HERNANDO
SCHOOL DISTRICT

Guidance on

RETURNING TO SCHOOL

Following COVID -19

Public Health Emergency

Message from the Superintendent

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

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

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

We are taking this thoughtful and measured approach so we can ensure a smooth transition back to work and school. As always, please communicate with your administrator if you have an individual situation that needs to be addressed.

Stay safe and thank you.

John Stratton

John Stratton, Superintendent of Schools

Return to Work - School Task Force Members

Name	Title
John Stratton	Superintendent of Schools
Susan Duval	Hernando County School Board, Chair
Heather Martin	Assistant Superintendent of Business Services
Gina Michalicka	Assistant Superintendent of Teaching & Learning
Karen Jordan	Public Information Officer
Sean Arnold	Executive Director of Maintenance & Facilities
Lisa Becker	Executive Director of Business Services
Lisa Cropley	Executive Director of Student Support Programs
Cathy Dofka	Director of Exceptional Student Education
Jill Kolasa	Director of Student Services
Ray Pinder	Director of Human Resources
Ralph Leath	Director of Transportation
Lori Drenth	Director of Food & Nutrition
Argely Cespedes	Manager of Environmental Services
Lara Silva	Elementary Lead Principal, CES
Carmine Rufa	Middle School Lead Principal, FCMS
Leechele Booker	High School Lead Principal, HHS
Patty Martin	Principal, MES
Rosemarie Maiorini	Principal, CK8
Dana Pearce	Principal, SHS
Ed LaRose	Principal, DSPMS
Zana Brooks	Principal, Hernando eSchool
Sophia Watson	Supervisor of Adult & Technical Education

Joe Amato	**Supervisor of TIS**
Michelle Barash	**Supervisor of Elementary Curriculum**
John Morris	**Supervisor of Secondary Curriculum**
Linda Peirce	**Supervisor of Assessment & Accountability**
Beth Lastra	**Supervisor of College and Career Programs**
Sonsee Sanders	**Coordinator of Evaluation, Research & Data Analysis**
Vince La Borante	**President, HCTA**
Cheryl Fuerst	**HCSD RN for Medically Fragile Students**
Susan Jackson	**Title 1 Facilitator, HCTA Representative**
Lisa Masserio	**Teacher, HCTA Representative**
Ms.Clara Lavender	**Parent, MES & DSPMS**
Kristien Polecritti	**DO, Family Physician**

Stage 3: August 3rd and Beyond

(from Return to Work Plan)

Normal operational hours resume

Employees:

- With the exception of those on approved extended leave, all employees are expected to have returned to work
- Employees who have self-reported or have a confirmed fever of 100.4 degrees or greater, or have COVID-19 symptoms will be sent home. Regular sick leave policies apply.   Clearance by a medical health provider may be required before an employee can return to work. (see *employee temperature check/screening* for additional detail)

Visitors:

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

Staff travel:

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

Plan A - Safe Return to School

Parents will have the opportunity to return their student(s) to face-to-face instruction August 10th (Option 1) OR if they are not comfortable sending their student(s) back to the brick and mortar setting they can enroll in Hernando e-School (Option 2).

Plan A, Option 1

Students return to school with additional safety & cleaning protocols in place.

Transportation

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

- Ensuring an efficient transportation model
- Implementing enhanced cleaning procedures

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

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

Transportation Model
- **Stops:**
    - Stop locations will be reviewed to limit the number of assigned students.
    - Encourage social distancing while waiting for bus arrival.
    - Encourage parental assistance at community stops at Recreation Centers (ex: Sterling Hills, Avalon, and Trillium).
- **Run Creation:** (Run**:** A collection of stops that service a school)
    - Create runs with a run load no greater than 50 students whenever feasible.
    - Create runs in close proximity to the school in case double runs are required.
    - Whenever feasible, two students will occupy one seat (down from three - currently allowed). Siblings will be encouraged to sit together.
    - Students are encouraged to wear a face covering provided by their parents while riding the bus.
    - Whenever possible, assign no more than two wheelchair students per lift bus.
    - Driver, attendant, and nurses will be included in the total ridership.
    - Identify students requiring adult supervision to maximize attendant use.

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

Enhanced Cleaning Procedures

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

Cafeteria and Meal Services

Food and Nutrition Services will work with each school site to develop plans for serving line/serving areas that are site specific to ensure quick, efficient service of students at both breakfast and lunch. Consideration will be given to increasing serving lines at all schools and utilization of serving carts.

- **Food Preparation:**
  - School site Manager and Assistant Manager are nationally certified safe food handlers. Hourly staff receive 6 hours required training each year which includes safety and sanitation training.
  - Face Coverings are required to be worn by Food and Nutrition Services (FNS) staff while preparing and serving food.
  - Social distancing, as required, will be met to the best of our ability.
  - Gloves are required to be worn by FNS staff while preparing and serving food.
  - All food service staff will follow district guidelines for reporting to work (temperature taking, exposure mitigation).
  - All food will be pre-wrapped/packaged prior to service to students, limiting exposure to contamination during service and transport
- **Meal Options:**
  - Menus will provide limited choices for students and will focus on local, fresh, and quality food.
  - Meal components may be pre-packaged together for ease of service and easier transport to assigned dining areas. Age-appropriate signage will indicate what is in the meal unit. All condiments and utensils will be included in the meal unit as well.
  - All students will have the opportunity to receive the maximum components of the National School Lunch Program and School Breakfast Program.
  - Meals will continue to be at no cost to students.
  - A la carte will be offered at all levels, but offerings will be limited and rotated.
- **Meal Service:**
  - District Food and Nutrition staff will work with school Food and Nutrition staff and site administrators to offer options to increase the number of serving lines (using meal carts) and/or to provide spacing of the lines to minimize the number of students in line for both breakfast and lunch. All lines will offer the same menu options.
  - All serving lines will minimize touchpoints for students. Food and Nutrition staff will be using tally/tick sheets to count meals. Pin pads will only be used for a la carte items. Pin pads will be sanitized by the cashier after each use.
  - Food and Nutrition staff at the school site will work with district Food and Nutrition staff and school staff to ensure students with allergies or special needs related to meal service are identified and receive appropriate meals
- **Daily Post Service**
  - Food and Nutrition school site staff will clean and sanitize all serving areas and/or serving carts.
  - Food and Nutrition school site staff will clean and sanitize all tables in the inside dining area after breakfast and lunch.
  - Food and Nutrition school staff will sanitize tables between classes.

Environmental Service Technician (EST) Cleaning and Disinfection Protocols

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

School Buildings

Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
    - Note: Cloth face coverings should not be placed on:
        - Children younger than 2 years old
        - Anyone who has trouble breathing or is unconscious
        - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Students will need to provide their own face covering that meets Hernando County School District dress code, found in Appendix C of the Student Code of Conduct:
    > *"Any apparel that is determined inappropriate, disruptive to the educational environment, or offensive to good taste by principal or designee of the school such as; jewelry, tattoos, or markings must be covered, accessories or manner of grooming, which by virtue of color arrangement, trade mark, or other attributes that denotes membership in a gang, advocates drugs, tobacco products, alcohol, violence, sexual innuendo, profanity, or has caused disruption is prohibited. This includes bandanas that are not to be worn, displayed or carried onto campus."*

Student Screening

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

Clinic Visit Procedures

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

Medically Fragile and PreK Rooms

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

Front Office

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

Restrooms

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

Hallways

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

Lockers

- Abandon the use of student lockers in hallways or stagger locker assignments to avoid gathering and close contact with others.

Classroom

Modified Layouts

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

Shared Objects

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

Media Center

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

Computer Labs

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

Band

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

Gymnasium & Locker Rooms

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

Pick-Up & Drop Off Areas

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

Recess/Playground

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

Gatherings, Visitors, and Field Trips

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

Student Travel

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

Social-Emotional Well-Being of Students

Staff

- It is highly recommended that Youth and Mental Health First Aid Training be offered to staff/schools on a continuing basis per state mandate. This state mandated training teaches participants to recognize the signs of anxiety, grief and trauma in students.
- Teacher and administrator training will be offered through the summer and a schedule will be provided for the school year. Registration can be completed in Frontline.
- Staff will be required to complete their annual two hour Kognitio suicide prevention training.

Students

- The link below is a "teachable moment document" that allows teaching/counseling staff to provide an opportunity for students to debrief how school closure, quarantine, and distance learning may have affected them. Each school can utilize this form and determine implementation:
    - https://drive.google.com/file/d/1gKBN2ND2ihP4EP1UQmicbJnQJWGH7i2f/view?usp=sharing
- The "You Are Not Alone" curriculum can be used as a resource for grades 6-12. Each social worker has access to this program that provides Tier 1, 2 and 3 interventions to support mental health and social emotional learning.
- To support students' well-being, daily mindfulness activities should be a part of every morning routine. Mind Yeti for K-3 provides four-minute video lessons that can be watched daily in the classroom to help students prepare for the day.
    - Below is a link to Mind Yeti and many other resources to utilize in the classroom: https://drive.google.com/file/d/1xLN0ltmIIuvumdIp9OhRh4C6I47xQe7B/view?usp=sharing
    - Calm Classroom is available for grades K-12 and provides four-minute daily lessons on mindfulness. This resource is available through Student Services.
- The five hour, state mandated mental health implementation should occur during the 1st semester. The topics that are required align with Edgenuity Purpose Prep and provide support to students in social emotional learning.

Academics

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

Plan A, Option 2 - Enroll in Hernando e-School

Parents may elect to enroll their student in Hernando eSchool instead of returning to a school campus. When choosing this option, parents will be informed of the commitment via the Family Orientation prior to registration. If parents choose this option, they will register at ehernando.weebly.com as a full time eSchool student based on Hernando eSchool eligibility requirements. **The deadline for registration is July 21, 2020.**

Prior to choosing this option, parents need to be aware of the following:
- Students must remain a Hernando eSchool student through the entire semester in order to receive a grade. If they choose to leave eSchool to re-enroll in their zoned school prior to completing the semester course, they will not get a transfer grade and must start the semester over.
- Devices (computers, tablets, etc.) will not be provided.
- Schools/teachers will not be providing paper packets.
- Refer to the chart below to understand the difference between 4th quarter of the 2019-2020 school year of remote learning and requirements Hernando eSchool:

Remote Learning March - May 2020	Hernando eSchool August 10, 2020
Learning during a crisis	Established and planned
Structure is teacher-led	Self-motivation required
Online access optional/provided	Online access required and provided by family
Device provided by district if needed	Device provided by family
Multiple online platforms (i.e. Google Classroom, SeeSaw, Canvas)	Single On-line Platform (Canvas or Pearson)
Grading leniency provided	Traditional grading practices followed
Hernando County Teachers	Hernando County Teachers

Families will visit Hernando eSchool's Family Orientation Information Module to determine if they want to enroll in eSchool. To complete the module, families will visit https://hcsb.instructure.com/login/canvas:
- Universal username: family
- Password: family123

Staff Capacity

Currently eSchool can absorb 3,200 total course enrollments above current enrollment without changing the staffing model. If course enrollment exceeds 6,400, eSchool will need additional staff to meet enrollment needs and/or temporarily transfer teachers from zoned schools. Based on enrollment numbers, teachers may be asked to temporarily teach for Hernando eSchool on either a part-time or a full-time basis. Certification and zoned schools impacted will be a top consideration if movement is necessary. If applicable, a Memorandum of Understanding (MOU) will be created between Human Resources and the Hernando County Teachers Association (HCTA) for this purpose.

Plan B - Schools Remain Closed

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

Plan B consists of students not returning to school and utilizing a digital learning platform for instruction.

Grades PreK - 5

- For PreK-5th grade, schools will defer to Plan C contained in this document beginning on page 17 for teacher and student expectations for digital learning utilizing Canvas.
- Teachers will be trained in the instructional platform they will be using with their students.

Grades 6-12

- For grades 6-12 this instructional learning platform will emulate Hernando eSchool. An instructure instance will be purchased for grades 6-12 utilizing Canvas. The content will be pre-loaded from eSchool courses when possible.
- Courses that are not currently created will be developed at the District level with coaches and committees.
- Some Math, Science, and Electives courses may require the use of FLVS.
- Teachers will be trained in the instructional platform they will be using for facilitating instruction.
- The Technology and Information Services Department will be responsible for loading files to attach teachers to their courses and to enroll students in their courses.

Staff Considerations

- It is possible that instructional and non-instructional positions may be affected if schools are not able to reopen in August.
- For grades 6-12, an average teacher caseload for eSchool is 170 - 200 students compared to an average of 125 -150 in a brick and mortar setting.
- For grades PreK- grade 5, an average teacher caseload typically mirrors that in a brick and mortar setting.

Plan C - State Mandated Mid-Year School Closure

In the event of future outbreaks of COVID-19 that force schools to close during the school year, Hernando County School District will implement a Distance Learning Plan for instruction utilizing the CANVAS platform. Distance Learning occurs only when all students are physically prohibited to be on a school campus. The Distance Learning Plan excludes those enrolled in Hernando e-School.

Distance Learning Expectations

Virtual instruction will encompass three overarching responsibilities: Synchronous Virtual Instruction, Purposeful Communication, and Active Progress Monitoring.
There will be *Instructional* and *Independent Study Days* for students and teachers.

- *Instructional Days* will be 3 days a week where teachers follow their daily schedule to instruct the students through live lessons. *Instructional Days* will be Mondays, Tuesdays, and Thursdays.
- *Independent Study Days* will be two days a week and allow for students to complete assignments and projects while teachers can plan for instruction, reach out to families to offer support and guidance, participate in professional development, and attend faculty or department meetings. *Independent Study Days* will be on Wednesdays and Fridays.

Synchronous Virtual Instruction

This component allows the opportunity for the instructor to interact, virtually, with their students in a live setting through Zoom, SeeSaw, Nearpod, Microsoft Teams, etc. These live sessions should be recorded and housed within the platform for future student use outside of the live event time frame. This includes, but is not limited to, the following activities:

- Live Open Office Hours - Provides students the opportunity to "drop in" for support. Teachers will designate specific office hours to students and parents that are aligned with the scheduled *Independent Study Days* and will communicate this information on their Canvas class page.
- Pre-Designed Live Instructional Lessons - A predetermined standards-based lesson aligned with the District's curriculum map where the instructor provides content delivery on a specific topic or concept during scheduled *Instructional Days*.
  - Administrators will have discretion on the number of electronic devices per household based on extenuating circumstances and availability.
  - Administrators and teachers at feeder schools may need to collaborate and be flexible to support families with several students and limited devices.
- Collaborative Projects - Students and/or their instructors work together on a collaborative project in a virtual setting.

Purposeful Student Communication

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

- Canvas - An active platform for students to engage and collaborate with the instructor in a real-time, text-based environment (ex: Flipgrid, SeeSaw, Nearpod, Google Classroom, etc.).
- Chat, Messaging, and Email - Methods by which an instructor can interact with a student in a private or semi-private experience to engage the learner in meaningful dialogue and increase course/subject participation. The expectation is that students have a variety of ways to communicate with teachers.
- Phone Calls as Needed or Requested - Using Google Voice or the classroom phone. STAFF WILL NOT USE PERSONAL CELL PHONE NUMBERS.

Active Progress Monitoring

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

Student Attendance

4th 9 weeks of the 2019-2020 school year:	2020-2021 School Year:
The following criteria are examples of a student counting as present in class during remote learning for the 4th 9 weeks of the 2019-2020 school year: ● Logging into an online platform at least 1x during the week ● Submitting an assignment ● Sending an email or a virtual message ● Engaging in a phone call with a teacher or other school employee ● Participating in an online forum or web thread conversation ● For students working on paper packets, please verify with the student or caregiver weekly through email, phone, Class Dojo, or Remind, etc. that the student is engaged and working If a student doesn't complete work or log in for the week and makes no attempt to contact the teacher via email, phone, or online instruction then the student will be marked absent for all 5 days of that week.	The following is the criteria for a student counting as present in class during remote learning for the 2020-2021 school year: ● Attending live lessons on *instructional days* for all subjects/classes ● Attending assigned live lessons on *independent study* days for Tier 2 & Tier 3 instruction ● Submitting daily assignment(s) by due dates At the elementary level, teachers will record attendance for each subject daily. Students will be marked present when they attend all or the majority of the day. At the secondary level, teachers will record attendance for each class period daily. **Students will be marked absent when these requirements are not met.**

Teacher Daily Schedules

Recommended Teacher Schedule for Independent Study Days on Wednesdays and Fridays

Activity/Task	Time Spent
Planning standards-based lessons **or** Professional Development one day a week when scheduled **or** faculty/department meetings one day a week when scheduled	2 hours a day
MTSS Small Groups and/or MTSS documentation	1 hour a day
Grading/Evaluating Student Progress	2 hours a day
Communication Time (parents, students, colleagues, meetings, etc.) *Log will need to be kept.	2 hours a day

Teacher Schedule for Instructional Days on Mondays, Tuesdays, and Thursdays

Activity/Task	Time Spent
Planning Content	1 hour a day
A minimum of 30 minutes Live Instructional Blocks following Master Schedule For secondary schools, the minimum of 30 minutes varies depending on the number of class periods.	3 - 3.5 hours a day
MTSS Small Groups Before or After the Live Instructional Blocks	As Needed
Grading/Evaluating Student Progress	As Needed

Daily Class Schedules

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

Sample *Instructional Day* Elementary Specials Teacher Schedule *Teachers would follow the Master Schedule for the school.	Time *This chart displays minimal time of 30 minutes per teaching block.
1st Block	9:00 - 9:30 (30 minutes)
2nd Block	10:00 - 10:30 (30 minutes)
3rd Block	11:00 - 11:30 (30 minutes)
4th Block	12:00 - 12:30 (30 minutes)
Lunch	12:30 - 1:00 (30 minutes)
5th Block	1:00 - 1:30 (30 minutes)
6th Block	2:00 - 2:30 (30 minutes)
Planning Period	2:30 - 3:00 (30 minutes)
MTSS Block	3:00 - 3:30 (30 minutes)

Sample *Instructional Day* Secondary Schedule - 7 period day Teacher Schedule * 6 period day will have live instructional lessons for 35 minutes *8 period day will have live instructional lessons for 25 minutes	Time *Teacher's planning period embedded in one of the seven periods. *This chart displays minimal time of 30 minutes per class period.
1st Period	9:00 - 9:30 (30 minutes)
2nd Period	10:00 - 10:30 (30 minutes)
3rd Period	11:00 - 11:30 (30 minutes)
4th Period	12:00 - 12:30 (30 minutes)
Lunch	12:30 - 1:00 (30 minutes)
5th Period	1:00 - 1:30 (30 minutes)
6th Period	2:00 - 2:30 (30 minutes)
7th Period	3:00 - 3:30 (30 minutes)

Expectations

Teacher Expectations 4th 9 weeks of 2019-2020 School Year	Teacher Expectations 2020-2021 School Year

● Show Grace and Compassion
● Track and Report Attendance
● Track and Report All Communications on Communication Log
● Provide needed support for students and parents on usage of Canvas
● Report any concerns about work completion to Administration
● 1 -2 live or recorded lessons per week
● Record 1 grade per week, per subject in Chalk
● Assignments should be accepted at any time during distance learning.
	● Show Grace and Compassion
	● Track and Report Attendance
	● Track and Report All Communications on Communication Log
	● Provide needed support for students and parents on usage of Canvas
	● Follow the Communication Chain of Command regarding student concerns
	● Live Standards-based Lessons on *instructional days* aligned with the District's curriculum map
	● Maintain the minimum of 3 grades per weighted category as stated in *Student Progression Plan & School Procedures Handbook*
	● Assignments will be accepted with a 2 week grace period from the original due date
	● MTSS between lessons on *instructional days* and on *independent study days* as needed
	● Follow proper Digital Etiquette during live/recorded lessons to include:
	  - Being prepared
	  - Being presentable
	  - Being punctual
	  - Being positive and engaging
	  - Being patient
	  - Being professional

Student Expectations 4th 9 weeks of 2019-2020 School Year	Student Expectations 2020-2021 School Year
- Complete weekly assignments via online or work packets - Communicate with teacher(s)	- Complete daily assignments via online by assigned due dates. - Attend scheduled live lessons on *instructional* and *independent study* days with teacher(s) for: -Instructional Lessons -MTSS -Reteach/Reassess - Communicate with teacher(s) for Academic Support, -Technology Support, Days you will be absent to arrange times for makeup work - Monitor methods of communication daily such as grades, emails, and updates. - Follow proper Digital Etiquette during live instructional lessons/MTSS include but not limited to: - Being prepared - Being dressed appropriately - Being located in an appropriate learning environment - Being on time - Being respectful of the teacher and others - Being present & engaged

Communication

Steps	Chain of Command Timeline *Recommendation is that subsequent steps happen within a 24 hour period
Step #1	Teacher contact parents via email, Class Dojo, Remind, etc
Step #2	Teacher contact parents via a personal phone call speaking with parents multiple attempts should be made and documented on communication log
Step #3	Teacher emails guidance and/or Student Support Team with concerns after step #1 & #2
Step #4	Guidance and/or Student Support Team contact parents via a personal phone call speaking with parents - multiple attempts should be made and documented on communication log
Step #5	Guidance and/or Teacher contacts administration with continued concerns
Step #6	Administration will take steps necessary to encourage students to follow the student expectations. This may include various steps such as meetings with teachers, parent conferences, etc.

Additional Staff Responsibilities

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

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

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

VE Teachers	Contact parents to schedule/provide daily virtual ESE services to students with disabilities and complete accompanying documentation (Caseload & Services). Providing applicable accommodations and compiling online resources for students. Downloading and reviewing the current alpha list to ensure IEP compliance. IEP meetings will be delivered via telephone, Skype, Canvas, Microsoft Team or permission to proceed. Participating in virtual staffings as applicable.
Social Workers	Scheduling/providing virtual individualized counseling, conduct check-in sessions with students and families, create and assign SEL assignments and coping strategies; assist with contacting students/families who are not completing work;, continue to complete mental health documentation, participate in 504 and IEP meetings when needed, implement continued MTSS interventions and monitor and document social worker referrals. Social workers will provide assistance to other departments in the district when needed.
Nurses	Conducting clinic audits, performing health checks of staff per the CDC. Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission. Entering vision screening data conducted by the screening team from previous school years. Updating the Substitute Nurse Binders. Contacting parents and arranging for medications that are stored in the clinic to be returned to families.
Employment Specialist/Job Coaches	Supporting students in creating Explore Works or My Career Shines accounts and completing interest inventories and career exploration activities. Contacting students to work on career goals, resume writing, job readiness, interview skills, and soft skills. Complete accompanying documentation (Caseload & Services).

Additional Staff Responsibilities - Continued

Role	Virtual Responsibilities *Assigned schools Administration may request to be part of a school-based team during the time of school closings.
Interpreter	Scheduling/providing interpreting services to students with disabilities on caseload. Contacting students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate. Complete accompanying documentation (Caseload & Services).
eSchool Lab Managers	Continue to check-in with your students to ensure that they are progressing in their on-line instruction.
Assessment Teachers	Assist in monitoring third party platforms such as iReady, Achieve 3000, Math Nation, etc. for instructional usage. Provide data to the Principal as needed. Assessment teachers may also be included in the Student Support Team helping to reach out to families who need additional support. In addition, Assessment Teachers may be requested to fill open positions based on certification during distance learning.
Principal	Stay in communication with the District, State and Health Department. Communicate updates with all stakeholders. Routine checks of Canvas accounts for accountability. Support teachers in communications with families. Support staff and students/families with distance learning. Stay informed and communicate with staff to support them in regards to their health and welfare. Conduct required classroom walk-throughs digitally through the teacher live lessons.
Assistant Principal	Routine checks of Canvas accounts for accountability. Communicate with teachers and families regarding participation with distance learning. Routine checks of students' grades on Skyward. Conduct required classroom walk-throughs digitally through the teacher live lessons. Daily communication with the Principal.
Title I Facilitators	Continue work on Comprehensive Needs Assessments for Title I schools; work with the Federal Programs leadership to develop the 2020-2021 Title I grant application; continue to support administration of Title I schools; provide additional assistance as needed to teachers and staff of Title I Schools. Provide resources and support for teachers in Title I schools for equitable access.

Parent Academy	Assist guidance counselors and school staff in supporting families and connecting them with community resources; assist teachers in connecting with families of students who are not completing work and/or are struggling. Assist the SFIT team in supporting homeless students; assist with the food and nutrition plan as needed.
Students and Families in Transition staff	Contact all of our existing families to get updates on their living situations; share information about local resources; and assist with any program needs. Connect students with laptops, internet, food, toiletries, healthcare, etc. Ensure our Unaccompanied Youth have access to cell phones, laptops, food and shelter; provide them with Medical Consent forms, birth certificate waivers, Florida ID waivers, financial aid assistance letters, etc. Ensure we are meeting all McKinney-Vento requirements and continue to manage and complete any Title IX, AHCY and Displaced student grant paperwork.
ESOL Lead Coach	Coordinate with ESOL lead teachers and assist in the delivery of services and accommodations for ELL students. Assist ELL families to support their students' online learning. Provide virtual training for teachers of ELL students and monitor ELL student progress. Provide support to ELL Lead Teachers, ELL Paraprofessionals, district and site leadership regarding networking to support ELLs, using technology/online resources to support ELLs, ELLevation implementation, WIDA. Coordinate access and distribution of Imagine Learning / Rosetta Stone licenses.
Federal Programs district-based staff	Complete Comprehensive Needs Assessments for Title I Schools; complete the Title I, Part A application for 2020-21; support Title I principals and Title I Facilitators; manage the grant funds and coordinate with FDOE on Title I, Part A; Title I, Part D; Title III, and Title IV, as well as the Schools of Hope and TSSSA grants. Support and monitor the Title I funded school- and district-based staff. Complete program evaluations and assist the district leadership and principals with data as needed. Assist SFIT and Parent Academy staff in their coordination and deployment of resources for families. Monitor the School Improvement guidance from the FDOE.

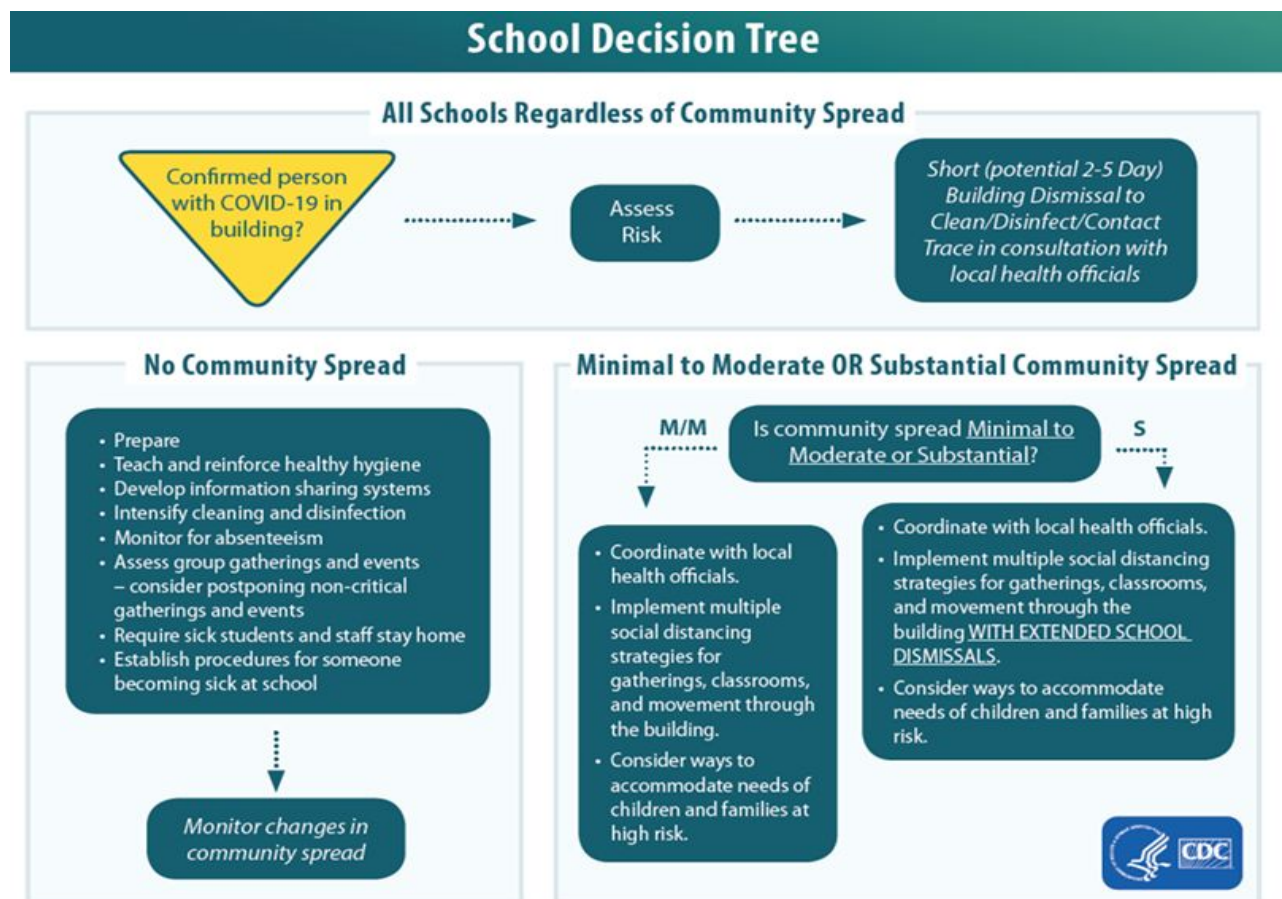|	
Site-Based and Traveling ELL Lead Teachers	Site-Based ELTs: Provide online instruction/assessment of learning via Canvas/Teams/Zoom for courses which they are teacher of record (DLA-R. ELD, Intensive Reading, etc.) All ELTs: Support ELLs and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online. Continue to perform ELL compliance tasks via virtual meetings/phone calls/email/ELLevation/Performance Matters. Extension of service ELL committee meetings (4th year LYs and beyond). LF monitoring student progress during distance learning.
ESOL Paraprofessionals	Support ELLS and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online.
Professional Development Staff	Provide PD in virtual instruction. Provide first point of contact ongoing support for MS Teams. Assist TIS with instructional support for device roll out and instructional tech support. Continue with support for new teachers. Continue support for PEC and certification needs. Support teachers in the creation and delivery of video lessons. Assist in the coordination and deployment of resources for teachers. Continue all federal and state provider and monitoring requirements.
Center for Success and Independence Staff	CSI staff will work remotely to offer instructional support to students in the Youth Opportunity Investments DJJ program. This program has limited access virtually. Students can still work on the district purchased program of Edgenuity for Science and GED practice. Packets will be provided to the counselors via teachers, and we have created a drop off and feedback process to give feedback to the students on their work weekly.
Incarcerated Youth Staff	There are 4 teachers that provide educational services to students at the jail. They work 6 hours a week. Students at the jail do not have access to computers or telephone and are unable to receive virtual instruction. They will be provided packets and teachers will provide feedback on completed packets.

Small Group Instruction for Career and Technical and Career Certificate Courses

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

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

Contingency Plan for Confirmed Case

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

School Decision Tree

All Schools Regardless of Community Spread

Confirmed person with COVID-19 in building? ⟶ Assess Risk ⟶ Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

Is community spread Minimal to Moderate or Substantial?

M/M
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

S
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building WITH EXTENDED SCHOOL DISMISSALS.
- Consider ways to accommodate needs of children and families at high risk.

CDC

Appendix A

Administrator Responsibilities

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

June and July:

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

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

August and beyond:

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

Appendix B

Device Distribution Procedures

Device Preparation

- Each site administrator will work with their tech specialist to develop a plan for compiling and preparing devices for deployment.
- Each device and correlating accessory should be properly inventoried and distributed utilizing the HCSD Equipment Checkout & Guidelines for Students Form (below). A copy of the guidelines should be provided to the parent/student and the original form with signatures should be collected. The forms should be kept in a secure location and made available to the Tech Specialist.
- Each school site will develop a plan for communication with families regarding device requests and distribution timelines.
- Administrators will have discretion on the number of electronic devices per household based on extenuating circumstances and availability.
- Administrators and teachers at feeder schools may need to collaborate and be flexible to support families with several students and limited devices.

HERNANDO COUNTY SCHOOL DISTRICT
EQUIPMENT CHECKOUT & GUIDELINES FOR STUDENTS

Student Name	Student ID #	Location / Cost Center	Date
Barcode ID Number	**Serial Number**	**Equipment Type**	

Accessories: ☐ Power Cord   ☐ Case

☐ Other_____

Please read each statement:

- I understand that this equipment remains the sole property of the Hernando County School District.
- This equipment is to be used for educational purposes only.
- If this device connects to the Internet outside of school, it is understood that the Internet will not be filtered and Internet supervision is the sole responsibility of the student and parent/guardian. Regardless of whether you are at home, a hotel, a restaurant, or anywhere with Internet access, you should not browse to sites that would be blocked at school.
- Do not allow family members or others to use the device.
- Do not install any personally owned software onto the device. Do not store any files on the device which could constitute a copyright or licensing violation, or could be deemed illegal or of an inappropriate nature.
- I am financially responsible for all repair costs associated with any damage resulting from negligent use and/or damage that occurs to this equipment when in my possession. If the cost to repair exceeds the replacement cost or depreciated value, I am responsible for the replacement cost or depreciated value, whichever is less.
- I am financially responsible for the replacement cost or depreciated value, whichever is less, for loss/theft of the equipment that occurs off Hernando County School Board property. I will not be financially responsible if reasonable precaution is used to prevent loss/theft and a police report is provided to substantiate such reasonable precaution.
- I understand that I may elect to purchase private loss/damage/theft insurance to provide for additional coverage as a precaution on my own and at my sole cost/expense. If I elect to do so, I am responsible for verifying whether my personal insurance (e.g., automobile, homeowner, renter, etc.) provides coverage for the equipment and if so, under what circumstances and subject to what deductibles.
- I am responsible if I permit unauthorized users to use this equipment.
- Student information is protected by law, and I am responsible for keeping all such information housed on this equipment confidential at all times and agree to save all data and work externally and securely.
- Inappropriate or unlawful use of this equipment, after due process, may result in disciplinary action.

By signing below, I understand and accept the above responsibilities with regard to this equipment being issued by the Hernando County School District.

_____   _____
Parent Signature   Date

_____   _____
Student Signature   Date

Collection Procedures, etc.

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

1. Locate the Agreement signed when it was borrowed and indicate on the form it was returned and indicate if the power supply was returned and any damage to the device; or,

2. You can use the shared master spreadsheet that your data entry people have access to, and notate the same information in the relevant columns for your site.

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

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

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

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

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

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

Appendix C

Visitor Screening

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

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

1. Have you been diagnosed with COVID-19?　　　　　_____ Yes or _____ No

2. Are you currently experiencing or have experienced any of the following symptoms within the past 48 hours?

   ● Fever　　　　　　　　　　　　　　　_____ Yes or _____ No

   ● A combination of these symptoms with or without a fever: Persistent cough, shortness of breath or difficulty breathing, chills or repeated shaking with chill, unusual muscle pain, headache, sore throat, or new loss of taste or smell　　　　　_____ Yes or _____ No

3. Have you had known close contact with a person who has a confirmed or suspected case of COVID-19 within the last 14 days?

   　　　　　　　　　　　　　　　　　　_____ Yes or _____ No

4. Have you traveled out of the state within the past 14 days?

   　　　　　　　　　　　　　　　　　　_____ Yes or _____ No

5. Have you traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission within the past 14 days?

   　　　　　　　　　　　　　　　　　　_____ Yes or _____ No

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

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

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