FLORIDA DEPARTMENT OF EDUCATION

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2020-21 Florida's Optional Innovative Reopening Plan

Citrus

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 Models are located in your submitted plan: **Pages 6-8; 24-34**

Citrus County Public Schools' 2020-21 two (2) PK-12 reopening instructional options reflect feedback from the Citrus County Recovery Plan Committee and Sub-Committees, Family Engagement Team, teachers, parents, staff members, health and safety experts, community members, and school board members. Each option is designed to ensure standards-based instruction by Citrus County teachers who are committed to addressing the needs of all students, and in particular students who have regressed and those from vulnerable populations who may have been impacted from the COVID-19 pandemic.

The district delayed the starting date for students to August 20th. The revised calendar was approved by the Citrus County School Board on August 11, 2020. All students will maintain over 900 instructional hours.

Citrus County School families chose from the following two options:
1. Brick-and-Mortar Option (In-Person)
   a. This model includes an Emergency Distance Learning Plan enacted when classroom(s), school(s), or the district need to learn from home for an extended period of time.
2. Innovative Learning Plans/Virtual Models
   a. Citrus Virtual
   b. iSucceed Plan
   c. Gifted
   d. Academies / Special Programs

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2020-21 Florida's Optional Innovative Reopening Plan

Innovative Learning Model/Specialized Instruction	Grade Levels	Curriculum	Live Synchronous or Asynchronous Instruction; Ability to interact with teacher and peers	Attendance
Citrus Virtual (page 7)	Grades K-12	**Different** than Brick-and-Mortar	**Blended:** • Synchronous instruction: live lessons utilizing video conferencing with Citrus County teachers and peers • Asynchronous instruction: virtual instructional lessons, tasks, and/or pre-recorded videos/modules	Daily attendance recorded
iSucceed Plan (pages 7; 24-25) *Students with Individualized Plan (IEP) or 504 Plan and has needs not met via Citrus Virtual instruction*		**Same** as Brick-and-Mortar		
Gifted (page 7) *Students with Educational Plan (EP)*		**Combination:** • Gifted courses are the same as Brick-and-Mortar • Core academic courses are different than Brick-and-Mortar via Citrus Virtual		
Academies/Special Programs (pages 7-8) Students enrolled in: • Academy of Environmental Science (Charter) • International Baccalaureate (LHS) • Academy of Health Sciences (CRH) • Academy of Computer Sciences (CHS) • Lecanto School of the Arts • Advanced Placement Capstone	Grades 9-12	**Combination:** • Academy-Related courses are the same as Brick-and-Mortar • Courses not Academy-Related are different than Brick-and-Mortar via Citrus Virtual		

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INNOVATIVE LEARNING MODELS

CITRUS VIRTUAL

Citrus Virtual is a full-time K-12 option where all courses are offered via computer by Citrus County teachers who instruct students throughout the school week and hold "live lessons." Teachers will follow a prescribed curriculum, from Florida Virtual School (FLVS), and students take assessments created to tightly align with state standards. Citrus Virtual students are required to identify a learning coach (i.e., parent or adult caregiver) to support and help monitor their progress in the course. Citrus Virtual students also take all required state assessments at their enrolled brick-and-mortar school. For the 2020-21 school year, families who chose Citrus Virtual due to concerns related to COVID-19 will remain enrolled in their brick-and-mortar school. Students can work at their own schedule, except for the weekly video conferencing requirement where they will interact with their teacher and classmates. Pacing charts are provided so that students complete enough work each week to ensure successful course completion. Teachers will conference with students and parents. Citrus Virtual students can participate in all sports and school activities at their brick-and-mortar school.

A continuous and consistent learning environment is best for student success. However, we understand that parents and students might have compelling reasons to seek a transition from one option to another; therefore, we will provide opportunities to do so when available. If a student is unsuccessful, additional supports or other options will be offered. For the sake of continuity, transfers from one learning option to another should occur after the completion of a semester.

iSUCCEED PLAN

Students with disabilities are provided two options: Brick and Mortar or Virtual. Students electing the virtual option may enroll in Citrus Virtual. If Citrus Virtual does not meet the student's individualized needs and services, the student will be eligible to receive virtual instruction through the *iSucceed Innovative Learning Plan.* The district utilizes a data-based, problem-solving Multi-Tiered Support System (MTSS) process. The ESE District Office communicates with Individualized Education Plan (IEP) Team members to track students with disabilities across several domains to determine if individual students are making adequate progress or are exhibiting regression:

- Academic participation and measured achievement during 2019-20 school year including 4th quarter remote learning
- Participation and measured progress during 2019-20 school year including 4th quarter specially designed instruction and related services
- Participation and measured progress during 2020 remote Extended School Year (ESY)
- Participation and measured progress during 2020 face-to-face ESY
- Participation and measured progress during 2020 Summer Recovery Program
- Concerns of IEP Team members

IEP Teams will determine if additional supports or services are needed based on student data and the family's choice of enrollment (brick and mortar option or virtual option). In accordance with IDEA (34 CFR 300.24), formal reviews or revisions of the IEP are conducted by the IEP Team.

Specially designed instruction and related services will be delivered as specified in the IEP, including but not limited to the duration, frequency, and intensity. Accommodations will be provided as specified in the IEP. Families of students with disabilities who elect not to return to brick & mortar will be contacted by an ESE Specialist to discuss:

- Academic & independent functioning skills needed for academic engagement in virtual school.
- Delivery of specially designed instruction and related services in the child's IEP.

Within the *iSucceed Innovative Learning Plan*, all instructors and related service providers will utilize Canvas as the Learning Management System to deliver academic content that is the same as brick-and-mortar, specially designed instruction, and related services per student's IEP. The platform allows for daily attendance, assignments, assessment, and progress monitoring.

PRE-K STUDENTS WITH DISABILITIES, ELIGIBLE UNDER IDEA WITH AN IEP
Families of Pre-K students with disabilities electing not to return to brick & mortar will be contacted by an ESE specialist to discuss the delivery of specially designed instruction and related services in the child's IEP.

STUDENT WITH A DISABILITY ELIGIBLE UNDER SECTION 504
Families of students with disabilities eligible under Section 504 who elect not to return to brick and mortar will be contacted by the school's 504 contact to discuss:
- Academic & independent functioning skills needed for academic engagement in virtual school.
- Provision of accommodations and related services in the child's 504 plan.

Within the *iSucceed Innovative Learning Plan*, all instructors and related service providers will utilize Canvas as the Learning Management System to deliver academic content same as brick-and-mortar, accommodations, and related services per student's 504 Plan. The platform allows for daily attendance, assignments, assessment, and progress monitoring.

RELATED SERVICES (speech, occupational or physical therapies or counseling or other services)
Families of students with disabilities electing to enroll in Citrus Virtual will be contacted by their ESE Specialist and or related service provider to discuss the delivery of service via the Canvas Learning Management Platform.

HOSPITAL/HOMEBOUND
Families of students with an IEP currently reflecting hospital/homebound services will be contacted by an ESE Specialist to discuss the academic & independent functioning skills needed for academic engagement. The IEP Team will determine the delivery of specially designed instruction and related services in the child's IEP.

ACADEMIES /SPECIAL PROGRAMS
Our district has several specialized academic programs including the Academy of Environmental Science (charter), the International Baccalaureate Diploma Program, the Academy of Health Sciences, the Academy of Computer Sciences, Lecanto School of the Arts, and Advanced Placement Capstone.

Because students in special academic programs do not have the option to an equitable learning experience via Citrus Virtual, students who elect to learn from home will be given the opportunity to maintain enrollment in their brick-and-mortar school while provided an innovative online learning environment that is a teacher-driven, structured form of at-home learning aligned to the Instructional Plans/Frameworks and Florida State Standards via Canvas with the curriculum utilized at the brick-and-mortar school.

This model differs from the 2019-20 school year's 4th quarter. It has an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students. Students in these special academic programs will follow a school day schedule using technology and other instructional resources to learn from their teachers and interact with peers. This model provides students who elect to return to their brick and mortar campus—after the end of each quarter—to remain with the same teacher, to the extent possible.

Families who would like their children, who are enrolled in one of these special academic programs, to start the school year at home with teachers who are assigned to their brick-and-mortar school will follow the same curriculum, pacing and schedule as students in the brick-and-mortar model. These students will experience learning guided by the Instructional Plans/Frameworks with lessons and assignments created by Citrus County School teachers. Students will take all required local and state assessments. Citrus County students may return to their brick-and-mortar school at the end of each quarter during the 2020-21 school year. If a student is unsuccessful, additional supports or other options will be offered.

SPECIALIZED SUPPORTS FOR UNIQUE POPULATIONS

Citrus County Schools will provide the full array of services that are required by law, including in-person instruction, to those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students in foster care and/or students who are English Language Learners.

ENGLISH LANGUAGE LEARNERS (ELL)
ELL parents/guardians may choose to participate in brick and mortar/face-to-face or Citrus Virtual. At the beginning of each academic school year, the English Language Learners (ELL) committee convenes to discuss ELL services, including student academic data, school academic grades, program models and educational background. At this time, the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening, or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ELL services each student needs from the following:
- Implement/monitor the use of language goals (reading/writing/speaking/listening) with unit plans.
- Provide additional support to teachers of ELLs on strategies and resources (District Staff).
- 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 (District Staff).
- 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 (Professional Learning Community) PLCs on World-Class Instructional Design and Assessment WIDA standards and language proficiency targets.
- Maintain regular communication with ELL parents via phone calls, email, or video conferencing on student's progress.
- Provide additional training for ELL teachers and Paraprofessionals on data driven instruction and resources to use with ELLs in small intervention groups.
- Provide tutoring and/or Extended School Year (ESY) for ELLs who need extra support.

STUDENTS WITH LOW INCOME FAMILIES, HOMELESS, OR FOSTER CARE
For elementary students receiving tiered support for intervention for reading and/or math who are utilizing brick and mortar/face-to-face or Citrus County virtual options for their instructional option in the 2020-21 school year, the brick-and-mortar school will provide interventions and support through computer-based lessons online supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing, if necessary.

For secondary students assigned an Intensive Reading/Math course utilizing brick and mortar/face-to-face or Citrus County virtual options as their instructional option in the 2020-21 school year, support will be provided through a combination of digital curriculum, remote or in person skill lessons, and individualized feedback from the teacher.

ALTERNATIVE SCHOOLS

PACE Center for Girls (pages 47-50 of Citrus County Reopening Plan)
School Type: Alternative/DJJ (Delinquent/Neglected Programs)
Grade Levels: Grades 6-12

Recommendations were made based on the Governor's expectation that schools reopen in August.
Full-time synchronous learning will occur beginning August 20, 2020 allowing for interaction between staff, students, and peers. All options will follow the same curriculum and hours of instruction. Specialized instruction and services for select students with IEPs are part of the Pace Citrus plan.
Robust health and safety guidelines will also be incorporated.

- Option 1 – 5 days a week, 300 minutes a day of academic instruction will occur Monday through Friday in classroom with in-person instruction.
- Option 2 – Innovative Learning from home. 5 days a week, 300 minutes a day of academic instruction will occur Monday through Friday, synchronous with classroom instruction.
- Option 3 – Innovative Learning Hybrid. Students under this option will received instruction in-person in the center on Monday, Wednesday, and Friday. These students will receive instruction from home synchronous with classroom instruction occurring at the center on Tuesday and Thursday.

Silver River Mentoring and Instruction (SRMI)/Renaissance Center (pages 51-53 of Citrus County Reopening Plan)
School Type: Alternative Education
Grade Levels: Grades 6-12

SRMI at Renaissance Center will offer multiple student learning options for the 2020-2021 school year. Adjustments have also been made to daily scheduled operations to ensure the safety of all students on campus and will follow state/ district mandates for social distancing, face covering protection, and other health/safety protocols for staff and students.

As SRMI serves all secondary grade levels, this plan will include students in 6-12 grades. Full-time learning will occur beginning August 20, 2020 allowing for interaction between staff, students, and peers. All options will follow the same curriculum and hours of instruction. Specialized instruction, and services/ accommodations for select students with IEPs/ 504s are included in SRMI's plan.

Brick and Mortar/Face-to-Face
- Option 1: 5 days a week, 310 minutes a day of academic instruction will occur Monday through Friday in classrooms with in-person instruction.

Innovative Learning Plans
- Option 2: Students is home 5 days a week, 310 minutes of asynchronous learning/ academic participation will occur Monday through Friday. Peer interaction will also occur via discussion posts and other innovative communication strategies for online learning.
- Option 3: Students will receive in-person instruction on campus on select days and at home on select days to meet student/ family needs. These students will receive instruction from both home and on-campus.

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: **Pages 6, 23, 27-28, 30-32, 49, 51**

☒ **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: **Pages 7-9, 24-25, 33-34, 49, 52**

☒ **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: **Pages 9-10, 49-50, 52**

☒ **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: **Pages 7, 24-25, 33-34, 50, 52**

☒ **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: **Pages 8, 50, 53**

☒ **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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.
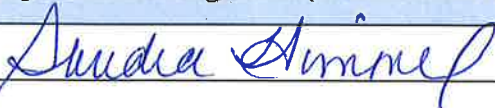
Not Applicable

Assurances 6 and 7 do not require additional narrative.

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Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Dr. Scott Hebert, Chief Academic Officer
Contact information: email, phone number
heberts@citrusschools.org, 352-726-1931
Date submitted
7/30/2020 **8/13/2020 (Resubmitted)**
Superintendent Signature (or authorized representative)

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SCHOOL REOPENING PLAN

Citrus County School District

2020-21

Table of Contents

PLAN REVISIONS

Date	Revisions
8/11/20	- **Section 5.5** Student Isolation from School and Protocols to Return to School After Home Isolation - **Section 5.8.1** Employee Return to Work Plan – Employees - **Appendix D:** COVID 19 Emergency Policy – Face Coverings Policy 3.232 – Guidelines - **Appendix E**: COVID- 19 Screening Tool for Employees - **Appendix F**: COVID-19 Communication Flow Chart
8/13/20	- **Section 8** Added REVISED 2020-21 School Calendar - **Appendix A:** Clarifications in *iSucceed Plan*

DEFINITION of TERMS or ACRONYMS

Brick and Mortar/Face-to-Face-Students attend school in person

CANVAS-Learning Management System

CDC-Center for Disease Control

EMS-Emergency Medical Services

EPA-Environmental Protection Agency

DOH-Department of Health

District Health Services Team-District team led by the Director of Student Services and Supervisor of Student Health

ELL-English language Learners

ESE- Exceptional Student Education

ESOL-English to Speakers of Other Languages

ESY-Extended School Year

HRA-Health Room Attendant

IDEA-Individuals with Disabilities Education Act

IEP-Individual Education Plan

Innovative Learning Plan- An innovative environment that is capable of evolving and adapting as educational practices evolve and change – thus remaining future focused.

Isolation Room-A room at the school for students and staff exhibiting symptoms of COVID-19.

iSucceed-Exceptional Student Education (ESE) Innovative Learning Plan-Innovative Learning Plan for Exceptional Student Education (ESE) students

MTSS-Multi-tiered system of support

PPE-Personal Protective Equipment

PLC-Professional Learning Community

PST-Problem Solving Team

Virtual School-Students attend school virtually and not face-to face

WIDA- World-Class Instructional Design and Assessment

1. Instructional Models for the 2020-21 School Year

The Superintendent and School Board are committed to maintaining the health and safety of our students and staff as their top priority. The following options reflect feedback from teachers, parents, staff members, and community members and are provided to best meet the needs of stakeholders.

Regardless of the option selected, all students will engage in robust progress monitoring and be provided tiered support if they are not making adequate progress.

1.1 Face-to-Face/Brick and Mortar (Assurance 1)

This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas according to the approved Citrus County School District student calendar. Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing effective safeguards to protect the health and safety of students and staff. Students and families must adhere to the health and safety guidelines outlined in the approved Citrus County Public Schools Reopening Plan while on campus, in the school cafeteria, at extracurricular activities, and on school buses in order to protect other students and staff.

1.1.1 Elective Classes/Special Area Classes

Elementary- Special area classes, such as Physical Education, Art, Music, where necessary, will be modified to align with health and safety measures. Students may be instructed in their classrooms and/or may have an opportunity to go to the traditional special area classrooms, depending on individual school enrollments, scheduling needs, and facilities. Where possible, large group instruction will be held in outdoor areas.

Secondary- Elective classes and Career and Technical Education (CTE) classes, where necessary, will be modified to align with health and safety measures. Where possible, large group instruction will be held in outdoor areas and equipment cleaned between classes.

Art Related Courses:
- Maximize use of disposable items when possible
- Use iPads to implement digital arts curriculum
- Coordinate with the Education Foundation to assist with purchasing art supplies so students do not have to share materials
- Supplies will be cleaned between classes

Music Related Courses:
- Chorus – 6-10 feet of separation when singing indoors; otherwise, must go outside for singing sessions where students can socially distance
- Secondary school bands – 6-10 feet of separation when playing inside; otherwise, must be outside where students can socially distance (refer to the *Return to Band Plan* in 7.3.2)
- Equipment will be cleaned between classes
- Encourage digital participation, when possible

Physical Education:
- Equipment will be cleaned between classes
- Eliminate use of locker rooms and PE uniform requirement (use locker rooms only for athletics)
- Develop a fitness rotation where equipment is minimized
- Avoid activities where incidental contact may occur

1.2 Innovative Learning Plans/Virtual Models (Assurance 2)

1.2.1 Citrus Virtual (Assurance 2)

Citrus Virtual is a full-time K-12 option where all courses are offered via computer by Citrus County teachers who instruct students throughout the school week and hold "live lessons." Teachers will follow a prescribed curriculum, from Florida Virtual School (FLVS), and students take assessments created to tightly align with state standards. Citrus Virtual students are required to identify a learning coach (i.e., parent or adult caregiver) to support and help monitor their progress in the course. Citrus Virtual students also take all required state assessments at their enrolled brick-and-mortar school. For the 2020-21 school year, families who chose Citrus Virtual due to concerns related to COVID-19 will remain enrolled in their brick-and-mortar school. Students can work at their own schedule, except for the weekly video conferencing requirement where they will interact with their teacher and classmates. Pacing charts are provided so that students complete enough work each week to ensure successful course completion. Teachers will conference with students and parents. Citrus Virtual students can participate in all sports and school activities at their brick-and-mortar school.

A continuous and consistent learning environment is best for student success. However, we understand that parents and students might have compelling reasons to seek a transition from one option to another; therefore, we will provide opportunities to do so when available. For the sake of continuity, transfers from one learning option to another should occur after the completion of a semester.

1.2.2 Other Innovative Learning Plans (Assurances 2 & 4)

Citrus County's Innovative Learning Plans are designed for students who elect to remain home for virtual instruction, but Citrus Virtual does not meet the individualized needs or courses in a specific academy or program.

- **iSucceed for Students with Disabilities with an Individualized Education Plan (IEP) or 504 Plan**
  Students with disabilities are provided two options: Brick and Mortar or Virtual. Students electing the virtual option may select Citrus Virtual. If Citrus Virtual does not meet the student's individualized needs and services, the student will be eligible to receive virtual instruction via other methods, such as the *iSucceed Innovative Learning Plan (Appendix A).*

- **Gifted Education**
  Academic core content will be provided via Citrus Virtual. Grade-level gifted services/gifted courses will be provided via Canvas with the same curriculum as brick and mortar instruction. Families electing to receive gifted services virtually should contact their child's zoned school ESE Specialist.

- **Students Enrolled in Specific Academies or Programs**
  Citrus County Schools has several specialized academic programs that include the International Baccalaureate Diploma Program, the Academy of Health Sciences, the Academy of Computer Sciences, Lecanto School of the Arts, Advanced Placement Capstone, and the Academy of Environmental Science.

  Because students in special academic programs do not have the option to an equitable learning experience via Citrus Virtual, students who elect to learn from home will be given the opportunity to maintain enrollment in their brick-and-mortar school while provided an innovative learning environment that is a teacher-driven, structured form of at-home learning aligned to the Instructional Plans/Frameworks and Florida State Standards via Canvas with the same curriculum as brick-and-mortar.

  This model differs from the 2019-20 school year's 4th quarter. It has an increased focus on rigorous expectations, additional robust progress monitoring, and daily engagement between teachers and students. Students in these special academic programs will follow a school day schedule using technology and other instructional resources to learn from their teachers and interact with peers. This model provides students who elect to return to their brick and mortar campus—after the end of each quarter—to remain with the same teacher, to the extent possible.

Families who would like their children (in these special academic programs) to start the school year at home with teachers who are assigned to their zoned/choice school will follow the same curriculum, pacing and schedule as students in the Face-to-Face model. These students will experience learning guided by the Instructional Plans/Frameworks with lessons and assignments created by Citrus County School teachers. Students will take all required local and state assessments. Citrus County students may return to their brick-and-mortar school at the end of each quarter during the 2020-21 school year.

1.3   Emergency Distance Learning Plan (Assurance 2)

In the event of an individual, classroom, school-wide, or district crisis need (where brick-and-mortar students must continue learning from home) the *Emergency Distance Learning Plan* will use Canvas as the default instructional platform utilizing the same curriculum and teachers as the brick-and-mortar model. Please see *Appendix B* for the *Emergency Distance Learning Plan*.

2. Specialized Supports for Unique Populations (Assurances 2 & 5)

Citrus County Schools will provide the full array of services that are required by law, including in-person instruction, to those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students in foster care and/or students who are English Language Learners.

2.1   English Language Learners (ELL)

ELL parents/guardians may choose to participate in brick and mortar/face-to-face or Citrus Virtual. At the beginning of each academic school year, the English Language Learners (ELL) committee convenes to discuss ELL services, including student academic data, school academic grades, program models and educational background. At this time, the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening, or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ELL services each student needs from the following:

- Implement/monitor the use of language goals (reading/writing/speaking/listening) with unit plans.
- Provide additional support to teachers of ELLs on strategies and resources (District Staff).
- 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 (District Staff).
- 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 (Professional Learning Community) PLCs on World-Class Instructional Design and Assessment WIDA standards and language proficiency targets.
- Maintain communication with ELL parents via phone, email, or video conferencing.
- Provide additional training for ELL teachers and Paraprofessionals on data driven instruction and resources to use with ELLs in small intervention groups.
- Provide tutoring and/or Extended School Year (ESY) for ELLs who need extra support.

2.2　Students from Low Income Families, Homeless, or Foster Care

For elementary students receiving tiered support for intervention for reading and/or math who are utilizing brick and mortar/face-to-face or Citrus County virtual options for their instructional option in the 2020-21 school year, the zoned/assigned school will provide interventions and support through computer-based lessons online supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing, if necessary.

For secondary students assigned an Intensive Reading/Math course utilizing brick and mortar/face-to-face or Citrus County virtual options as their instructional option in the 2020-21 school year, support will be provided through a combination of digital curriculum, remote or in person skill lessons, and individualized feedback from the teacher.

3. Diagnostic and Progress Monitoring (Assurance 3)

All Citrus County School students, regardless of instructional model, will participate in the following diagnostic and progress monitoring systems.

Citrus County ELA/Reading Diagnostic & Progress Monitoring Systems					
Curriculum	**Grade**	**Description**	**Purpose**	**Frequency**	**Delivery**
iReady Diagnostic	Grades: K-5	Adaptive assessment that provides mastery data on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Fluency, and Comprehension	• Determines progress toward grade-level understanding and standards mastery	Three times a year • Beginning-of-Year • Mid-Year • End-of-Year	Computer Based
USA TestPrep	Grades: 6-12	Assessment that provides information on standard mastery	• Identifies areas for tiered support		

3.1 Determination of Adequate Progress

Elementary- iReady Diagnostics
iReady Diagnostic scores of On or Above Grade Level reflect adequate learning progress. Scores of One Level Below Grade Level reflect learning is in progress. Scores of Two or More Levels Below Grade Level reflect inadequate learning progress and the need for additional support. Students in Grades K-5 who demonstrate inadequate learning progress as measured by administrations 1-3 will be considered for tiered support.

Secondary- USA TestPrep- Standards Based Assessments
USA TestPrep Standards Based Assessment scores of 80% or higher reflect adequate learning progress. Students in Grades 6-12 who demonstrate inadequate learning progress as measured during the three administration windows will be considered for tiered support.

3.2 Intervention and Tiered Support

READING/ELA

- **Elementary- iReady**
  Students receive intervention through teacher assigned lessons using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For students at Tier 2, intervention lessons are provided 3-5 times per week outside of the ninety-minute literacy block.   For students at Tier 3, additional intervention lessons are provided 4-5 times per week. For emergency distance learning, Tier 2 and Tier 3 interventions will be provided through computer-based lessons supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing.

- **Secondary- USA TestPrep & Achieve 3000**
  Students receive intervention(s) through teacher assigned lessons focused on standards. Follow-up formative assessments are utilized to eliminate gaps and misconceptions impacting the mastery of standards.

  Achieve 3000 may be utilized for Tier 2 and Tier 3 students. For emergency distance learning, Tier 2 and Tier 3 interventions will be provided through computer-based lessons supported through small-group instruction in the area(s) of deficit using learning collaborative tools such as Canvas or video conferencing.

MATHEMATICS
- **Elementary- iReady**
  Students receive intervention(s) through teacher assigned lessons using i-Ready online instruction based on specific deficits to match intervention skill focus areas. For emergency distance learning, Tier 2 and Tier 3 interventions will be provided through computer-based lessons supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing.

- **Secondary- USA TestPrep & Achieve 3000**
  Middle- Students in middle school receive intervention(s) through teacher assigned lessons using Achieve 3000 and USA TestPrep instruction based on specific deficits to match intervention skill focus areas. For emergency distance learning, Tier 2 and Tier 3 interventions will be provided through computer-based lessons supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing.

  High- Students in high school receive intervention(s) through teacher assigned lessons using USA TestPrep instruction based on specific deficits to match intervention skill focus areas. For emergency distance learning, Tier 2 and Tier 3 interventions will be provided through computer-based lessons supported through small-group instruction in the area(s) of deficit using distant learning collaborative tools such as Canvas or video conferencing.

4. Social Emotional and Mental Health Support

Citrus County's school-based social, emotional, and mental health supports include a broad spectrum of prevention, assessment, intervention, counseling, and consultation services, along with referrals to community agencies for services. All these services are fundamental in a school's ability to ensure a safe and healthy learning environment for all students. Mental health school supports target students' social, emotional, and behavioral needs, respond to serious mental health concerns, promote partnerships with families and community agencies, and supports positive classroom behavior and academic success.

Social Emotional Learning lessons and appropriate Mental Health education will be scheduled ongoing throughout the school year for students in grades K-12. The Tier 1 lessons are implemented to reduce the likelihood of at-risk students developing social, emotional, or behavioral problems such as depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. In addition, the strategies and programs assist with developing an overall positive school climate. Tier 1 supports will be provided by classroom teachers, school counselors, school/district teachers on special assignment, and/or appropriate community agencies.

Example Tier 1 classroom lesson topics include:
- School wide/classroom wide expectations
- Improving peer relationships
- Teaching empathy
- Increasing student confidence
- Self-regulation
- Classroom and school health and safety procedures

Students needing more intensive interventions/services based on referrals and Problem-Solving Team (PST) recommendations will be provided Tier 2 and Tier 3 services. Citrus County Schools will also offer an individual student well-check tool to help in determining social, emotional, and behavioral needs. The well-check tool can be completed by a parent, teacher, or student. Interventions may be provided by school-based or community-based service providers. Interventions may include, but are not limited to, prevention programs, social skills instruction, self-regulation skills instruction, group and/or individual counseling, and a functional behavioral assessment and behavior intervention plan. Most Tier 2 supports will be provided by school counselors, psychologists, social worker, school/district teachers on special assignment, and/or appropriate community agencies. Most Tier 3 supports will be provided by school psychologists, social workers, and/or appropriate community agencies.

5. Health and Safety Protocols

5.1 Face Coverings for Students and Staff
Staff and students will wear face coverings as depicted in the *Citrus County Policy 3.232 COVID-19 Emergency Policy – Face Coverings (Appendix D).*

5.2 Preventative Measures
- Preventative measures infographics/protocols will be posted throughout school and district sites in areas of high visibility referring to instructional information from CDC and National Association of School Nurses.
- Prominently display posters in every classroom, office, and lounge on handwashing after cough, sneeze, touching face, using restroom, and before/after touching outside equipment and eating.
- Post signs and fliers on how to stop the spread, everyday protective measures, including properly wearing face covering and social distancing when possible.
- Provide instructive videos that detail lessons and procedures for staff and students.
- Preventative supplies in all classroom, educational spaces and common areas.
- Ensure soap, sanitizer, tissues, paper towels, etc. are available in the district warehouse and stocked throughout each site.
- Provide clinics with touch-free, digital thermometers.
- Permit children and staff to bring their own hand sanitizers and use when needed.
- Hand sanitizers will be added to supply lists for children to bring to school at the beginning of the year.
- Encourage students to bring in personal headphones/earbuds.
- Encourage students to bring refillable water bottles.
- Water fountains and bubblers will not be utilized. Water filling stations and sinks should be used to refill water bottles. Each school shall develop a process to ensure students have access to water filling stations and/or sinks.
- When possible, provide tables/desks in specific situations if tables do not allow safe distancing.
- Personal preventive equipment/supplies will NOT be shared amongst students or staff.

5.3 Screening and Procedures for Illness

Citrus County Schools 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 the expectation is that students and employees will self-screen before coming to school. Students and employees exhibiting symptoms of COVID-19, without being otherwise explained, are prohibited from coming to school. If students and employees do come to school, they should be sent home immediately.

While attendance at school and work is critical for the success of students, students and staff who are exhibiting COVID-19 symptoms should stay home. Students who remain home due to COVID-19 related reasons will have their absences excused and will be eligible to make-up all missing assignments.

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 flu-like symptoms:

- Fever 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. Citrus County Health Department will continue to update the list as they learn more about COVID-19.

Students who arrive at school with flu-like symptoms or develop flu-like symptoms listed above are to be sent to the clinic immediately. The student's temperature will be taken and if his/her temperature is 100 or above, the parent will be contacted, and the student will be placed in a school designated isolation room until the parent arrives to take the student home.

If a student arrives at school with flu-like symptoms but the clinic determines that he/she does not have a fever, then the clinic staff will inform the parent / guardian and the parent will either instruct the clinic to return the student to class or will come to the school to take the student home.

If a student has contact, defined as being within 6 feet for at least 15 continuous minutes, with an individual who has tested positive for COVID-19 within 14 calendar days, the student will remain home for 14 calendar days since date of exposure. The student may return to school after 14 calendar days while remaining asymptomatic and must submit a Return to School letter from a healthcare provider.

In addition, the district/school may take the temperature of students and employees in situations where there is reason to believe that the person may be ill. Touch-free thermometers will be utilized and provided for use in clinics.

Infected areas will be disinfected with products that meet EPA criteria against COVID-19. If feasible, infected areas will be vacant for 24 hours prior to disinfection. Disinfection will then be completed. Once complete, the area will remain vacant for an additional 24 hours, if feasible.

5.4 Clinic and Isolation Guidelines

5.4.1 Clinic Spaces and Isolation Procedures (Illness vs. Injury or Medications)

Each school campus is to designate a Clinic and an Isolation Room to distinguish students/employees being evaluated for symptoms related to COVID and those who have other medical or injury needs. Students/Employees must wear face coverings in both the Clinic and the Isolation Room.

In the space designated as the Isolation Room, only essential staff assigned to the room may enter. 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 space designated for symptomatic individuals, 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 and remain in their vehicle. A staff member will walk students who are ill out of the building to their parent's vehicle, check the identification of the parent, and have the parent sign the student out of school.

Students who do not display flu-like symptoms 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.

5.4.2 Clinic Guidelines

Personal Protective Equipment (PPE) Requirements for Clinics
- All students and employees working in all clinic spaces must wear a face covering.
- It is strongly recommended that all HRA/Nurses and staff monitoring the Clinic or Isolation Room wear a face shield, in addition to the required face covering.
- Gloves are to be worn during all physical contact with students, including medication administration, glucose monitoring, tube feeds, etc.
- Gowns, booties, other PPE is designated per procedure.

Social Distancing
- Space students out, as much as possible.
- All clinic doors are always to be closed.
- A STOP SIGN will be displayed on the Clinic door. Students and staff will be instructed NOT TO ENTER.
- Schools will develop procedures and processes to ensure that social distancing is maintained inside and outside of the clinic.

Procedures
- A temperature check will be administered prior to anyone entering the clinic.
- Students with a fever of 100 or above will be escorted to the Isolation Room. Students in the Isolation Room must always be visible to a staff member.
- Staff are to call parents to pick up student if student has a fever of at least 100.
- Temperatures are to be re-checked every hour while awaiting pick up.
- Emergency Medical Services (EMS) will be activated for temperatures over 105.

Temperature Taking Protocol
- All fevers will be checked using touchless thermometers ONLY.
- Wash hands or use hand sanitizer prior to picking up the thermometer.
- Wear gloves and change gloves between each student's temperature.
- ALWAYS wash hands after each student contact.
- Wipe touchless thermometer off between usages with district approved cleaner.

Nebulizer Usage
- Nebulizers are NOT to be used in schools due to the increased spread of aerosolized particles unless physician ordered.
- If a nebulizer is physician ordered for use, it must be administered in a separate area. The HRA must be wearing a face shield, face covering, gown, and wearing gloves for self-protection.
- Contact the School Nurse IMMEDIATELY with all nebulizer orders. The nurse will contact the parent and physician to obtain further orders.

5.5   Student Isolation from School and Protocols to Return to School After Home Isolation

Students shall be isolated from school if they test positive for COVID-19. Determinations regarding home isolation and the length of the isolation period will be made in collaboration with families, the district's health services team, and the Citrus County Health Department. Once a student is isolated from the school environment, he/she may return if he/she satisfies the recommendations of the Citrus County Health Department described in more detail in section 5.6. The district and the Citrus 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.

5.6   Confirmed Case of COVID-19

With the permission of the parent/guardian, it is the responsibility of the Citrus County Health Department to inform the school district that there is/was a confirmation that a person infected with COVID-19 was on Citrus County School District's property. The district/school will work with the Citrus 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.

If a parent notifies a school that his/her child has COVID or if an employee notifies a school that he/she has COVID, the school administrator will contact the Director of Student Services, who will then communicate with appropriate district staff and contact the health department. The ***COVID-19 Communication Flow Chart*** located in ***Appendix F*** further explains this path of communication. The administrator will complete the ***COVID-19 Screening Tool for Employees*** in ***Appendix E*** and will follow the appropriate actions noted on the Screening Tool.

The Citrus County Health Department has indicated that contact tracing protocol will be initiated upon receiving positive COVID-19 results. The Citrus County Health Department will be informing direct contacts of their possible exposure and providing 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 Citrus 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 or bus areas, furnishings, and equipment are thoroughly disinfected. If possible, based upon student and staff presence, the custodial staff will wait 24 hours or if possible, prior to disinfecting. However, if that is not possible or school is in session, the cleaning and disinfection will occur immediately.

5.7 Employees Who Display COVID-19 Symptoms in Schools or Departments

For those employees who display symptoms related to COVID-19 at work, the following action plan will be implemented:

- The building level administrator will be contacted by the employee.
- The building administrator will complete the **COVID-19 Screening Tool for Employees (Appendix E)** and will follow appropriate action according to the Screening Tool.
- Employee must meet the criteria set forth in the *Return to Work Plan (5.8)* before returning to work.
- Areas needing closure, cleaning, and disinfection will be identified.
    - Refer to *General Building Cleaning and Disinfection Guidelines (6.2).*

5.8 Employee Return to Work Plan

As our state continues to move into the next phases of the Governor's plan, it is essential that we continue the process of returning staff to work. **Please understand, this plan is subject to change based on the evolving impact of COVID-19.** The safety of Citrus County Schools staff and students remains our top priority. We will continue to monitor information from our local Department of Health and follow the recommendations from the Center for Disease Control (CDC).

5.8.1 Employees

- Employees who are scheduled to work, will return to their work location.
- Individuals older than 65 years of age and individuals with a serious underlying medical condition (such as chronic lung disease, moderate-to-severe asthma, serious heart conditions, immune-compromised status, cancer, diabetes, severe obesity, renal failure and liver disease) may elect to stay at home at this time. **Any employee that is a member of these vulnerable populations should affirmatively inform their supervisor to discuss telework or leave options (Medical documentation may be requested). Employee must be able to do 100% of their job responsibilities to telework and be preapproved by site supervisor. Leave options include personal leave and medical leave (doctor note required).**
- Employees who refuse to return to work and have not provided the appropriate documentation (appropriate medical documentation or leave requests), will be considered as absent without leave and may be subject to disciplinary action.
- Employees will continue to practice social distancing.
- Work-related travel beyond Citrus County must be preapproved by site supervisor.
- It is expected that all employees self-monitor for COVID-19 symptoms before coming to work. If an employee experiences symptoms associated with COVID-19 or flu-like symptoms, he or she **is not to report to work and is to notify their administrator immediately**. Employee will enter leave time requests into Skyward. **Please see the Family First Corona Response Act Emergency Sick Leave (Blue Form) provided from the Human Resources Department, if necessary.**
    - Symptoms of COVID-19 may include: A fever of 100 degrees or greater, cough, shortness of breath or difficulty breathing, chills or repeated shaking with chills, unusual muscle pain, headache, sore throat, new loss of taste or smell, nausea, vomiting, and diarrhea.

- If an employee experiences one of the following, the employee must immediately inform their administrator. The administrator will complete the **COVID-19 Screening Tool for Employees** (**Appendix E**). The appropriate employee and administrator actions noted on the Screening Tool will be followed.
    - Employee had contact (as defined by CDC Guidelines) with an individual who has tested positive for COVID-19 within the past 14 calendar days. Contact is defined as being within 6 feet for at least 15 continuous minutes of an individual.
    - Employee is aware of someone who tested positive for COVIDE-19 but the employee was not within 6 feet for more than 15 continuous minutes. The employee is not a contact to the positive COVID-19 case.
    - Employee COVID-19 test results are pending, is asymptomatic, and not a contact to a positive COVID-19 individual.
    - Employee received a positive COVID-19 test.

5.8.2   Employee Safety Protocols

- All staff are required to wear gloves and face coverings when preparing food, cleaning, and disinfecting.
- Employees may bring and wear their own gloves and face coverings if they choose.
- When wearing gloves, make sure to remove and dispose of them properly and wash your hands immediately after taking the gloves off.
- Face coverings are not to be shared between individuals.
- Practice social distancing as the virus is most transmissible indoors under close, sustained contact. Try to maintain 6 feet of separation as work duties permit.
- Avoid contact with others; this includes, but is not limited to, hugs, handshakes, and close quarters.
- Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer if soap and water are not available.
- Avoid touching eyes, nose, and mouth.
- Cover your cough or sneeze with your elbow or a tissue and dispose of the tissue.
- Monitor your symptoms carefully. If you feel sick, alert your administrator, enter leave time requests into Skyward, and stay home.

6.   Safeguards for School Campuses and District Sites

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."

6.1   Safeguards for Classrooms

The following strategies will be utilized in Citrus County Schools' classrooms:

- At elementary, keep students and teachers in classes together with their cohort as much as possible throughout the day and from day to day.
    - Some support services for education and mental health will require students to leave or join other cohort groups during the school day.
    - Title 1, intervention, and/or small groups or one-on-one sessions will still be implemented following safety protocols set forth in this plan.
- Arrange desks or seating so that students are separated as much as possible. Face students in the same direction when feasible.
- All teachers will maintain a seating chart for each class throughout the day.

- Limit sharing of personal items and supplies.
- Minimize or eliminate sharing of high touch materials (clean and disinfect any shared items).
- Utilize digital sets of textbooks if available (if there is not a digital option, then students should have their own book assigned). Class sets will only be used if there is no other option.
- Schools develop school-based processes for storing student belongings (backpacks, lunchboxes, jackets, books) so that students' items are not touching.
- Eliminate the use of soft/plush items, area rugs, and other personal items from the classroom.
- 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.

6.2 Safeguards for School Campuses and District Buildings

One-way patterns will exist in hallways, where feasible; this process will be developed at each school. Expectations include but are not limited to:
- Check the width for interior and exterior hallways and determine if two-way traffic is possible (stay right and "first tile"); there may be areas in a school, such as classrooms at the end of hallway with no exit out, where one way patterns are not possible
- Make use of alternative exits (outside pathways/backdoors), when possible
- Determine if patterns that utilize covered outdoor areas may be utilized
- Determine procedures for utilizing stairwells
- Signage will be posted to support individual school's patterns
- Ensure administration utilizes all personnel to supervise hallways including admin teams every period and teachers are posted at doors to assist with monitoring transitions.

General Building Cleaning and Disinfection Guidelines
- Each facility shall conduct a review of all current cleaning and disinfecting practices.
- Requirements and product recommendations for cleaning and disinfecting shall be clearly posted for staff use. Cleaning and disinfecting shall be a continuous process ongoing throughout the day.
- Cleaning should be broken into two categories. Daily continuous cleaning and nightly deep cleaning. There should be a specific process for each category.
- Surfaces shall be frequently cleaned using soap and water and/or a neutral cleaner.
- Disinfecting sprays shall be utilized as often as possible based upon space use frequency and product label recommendations.   Dwell times shall be strictly adhered to.
- Proper Personal Protective Equipment (PPE) shall be utilized during all cleaning and disinfecting processes. Reference the product MSDS for specific requirements.
- General schedule shall be developed for continuous building cleaning. This schedule should prioritize high traffic areas focusing on high touch items. Ensure all members of the custodial team are aware of their responsibilities. Brief team meetings to continuously review this information are encouraged.
- Specialized plans shall be developed for high traffic areas such as cafeterias and media centers.
- Hand sanitizer stations shall be monitored for product quantity and functionality.
- Facility chemical inventories shall be monitored on a daily basis and reordered as needed.
- Remove all items that are difficult to clean such as area rugs and unneeded furniture.

- Facility administration shall frequently review the cleaning process and adjust staff schedules as needed to maximize efficiency.
- Questions regarding specific needs or special conditions should be directed to the District Facilities Specialist. They will assist in developing processes and protocols.

6.3 Media Center and Book Check-Out
- **Grades K-2**: The Media Specialist will work with all teachers to ensure the students have access to an assortment of books in their classroom. After a library book is read, it will be returned to a basket to be returned to the media center. Students will not share the books.
- **Grades 3-12**: The Media Specialist will teach staff and students how to use Destiny to request books. Media staff will develop a process for the delivery of books to students in their classes as well as the collection of books.

Media Specialists will designate an area in the media center for books to be stored upon return. Signs shall be used to designate the date collected. After 7 days, the books can be checked in, re-shelved, or checked out to the next classroom. Personnel handling the books should wear gloves.

Media Specialists are encouraged to increase the number of books a student may have checked out at one time to accommodate for the reduced access to the media center.

7 School Operation Protocols

7.1 Campus Visitors & Meetings
The School District is suspending ALL school-based "non-essential" visitors from entering the school campus during school hours. This includes, but is not limited to, volunteers, vendors, families coming for breakfast or lunch, mentors, etc. **All Campus Visitation Protocols will be reevaluated at the end of the first nine weeks.**

At this time, outside community organizations and clubs will not be able to utilize school campuses. This **excludes** "essential" organizational services: YMCA before and after school childcare, LifeStream, Department of Children and Families, contracted therapists, and court-ordered visitation. These "essential" organizational services will abide by the Citrus County Reopening Plan's safety protocols.

Parents may not walk students to classrooms and/or enter school campus unless appointment is made.

All parent/visitor meetings should be held electronically, if possible. However, if it is not possible, an appointment must be made prior to meeting and the following procedure followed:
- Prior to arrival, the scheduled meeting's date, time, and location should be verified with parent/visitor.
- Visitors should be informed to bring a face covering with them and put it on prior to entering the building.
- Parent meetings scheduled with teachers should be coordinated with administrators to minimize the number of visitors on campus.
- Upon arrival to the school, the parent(s) should adhere to all required safety requirements (wear face covering, reschedule/cancel if they have symptoms, report directly to the school's main office, sign in, present identification, wait in designated area, etc.).
- Hold all meetings in one or more designated rooms as near the main office as possible to limit unnecessary travel around campus.
- Visitors **may be required** to answer screening questions before entering the building.
  - If Visitor Screening becomes required, the screening tool will be provided.

7.2   Parent Pick Up/Drop Off

School Administration will notify parents of new procedures through various methods of communication.

- Designate a specific location and ensure that parents do not exit the car.
- Parents do not walk up to the school unless they have a previously scheduled appointment, in which case they would report directly to the school's main office to sign in.
- Prominently display signage on campus FOR SAFETY, PLEASE REMAIN IN CAR AT ALL TIMES and other traffic pattern signs to ensure safe passage for students to enter building.
- Sign will include school's phone number so parent is able to call the school once in the parking lot.
- Students will open and close their own car doors, when feasible.
- Parents will assist with buckling and unbuckling younger students in car seats.

7.3   Campus Events

Schools will hold school or grade level assemblies virtually/digitally, when possible. Face to face assemblies will be discontinued until further notice. Any large group gathering over 50 must be approved by the executive staff.

7.3.1   Open House/Meet the Teacher/Orientation

Elementary—All "Meet the Teacher" events will be held virtually. Details will be sent home from each school.
Middle Schools—Middle schools will hold a face to face 6th grade orientation for students only. Details will be sent home from each school.
High Schools—High Schools will not hold an Open House. They will hold a face to face 9th grade student orientation. Details will be sent home from each school.

7.3.2   Fine Arts/Band- Return to Band Plan

All band directors are required to follow all recommendations of the National Federation of State School Association's (NFHS) Sports Medicine Advisory Committee (SMAC). These recommendations are provided along with this plan to decrease the potential exposure to respiratory droplets.

General Guidelines
- Band Directors will meet with all staff to explain the processes and emphasize key points.
- Band Directors will communicate this information to players prior to sessions.
- Safety guidelines will be reviewed daily with students.
- Monitoring of compliance – Principals and Band Directors.
- All medical paperwork will be submitted prior to students attending sessions.
- Teachers may need to adjust their curriculum based upon classroom setting

Instruments and Equipment
- Instruments, equipment, and sheet music should not be shared without proper cleaning.
- Instruments should be wiped down before and after use.
- There shall be no sharing of equipment (towels, clothes, or any other personal items).
- Directors will create a plan for getting instruments from the band room to the practice facility that allows for social distancing and sanitation.
- Directors will designate areas for students to set water bottles and other belongings 6 feet apart.

Volunteer Staff
- Volunteer staff should only be present after hours.
- Volunteer staff count as part of the total people present when meeting CDC guidelines.
- Volunteer staff must have completed the District's volunteer training and have an "active" status.

Summer Band and After-School Band Programs Phases

Phases are defined by the Governor of Florida and the Florida Department of Education. Band phases are one level behind the current state designation.

Return to Band Phase I
- Each participant will undergo a pre-participation screening, including a temperature check and wellness question conducted by the Band Director using the approved template.
- Instruments should be wiped down before and after use of the equipment.
- No more than 15 individuals (including the director and volunteers) inside; up to 20 outside.
- Rehearsals/practices conducted in pods of the same students and director each day.
- During rehearsal time, non-wind players will wear a face covering.
- All students shall bring their own water bottles. Water bottles must not be shared.

Return to Band Phase II
- All previous guidelines remain in effect except the outdoor group size increases to 50.

7.3.3   Athletics - Return to Play Plan

All coaches are required to follow all recommendations of the National Federation of State School Association's (NFHS) Sports Medicine Advisory Committee (SMAC). These recommendations are provided along with this plan.

Requirements:
- Florida Statute requires adherence to FHSAA Policies 40,41,42,43.
- All participants must have a current pre-participation physical evaluation (EL2).
- All participants must have a current consent and release form (EL3).
- All summer workouts are voluntary.

Points of Emphasis:
- Pre workout screening each day – temperature check, and screening questions.
- A monitoring form must be kept each day.
- Any person with positive symptoms MUST be sent home.
- All students shall bring their own water bottles. Water bottles must not be shared.

Limitations on Gatherings:
- No more than 20 individuals (including the coach) outside.
- Locker rooms will be used as restrooms only, student athletes shall report in their workout gear.
- Work outs should be conducted in pods of the same students and coach each day.
- Social distancing must always be maintained (6 feet).

Facility Cleaning:
- Prior to an individual or group of individuals entering the facility, all hard surfaces should be wiped down and sanitized.
- Individuals should wash hands before and after work outs.
- Hand sanitizers should always be available.
- Weight equipment should be wiped down before and after an individual's use of the equipment.
- Appropriate clothing /shoes shall always be worn.
- Any equipment having holes with exposed foam must be covered.

Physical Activity and Equipment:
- There shall be no sharing of equipment (towels, clothes, shoes, or any other personal item).
- Athletic equipment, including balls, will be cleaned intermittently (not to exceed 15 minutes between cleanings).
- Free weight exercises that require a spotter, side spotters must be used to insure social distancing. Safety bars are preferred.
- Ample time must be allowed in between sessions and/or groups for proper cleaning of equipment.
- No visitors allowed at training sessions.

When the Governor advances the state of Florida to Phase III of recovery, the following will be practiced:
- All previous guidelines remain in effect.
- Group sizes increase to: Indoors- 10 per coach & Outdoors- 50 per coach
- Inter-squad scrimmages may resume.
- No intentional contact is permitted.

7.3.4   Recess
Elementary schools will stagger recess times and/or locations to avoid multiple cohorts in one area. Specific areas will be assigned to each group (cohort/class). All students will wash hands or use hand sanitizer before and after playground use.

7.3.5   Field Trips
Citrus County will eliminate all field trips until further notice. Students will still participate in Marine Science Center experiences. See *Appendix C* for the *Marine Science Station's Reopening Plan*.

7.4   Cafeteria/Meals
- Students will use touchless, barcode scanning system.
- Cafeteria workers will wear face coverings and gloves.
- Students will be spaced apart as much as possible.
- Students will socially distance through the lunch line.
- Students will face one direction, if feasible.
- Move cafeteria tables around the cafeteria and in areas close to the cafeteria.
- Students need to go through line and select foods (choices will be reduced).
- All food will be served by staff to students or will be pre-packaged for student pick-up.
- Eliminate internal sharing tables.
- Follow cleaning protocols after each seating for the line, cafeteria tables, doorknobs, etc.

7.5 Transportation

- Hand sanitizer stations will be installed for students to utilize when entering and exiting buses.
- High-touch, high-traffic surfaces will be wiped down with the disinfectant wipes between secondary and primary bus runs.
- Contact surfaces will be sprayed with disinfectant and instrument panels will be wiped with disinfectant wipes upon route completion each morning and each afternoon as part of the post-trip inspection.
- Buses will be removed from service and disinfected, as needed, if concern arises.
- Cleaning protocols followed throughout the day.
- Students will leave windows open to increase ventilation, when feasible.
- Seating arrangements will be assigned.
  - Students from same household sit together, if feasible.
  - Seats assigned according to bus stop order to limit contact as students enter and exit bus, if feasible.

NOTE: All students must be pre-registered to ride the bus home.

8. Revised 2020-21 School Calendar (Assurance 1)

The district delayed the starting date for students to August 20th. The revised calendar was approved by the Citrus County School Board on August 11, 2020. All students will maintain over 900 instructional hours.

2020 - 2021 School Calendar- Revised
Citrus County

July
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4   Independence Day

8

August
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-4   Professional Development- Canvas
11-19   Professional Development/ Teacher Workday
20   First Day of School for Students

8

September
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7   Labor Day - Holiday
30   Parent Conference Elementary & Middle / High School Professional Development

20

October
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-9   FTE Week - Survey 2

22

November
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11   Veterans Day - Holiday
21-29   Thanksgiving - Holiday

15

December
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

19-31   Christmas Vacation

14

9

88

January
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-3   Christmas Vacation
4   Teacher Workday
5   Students Return to School
18   Martin Luther King Day - Holiday

18

February
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8-12   FTE Week - Survey 3
15   Presidents' Day - Holiday

19

March
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

27-31   Spring Break - Holiday

20

April
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1   Spring Break - Holiday
2-4   Good Friday / Easter - Holiday
23   Student / Teacher Day Off - Holiday

19

May
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20   CREST Graduation
21   Last Day for Seniors
24   WTC Graduation
25   Citrus High Graduation
26   Lecanto High Graduation
27   Crystal River High Graduation
31   Memorial Day - Holiday

20

June
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3   Teacher Workday - Early Dismissal
4   Last Day for Students / Teacher Workday - Early Dismissal

4

91

9

Required Instructional Time = 180 days or 900 instructional hours
Actual Instructional Time in Citrus County = 177 full days; 2 half days / 975 instructional hours*

Legend

Color	Meaning
Purple	Holiday - Schools closed. Students and teachers do not report.
Yellow	Teacher Workday - Students do not report.
Brown	Elementary & Middle School Parent Conference Day / High School Professional Development - Students do not report.
Red	Professional Development - Students do not report.
Blue	Important Date
Green outline	End of Reporting Period

Instructional Hours (avg): Elementary- 979; Middle- 975; High- 1003

**Days out of school due to holidays may be affected by possible hurricane make-up days throughout the year.

School Board Approved:

CCSB School Board Reviewed: 7/27/20
Revised: 8/11/20; 8/13/2020
FDOE Approved:

APPENDIX A: iSucceed Innovative Learning Plan (Assurance 2 & 4)

The district utilizes a data-based, problem-solving Multi-Tiered Support System (MTSS) process. The ESE District Office communicates with Individualized Education Plan (IEP) Team members to track students with disabilities across several domains to determine if individual students are making adequate progress or are exhibiting regression:

- Academic participation and measured achievement during 2019 - 2020 school year including 4th quarter remote learning
- Participation and measured progress during 2019 - 2020 school year including 4th quarter specially designed instruction and related services
- Participation and measured progress during 2020 remote Extended School Year (ESY)
- Participation and measured progress during 2020 face-to-face ESY
- Participation and measured progress during 2020 Summer Recovery Program
- Concerns of IEP team members

IEP Teams will determine if additional supports or services are needed based on student data and the family's choice of enrollment (brick and mortar option or virtual option). In accordance with IDEA (34 CFR 300.24), formal reviews or revisions of the IEP are conducted by the IEP Team.

Specially designed instruction and related services will be delivered as specified in the IEP, including but not limited to the duration, frequency, and intensity. Accommodations will be provided as specified in the IEP.

STUDENTS WITH DISABLITIES, ELIGIBLE UNDER IDEA WITH A CURRENT IEP
Families of students with disabilities who elect not to return to brick & mortar will be contacted by an ESE Specialist to discuss:

- Academic & independent functioning skills needed for academic engagement in virtual school.
- Delivery of specially designed instruction and related services in the child's IEP.

If a family selects the virtual option and Citrus Virtual does not meet the student's individualized needs or services, the student will be provided other opportunities, such as the *iSucceed Innovative Learning Plan*.

Within *the iSucceed Innovative Learning Plan*, all instructors and related service providers will utilize Canvas as the Learning Management System to deliver academic content, specially designed instruction, and related services per the student's IEP. The platform allows for daily attendance, assignments, assessment, and progress monitoring.

PRE-K STUDENTS WITH DISABILITIES, ELIGIBLE UNDER IDEA WITH AN IEP
Families of Pre-K students with disabilities electing not to return to brick & mortar will be contacted by an ESE specialist to discuss the delivery of specially designed instruction and related services in the child's IEP.

New families should contact their child's zoned school to schedule a conference.

STUDENT WITH A DISABILITY ELIGIBLE UNDER SECTION 504
Families of students with disabilities eligible under Section 504 who elect not to return to brick and mortar will be contacted by the school's 504 contact to discuss:

- Academic & independent functioning skills needed for academic engagement in virtual school.
- Provision of accommodations and related services in the child's 504 plan.

If a family selects the virtual option and Citrus Virtual does not meet the student's individualized needs or services, the student will be provided other opportunities, such as the *iSucceed Innovative Learning Plan*.

Within *the iSucceed Innovative Learning Plan*, all instructors and related service providers will utilize Canvas as the Learning Management System to deliver academic content, accommodations, and related services per the student's 504 Plan. The platform allows for daily attendance, assignments, assessment, and progress monitoring.

RELATED SERVICES (speech, occupational or physical therapies or counseling or other services)
Families of students with disabilities electing to enroll in Citrus Virtual will be contacted by their ESE Specialist and or related service provider to discuss the delivery of service via the Canvas Learning Management Platform.

HOSPITAL/HOMEBOUND
Families of students with an IEP currently reflecting hospital/homebound services will be contacted by an ESE Specialist to discuss the academic & independent functioning skills needed for academic engagement. The IEP Team will determine the delivery of specially designed instruction and related services in the child's IEP.

APPENDIX B: Emergency Distance Learning Plan (Assurance 2)

In the event of an individual classroom, school-wide, or district crisis need when our brick to mortar school(s) need to temporarily close, the Emergency Distance Learning Plan would act as the default instructional platform utilizing Canvas for students to continue learning from home.

COVID-19 is an impactful health risk with rapidly changing information and direction based on Florida Department of Education (FDOE) and CDC guidance.

Our priority is the health and safety of our students and employees. We all have a job to do and work to accomplish to benefit our students – even if it is different work than usual.

Our students, parents and community are depending on us to be a positive influence in a challenging environment and to provide some degree of normalcy for families.

Please check the district website and email often, as we try to keep communication as current as possible.

PROFESSIONAL GUIDELINES
During the Distance Learning period, staff members' work location will be based on local, state, federal guidelines.

All staff members must inform their administrators about where they will be working, if applicable.

If working remotely, staff members who do not have internet access at home or cannot fulfill their duties or responsibilities remotely may need to meet these obligations on-site.

Staff members working on-site should not congregate in large groups and should remain at least 6 feet apart.

It is extremely important to maintain a high standard of professionalism during this period of Distance Learning. This includes the following:
- Be present and available via phone and digitally to parents and students
- Provide meaningful work and feedback to advance student learning
- Attend required faculty meetings via technology and/or in person
- Maintain a professional demeanor online (whether working from home or school) when on screen, in conversations, and in written communications
- Record a professional voicemail message on personal phone, if being used as a forwarded number. Refrain from using casual register when recording message.
- Answer calls in a professional manner (*examples: "Hello, this is Ms. Smith"; "Good morning, this is Mr. Johnson"; "Good afternoon, this is…"*). Refrain from using casual register when answering phone calls.

All requests for sick or personal leave must be entered into Skyward. Employees will need to adjust their Time Sheet to represent their time off. It is the classroom teacher's responsibility to notify students and parents and prepare and post learning tasks for students.

Teachers must notify their administrator if extended time-off (3 days or more) is needed.

EMPLOYEE RESPONSIBILITIES
All school staff (instructional and support) are required to complete and submit a weekly Time Sheet.

Support staff working on-site will sign in on True Time, as well. Support staff working remotely will need to submit their time sheets weekly to the school's timekeeper to enter their time into True Time.

CCSB School Board Reviewed: 7/27/20
Revised: 8/11/20; 8/13/2020
FDOE Approved:

TIME SHEETS

While teaching remotely, classroom teachers are to complete the tasks below to account for their weekly contractual obligation (38.75 hours), understanding these are subject to change. These tasks should be noted on their Time Sheets:

- Create and upload lesson plans
- Assign tasks/assignments to students and monitor student progress
- Grade assignments; post grades/feedback
- Respond to student and parent questions via phone and digital formats Monday through Friday
- Participate in IEP and Section 504 meetings via phone or digital formats, as needed
- Mentor teachers should continue to touch base with mentees weekly to assist with planning, communication, and support
- (Optional) Participate in professional development and online courses, used for recertification

FOOD SERVICE OPERATIONS

During the unexpected closure, information regarding meal delivery for students will be communicated through social media and School Messenger call outs.

ACCEPTABLE USE POLICY AND CODE OF CONDUCT

As a reminder, each employee must follow Citrus County Schools Policy 8.60 (Acceptable Use Policy for Electronic Resources) and Policy 8.60G (Guidelines). Students are expected to adhere to the Student Code of Conduct regarding appropriate use of technology.

All employees are responsible for their CCSB provided equipment (laptop, iPad, etc.). CCSB provided equipment should be treated with respect and any problems should be reported to school administrators.

ATTENDANCE

Students who are exhibiting symptoms of COVID-19, should stay home. If a situation occurs in which chronic absenteeism is impacting the academic achievement of a student, it will be addressed as stated in the Student Code of Conduct located on the Citrus County School District website (citrusschools.org).

- **Elementary Attendance Procedure**
  Teachers will create an assignment in Canvas each day for students to complete.

  - K-2 The assignment will ask students to click a picture to indicate if they are present or absent.
  - 3-5 The assignment will ask students to click yes or no to indicate if they are present or absent.

  Teachers will view the assignments the following day and mark students that answered no or did not answer at all as absent in Skyward.

- **Secondary Attendance Procedure**
  Teachers will take attendance for each period. Teachers will create an assignment in Canvas each day for students to complete. The assignment will ask students to click yes or no to indicate if they are present or absent.

  Teachers will view the assignment the following day, and mark students that answered no or did not answer at all as absent in Skyward.

Students who do not have Internet Access would need to complete an assignment for each day to be marked present for that period. Work would need to be turned in weekly.

Student attendance will automatically default to "Present" in Skyward. Teachers should make continued attempts to contact students who are not participating in any of the above methods and document attempts on the Communication Log. After a week of unsuccessful communication attempts with students, teachers should notify a school administrator and collaboratively determine next steps. Determinations on a change in daily attendance status in Skyward from "Present" to "Absent" for students who are not participating in instruction will be made collaboratively on a case-by-case basis with the teacher and administrator.

CHILD ABUSE LAW
There are times that a student will confide information in a virtual setting that they may not be comfortable to share in person. All employees who suspect that a student has been abused are still required by law to report their suspicions.

ALL suspicions MUST be reported by calling 1-800-962-2873 and school administrator should be notified. For further guidance, see the school counselor or administrator.

ELECTRONIC DEVICE SIGN OUT PROCESS
Families that do not have a tablet, computer, or digital device at home will be offered the opportunity to check out a device to be used during the distance learning time frame. The devices are for check-out only and are expected to be returned. A parent or guardian must read and sign the *iPad Handbook* (all students at the beginning of the school year) and the *Mobile Device Acknowledgement Form* (PK-2 when checking out a device).

DISTANCE LEARNING HELP
Parents, students, and school staff can ask questions through the *Let's Talk* feature on the Citrus County Schools website or via Canvas. Questions will be routed to the appropriate school or department for response.

A Help Line is established at each school to assist families with questions related to distance learning including technology and curriculum support. Each school will communicate their Help Line phone number and hours available to families.

If a school staff member requires further assistance, the Technology Resource Center is available for support.

A map of WiFi hotspots will be provided informing families of areas in the community where free Wifi is available.

TELEPHONE GUIDELINES
In the virtual classroom, the telephone is one of the key pieces of equipment that help a teacher to facilitate the learning process by effectively increasing students' on-task learning, decreasing students off-task behavior, communicating with parents, and reaching out to teammates for support. If staff members choose to use their personal phone to conduct business, it will be at their own expense.

All staff are required to have a designated phone number available during work hours in the event the school needs to contact them. If employees wish to work on-site, they may use their school phone and extension as their designated number. If they are working remotely, another number (i.e., cell phone or home phone) must be provided to the school. Personal phone numbers will NOT be shared by the school with parents or students.

Staff members who do not respond to phone calls or emails in a timely manner from school administrators may face disciplinary action.

All teachers are required to have a positive voicemail on their school voice messaging system that identifies who they are and the times they are checking messages and returning calls.

Teachers are expected to check their voicemail each day, Monday through Friday. Teachers may check their voicemail from their personal phone line by following the directions below:

To check voicemail when off-campus:
1. Dial your school phone number.
2. When you hear the greeting, press * and enter your extension.
   *Example: If your extension is 6723, you would enter *6723 after hearing the greeting.*
3. When prompted, enter your voicemail password, followed by the #.

Make every effort to return phone calls in a timely manner, preferably within 24 hours, excluding weekends.

Communication FROM families TO teachers:
   Emails: Utilize Canvas for email and *Let's Talk*
   Phone calls: School phone number with teacher's extension and then forwarded to teacher's home number. (Teacher will need to record professional voicemail message)

Communication TO families FROM teachers:
   Emails and Face-to-Face: Utilize Canvas for email, video conferencing
   Phone calls- CALLER ID- When calling families, teachers may deactivate caller ID when using their personal device by entering *67 before dialing the phone number. Please forewarn families that calls coming from the teacher will show up as "blocked" or "no caller ID". All texts must be archived.

Forwarding Phone Calls- Employees may forward their school phones to their personal phone lines using the following directions:

If your phone looks like the picture below, follow these steps to forward your phone:
1. On the main phone screen, select "Options"
2. When the window pops up, type in your voicemail password and press "OK"
3. Select "Edit" to select the *Availability* option
4. Select "Edit" to edit the available option
5. Push the select button (center button with four arrows around it)
6. Arrow up or down to get to "Always"
7. Select "Always" by pressing the select button with four arrows around it
8. Arrow down to "Always Destination." Enter 9 and the phone number where you want the calls to go
9. Select "Back"
10. Select "OK"
11. Select "Exit"

If your phone looks like the picture below, follow these steps to forward your phone:

1. Send your name, extension, and the number where you want your phone forwarded to Kim Mullis at MullisK@citrusschools.org.
2. She will complete the actions needed to forward your phone.

INSTRUCTION/CONTENT DELIVERY

ELEMENTARY (K-5)—CORE CONTENT DELIVERY	
Student[1]	Teacher[2]

Complete *Student Checklist* with teacher(s).
 	
Students must log into Canvas and complete the attendance question each day.
 	
ELA, Mathematics, Science, Social Sciences
• Canvas
   ○ Log into Canvas through ClassLink daily
   ○ Complete assigned tasks and submit your work daily
• iReady
   ○ Log into iReady through ClassLink daily
   ○ Each week complete at least 45 minutes in ELA "*MyPath*" lessons and at least 45 minutes in Math "*MyPath*" lessons
   ○ Optional: Math learning games are available.
	Contact students to complete *Student Checklist*.
	• *Inform administrator of any students who could not be contacted after multiple attempts (including phone call).*
	
	Complete *Communication Log* for students with whom there has been no contact for three or more days
	
	Post grades to Skyward following standard grading practices per the Student Progression Plan
	
	ELA, Mathematics, Science, Social Sciences
	• Canvas
	   ○ Define learning targets and activities for the week for each course
	   ○ Assign and upload lessons and materials utilizing district-approved curriculum
	   ○ Post lesson plans
	   ○ Monitor uploaded assignments from students and grade as appropriate (One graded assignment per week at a minimum per subject area)
	   ○ Communicate daily with parents and students
	• iReady
	   ○ Log into iReady
	   ○ Assign lessons to students who do not have an iReady assigned "*MyPath*"
	   ○ Utilize Toolkit for additional resources
	   ○ Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)
	   ○ Turn on "domains" for students who failed lessons and are locked out
	   ○ Provide iReady feedback to students

[1]*Students may be assigned other assignments by teacher.*	[2]*Teachers may direct students to complete other course specific assignments.*

NOTE: Instructional activities represented on this page reflect core subject areas only. Instruction should not be limited to core content only. Supplemental materials can be used for enhancement, enrichment, or intervention activities. Students should limit the amount of time they spend at the computer without a break. Every 20 minutes, students should get up from the computer.

Middle School (6-8)—CORE CONTENT DELIVERY

Student	Teacher
ORGANIZATIONAL • CANVAS is the Learning Management System for Citrus County. All students and parents will use this tool as the primary method for communication • Log into each class and complete the attendance question each day for each course. • Students MUST use their iPad (or other device) to complete all work.	**ORGANIZATIONAL** • CANVAS is the Learning Management System for Citrus County. All teachers need to interact with their students through CANVAS, which will be the primary form of communication. • Communicate with parents with any student who drops below a 70%. The first attempt at communication will be through CANVAS. If there is no contact, the second attempt will be by phone. • By Monday, teachers should update their gradebook to reflect assignments from the previous week. • Set daily office hours so that there is a time for students and parents to ask questions.
INSTRUCTIONAL • Use CANVAS to monitor their assignments and completion dates • Turn in classwork by due date for full credit. Late work will receive partial credit. • Participate in live Instruction, view recorded lessons (when available), or attend Teacher Office Hours on a weekly basis.	**INSTRUCTIONAL** • Post lesson plans with clear assignment due dates in CANVAS. Teachers must also have a complete syllabus of their class (with contact information) posted as well. All lesson plans will be posted by Monday of the current week by 8:00 am. • Provide standards-based instruction utilizing district-approved instructional materials. Therefore, each teacher will be able to assign *up to* 120-minutes of independent work per week. • Every two weeks, teachers will review student grades. Teachers will then communicate with parents for any student who drops below a 70%.

HIGH (9-12)—CORE CONTENT DELIVERY

Student	Teacher
ORGANIZATIONAL • CANVAS is the Learning Management System for Citrus County. All students and parents will use this tool as the primary method for communication • Log into each class and complete the attendance question each day for each course. • Students MUST use their iPad to complete all work. **INSTRUCTIONAL** • Use CANVAS to monitor their assignments and completion dates • Complete all classwork and homework by the due date • Students who miss a deadline will receive a grade of 0 but will be eligible for points based on guidelines included in the teacher's syllabus located in CANVAS. • Actively participate during the video conference.	**ORGANIZATIONAL** • CANVAS is the Learning Management System for Citrus County. All teachers need to interact with their students through CANVAS • Communicate with parents with any student who drops below a 70%. The first attempt at communication will be through CANVAS. If there is no contact, the second attempt will be by phone. • Post grades to CANVAS per the expectations of the school. **INSTRUCTIONAL** • Post lesson plans with clear assignment due dates in CANVAS. Teachers must also have a complete syllabus of their class (with contact information) posted as well. All lesson plans will be posted by Monday of the current week by 8:00 am. • Provide standards-based instruction utilizing district-approved instructional materials. Therefore, each teacher will be able to assign up to 4 hours of work per week per class. This amount includes both classwork and homework combined. • Assignments not turned in on time will result in a grade of 0 but are eligible for points based on guidelines included in the teacher syllabus located in CANVAS. • Continuously review grades. At least once every two weeks teachers need to communicate with parents for any student who drops below a 70%. • The first attempt at communication will be through CANVAS. If there is no contact (i.e. a response through CANVAS), the second attempt will be by phone and a response either by phone or email is expected. • After three attempts at communication with no response, the teacher will report the names of the student(s) to administration *or* the administrative designee. The teacher must have documentation as to when those attempts at communication occurred. • Any time a video conference is recorded, teachers must inform students that recording is happening.

EXCEPTIONAL STUDENT EDUCATION

All staff members who support students in Exceptional Student Education programs should implement the following general practices including content delivery, mobile devices, student checklists, and communication logs. This includes Section 504 and teachers of the gifted.

- Develop a collaborative framework to support content area teachers and other related service providers.
- Determine how Specially Designed Instruction (SDI) and accommodations will be delivered utilizing the content area instructional media.
- Determine built-in accessibility feature needs for students.
- Determine any supplemental educational materials will be utilized.
- Continue documenting the provision of SDI and accommodations based on the student's IEP.
- Contact school-based ESE Specialist for additional information.

Voluntary Prekindergarten (VPK) & ESE Prekindergarten (PreK)
All staff members who support VPK/PreK students will receive guidance from their local school for general practices including content delivery, student checklists, and communication logs. During distance learning, teachers should develop lessons and resources for student instruction.

For students receiving ESE services:
- determine how Specially Designed Instruction (SDI) and accommodations will be delivered utilizing the content area instructional media.
- determine built-in accessibility feature needs for students.
- determine any supplemental educational materials that will be utilized.
- continue documenting the provision of SDI and accommodations based on the student's IEP.
- contact your school-based ESE Specialist or the district ESE department for additional instructional support and resources.

ESE - Hospital/Homebound & Home Placement
During the time of distance learning, teachers will not be providing instruction in the home or other locations face-to-face for the safety of the student and teacher. Hospital/Homebound & Home Placement teachers should adhere to the Emergency Distance Learning Plan and additional guidance from the ESE Department.

Meetings and Evaluations
During the time of distance learning, meetings should occur by phone or other virtual options. Additional guidelines will be provided by the ESE Department on the use of video conferencing. Any requests for meetings to occur face-to-face should have prior approval from the ESE Department and site administrator.

When developing IEPs, school staff should follow typical requirements and be written as if school sites are open, unless otherwise specified. IEP meetings should occur to ensure student IEP's are compliant. If there is any type of delay, the nature and extent of the delay and a plan to move as quickly as possible to prevent further delay should be documented.

For open evaluations, plans should be developed to adhere to required timelines. Any evaluation components that can occur remotely by phone or video conferencing should be completed during the time of remote instruction. Evaluators should communicate and document the plan to complete evaluations with parents. Any delays in meeting timelines should be clearly documented including the nature and extent of the delay and the plan to move as quickly as possible to minimize any further delay. If distance learning continues for an extended period of time, additional guidelines will be developed to minimize further delays in evaluation completion. Contact the District ESE Department for additional support.

Private Schools

During the time of distance learning, services to private schools may occur and will be handled on a case by case basis. This includes evaluations, revaluations, and services through Student Service Plans. Support and services will be provided by phone or virtual options. Any delays in meeting timelines or individual student services will be clearly documented including the nature and extent of the delay and the plan to move as quickly as possible to prevent any further delay. Contact the District ESE/Private School Specialist for additional support.

Related Services & Therapy Services

Therapies and other related services such as Speech, Language, Occupational Therapy, Physical Therapy, Deaf/Hard of Hearing, Vision, and Counseling will be provided through telephone, videoconference, paper-based activities or hybrid platforms. Service providers will complete the school-based communication log, in addition to any specific therapy-based logs. Any delays in meeting timelines or individual student services will be clearly documented including the nature and extent of the delay and the plan to move as quickly as possible to prevent any further delay. Additional guidance will be provided on the use of teletherapy platforms from the ESE Department. Contact the District ESE/Private School Specialist for additional support.

APPENDIX C: Marine Science Station Reopening Plan

The Marine Science Station (MSS) has always strived to maintain the safety and health of our visiting students, teachers, and staff in conjunction with providing outdoor-based, experiential education opportunities aboard boats in local waterways. It is the intention of the Marine Science Station to continue to do so for our Citrus County School District students, teachers, and staff, as feasibly as possible. Pending further guidance from local, state, and federal agencies, we are implementing the following procedures and protocols for MSS programs through at least December 2020. We may extend these procedures and protocols through June 2021, depending on the agencies listed above.

1. The Marine Science Station campus will accommodate only 1 visiting class from a Citrus County school per school day. Currently, the numbers of days set aside for our visiting schools are as follows:
   - Elementary – 51 days
   - Middle – 38 days
   - High – 39 days
2. One single class will be limited to a maximum of 24 participants, students + teacher(s), to allow us to spread out individuals within indoor/outdoor teaching spaces and aboard the boats.
3. The Marine Science Station will operate 3 boats with 3 captains and no more than 8 passengers per boat. Normally, 15 passengers would be allowed on one boat, but we are attempting to create some distance between passengers by reducing the number to 8.
4. The Marine Science Station will use its Internal Account funds received as donations over the years to pay for the 3rd boat captain at the rate of $103.50 per day. The estimated cost of having a 3rd boat captain serve throughout the 2020-2021 year is $13,248.00.

Our facility cleaning protocols include:
- Restrooms cleaned and restocked throughout the day.
- Particular attention paid to all touch surfaces such as doorknobs, hand railings, toilet flush handles, toilet seats, countertops, tables, chairs, and boat seats/railings.
- Full disinfecting of any equipment used by individuals (e.g., life vests, sampling equipment, & snorkeling gear).
- Hand sanitizer and antibacterial soap in every MSS building and aboard the MSS boats.
- Increased frequency of disinfection of all touch surfaces using District approved germicidal detergents.
- Disinfectant washes on the MSS boats instead of just freshwater rinse downs.

This is a responsive plan and subject to change as new guidelines become available and changes to restrictions are enacted. The above protocols and procedures are outlined in more detail in the following MSS documents: MSS Participant Protocols & Procedures and MSS Staff & Participant Interactions COVID 19 Protocols & Procedures.

Any questions, comments, or concerns regarding this plan can be directed towards Earnie Olsen, Marine Science Station Supervisor at (352) 795-4393 ext. 6403 or olsene@citrusschools.org.

Participant Protocols & Procedures
In addition to our normal protocols and procedures we share during orientation, we will ensure all participants are aware of and properly trained on how to abide by the Marine Science Station's Covid-19 protocols and procedures per the CDC guidelines. The items outlined below are expected to be followed to ensure the health and safety of our participants and the MSS staff.

General
- Participants will follow the Citrus County Policy 3.232 regarding face coverings *(Appendix D).*
- Upon getting off the District school bus, participants will be placed in groups of no more than 8 for the duration of their time at the Marine Science Station. The visiting teacher will have already determined the specific groupings prior to arrival.
- The groups will not mix in shared spaces such as the MSS classrooms, outdoor pavilions, Aquarium Building, or Observation Tower.
- Each small group will have a "homebase" where limited indoor activities may take place.
- As much as possible, activities will take place outdoors (including lunch) and aboard 3 MSS boats.
- Each small group will have designated equipment for only their group's use and each participant will have their own equipment for each activity.
- Within each group, participants will be kept 6 ft apart, where feasible.
- Participants will have the same buddy throughout the entire program.
- Each small group will have a dedicated MSS staff instructor for the whole program.
- Mixing of extra MSS staff needed for the safety of each small group will be limited as much as possible.
- Participants will be instructed to wash hands before and after any new activity.
- Participants will be reminded to keep proper social distance when possible.
- Participant's personal gear will be kept in individual bags.

Boat Trips and Snorkeling
- Participants will have their own Personal Flotation Device (PFD) and set of snorkeling gear to only be used by that individual for the extent of their time at the MSS.
- Individual's PFD and snorkeling gear will be marked with bright rubber bands to prevent any mixing.
- Participant's snorkeling gear will be kept in an individual bag separate from another participant's gear.
- Antibacterial hand washing soap and alcohol-based hand sanitizer will be used before, during, and after the trip.
- Snorkeling buddies will be kept the same throughout the entire program.
- Small groups will use the same boat through the entire program.
- Small groups will be kept separate from other groups while snorkeling. According to the CDC, Covid-19 is not waterborne.
- PFDs and snorkeling gear will be cleaned in accordance with CDC guidelines after every use.
- PFDs will be stored on the PFD drying rack located in the MSS Shop.
- Snorkeling gear will be stored in cleaned and sanitized containers in the MSS classroom.
- Boats will be washed down and sanitized after each trip per CDC cleaning guidelines.

Classes and Labs
- As much as possible, programs will take place outdoors and on boats with limited indoor activity.
- Participants will be instructed to wash and sanitize hands before entry and after exiting.
- In a classroom or lab setting, participants will be 6 ft apart and sitting to face the same direction.
- Participants will have all classes and labs in their designated homebase.
- Participants will have their own individual area within the homebase indoor setting.
- Each student will have their own class/lab materials.

APPENDIX D: COVID-19 Emergency Policy – Face Coverings Policy 3.232

COVID-19 EMERGENCY POLICY – FACE COVERINGS   **3.232**

PURPOSE. ONE OF THE SCHOOL BOARD'S HIGHEST PRIORITIES IS TO ENSURE THE HEALTH AND SAFETY OF ITS COMMUNITY INCLUDING EMPLOYEES, STUDENTS AND THE PUBLIC. THE CENTERS FOR DISEASE CONTROL (CDC) ADVISES THAT PEOPLE WHO ARE INFECTED BUT ASYMPTOMATIC OR PRE-SYMPTOMATIC INCREASE THE RISK OF COMMUNITY SPREAD. THE CDC ADVISES TO REINFORCE THE USE OF PHYSICAL/SOCIAL DISTANCING, AS WELL AS THE FACE COVERINGS BY EVERYONE TO LIMIT THE RELEASE OF INFECTED DROPLETS WHEN TALKING, COUGHING, AND/OR SNEEZING.

RULES. Subject to the exceptions set forth below, each student, employee, visitor, vendor or other person is required to wear a face covering at all times while at or inside a school building, a school district building, a school bus or other vehicle owned, leased or operated by the School Board. All students, employees, visitors, vendors or other persons must have a face covering with them at all times they are at or inside any school district building, facility or bus; even if they are temporarily allowed to not wear a face covering pursuant to one of the exceptions set forth below.

EXCEPTIONS. A face covering will not be required in the following instances:

    Infants: A face covering shall not be required for persons younger than two (2) years of age.

    PRE-K-2: A face covering shall not be required for students in grades Kindergarten through Second Grade but is encouraged.

    Medical Certification: A face covering shall not be required for persons who present school officials with a certification from a health care provider that the person has a medical, physical or psychological contraindication that prevents the person from being able to safely wear a face covering.

    Students with Supervisor's Approval: A face covering shall not be required for a student if the school district official supervising the activity authorizes the student to remove her/his face covering during that activity provided that the student maintains physical distancing from other persons when not wearing a face covering.

    Outdoors with Social Distancing: A face covering shall not be required for persons outside of any school district building or vehicle provided that such person maintains physical/social distancing (six (6) feet minimum distance) from other persons.

    Vehicles: It shall not be required to wear a face covering by any person who solely occupies a school bus or other vehicle owned, leased or operated by the School Board.

    Regularly Scheduled Mealtimes: A face covering shall not be required for any person inside or outside a school district facility while such person is eating during a planned mealtime.

Strenuous Physical Activity: A face covering shall not be required for any person inside or outside of any school district facility or school district building while such person is engaged in strenuous physical activity.

During Receipt of Health Care: A face covering shall not be required for any person inside or outside of any school district facility or school district building when removal of the face covering is necessary for such person to receive health care or to undergo a health care examination from authorized health care personnel.

Exigent Circumstances: A face covering shall not be required if a person is experiencing acute trouble breathing or is experiencing a medical emergency.

FACE COVERING TYPES (Student, Vendors, Visitors or Other Persons) All students, visitors, vendors or other persons must supply and wear their own face coverings while at or inside a school district campus/facility or inside a school district vehicle. The following face covering types are approved for compliance with this policy by persons other than school district employees:

Commercially Produced Masks: Commercially produced surgical masks or respirators are acceptable for compliance with this policy but are not mandated.

Cloth Face Coverings: Cloth face coverings are acceptable for compliance with this policy provided that the face covering covers both the nose and mouth of the person, and fits snugly against the sides of the person's face with no gaps. The U.S. Center for Disease Control has issued instructions on how to make a cloth face covering at:

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html

LIMITED FACE SHIELD USE. Face shields are less effective than cloth face coverings and may not be used by persons to comply with this policy except under the following limited circumstances:

Medical Certification: A face shield may be worn in lieu of other approved face coverings by persons who present school officials with a certification from a health care provider that the person has a medical, physical or psychological contraindication that prevents the person from being able to safely wear an approved face covering.

Instruction: Face shields may be used by school district employees in situations where it is important for students to see how the instructor pronounces words (e.g., English learners, early childhood instruction, speech therapy, foreign language, etc.), but only when video instruction is not available or appropriate.

In Addition: Employees may use a face shield in addition to a face covering.

ENFORCEMENT

EMPLOYEES: All employees are expected to comply with the face covering requirements above for the health and safety of themselves, their colleagues, their students and others. Employees who do not comply will be reminded of the policy. If they refuse to comply after being reminded, the employee may be disciplined according to their respective Collective Bargaining Agreement or other School Board Policies, including but not limited to insubordination.

STUDENTS: All students are expected to follow face covering requirements while in school or school sponsored activities/events for the health and safety of themselves, their colleagues, school staff and others. Students who do not comply will be reminded of the policy. If a student refuses to comply, they will be sent home and will be required to receive their educational instruction via a virtual option.

Members of the public and visitors will be politely reminded that face coverings are required while at or inside a district school/facility. A visitor will not be admitted to a district school/facility without a face covering.

SUPERSEDES OTHER POLICIES. This policy supersedes any other policy that is not consistent with the language herein.

DURATION OF POLICY. This policy becomes effective upon its emergency adoption. This policy shall end 90 days thereafter, unless further extended by vote of the Board due to emergency conditions or through the regular rulemaking adoption process.

STATUTORY AUTHORITY:	Fla. Stat. §§ 120.54; 1001.41; 1001.42; 1001.43.
LAWS IMPLEMENTED:	Fla. Stat. §§ 1001.42,(4) and (8); 1003.31; 1001.23; 1012.27(1) and (7)
HISTORY: ADOPTED:	7/28/2020

GUIDEINES- Policy 3.232 Face Coverings – Administrative Guidelines

Face coverings are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings. The spread of COVID-19 can be reduced when masks are used along with other preventive measures, including social distancing and frequent handwashing. Face coverings reduce the spread of COVID-19 and the likelihood that employees and students who wear face coverings will need to quarantine or self-isolate due to possible exposure.

Face Coverings While Riding in School Transportation

All students and staff are required to wear face coverings while occupying any CCSB vehicle, including school buses, unless they are alone in the vehicle.

Employee Face Covering Exceptions When Physically Distancing

Employees shall always wear a face covering **EXCEPT:**
- When in a room or vehicle by themselves.
- When eating or drinking while physically distanced from others.
- When a health provider's exemption is provided.
- When teaching in a stationary manner distanced 6 feet from others.
    - When moving around the room, face covering must be used.

Student Face Covering Exceptions When Physically Distancing

Students shall always wear a face covering **EXCEPT:**
- When eating or drinking.
- When at their desk in their classroom.
    - When moving around the room, face covering must be used.
- When engaging in strenuous activities (i.e., recess or athletics).
- When a health provider's exemption is provided.
- When at school buildings if in grades PK-2nd, however it is encouraged.
- When 2 years old or younger.

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COVID-19 Screening Tool for Employees
ALL EMPLOYEES MUST SELF REPORT

Employee's School: _____
Incident Number: _____
Staff Completing Screener: _____
Initial Form Completion Date: _____
Revision Date (if applicable): _____

Section 1: Screening Symptoms (Symptomatic)
All employees reporting to administrator with symptoms will be screened for all symptoms in Section 1A and Section 1B.

SECTION 1A

☐ **Temperature 100.0° F or higher**

☐ **Diarrhea or vomiting**

☐ **New or worsening cough** *(individuals with chronic allergic/asthmatic cough, a change in their cough from baseline)*

☐ **New loss of taste or smell**

☐ **None of the above**

SECTION 1B

☐ **Sore throat**   ☐ **Fatigue**

☐ **Headache**   ☐ **Body aches**

☐ **Congestion or runny nose**   ☐ **Nausea**

☐ **Abdominal pain**   ☐ **None of the above**

If selects:	Employee Action:	Administrator Action:	When can the employee return to work?
Any one symptom in Section 1A	Employee remains home for up to 10 calendar days from onset of symptoms.	• Vacate room/location. • Disinfection completed by school custodian. If feasible, wait 24 hours prior to disinfection. • Scan form to District Student Services and follow up phone call.	• Fever free for 24 hours without medication. • Improvement of symptoms (such as cough, shortness of breath, etc.). • If employee tests during the 10 calendar day at home period, he/she will continue to remain at home until fever free for 24 hours without medication, improvement of symptoms, and a Return to Work letter or negative COVID-19 test.
Two or more symptoms in Section 1B and **None of the above** in Section 1A	Employee remains home for up to 10 calendar days from onset of symptoms.	• Vacate room/location. • Disinfection completed by school custodian. If feasible, wait 24 hours prior to disinfection. • Scan form to District Student Services and follow up phone call.	• Fever free for 24 hours without medication. • Improvement of symptoms (such as cough, shortness of breath, etc.). • If employee tests during the 10 calendar day at home period, he/she will continue to remain at home until fever free for 24 hours without medication, improvement of symptoms, and a Return to Work letter or negative COVID-19 results.
None of the above to symptoms in Section 1A and **one or less** symptom in 1B	Employee continues to wear a face covering, practice social distancing, and self-monitor.	• No additional cleaning/disinfecting required. • Form scanned to District Student Services.	• If employee determines that he/she needs to stay home due to a symptom, advise supervisor, and enter time into Skyward. • Employee will contact supervisor the following day and provide an update on his/her condition (symptom improves, no longer symptomatic and will be returning to work, etc.).

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Section 2: Close Contact/Potential Exposure AND Asymptomatic

Employees may move from Section 2 to Section 1, if symptoms occur during the period the employee is at home.

☐ A. Employee had contact (as defined by CDC Guidelines) with an individual who has tested positive for COVID-19 within past 14 calendar days. Contact is defined as being within 6 feet for at least 15 continuous minutes of an individual (such as a family member, friend, coworker, etc.).

☐ B. Employee is aware of someone who tested positive for COVID-19 but the employee was not within 6 feet for more than 15 continuous minutes. The employee is not a contact to the positive COVID-19 case.

☐ C. Employee COVID-19 test results are pending, is asymptomatic, and not a contact to a positive COVID-19 individual.

☐ D. Employee received a positive COVID-19 test.

If selects:	Employee Action:	Administrator Action:	When can the employee return to work?
Question A: (Contact)	Employee will remain home for the 14 calendar days since date of exposure. Employee will remain home for the entire calendar 14 day period.	• No additional cleaning/disinfecting required. • Form scanned to District Student Services.	Employee can return to work when the following conditions are met: • Employee will remain at home for the **entire 14 calendar day** period. • Remain asymptomatic, **AND** • Provide Return to Work letter from a health care provider.
Question B: (Not a Contact)	Employee will self-monitor since they were not a contact to a positive COVID-19 case.	• No additional cleaning/disinfecting required. • Form scanned to District Student Services.	Employee will continue regular work schedule. All employees must wear face covering.
Question C: (Pending COVID-19 test)	Employee self-monitors, remains asymptomatic and home until providing Return to Work letter or negative COVID-19 test result.	• No additional cleaning/disinfecting required. • Form scanned to District Student Services. If employee receives a positive COVID-19 test result – follow administrator actions in Question D.	Employee can return to work when the following conditions are met: • Remains asymptomatic including fever free without medication for 24 hours, **AND** • Provide Return to Work letter (if test results are positive) from a health care provider or negative COVID-19 test results.
Question D: (Positive COVID-19)	Employee will remain home for 10 calendar days as determined by the local Health Department.	• Vacate room/location. • Disinfection completed by Rapid Response Team. If feasible, wait 24 hours prior to disinfection. • Scan form to District Student Services and follow up phone call.	Employee can return to work when the following conditions are met: • Employee can return to work after the 10 calendar day at home period, • Remains asymptomatic including fever free without medication for 24 hours, **AND** • Provide Return to Work letter from a health care provider.

Tested (circle one): YES or NO   **Test Date:** _____

Test Result: POSITIVE or NEGATIVE   **Date Results Received:** _____

Last Day on Campus: _____

Employee Actions: _____

Form Scanned to Laura O'Neill, DSS (date/time): _____

Phone Call to DSS (date/time): _____

Cleaning Protocol (check one):

School Custodians _____

Rapid Response Team _____

Infected Area(s): _____

_____

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COVID-19 Communication Flow Chart

Based on the actions outlined in COVID-19 Screening Tool (Appendix E).

School Administrator

Director of Student Services
- *Kit Humbaugh*
- *Jen Greco (back-up)*

Executive Team

District Supervisor of Nursing
- *Sheila Bodle*

Spreadsheet

Director of Risk Management
- *Steve Baumer*
- *Jonny Bishop (back-up)*

Director of Facilities
- *Eric Stokes*
- *Jonny Bishop (back-up)*

Citrus County Health Department

Contact School for Investigation

Considerations:
- Confidentiality
- Social Media
- HIPAA
- 24/7 Availability

Rapid Response Team
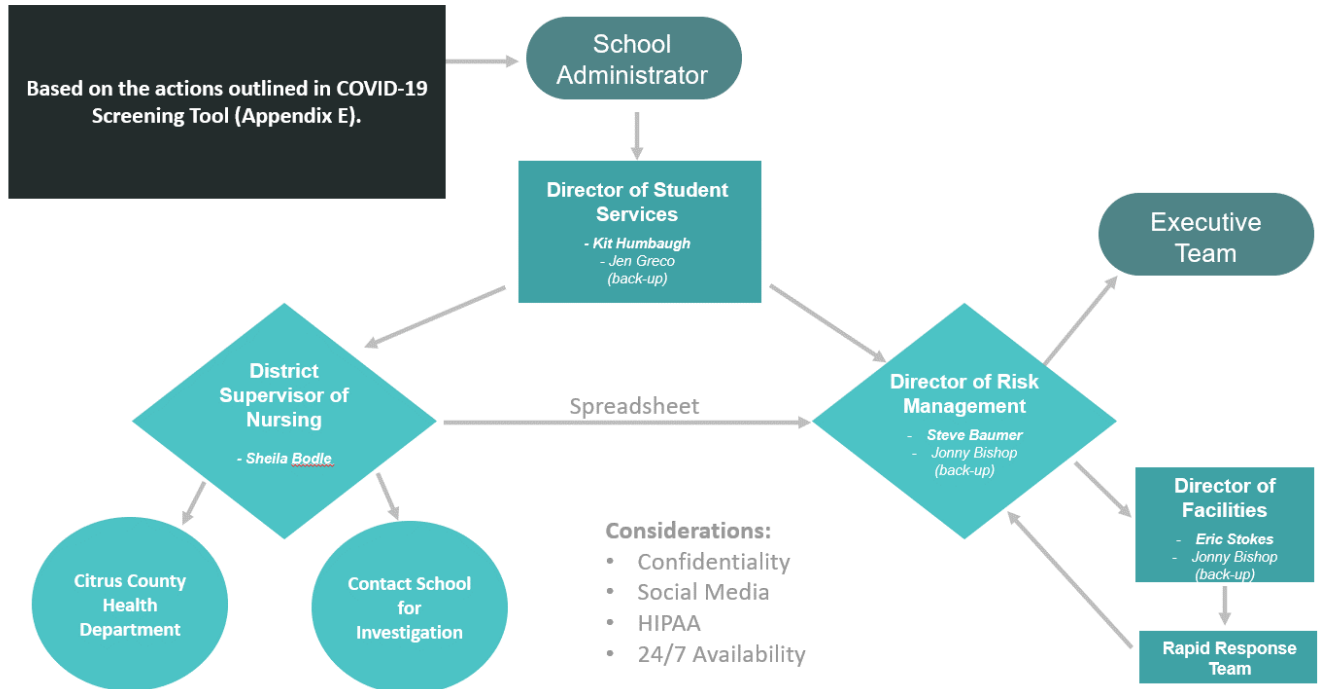
APPENDIX G: Alternative School Plans/Adult School Plans

WTC Reopening Plan

Overview/Introduction

To ensure the health and welfare of our staff and students, while also ensuring the continuity of our programs, Withlacoochee Technical College has developed the following continuity plan, in compliance with CDC guidelines. The Withlacoochee Technical College COVID-19 Continuity plan is meant to be a fluid document which will be updated as new information and CDC, state, and federal directives arise.

This plan is intended to provide direction for administrators, staff, and students to make the necessary arrangements in their routine operation in workplace and educational settings to determine any appropriate control measures to implement. It is also intended to provide insight for students and families as they contemplate returning to learn.

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

Resources
- Florida Department of Education www.fldoe.org
- Citrus County School District www.citrusschools.org
- Withlacoochee Technical College www.wtcollege.org
- CDC Guidance www.cdc.gov
- Citrus County Health Department www.citrus.floridahealth.gov

Communication

Communication is paramount to effective response to a pandemic. As the status of COVID-19 continues to evolve, WTC's staff is constantly reviewing and analyzing the situation. We will notify all staff and students with any updates and/or changes as they arise through our Emergency Notification System.

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

It is imperative that students communicate frequently with their instructor if their personal situation is affected by COVID-19.

Emergency Notification System – 1st day of school, notify students/staff that School Messenger/ FOCUS/Canvas will be the mode of notification.

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Safe Learning Environment

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

- Encouraging visible signals of health and safety from the moment students and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.
- Encouraging the use of outside and unconventional spaces with significant options for social distancing for learning.
- Practicing social distancing whenever feasible, as the virus is most transmissible indoors under close, sustained contact.
- Encouraging all students, faculty and staff to frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available. In addition, it will recommend that all: 1) avoid touching eyes, nose and mouth; 2) cover cough or sneeze with elbow or a tissue and dispose of the tissue; and 3) clean and disinfect frequently touched items and surfaces as much as possible. If anyone feels sick, they will be encouraged to stay home. If students become sick, ensure there is comprehensive school health protocol in place.
- Encouraging all that if they believe themselves infected with COVID-19, to immediately contact their health care provider.
- Regularly cleaning and disinfecting frequently touched areas.
- Refer to **District Policy 3.232** regarding face coverings *(Appendix D)*
- Promoting social distancing by expecting students and staff to wait until sufficient space is available to enter common areas and respecting the personal space of others. This includes breakrooms, stairwells, bathrooms, smoking areas, classrooms, shops, labs, media center, assessment center, cafeteria, and the Admissions Building.

Advisory Committees

Program Advisory Committees and School Advisory Councils are important parts of WTC and each program. As we progress through the year, the modality of these meetings will be determined by CDC and Health Department guidelines.

Instructional Plan

The health, safety and well-being of WTC's students and staff has our utmost priority. As the current status of COVID-19 evolves, we are continuing to follow the recommendations from the Centers for Disease Control and Prevention (CDC), Florida Department of Health (FDOH), Florida Department of Education (FDOE) and our regulatory bodies. In attempts to keep our students academically on track and progressing throughout their program as planned we have three instructional plans: traditional learning plan; blended learning plan; and innovative learning plan. As COVID-19 demands are constantly changing our staff and students will be prepared to move through each of the 3 instructional plans depending on the needs and requirements of each program.

To review the three instructional plans please refer to WTC's Instructional Plans' Chart below.

WTC's Instructional Continuity Plan		
Brick and Mortar School buildings are open (All students in-class)	**Blended** School buildings are open (A/B day for in-class and shop time, some instruction/lessons via CANVAS)	**Innovative Learning Environment** School buildings are open for limited use (small group performance tasks) (Instruction/lessons via Canvas Learning Management Platform)
Operational: Schoolwide		
Mark floors as to space or traffic patterns		
Limit group breaks/bathroom use		
Smoking areas – chairs instead of picnic tables to promote social distancing		
Cafeteria – students sitting facing same direction, extra chairs removed, open room 115 for more space for lunch times		
Touchless system for payment in café		
Clear barriers for cashiers		
Activity Center – temporarily remove ping pong table, add tables/chairs	Activity Center closed	
Wipe down keyboards in common areas after each use		
Bathrooms - cleaning 3x/day		
Reminder signs on campus (social distancing, masks, using hand sanitizer)		
Individual tours (not groups)	No tours	
Food deliveries meet in parking lot		
Disposable masks for guests		
Packet/COVID-19 for students to sign		
	Help desk line - technology	
	Provide devices for students	
	Connectivity issues – additional hot spots	
Operational: Classroom/Shop		
Monthly update - student information in FOCUS		
Students sitting facing same direction – 6 feet apart if possible		
Goldenrods, badges – give to teachers, students will go straight to class		
Volunteers – Essential only		
Masks recommended in classrooms/shops where social distancing is not feasible		
Gloves required for students working on live clients		
Well Check Tool – student/visitor fills out survey on first day of class (teachers keep)		
Only essential visitors to classrooms – guest speakers (Zoom or mask)		
Cleaning procedures posted for areas in classroom/shop		
Split students into groups with Teacher Assistant		

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Academic	
Assess all students, Jan. students – content/skills delivery compared to other semesters	
Schedule intervention time for students in need (video conference, if needed)	
CANVAS platform used by all teachers weekly, so students are prepared if temporary innovative learning plan is implemented	
Attendance – 6-day rule- keeping those sick at home but not being dropped from program	Attendance recorded utilizing an assignment in Canvas each day for students to complete asking students if they are present.
Teachers plan for progress monitoring	
	Paper based assignments provided, as needed
	Video Conferencing Expectations & Help Session – open session for additional help

2020-21 Innovative Reopening Plan for PACE Center for Girls, Citrus

Pace Center for Girls is a safe and supportive academic and counseling program for girls ages 11 -17. At Pace, our academic programs work in tandem with our counseling programs to create a holistic and comprehensive experience. Our program model is tailored to each individual girl using a gender responsive, trauma informed and strength-based approach. We focus on social and emotional learning to highlight the unique and positive attributes of each girl while addressing the challenges of past trauma.

Outcomes During COVID-19

In March 2020, Pace Center for Girls began providing all academic classes and counseling services to girls virtually. To ensure access to resources for all girls, Pace deployed more than 1,700 laptops and internet hot spots to girls. Pace teachers and counselors were provided with resources to quickly adapt to the stay-at-home order. All girls included in the following analysis are within a 'vulnerable population' as defined by the DOE executive order (medically vulnerable, with a disability, English language learner, migrant student, low income or struggling with academic achievement).

From April – June 2020 Pace teachers and counselors documented an average of seven academic and counseling services per week with more than 90% of girls in the program, ensuring minimal gaps in academic and social-emotional learning.

During this time, Pace girls demonstrated significant academic improvement:

•   Total academic improvement increased by 18%
•   High school students saw a 12% increase in credits earned, while middle school students saw a 46% increase in grade improvement

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FDOE Approved:
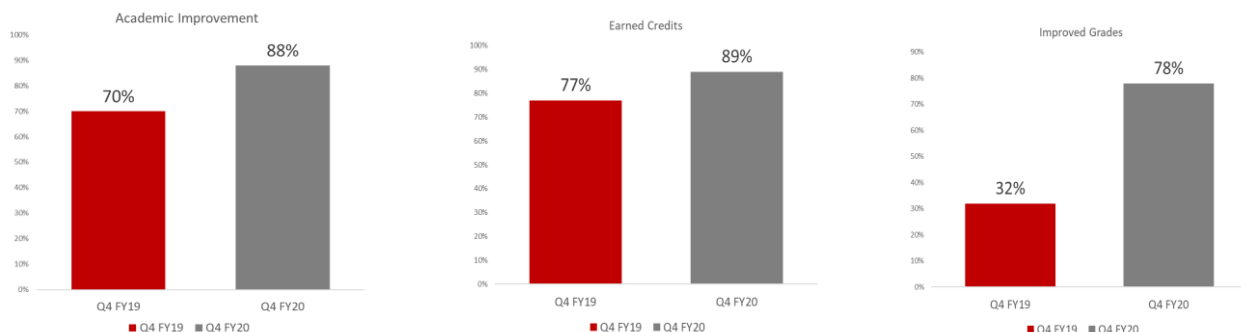
Plans for Reopening

Academic Services – Pace's fall academic calendar will begin in alignment with the local school district. At the conclusion of current summer programming, girls will be on academic break until the start of the fall semester.

With the start of the 2020-21 academic calendar, all academics will be delivered in an Innovative Learning Environment (ILE) through at least Monday, September 14. At that time girls who have opted for the brick and mortar option will report to the Center for in-person learning while those who opted for the ILE will continue their education remotely. Pace will follow the district's lead in the event an ILE is extended for all students.

Social Services –Pace will continue to deliver counseling and therapy services without disruption via a HIPAA compliant tele-counseling platform.

2020-21 Parent Survey Results Week of July 10, 2020

In response to parent survey results, Pace examined several scheduling options including traditional learning, staggered attendance, and remote options. Pace also considered arrival and dismissal, student transition, breakfast and lunch schedules and master scheduling to maximize social distancing.

- Option 1 - Return to in-center learning full-time with safety measures in place, **48%**
- Option 2 - Continue in Innovative Learning Environment full time, **30%**
- Option 3 - Innovative Learning Environment hybrid, with both options above on a part-time basis, combined to ensure full-time instruction, **22%**

Until August 10, 2020 (or the designated started of the fall term, as set by the Citrus County School Board), the Innovative Learning strategies will continue for all students full-time. All social service and academic components offered in the Pace program are included in our innovative learning environment, both currently and moving forward.

Following the Governor's expectation that schools reopen in August, recommendations were made as follows:

Full-time synchronous learning will occur beginning August 20, 2020 allowing for interaction between staff, students, and peers. All options will follow the same curriculum and hours of instruction. Specialized instruction, and services for select students with IEPs are part of the Pace Citrus plan.

Robust health and safety guidelines will also be incorporated.

- Option 1 – 5 days a week, 300 minutes a day of academic instruction will occur Monday through Friday in classroom with in-person instruction.
- Option 2 – Innovative Learning from home. 5 days a week, 300 minutes a day of academic instruction will occur Monday through Friday, synchronous with classroom instruction.
- Option 3 – Innovative Learning Hybrid. Students under this option will received instruction in-person in the center on Monday, Wednesday, and Friday. These students will receive instruction from home synchronous with classroom instruction occurring at the center on Tuesday and Thursday.

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Assurance 1

Pace Citrus Bell Schedule		
M-F full time, ILE Hybrid (MWF)		
Activity	Time	Minutes
1st Period	7:30 am – 8:20 am	50 minutes
Restroom Break	8:20 am – 8:25 am	5 minutes
Breakfast	8:25 am – 8:45 am	20 minutes
Restroom Break	8:45 am – 8:50am	5 minutes
2nd Period	8:50 am – 9:40 am	50 minutes
Restroom Break	9:40 am – 9:45 am	5 minutes
3rd Period	9:45 am – 10:35 am	50 minutes
Restroom Break	10:35 am – 10:40 am	5 minutes
Academic Advising/Study Hall	10:40 am – 11:00 am	20 minutes
Restroom Break	11:00 am – 11:05 am	5 minutes
Lunch	11:05 am – 11:30 am	25 minutes
Restroom Break	11:30 am – 11:35 am	5 minutes
4th Period	11:35 am – 12:25 pm	50 minutes
Restroom Break	12:25 pm – 12:30 pm	5 minutes
5th Period	12:30 pm – 1:20 pm	50 minutes
Restroom Break	1:20 pm – 1:25 pm	5 minutes
6th Period	1:25 pm – 2:15 pm	50 minutes
Dismissal	2:20pm	

**300 min or 5 hours daily instruction time required

Assurance 2

Pace will provide regularly scheduled in-person academic instruction, including services to ESE and ELL students, counseling, psycho-educational groups, and targeted case management for 100% of enrolled girls, either in-person at the brick-and-mortar location or innovatively via an online platform such as Microsoft Teams or doxy.me. Students have access to district bus routes to attend school in-Center. When a district bus route is not available or convenient to the family, students are provided public transportation passes free-of-charge to for travel to and from the brick-and-mortar location.

Assurance 3

Pace will prepare and maintain student records in accordance with State of Florida requirements for a dropout prevention program and will also prepare and maintain the information needed for satisfying data reporting requirement of the SCHOOL BOARD or State or Federal agencies.

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Assessment tools utilized by Pace Citrus include:

- • STAR Assessment - Administered upon entry and every 12 weeks, to determine beginning goals and for ongoing progress monitoring.
- • Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for reading and math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or sooner if warranted.
- • Common Assessment – Given at entry and exit, as a determinant in monitoring progress.
- • Grades, assessments, learning styles, ability to display comprehension and mastery of subject areas are all tracked and documented in Impacts and reported to DJJ monitoring.
- • FSA and EOCs administered on schedule determined by FDOE and the Citrus County School District.

Reporting made of credit recovery and units/credits earned traditionally.

Assurance 4

Pace Citrus will provide a developmentally appropriate educational curriculum to meet each Exceptional Education Student's individualized needs as set forth in each student's individual educational plan (IEP), which is incorporated herein by reference. The SCHOOL BOARD will provide an ESE Specialist to conduct Individual Education Plan meetings.

Meetings to review and revise a student's IEP may be initiated by the SCHOOL BOARD, Pace or the parent/guardian and conducted upon notification to all parties. Pace will advise parents/guardians and the SCHOOL BOARD of the time, date, and place of the meeting, and will ensure that the parents and a SCHOOL BOARD representative are involved in any decision about the student's IEP. Pace shall implement the student's IEP; however, responsibility for compliance with State Board of Education Rules remains with the SCHOOL BOARD.

Assurance 5

Pace ensures appropriate training will be obtained for the selected teachers to meet ESOL certification requirements as required by Fla. Admin. Code R. 6A-4.0244, for teachers instructing limited English proficient students. Pace will be afforded the opportunity to participate in SCHOOL BOARD ESOL training.

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Silver River Mentoring and Instruction at the Renaissance Center
Innovative Reopening Plan 2020 -2021

SRMI at Renaissance Center will offer multiple student learning options for the 2020-2021 school year. Adjustments have also been made to daily scheduled operations to ensure the safety of all students on campus and will follow state/ district mandates for social distancing, face covering protection, and other health/safety protocols for staff and students.

As SRMI serves all secondary grade levels, this plan will include students in 6-12 grades. Full-time learning will occur beginning August 20, 2020 allowing for interaction between staff, students, and peers. All options will follow the same curriculum and hours of instruction. Specialized instruction, and services/ accommodations for select students with IEPs/ 504s are included in SRMI's plan.

Brick and Mortar/Face-to-Face
• **Option 1**: 5 days a week, 310 minutes a day of academic instruction will occur Monday through Friday in classrooms with in-person instruction.

Innovative Learning Plans
• **Option 2:** Students is home 5 days a week, 310 minutes of asynchronous learning/ academic participation will occur Monday through Friday. Peer interaction will also occur via discussion posts and other innovative communication strategies for online learning.
• **Option 3:** Students will receive in-person instruction on campus on select days and at home on select days to meet student/ family needs. These students will receive instruction from both home and on-campus.

Assurance 1

SRMI Renaissance Bell Schedule

On-Campus Instruction- M-F Full Time:

Activity	Time	Minutes
Breakfast	8:55-9:10	15
Transition/ Restroom Break	9:10-9:15	5
1st Period	9:15-10:05	50
2nd Period	10:06-10:51	45
3rd Period	10:52-11:37	45
4th Period	11:38-12:23	42
Lunch (Staggered times between 4th- 5th periods)	12:25-12:50	25
5th Period	12:52-1:45	53
6th Period	1:45-2:35	50
7th Period	2:35-3:25	50

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Assurance 2

SRMI will provide regularly scheduled in-person academic instruction, including services to ESE and ELL students, for all students enrolled. Students will remain in one classroom to help ensure a safe and healthy environment, while teachers rotate through classrooms for instruction in individual subject areas. Paraprofessionals will also be assigned to all classrooms to assist with both instructional and behavioral needs.

Additionally, SRMI will include individualized interventions for behavior modification and drug use/abuse education. Mental health counseling, and targeted case management will be available to all students in need of such services. Licensed Mental Health Counselors will also be available for virtual services to provide for students opting for remote learning. For students opting brick and mortar instruction, SRMI will also continue to provide transportation to and from school, which will also encompass vigorous health and safety guidelines.

To guarantee service provisions, ESE students who opt for Option 2 will engage in one-on-one or small group instruction with an ESE teacher via video conferencing platforms. Progress toward annual goals/ objectives will be monitored closely and individual accommodations will be provided as stated in the student's IEP.

Assurance 3

SRMI will prepare and maintain student records in accordance with State of Florida requirements and will also collect and organize data to report to the Citrus County School District, School Board, and State/ Federal agencies.

Academic progress monitoring tools for academics will include grades, classroom assessments, comprehension/ mastery exams, program assessments for entry and exit, district assessments (as applicable), and state assessments such as Florida Standards Assessment (FSA) and End of Course Exams (EOCs). Credit Recovery courses will also be assigned (as needed), monitored, and tracked.

Academic and behavior goals will be adjusted based on student needs and assessment scores. Academic and behavior progress monitoring will occur and be reported to all teachers and administrators at weekly data meetings. Problem Solving Team meetings will be scheduled to occur for students in need of additional interventions.

Assurance 4

SRMI will provide a developmentally appropriate educational curriculum to meet each Exceptional Education Student's individualized needs as set forth in each student's individual educational plan (IEP), which is incorporated herein by reference. The School Board will provide an ESE Specialist to conduct Individual Education Plan meetings and to work closely with service providers, including the SRMI Exceptional Student Education teacher.

Meetings to review and revise a student's IEP may be initiated by the Citrus County district staff, SRMI or the parent/guardian and conducted upon notification to all parties. Parents/guardians will be notified of the time, date, and place of the meeting, and all parties within the IEP committee will be involved in any decision about the student's IEP. SRMI shall implement the student's IEP; however, responsibility for compliance with State Board of Education Rules remains with the School Board/District.

Assurance 5

SRMI ensures appropriate training will be obtained for selected teachers to meet ESOL certification requirements as required by Fla. Admin. Code R. 6A-4.0244, for teachers instructing limited English proficient students. SRMI will be afforded the opportunity to participate in the Citrus County School District's ESOL training.

Language surveys, compliance documentation, and school/ student reports will be completed quarterly or annually to meet district requirements.

Progress Monitoring and ESOL testing will take place, compliant with district/ state policies. Additionally, Problem Solving Team meetings will be held to discuss student needs in the event of regression.

Annual ESOL Committee meetings will take place for all ESOL students. These meetings will include a review of academic records, an update of the student's academic plan, educational decisions, and recommendations regarding continuance of ESOL services.

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