional Specialist/Resource Teachers. Parents are also a vital part of this committee. Meetings will be held face to face, via phone conversations, or through a virtual platform such as Zoom or Google Meets as needed.

This committee will review the spring 2020 administration of ACCESS for ELLs 2.0 data when released from FLDOE to determine exit from the program for students in K-2 meeting proficiency (an overall level 4 or higher and a Level 4 or higher in Reading). For students in grades 3-12, data will be reviewed on an individual basis with a focus on students that have been in an ESOL program beyond 6 years, students that scored at the proficient level on ACCESS for ELLs 2.0, and students' most recent NWEA progress monitoring scores since FSA and EOC data is not available for the 2019-2020 school year. Also, students must meet 2 of the 5 criteria based on State Board Rule 6A-6.0903 to be exited from the ESOL program. Further guidance from FLDOE will be provided regarding exit decisions for students in grades 3-12.

ELL students not meeting exit criteria will be closely monitored by the ELL Committee, classroom teacher, and ESOL Resource teachers. If academic or linguistic regression has occurred, schools will assess the students who may need supplemental services with the LAS Links Listening, Speaking, Reading, and Writing tests to determine if their English proficiency levels have changed. Instruction will be provided at the school by an ESOL endorsed teacher (or teacher working toward ESOL endorsement) using standards based curriculum with appropriate differentiation and instructional strategies based on the student's ELL plan and English Language proficiency level in listening, speaking, reading and writing. Most schools use the mainstream/inclusion model; however, Bay District does have six Newcomer sites, two Elementary Sheltered Instruction programs, and one SLIFE center school. A school with 15 or more students speaking the same home language has bilingual support through paraprofessional(s) or a Language Assistant. The district also has additional ESOL Resource Teachers that support the needs of the students and teachers at each school. Supplemental services such as after school tutoring may be offered.


In the event of remote/distance learning for the 2020-2021 school year, the same procedures will be implemented with ELL Committee meetings held virtually through Zoom, Google Meets, or via phone with interpreters available. Teachers will create lessons in CANVAS and the ELL students will have language support from Bilingual Paraprofessionals/Language Assistants as well as the use of a word to word English to Heritage language dictionary and/or glossary. English Language learning software programs such as Imagine Learning English, ESL Reading Smart/Exact Path, and Duolingo will also be used by the students at home. Edgenuity may be the virtual learning curriculum which has language support built within the program. Devices and internet hotspots will be provided to families in need.

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Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Denise Kelley, Assistant Superintendent
Contact information: email, phone number
kellecd@bay.k12.fl.us , 850-767-4114
Date submitted
July 29, 2020
Superintendent Signature (or authorized representative)
 Assistant Superintendent

Reopening Bay District Schools: Considerations for a Safe Return to School in Fall 2020



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

Updated: July 27, 2020
Superintendent William V. Husfelt III



WILLIAM V. HUSFELT III
SUPERINTENDENT

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Board Members:

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District 1

Ginger Littleton
District 2

Pamm Chapman
District 3

Ryan Neves
District 4

Steve Moss
District 5

July 9, 2020

Dear Parents, Guardians, BDS Employees, School Board Members and Community Members:

Thank you for your support and for the myriad of ways in which you have helped our children since the pandemic prompted the closure of our schools in March. So many people in our community have become heroes for our children and I am grateful to each and every one of you.

Despite all of our hard work, our prayers, our research and our determination, we find ourselves still in uncharted waters with no clear path and more questions than we have answers. This pandemic is another scary situation we must all face together.

But, as we all already know, schools are the foundation of a community and schools are critical support systems for many of our students who have come to rely upon us for everything from food to clothing to counseling in addition to the academics we have always provided. With that in mind, we put together a task force of community members and experts in May so they could begin guiding our reopening plans. Those task force members (who included students, parents, medical experts, teachers, support employees, administrators and community members) worked alongside our district staff to prepare our guidance and recommendations for the reopening of school when deemed appropriate by state leaders.

On Monday, July 6, 2020, the Florida Commissioner of Education signed the Florida Department of Education Emergency Order No. 2020-E0-06 which directs schools to reopen in August for full-time instruction and attendance. On July 7th, our district team presented our ideas and research-based best practices to the School Board for their discussion. Those materials can be found online on our reopening website link at <http://www.bay.k12.fl.us/school-reopening>

While no one has all of the answers right now, and the questions seem to change by the hour, difficult decisions lay ahead for all of us. I want you to know that the safety of our students and staff remains our priority. We have worked diligently with both of our trusted healthcare partners in the development of our suggested

protocols and procedures and we've aligned ourselves closely with the latest research, suggestions, guidance and policies.

There is no "one size fits all" answer in a situation like this, but we hope that you can find an appropriate option for your child and your specific situation. The options available for enrollment and the detailed descriptions of our plans, practices and procedures will enable you to find some comfort moving forward.

I expect that, to some degree, our plan will become fluid as we adapt to the latest guidance and protocols put forward by the state and federal experts. Nothing is more important to us than the safety of our staff and students and so we will continue to research, to ask questions and to determine the best courses of action moving forward.

Thank you for your continued trust and support in these challenging times. We have been through a lot together in Bay County since Hurricane Michael and I am confident that we can find our way through this pandemic together as well. Please know that we are determined to offer you options, support, transparent communication and our continued commitment to excellence for all students.

I believe that Bay County stands together for our children and that we are all prepared to support each other to do what's right and best for our students and our families.

We value your input and feedback as educational partners and we never take for granted the trust you place in us. Please know that we are just a phone call, or an email, away when you have questions and we will endeavor to be as responsive as we can in the days and weeks ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bill Husfelt", with a long horizontal flourish extending to the right.

William Husfelt
Superintendent

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Overview

On Monday, July 6, 2020, the Florida Commissioner of Education signed the Florida Department of Education Emergency Order No. 2020-E0-06. Pursuant to this Order, Bay District Schools (BDS), in partnership with a stakeholder task force and the Department of Health-Bay County, has developed this guidance to support the full reopening of school facilities and to ensure continuity of instruction during the COVID-19 pandemic. Equitable access to education that meets the needs of our students, staff, parents, and community is a critical component of Bay County's continued recovery and reopening.

The district has an enhanced focus on the health and safety of students and staff as a result of the unique situations faced due to COVID-19 pandemic. Schools will continue to evaluate systems, policies, and protocols as communities and schools are impacted. These are unprecedented times, and unprecedented measures are being taken to provide a full array of services in safe environments. The district will continue to work with state and local health department officials to assess and implement the necessary health and safety measures required to prevent disease spread.

The Centers for Disease Control and Prevention (CDC) provides considerations for schools, in part that states, *"Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community."*

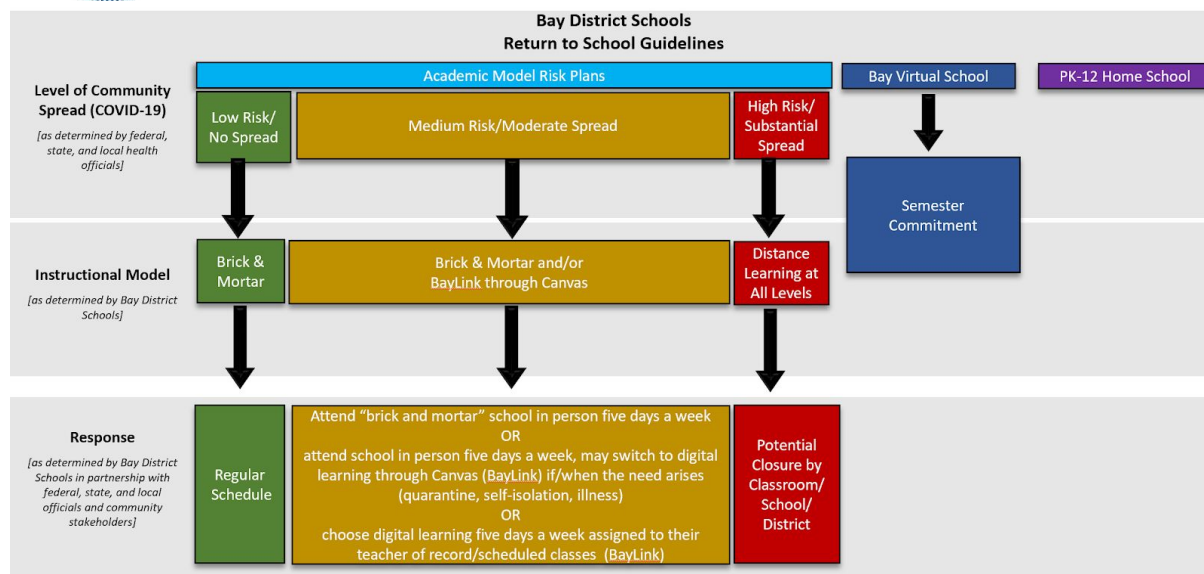
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

BDS, in collaboration with a stakeholder task force and our school health program partners, has developed this guidance to support the full reopening of school facilities based on the most current information available. This resource is intended to inform decisions and to support actions, policies, procedures, and protocols that are made in the best interest of our students, families, staff and community.

This guidance is subject to change according to information provided by federal, state and local officials, access to resources and materials, and/or fluidity of the COVID-19 Pandemic. The School Board hereby leaves to the Superintendent's discretion the ability to adjust this document as may be required by local, state and federal guidance or requirements, or as dictated by present circumstances, without School Board approval.



2020-2021 School Year Academic Options



Option 1: Remain enrolled in "brick and mortar" schools five days a week assigned to their teacher of record/scheduled classes.

- Students have the **option to attend "brick and mortar" school in person (following the district calendar)**

OR

- Students have the **option to attend school in person each school day (following the district calendar) and may transition to BayLink for digital learning through Canvas if/when the need arises** (quarantine, self-isolation, illness). Parents/guardians must notify the teacher and/or school when a student needs to transition to BayLink for reasons noted above. In order to return to brick and mortar school, students must have a return to school note from a primary care provider or Bay County Department of Health.

OR

- Students have the **option to choose BayLink for digital learning (following the district calendar) assigned to their teacher of record/scheduled classes.** This option provides opportunities for students to continue to learn at home while remaining registered at their enrolled school. This model is designed for families who don't feel comfortable sending their children back to school but ultimately plan to rejoin their enrolled school in the future. Students may transition back to brick and mortar schools on the first school day of each month. Notification of intent to return must be provided to the school principal.

Option 2: Withdraw from current school and enroll in [Bay Virtual School](#) for a minimum of one semester.

Option 3: Withdraw from current school and participate in the home school/education program of the parent's choice.

Definitions

Brick and Mortar: Face-to-Face

Face-to-Face instruction is traditional in-school learning for families who would like their students to return to their assigned school beginning August 20th and continue in accordance with the approved Bay District Schools student calendar. Everyone must adhere to the health and safety guidelines outlined by the Department of Health and in the approved Bay District Schools Reopening Plan while at school, at extracurricular activities, and on district transportation to protect other students and staff.

BayLink

BayLink is an innovative learning environment that is a structured teacher-driven form of online learning aligned to the BDS Instructional Plans/Frameworks and Florida State Standards. This model is significantly different from the 4th quarter of the 2019-20 school year. Students should expect an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students. Bay District School will continually customize resources and utilize technology to provide synchronous and asynchronous instruction to best meet the needs of students.

Families who would like their children to participate in BayLink will follow the same curriculum, pacing and schedule as students receiving face-to-face instruction at brick and mortar schools. Parent/guardian involvement is needed to support student learning and technology use.

Students follow a school day schedule using technology and instructional resources housed in the Canvas learning management system. Students will participate in live instruction streamed from classrooms (synchronous) at the student's zoned/choice school along with independent assignments (asynchronous). It is expected that teachers will report to their schools and deliver instruction from their assigned school site.

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BayLink (Canvas) will serve as the default instructional platform in the event of an individual, classroom, school-wide, or district quarantine situation.

Synchronous Versus Asynchronous Learning

Synchronous Learning refers to all types of learning in which students and teachers are in the same place, at the same time. This includes in-person classes and live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

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made available for engagement later on. Asynchronous learning involves recorded videos, self-paced practice, emails, waiting on a response through email.



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling

Bay Virtual School

Bay Virtual School (BVS) is a fully accredited K-12 public school created and supervised by Bay District Schools. Bay Virtual School is a K-12 full-time virtual experience. Teachers must follow a prescribed curriculum and students take assessments created to align with state standards. Students remain at home and all courses are offered via computer by BVS teachers who support students throughout the school week and hold sessions, called "live lessons." These "live lessons" are more frequent for elementary (typically, one to two times a week). Secondary "live lessons" are on an as needed basis. BVS students also take all required state assessments. Students can work at their own pace and on their own schedule, although pacing charts are provided so that parents and students complete enough work each week to ensure successful course completion.

For the 2020-21 school year, families who elect BVS will remain enrolled in BVS for an entire semester. Families have the option to return to their zoned/choice school at the beginning of the second semester. Certain courses in advanced academic programs or CTE programs are not available through Bay Virtual School.

Home Education

Home education is the established and approved sequentially progressive instruction of a student facilitated and directed by his or her parent or guardian. Home education program requirements are specified by Florida Statute 1002.01.



Academics

District

- Ensure teachers, students, parents, and community members have access to appropriate tools and resources to guarantee continuity in a face-to-face, hybrid, or digital learning scenario.
- Collaborate with school leaders to develop and implement a comprehensive approach for diagnosing students' unfinished learning in prerequisite content knowledge and skills.
- Train teachers and leaders to diagnose students' unfinished learning and provide acceleration support.
- Collaborate with administrators and teacher PLCs to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Adjust support for teachers and leaders based on student progress monitoring results.
- Adapt the scope and sequence/pacing guidance for each subject area and grade level to reflect acceleration support.
- Provide teachers with resources to effectively utilize Canvas.
- Provide Canvas support to teachers as outlined in the Canvas Professional Development Opportunities. Targeted Canvas support is available for Grade Level and Department PLCs during teacher work days. Canvas Help Support is available 24/7, 365 through Canvas via chat, phone, or email.

Teachers

- Follow the BDS scope and sequence/pacing and curriculum guides for instruction and assessments, as applicable.
- Meet with students daily in person or via live/recorded instruction in Canvas. For BayLink, it is recommended that live or recorded instruction be broken into manageable chunks. Independent student work/practice will follow live/recorded instruction.
- Establish "office hours," which are in addition to "live" instruction time, to be approved by administration. Office hours are during the normal contract time where parents/students can call with questions and receive additional support.
- Identify student academic needs through diagnostic and formative assessments.
- Address unfinished learning through a focus on access and equity for all students.
- Create realistic and manageable learning goals.
- Focus on proven instructional strategies and adjust instruction as needed.
- Make every attempt to maintain communication with students and parents/guardians to support students in the successful completion of assignments.
- A referral should be made to the school counselor when contact attempts have been unsuccessful.

Parents/Guardians

The support and encouragement of a parent/guardian can be critical to student success. Parents/guardians are expected to be engaged with their child's education but are not expected to serve as their child's primary teacher of the academic curriculum. To meet state attendance requirements, parents should ensure their students attend school or participate in digital learning daily. Parents/guardians serve as learning coaches and provide assistance by:

- Maintaining communication with the teacher by phone, email, and/or online meetings.
- Providing support and encouragement, while also expecting the student to do his or her part.
- Monitoring that the student is on track with assignments and coursework.
- Establishing a quiet, designated work space to complete learning activities.

Exceptional Student Education/504/ELL

- Schools will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a disability or English-language barrier are met.
- Accommodations (or modifications if indicated on a student's IEP/ELL plan) will be provided across all instructional delivery options.
- Therapies/related services identified on students' IEPs will be offered via tele-therapy (while participating in BVS or BayLink) or face-to-face (while participating in Brick and Mortar in person instruction).
- Specially-designed instruction will be tailored to fit students' needs identified in the student's IEP/EP/ELL plan.
- Supplemental instruction or digital resources may be provided to address specific learning or English Language deficits based on diagnostic assessments.
- Continuous progress monitoring of students' academic progress and IEP/EP/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

Grades

Grace and compassion is essential during these unprecedented times and should also be used regarding grading. Grading will be significantly different from the 4th quarter of the 2019-20 school year. Students should expect an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students.

Students will be assessed on their mastery of the appropriate Florida standards, regardless of whether they are learning in a brick and mortar environment or online. Grading policies for online instruction will be consistent with the grading policies for brick and mortar assignments. (See current APP policy.)

Attendance

- Teachers are responsible for taking and verifying attendance each school day in Focus.
- Students utilizing BayLink are required to **participate in digital online classes each school day**.

- Schools will continue to follow current school board policy regarding attendance (School Board Policy 7.105).
- Schools will waive all Perfect Attendance Awards for the 2020-2021 school year.

Canvas (Learning Management System)

Bay District Schools utilizes the Canvas Learning Management System for all students, regardless of whether they are learning at school or digitally. Canvas is a learning management system that provides a collaborative online environment that integrates instructional resources and learning assignments and assessments. Canvas is accessible from any device with Internet capability.

Canvas brings students, teachers, parents, and administrators together within one communication platform. Students participating in the BayLink option use Canvas to access synchronous and asynchronous instruction. Students engage in online classroom communities that encourage collaboration, discussion, and creativity.

Parents/guardians have one stop access to all of their child(ren)s' accounts with one log-in. Additional information about how to access your child's Canvas account through the *Canvas Parent* app will be provided at the start of the school year.

Teachers

- Access **Canvas Help Support** available 24/7, 365 days through Canvas via chat, phone, or email. This service can be accessed at any time from within the Canvas platform.
- Participate in Canvas support and professional development in order to best engage students in digital learning.
- Create content or use content provided, design lessons, and assess students for understanding within the platform.
- Use Canvas from the start of school (day one) to ensure instructional continuity.
 - Students should be able to access instructional resources and learning activities used in the classroom including, but not limited to, student text, graphic organizers, materials, videos, and links.
- Canvas courses may be used as lesson plan documentation with principal approval.
- Interventions and accommodations for students with MTSS/IEP/504/ELL plans will be documented outside of Canvas. This documentation will be approved by the school principal.
- Administrators will have access to view Canvas courses.



General Wellness and Safety Communication

District

- Bay District Schools will continue to prioritize the safety and wellness of all students.
- Human Resources will send a daily reminder to employees reminding them about the importance of staying home when sick.
- The Office of Communications will send weekly and monthly alerts to families reminding them about COVID-19 symptoms and encouraging them to keep students home if they are sick.

District and Schools

- Continue to communicate and educate on topics including but not limited to signs and symptoms of COVID-19, methods to avoid contracting COVID-19, healthy hygiene practices, handwashing, and social distancing with staff, students and families.

Schools

- Continue to use ITV, morning announcements, and morning meeting time to deliver and instruct on healthy hygiene topics.
- Share district-approved resources and updates/revisions provided by the district office using:
 - Available school staff including Health Professionals, Parent Liaisons, Social Workers, and Counselors.
 - Communication platforms to relay this information to students, parents and families.
- Display district-provided visual aids regarding handwashing, social distancing, etc.



Face Masks and Cloth Face Coverings

Bay District Schools will follow the current CDC guidelines which recommends the use of face masks/cloth face coverings for individuals **when social distancing is not possible**.

When social distancing is possible, Bay District Schools permits the removal of face masks/cloth face coverings.

Employees are required to select and wear an appropriate face mask/cloth face covering that best meets their individual needs, when social distancing is not possible.

- In the event that an employee is in need of a face mask/cloth face covering that has been forgotten, lost, or damaged, the district will provide one.
- Employees with a medical exemption for wearing a face mask/cloth face covering, or for whom face mask/cloth face wearing is not recommended, should provide documentation to the school principal in the form of a note/letter from a licensed medical professional or special services therapist/provider who treats the individual.
- Implement mitigation strategies, based on unique space and needs of the school to maximize the amount of space between individuals.
 - Removal of non-essential furniture.
 - Rearrange areas, where possible, to facilitate social distancing.
 - Encourage instructional staff to arrange work areas so that students are not facing each other.
 - Re-organize, as much as possible, school arrival, dismissal, cafeteria, and transition procedures to maximum space between individuals.

Students are required to wear an appropriate face mask/cloth face covering that best meets their individual needs as provided by their parent/guardian, when social distancing is not possible.

- Students who struggle with this requirement will be provided additional help and support.
- Flexibility will be shown for students in pre-kindergarten through second grade.
- In the event that a student is in need of a face mask/cloth face covering that has been forgotten, lost or damaged, the district will provide one.
- Parents/Guardians of students with a medical exemption for wearing a face mask/cloth face covering, or for whom a face mask/cloth face covering is not recommended, should provide documentation to the school principal. Documentation can be in the form of a note/letter from a licensed medical professional or special services therapist/provider who treats the child.
- All visitors to schools (including parents and staff members) will be required to wear face masks/cloth face coverings upon arrival.
- When social distancing is possible, Bay District Schools permits the removal of face masks/cloth face coverings.



Mitigation Strategies

Schools will implement strategies based on the unique space and needs of the school.

District

- Create and schools post visuals to promote appropriate social distancing, handwashing, etc.
- Provide training resources and materials specific to COVID-19 mitigation and protocols.
- Assist with the removal of non-essential furniture to maximize space.
- Send a daily reminder to all employees reminding them to do a symptom check and encouraging them to stay home if sick (Human Resources).

Schools

- Do not schedule field trips.
- May allow extra-curricular activities, assemblies or other activities when proper social distancing can be maintained.
- Prohibit deliveries (flowers, balloons, lunches, etc.) unless previously authorized by administration.
- Reduce student movement around campus.
- Minimize and monitor hallway congestion (i.e. assess locker usage, establish hallway traffic patterns).
- Rearrange areas, where possible, to facilitate social distancing.
- Arrange work areas so students are not facing one another.
- Reorganize, as much as possible, school arrival and dismissal procedures to allow for social distancing.
- Stagger recess times. Upon return to class, students will wash hands or disinfect with hand sanitizer if hand washing is not available. (Recess is still required by state statute.)
- Adjust cafeteria processes/procedures.
 - Consider alternate eating locations.
 - Consider utilizing outside spaces for eating as weather permits.
 - Assign tables/seats in the cafeteria.
 - Allow only approved faculty/staff and students.
 - No food deliveries unless there is an emergency situation or delivery has been pre-approved by the school principal.
- Chartwells will pre-package student meal options for grab and go selections.
- Adjust arrival/dismissal procedures.
 - Place district-provided hand sanitizer dispensers near entrances of facilities and parent sign-in/sign-out locations.
 - Use both entrance and egress to avoid clustering at single points of entry.
 - Implement and communicate to parents a "stay in car" policy for drop-off and pick-up vehicle lanes.
 - Avoid crowding at the arrival/dismissal gate.

- Place cones, sidewalk marks or signage to assist with social distancing practices.
- Stagger dismissal times and bus loading.
- Reconsider student holding areas.

Employees

- Will receive training during pre-school in-service on recognizing symptoms and ways to avoid contracting COVID-19.
- When showing any sign or symptom of COVID-19, remain at home.
- Utilize social distancing practices.
- Cover a cough or sneeze with the elbow or a tissue.
- Minimize face-to-face meetings. Employees are encouraged to use the telephone, online conferencing, e-mail or instant messaging to conduct business as much as possible, even when participants are in the same building.
- If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and social distance from each other if possible. Avoid person-to-person contact such as shaking hands.
- Avoid any unnecessary travel and cancel or postpone nonessential meetings, gatherings, workshops and training sessions unless it can be accomplished virtually.
- Avoid congregating in teacher eating areas, work rooms, copier rooms or other areas where people socialize, unless you can social distance or wear a face mask/cloth face covering.



Campus Visitors

Visitors

- Schools are asked to limit visitors to essential staff only. Essential staff includes, but is not limited to, district staff, district-approved vendors/consultants, personnel providing outside services, members of the BDS Mentoring program, student teachers/observers.
- School and district hold parent/teacher conferences, IEP/504/MTSS meetings, Child Study Team, district meetings, etc. virtually unless absolutely unavoidable (i.e. lack of access).
- On the first day of school, Raptor-cleared parents/guardians may escort students to class if a mask or face covering is worn.
- Principal discretion is allowed.

Mentors

- Mentors provide essential supplemental supports for students.
- School and district will continue to use the Mentor opt-out consent protocol for student mentors. (Opt-out is not available for Take Stock in Children mentors.)
- Mentors will wear a face mask or a cloth face covering when working with students.
- When placing a mentor, district staff will work with administrators and teachers. Teachers approve mentors who have requested to work in classrooms.



General Cleaning and Disinfecting

District

- Operations will provide appropriate disinfecting and cleaning training to employees.
- Operations will provide EPA-registered disposable wipes to employees so that commonly used surfaces (i.e., keyboards, desks, remote controls) can be wiped down before use.

District and Schools

- Schools and Department of Operations will monitor and ensure adequate supplies are on hand (i.e., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.
- Place district-provided hand sanitizer dispensers in front offices, hallways, and other heavy traffic areas.

Transportation

- Be trained on how to clean and disinfect.
- Sanitize and disinfect after each route.
- Create seating charts to ensure consistent groupings minimizing the number of students in close contact.
- Open windows, when feasible, to ventilate the air.
- Provide hand sanitizer.
- Give special considerations for students who require special transportation and who have special health care needs.

Custodial Staff

- Receive training by district or designee on proper cleaning and disinfecting protocols.
- Follow the manufacturer's instructions for all cleaning and disinfection products (i.e., concentration, application method and contact time, etc.).
- Use all cleaning products according to the directions on the label.
- Use only EPA-approved products for disinfection use against COVID-19.
- Routinely clean and disinfect "High Touch" surfaces and objects. This may include cleaning objects/surfaces not ordinarily cleaned daily (i.e., door knobs, light switches, classroom sink handles, countertops, water fountains).

Employees

- Assist in the cleaning of frequently touched surfaces in work areas (classrooms, offices, conference rooms, etc.) using appropriate cleaning materials.
- If determined to be age appropriate, students may help disinfect their own personal or shared items/materials (i.e. own books, desks, chairs, shared materials they have used, etc.).
 - Students must be under the supervision of a teacher or adult to ensure safety.

- Students may NOT disinfect the bathroom, other desks, etc.
- Disinfecting materials cannot contain bleach.
- Consider establishing processes/procedures for students for entering/exiting the classroom, classroom libraries, shared materials (pens, pencils, textbooks, etc.). Examples include:
 - Students use hand sanitizer upon entering the classroom.
 - Students clean his/her own personal work area and any borrowed materials before the end of class.
 - Quarantine classroom library books that students may have taken home for at least 7 days before it can be checked out again.
 - Establish locations and processes for disinfecting writing utensils students may need to borrow.
 - Assign individual materials (books, manipulatives, art supplies etc.).



Protocols for Cases of COVID-19

Planning for Individuals with Symptoms of COVID-19

District

- Use the School Nurse Health Liaison to ensure a single point of contact and consistent daily communication with all key stakeholders.
- Questions regarding COVID-19 related issues or concerns are to be directed to the School Health Liaison.

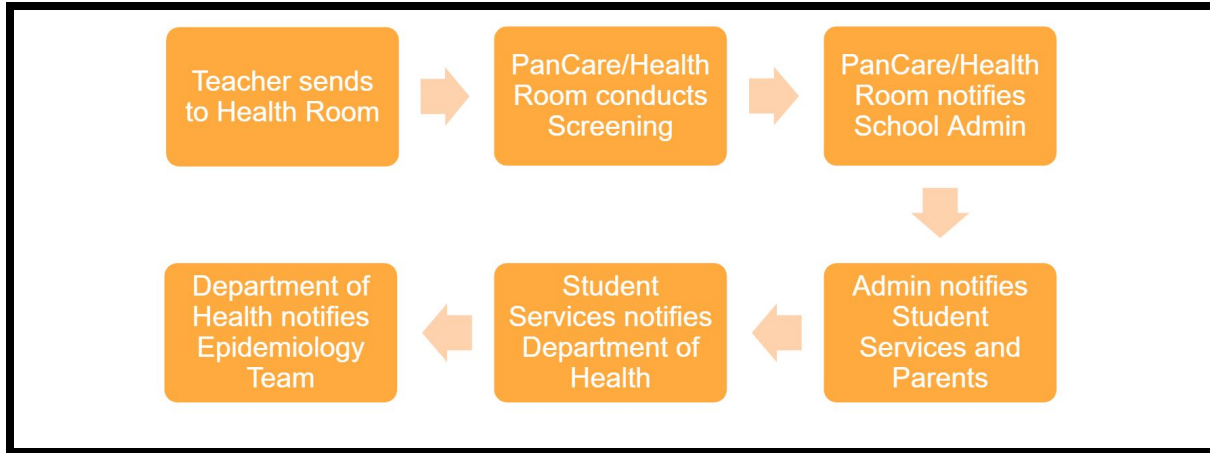
School Health Program Partners

- PanCare will set up health tech outside of the health room to screen/temp check any students who may be symptomatic.

BDS Schools

- School-based staff will keep Health Rooms open for students with daily medication needs or any other medical needs as dictated by their Individual Health Care Plan.
- Each BDS school in partnership with the Department of Health will train at least 3 BDS staff in Level I Med Assistance to cover the health room in the event that PanCare staff respond to symptomatic individuals.
- Each school campus will have an "isolation space," designated by school administration, for students who become symptomatic during the school day.
- School-based custodial staff will clean/disinfect the isolation space after each isolation event.

Responding to Symptomatic Students in Schools



Sample Health Room Screening	
Health Tech for COVID-19 Screening	Health Tech for Health Room
Screens students who present with COVID-19 symptoms.	Maintains Health Room
If a student is determined to have possible COVID-19 symptoms, notifies appropriate school staff and ensures the student is wearing a face mask/cloth face covering.	
Escorts student with possible COVID-19 symptoms to the isolation space and supervises the student in the isolation space.	The Health Room HT moves to the screening table and covers the screening table while the COVID-19 Screening HT is in the isolation room. BDS staff covers the Health Room until the COVID-19 Screening HT can return.
Once the student is picked up, the COVID-19 Screening HT returns to the screening table.	Once the COVID-19 Screening HT returns to the screening table the Health Room HT returns to the Health Room.

Employees and Students

- Employees and students who report to school with symptoms will be sent home in accordance with health guidelines.
- When notified that someone has tested positive for COVID-19, the District School Health Liaison will contact the Department of Health (DOH). DOH will determine if any quarantines or closures are necessary.
- Refer to the Florida Department of Health COVID-19 Exclusion Guidance below.
- FERPA and HIPAA regulations will be followed.
- A return to school/work note from a primary care provider or the Department of Health-Bay County will be required for re-entry of symptomatic individuals and/or positive COVID-19 cases.

Attachment II



Florida Department of Health COVID-19 EXCLUSION GUIDANCE Decision Tree for Symptomatic People in Schools & Child Care Programs

To protect the safety and health of students and staff, school officials will send home, or deny entry, any student, visitor or staff member with **any** symptoms of illness. For symptoms consistent with COVID-19, please reference the exclusion criteria below to determine when individuals may return to the school. Symptoms of COVID-19 may include but are not limited to: fever (100.4°F or higher), cough, shortness of breath, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion, runny nose, nausea, vomiting and diarrhea. (Always check CDC's website for the most updated list of symptoms.)

Individual has been clinically evaluated

Received laboratory test for COVID-19

If **POSITIVE**: The local county health department will provide instructions to the person and household contacts about when it is safe to return to work/school.

If **NEGATIVE**: Stay home until fever has resolved, other symptoms have improved, AND either two negative tests are received in a row at least 24 hours apart OR 10 days have passed since symptoms first appeared.

Individual has been clinically evaluated

COVID-19 diagnosis *without* lab test

If at all possible, contact your local county health department or medical provider to get tested. Stay home until you have had no fever for at least 3 days AND improvement of other symptoms AND at least 10 days have passed since your symptoms first appeared.

Siblings and household members also stay home for 14 days.

Individual has been clinically evaluated

Alternate diagnosis or laboratory confirmed condition (e.g., norovirus, hand/foot/mouth)

Follow provider directions, treatment, and return guidance.

Individual has not been clinically evaluated

If experiencing symptoms of COVID-19

Contact your local county health department or your medical provider to get tested. Stay home until you have had no fever for at least 3 days AND improvement of other symptoms AND at least 10 days have passed since your symptoms first appeared.

Siblings and household members also stay home for 14 days.

Cleaning and Disinfecting After a Confirmed Case of COVID-19

Custodial Staff

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfecting to minimize potential for exposure to respiratory droplets. If possible, wait up to 24 hours before beginning cleaning and disinfecting.
- Clean and disinfect all areas (i.e., offices, bathrooms, and common areas) used by ill persons, focusing especially on frequently touched surfaces.
- Clean dirty surfaces using soap and water prior to disinfection.
- Use EPA-approved products for disinfecting.

Temporary Closure After a Confirmed Case of COVID-19

If a temporary closure of a school or classroom is deemed necessary by the Florida Department of Health - Bay County (DOH-BC), Bay District Schools will:

- Collaborate with DOH-BC.
- Communicate to parents, guardians, families via parent letters, LINK alerts, social media, classroom app notifications, etc.
- Work with the Department of Operations to clean/disinfect site and equipment.
- Collaborate with affected schools to determine any necessary cancellations of athletics/extracurricular activities/after school programs or events.
- Notify FLDOE of confirmed cases and school closures.
- Utilize digital learning via the BayLink/Canvas platform.



Student Wellness

By meeting the socio-emotional needs of all students through universal, flexible, and targeted support, all students will be prepared to achieve individual success, both academically and socially.

Schools

- Implement a district-selected Socio-Emotional Learning (SEL) Universal Screener for K-12.
 - Electronic for grades 4-12; Modified for K-3.
 - Provide support, counseling, or therapy, as appropriate.
- Utilize Triad team members (school-based student wellness teams) to provide academic and behavior support to students (i.e. 1:1 therapeutic interventions, small groups), coach teachers/staff in the implementation of SEL and de-escalation techniques, etc.

Employees

- Complete beginning of year inservice training regarding student wellness.
- Access resources available to support student wellness.
- Implement district-created SEL lessons and activities and associated pacing guide.
- Access the Educator's Employee Assistance Program (EAP) www.EducatorsEAP.com