



**SKY ACADEMY VENICE
REOPENING PLAN**

July 20, 2020

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1. **Public Health and Safety Measures: face-to- face for students while implementing responsible safety measures**

Note: Based on the Florida Department of Education Reopening Schools Document there are six key stages throughout the day to be considered. Considering these six key stages will reduce the cumulative risk throughout the day and will reduce the risk for virus transmission. The stages are: before/students/staff arrive on campus; when students/staff arrive on campus; when students/staff move about campus; when students/staff utilize classroom space; when students/staff participate in extracurriculars; when students/staff leave campus.

1.1 Encourage distancing as much as possible in classrooms

- **Set up classrooms to allow for maximum distance possible between student seating:**
 - Space desks and student tables in classrooms as far apart as possible
 - Remove non-essential items out of the classroom to allow for maximum spacing
 - Look at all available spaces to hold classrooms when spacing is especially difficult or classes are closed for extensive cleaning.
 - Utilize outdoor classroom space where appropriate
 - Utilize individual student desks when possible
 - Utilize barriers as needed where distancing is impossible (e.g., where students sit in close proximity to each other or at tables)
 - Face students in the same direction as much as possible or in a perimeter format
- **Limit activities in Specials/Electives that require close contact as much as possible:**
 - Physical Education:
 - Schools need to determine locations for rainy-day PE while distancing
 - Consider cleaning equipment frequently
 - Consider rotating or eliminating the use of locker rooms and/or PE uniform requirement
 - Consider a fitness rotation where equipment is minimized
 - Implement health related instruction
 - Separate large groups into smaller groups to minimize interactions when possible
- **Small group instruction or learning in more confined spaces or tables:**
 - Utilize barriers, seat students to distance as much as possible, and/or wear masks (for both students and teachers)
- **Hallways and Passing**
 - Employ a “stay to the right” pattern when moving in the hallways
 - Require use of face coverings during transitions
 - Provide signage 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
- **Consider scheduling options:**
 - Adjust room locations to limit the distance students travel between transitions
 - Utilize other larger, unused spaces for classrooms that have difficulty distancing

1.2 Maintain safety precautions on buses

- Ensure hand sanitizer is available on all buses
- Mandate that students to wear face covering when on the bus
- Follow cleaning protocols throughout the day
- NOTE: all students must be pre-registered to ride the bus

1.3 Limit contact outside of school staff

- **Day One - Week One Considerations:**
 - Stagger “Meet the Teacher” events on different days and times to maximize social distancing and lessen the overall campus population.
 - Stagger Dismissal to alleviate traffic congestion (busses/cars/aftercare/walkers)
- **Parent Pick Up/Drop Off:**
 - 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 and get screened
 - Promote with ConnectEd messaging during first few weeks of school
 - 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
 - Refer families to Website for all information and procedures regarding Reopening
- **Parent Meetings require scheduling an appointment:**
 - Prior to arrival, the parent(s) should call the school to verify the date, time and location of the scheduled meeting

- Teachers should notify front office personnel of any meeting with parents so personnel can keep a list of who will be coming for a conference that day
- Upon arrival to the school, the parent(s) should adhere to all required safety requirements (wear face covering if social distancing is not possible, report directly to the school's main office, sign in, get screened, present identification, wait in designated area, etc.)
- Hold all meetings with Zoom, Google Meet, other digital technologies, phone call, or email when possible.
- Hold all parent/SWST/CARE meetings in one designated room as near the main office as possible to limit unnecessary travel around campus

1.4 Limit sharing

- **In the classroom:**
 - Keep each child's belongings separated by encouraging students to carry all their belongings with them throughout the day.
 - Minimize or eliminate sharing of high touch materials (clean and disinfect any shared items after each use)
 - Utilize digital sets of textbooks and other curricular items. Class sets will only be used if there is no other option.
 - Students clean their area upon leaving and arriving, under teachers' directions
 - Eliminate or avoid as much as possible: sharing electronic devices, books, games, learning aides
 - Develop plans for providing one-to-one devices to students
 - Disinfect all shared items after each use
 - Students /teacher responsible for wiping down shared items after use
- **In the cafeteria:**
 - Space children apart as much as possible.
 - Have students socially distant through the lunch line by marking cafeteria lines so students know where to stand when in the line
 - Move cafeteria tables around the cafeteria and in areas close to the cafeteria; such as outside
 - **Cleaning protocols after each seating in cafeteria:**
 - Line and Cafeteria tables
 - Other areas, door knobs, etc.: custodial
 - **Provide limited choices** (pre-packaged or box lunch options):
 - Monthly menu cycle with daily choices.
 - **Cafeteria necessities:**
 - Students need to go through line and select foods
 - Students continue to enter PIN #'s (hand sanitizer will be at each line)

- All snacks are packaged and After School Snack Program and Supper Items will be bagged
- Students need access to NSLP

1.5 **Limit large group settings** (recess, lunch, and common areas)

- **Limit the use of communal areas as much as possible:**
 - Minimize congregations during transitions, and before/after school (may need to increase transition time or stagger transitions).
- **Limit large group settings in gyms:**
 - Use outside spaces if social distancing possible
 - Hold whole school or grade level assemblies via Zoom or Google Meet
 - Eliminate face to face whole group assemblies until further notice
- **Limit large group outdoor activities:**
 - Wash hands or use hand sanitizer when coming in from outside
 - Provide dispensers for hand sanitizer at each outside door
 - Limit outdoor gatherings with the exception of outdoor class settings

1.6 **Field trips**

- Eliminate all school-time field trips until further notice
- Encourage participation in digital EdExploreSRQ Explorations, which will meet specific guidelines

1.7 **Plan for specialized student populations**

- School teams, led by ESE Liaisons, address the needs of ESE and 504 students
 - o ESE Liaisons will convene IEP teams to review levels or performance and progress toward IEP goals to determine appropriate next steps, i.e. re-evaluation, additional accommodations or services, change in goals to target Specially Designed Instruction (SDI)
 - o ESE students exhibiting intensive needs due to the change of the educational environment will be provided additional supports and services recommended for the student and the family
 - o ESE teacher will progress monitor students receiving SDI bi-weekly to determine if students are making progress toward IEP goals and educational standards (FSA/FSAA) and in communication with the IEP team, document and adjust instruction if needed
 - o IEP teams will review all data points for ESE and 504 students receiving the most intensive services to determine how to assist with transition and adjustment to brick and mortar schedule
- School Wide Support Teams, led by the ESOL Liaisons, will review progress and status of the presenting needs of the ESOL population and convene ESOL Committee Meetings as needed

- o Parents will have an opportunity to take part in this process to connect school and community resources to assist in the education of the student
- o Schools will ensure that all communication is provided to the family through translated media, interpreters, etc.
- o Students instructional needs and interventions will be based upon their progress toward language acquisition according to the WIDA screener and content mastery
- Progress monitoring will be on-going
- Note: students may have one or more medical conditions or disabilities that prevent wearing a face covering: parents can request exceptions with their ESE Liaison when a face mask/covering are contraindicated for educational and medical purposes
- Students with high-risk health conditions should limit personal interactions outside of the home and consider accessing remote learning opportunities (or home instruction may be possible)
- Consider the availability of “walk-in” services for students with significant cognitive and physical disabilities adhering to the same drop-off and pick up protocol established by the school
- Other teaching strategies:
 - Develop training protocols (e.g., social stories) that will teach children about safety measures that is reviewed with students at least once daily
 - Provide remote learning option for families taught by a classroom teacher dedicated to this class
 - Allow periodic temperature checks throughout the day (provide equipment for classroom teachers)
 - Develop and review the hand washing protocol with students as well as posting a visual sequence by all sinks used by students
 - Post a visual sequence by each hand sanitizer station available to students
 - Allow for the opportunity for sensory breaks and physical activity outside of the classroom as needed by the student due to the nature of their disability
 - Any outside breaks must be coordinated to avoid multiple classrooms taking breaks at the

same time

- Designate an area in the classroom for any SWD to take a “break” from the face covering, handwashing before and after the break
- Staff must sanitize areas after each student, and if safe, allow students to help
- Staff/Teachers working with or providing instruction to students with hearing impairments must wear a face shield, clear mask, or barrier to allow for lip-reading
- No sharing of equipment or materials for any student
- Feeding utensils must be sent from home (in some cases, disposable equipment/utensils will be used if not sent from home)

1.8 Expectations for Staff When Working Off Site

- Staff that feel ill should not come to work
- Practice social distancing between colleagues
- Avoid/limit sharing of equipment/materials/supplies – if equipment is shared, clean/sanitize after each use (i.e., copier, printer, pencil sharpener, hole punch, shredder, etc.)
- No food/snacks in open/shareable containers
- Cloth or disposable face coverings should be worn in common areas where social distancing is not possible
- Protocol for frequent hand washing/sanitizing should be the same as schools
- Cleaning supplies should be available to all staff.
- Each staff member is responsible for cleaning/disinfecting of individual and school issued equipment prior to returning to campus
- Any meetings/trainings when possible should be held virtually

2. Personal Preventative and Screening Protocols

2.1 Personal Protective Measures

- **MASKS / FACE COVERINGS / FACE SHIELDS:**
 - Use masks, face coverings or face shields as determined by the SKY Academy Board
 - Provide waiver for special circumstances or where deemed necessary by educational or medical purposes.

- **Educate all stakeholders:**
 - Priority is handwashing for 20 seconds as often as possible, wearing masks as recommended, keeping hands away from face, and social distancing when possible
 - Stay home when sick: temperature will be unreliable if students/staff have taken fever-reducing medication; temperatures will be taken for any child/staff who exhibit signs of illness

- **Prominently post throughout worksite infographic communication regarding preventative measures in areas of high visibility:**
 - Posts signs and fliers on how to stop the spread, everyday protective measures, including properly wearing face covering linked to CDC Interim Guidance document, handwashing and social distancing when possible
 - Mark flooring in areas that require standing in line to indicate social distancing as needed

- **Develop protocols for students and staff regarding the use of personal protective equipment:**
 - Establish set times to ensure frequent 20 second handwashing: for example, use timed bell schedule or overhead announcements to clean/sanitize your area/wash hands, perhaps prior to dismissal or at late bell
 - Ensure students wash hands regularly
 - Instruct how to wear face coverings, including proper cleaning procedures
 - Prominently display posters on handwashing after cough, sneeze, touching face, using restroom, after touching outside equipment in every classroom, office, lounge

- **Provide preventative supplies in each classroom, educational space and common area within a school building, including:**
 - Soap, sanitizer, tissues, paper towels, etc.
 - In classrooms (Note: at no point will any PPE will be shared amongst students):
 - Allow students and staff to continue to wear face coverings
 - Permit children and staff to bring their own hand sanitizers and use them when needed
 - Request headphones, labeled water bottles, masks, hand sanitizers on supply lists for children to bring to school at the beginning of the year

- **In schools:**
 - Provide digital thermometers
 - Provide portable barriers
 - May need to provide tables/desks (within a school site) in specific situations if tables do not allow safe distancing

- **As needed:**
 - Provide plastic face shields for teachers of hearing impaired and speech/language therapists, other ESE staff, teachers, staff, clinic aides upon request

2.2 Systemic Disinfection and Cleaning Protocols

- **Post standards for disinfection and cleaning of all areas and surfaces throughout the day:**
 - Share the schedule with all stakeholders for increased, routine cleaning and disinfection
 - Disinfect all frequently touched surfaces in school, buses, and for all shared objects
 - Consider adjusting custodial shifts to better accommodate needs during day

- **Include expectation for daily cleaning protocols:**
 - Clean in between every small group or one-on-one session and after shared materials
 - Ensure teachers and students are trained to safely help clean spaces and their materials
 - Develop protocols for cleaning keyboards and technology
 - Educate staff and children proper cleaning techniques
 - Implement cleaning protocols before and after use
 - Implement nightly cleaning protocols completed by facilities team
 - Provide disinfectant supplies (spray bottle of Alpha-3% Hydrogen Peroxide based) in every classroom, ensure safe application of disinfectants, and safe storage to keep away from children

- **Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible**

- **Ensure all water systems are safe to use after prolonged facility shutdown**

- **Installing touch-free hand sanitizers whenever possible**
 - Remove hard to clean furniture and rugs

2.3 Preventative Screening

- **Screening protocol that goes home with families and helps teachers identify potential symptoms that require health room visit:**
 - If your child has experienced any of the following symptoms in the last 3 days, they should not attend school until they have been well for at least three days:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - If your child has had close contact with someone who is currently sick with suspected or confirmed COVID-19, they should return home and not attend school until 14 days after contact with this individual

- **Screening protocols to share with staff, students, family members and visitors:**
 - Do not travel if you are sick, or if you have been around someone with COVID-19 in the past 14 days
 - Do not travel with someone who is sick
 - Follow state and local travel restrictions (for up-to-date information and travel guidance, check the state or local health department where you are, along your route, and at your planned destination)
 - Passengers who return from a cruise ship or river cruise voyage are advised to stay home for 14 days, monitor their health, and practice social distancing

- **Maintain confidentiality:**
 - Providers and the District will notify DOH of any exposures or positive diagnosis
 - The DOH will notify the District of any positive staff or student diagnosis so that appropriate action can be taken
 - If a staff member or student is diagnosed with Covid, messaging states that “someone (no name) in class ABC has been diagnosed and all in the classroom have been asked to exclude for 14 days”

- **Provide information on access to COVID-19 testing:**
 - School Health provides a list of local testing centers available to staff and families (including, if possible, insurance information, cost and turnaround time)
 - Due to capacity, it may not be possible for the DOH to provide on-site testing but this can be discussed/considered on a case-by-case basis

- **Require teachers to greet each child with hand sanitizer daily**

- **Temperature will be taken in school clinics if symptoms are evident:**
 - In an effort to limit movement and contain illness, designated staff may check temperatures in classrooms when students/staff are symptomatic
 - Some clinics are limited to one staff member that cannot leave the space so School Health can train administrators, Security or staff who can help perform temp checks
 - Students will need to wear a mask when in the clinic
- **Process for when a child/staff can come back from being ill with COVID-19:**
 - Comply with CDC and DOH guidance
 - Doctor's notes are not required
- **Review all current health care plans, IEPs and 504 plans and determine if additional measures need to be added due to COVID-19:**
 - The School Health team will develop a COVID care plan and work with liaisons and guidance to support students that may require accommodations
- **Provide onsite nursing aid at school building to guide and oversee screenings:**
 - The School Health team will be trained to screen for illness as well as provide other health supports

2.4 Procurement Plan

- Align the availability of items necessary to ensure safety and well-being for new protocols:
 - Adequate PPE
 - Adequate supplies of high touch materials needed in classrooms to minimize the number of students or teachers using (e.g., writing materials, scissors, art supplies, equipment)

2.5 Contractual Working Conditions for Employees

- Clarify the protocols to be followed when a staff member is diagnosed with COVID-19 or placed on quarantine due to exposure at school (i.e., paid leave, sick leave, etc.)

3. Financial Impact Tracking

- Consider accounting for costs associated with increased personnel, programmatic or operations changes necessary to adhere to guidelines and/or regulations
- Consider CARE ACT dollars allocated to support specific academic plans for remediation

4. School Communication Plan

Communication opportunities for two-way conversations with all stakeholders are vitally important when generating plans and monitoring implementation.

- Frequent and consistent messaging about changes regarding learning from the academic team at the school-based site locations is needed, with safeguards to ensure updates reach all families (i.e. designating a staff and/or teacher team/group at each school to follow-up with families who have not responded to a directive sent via school-based Community Engage/ConnectEd).

Multi-faceted communication strategies will allow the school to attain its goal to include stakeholders' input in reopening decisions and to reinforce trust and confidence in SKY Academy.

- Family and staff survey data will be used to inform the development and refinement of school reopening implementation plans within the scenarios. Survey data will reflect: Family opinions about the school reopening plan; Staff comfort levels in returning to work and the supports they need to be successful.

Ensure consistent communication with all stakeholders to build confidence that families, students and educators feel ready for face-to-face teaching (e.g., staff, families and community).

- The school will share the final school-level guidance with families on one central location on the schools website, and on school-level social media platforms.

The safety of students, families, and staff is our number one priority.

- At this time, based on current COVID-19 restrictions, the Center for Disease Control and Prevention (CDC) and the Florida Department of Health guidelines, the school is suspending school-based “non-essential” visitors from entering the school campus. This group includes but is not limited to: volunteers, vendors, families coming for breakfast or lunch, mentors, etc.
 - This decision will be reevaluated and access to campus will be restored gradually as health & safety guidelines are adjusted. The school will continue to collaborate with the local Department of Health on any updates or changes.
 - Announcement on school website page to house all information and procedures for a safe return to school.

SKY Academy will draft a COVID-19 Information letter to send to their parents/guardians.

School will remind families about keeping up-to-date with the latest CDC guidelines.

- The school will establish a frequently asked questions section on the website to address school-related questions that appear on school and social media platforms.
- Schools will be encouraged to refer health-related questions to the Department of Health or Suzie Dubose, RN with the Sarasota County School District.

5.

Monitoring Plan for Systemic and Building Level Practices

- **Areas to monitor and the staff member responsible:**
 - Principal is responsible for responding to all COVID-19 concerns and leading the CRISIS RESPONSE TEAM
 - Develops a School Response Team
 - Monitor staff absenteeism
 - Prevent substitute shortages by increasing the pool prior to the start of the year (market, recruit and train now)
 - Health Room/clinic traffic monitored by Suzie DuBose
 - Classroom sanitation protocols monitored by school's custodian
 - Additional monitoring in each school
 - Compliance on prescribed safety measures: monitored by each school's administration
 - Provide training to all administrators
 - Student achievement data: monitored by each school's administration and Dashboard updated by RAE team
 - Transportation compliance monitored by the transportation director.

6. What to Do If Student or Staff Becomes Ill with COVID-19 Symptoms or must be quarantined due to confirmed case or exposure to a confirmed case

6.1 Communication System:

- A COVID-19 notification system will be developed and accessible by administration and health room aide to input COVID-19 concerns.

6.2 Facility

- Identify a secondary clinic, if needed, or area to separate anyone with COVID-19 symptoms and identify who is responsible for monitoring
- Close area until it can be cleaned and disinfected, wait 24 hours prior to cleaning/disinfecting (or as long as possible)

6.3 Procedures:

- If symptomatic or confirmed cases, follow the procedures identified in the COVID-19 notification system (which includes contact tracing procedures)
- Provide remote learning option for students and teachers who need to be quarantined due to exposure.

6.4 Cleaning protocols

- Deep clean infected areas prior to returning
- Ensure supply of fogging and/or other products to sanitize infected area as needed

6.5 School Response Teams meet regularly

- Ensure all local context, supports and barriers problem-solved
- Develop, monitor, make recommendations throughout 20-21

6.6 Curriculum

- If child is ill: follow the “make up work procedure” for excused absences in Pupil Progression Plan
- If child is quarantined but not ill, the student will access all instruction, assignments and assessments through the remote learning option with daily attendance taken.

7. Planning for a resurgence or intermittent shutdown

7.1 Work with SKY ACADEMY CRISIS RESPONSE TEAM (which includes health officials)

- Depending on the scope the school may shut down and it may be for any number of days
 - Decisions will be made in conjunction with the Department of Health.
 - Cancel all activities and discourage gatherings/socializing
 - Initiate contact tracing and cleaning protocols

- CRISIS RESPONSE TEAM determines re-opening strategy and timeline

7.2 Communication Plan

- Follow School Communication Protocol developed for this purpose
- Coordinate with local health officials
- Maintain confidentiality
- Provide communication with families regarding instructional plans and progress:
 - Provide information about how they can best support their child/children and direction on finding assignments
 - Provide details on how to connect with appropriate staff
 - Share resources that support families' basic needs

7.3 Cleaning Protocol

- Close off areas used by individuals with COVID-19, open outside windows to increase air circulation, wait as long as possible to clean
- If surfaces dirty, clean using detergent prior to disinfection

7.4 Meal distribution

- Institute meal delivery and/or pick up sites as needed

7.5 Curriculum to ensure continuity of education

- Teachers continue to provide instruction remotely:
 - Provide a remote delivery method using the Google Classroom platform to post lessons, announcements, and assignments
 - Provide all instruction remotely during a regularly scheduled day (attendance will be required)
 - Utilize digital textbooks
 - Build Google Classroom course content using exemplars provided by school staff
 - Utilize a variety of communication systems: ZOOM, MEETS
 - Provide additional digital resources available at all levels
 - Optional programs: Gizmos, digital textbooks, IXL, I-Ready, USA TestPrep or Apex to complete assignments during the remote learning period
 - Teachers continue to provide and document necessary interventions to support student success
 - Teachers continue to work in collaborative teams (e.g., PLC and departments) to establish continuity of education
 - Support staff work with teachers to connect with disengaged students

7.6 Technology Devices

- Utilize ONE-TO-ONE DEVICE program
 - Upon registration/start of school families complete an access to technology form (i.e., computers, internet).
 - School TSP Specialists complete the Technology Request form to release hardware to families
 - Distribute refreshed computers to students with technology needs.
 - Start with high school students followed by middle school followed by elementary school.
 - Each school will distribute devices to their students with technology needs
 - Redistribute the classroom/lab devices currently in those schools
 - School may need to purchase less expensive devices to accommodate testing
 - School will explore a plan to fund hotspots for students needing internet access
 - School will create a maintenance and payment plan for damages to devices
 - May consider use of computer lockers at schools where computers can be exchanged or checked out without in person exchange (using students' N number)
 - School may need to create charging stations in classrooms

8. School Site Planning

8.1 Beginning the School Year: Planning in July and Pre-planning Week

- **During Pre-planning week, each school will develop a plan to address educational slide and the needs of under-performing and/or vulnerable student groups (e.g., low SES, students of color, SWD, homeless, ESOL students):**
 - School SWST teams meet to work with teachers to develop plans (may include additional members including intervention teachers)
 - Review data to analyze student progress to date (e.g., District’s Teacher Dashboards, Articulation Cards, etc.)
 - Identify learning needs to be addressed
 - Learning needs may include summer slide, Quarter 4 Remote Learning Slide, Credit Recovery, etc.
 - School teams address the needs of ESE students and vulnerable populations
 - ESE Liaisons collect data to review and determine additional supports needed
 - ESE students exhibiting intensive needs due to the change of the educational environment are reassessed by the team to determine next steps regarding educational services as part of the re-entry assessment needs, and additional supports and services recommended for the student and the family
 - The following are provided as suggestions that school teams may consider:
 - Prioritize available funding and programming
 - Create a school-based team incorporating community stakeholders to find/connect with hard-to-reach students and families
 - Involve families in the development of personalized instruction plans for their child
 - Organize PLCs and SWST Teams to incorporate vertical alignment to ensure that critical standards from the prior year were not missed and to re-establish the MTSS processes
 - Provide ongoing Parent meetings/training that align to the present needs of parents (e.g., technology tools, instructional strategies, accessible content, etc.)

- **Plan to provide teachers with successful behavioral interventions to combat the challenging behaviors that may have developed due to time away from school:**
 - During pre-planning week, SWST teams at each school, including Mental Health Therapist as applicable, bolster behavior support to teachers using the support provided by District Staff (include District staff as requested) and other contracted services.
 - Teams define student behavioral expectations in a remote learning environment and review the student behavioral expectations for the physical learning environment
 - Work may include:
 - Revisions to PBIS plan to include remote learning expectations
 - Identify interventions in place to support students not meeting the behavioral expectations resulting in a lack of student engagement
 - Address culture-building, relationship-building strategies during the first month

- **Plan to administer diagnostic assessments for select subject areas and/or pre-test assessments for select courses. The assessments are intended to inform instructional decisions:**
 - During July, administration should identify ways to support teachers:
 - Include PLCs best practices: 1) determine prerequisite skills and knowledge students should have when entering course/grade level 2) develop formative assessments 3) then evaluating the results together as a PLC and determine what needs to be addressed first
 - Identify other subject area/courses/assessments that will assist teachers in identifying student needs:
 - Middle: iReady AP1
 - School Level Assessments- TBD

 - During pre-planning week, teachers/PLCs need to utilize diagnostic assessments and/or pre-test assessments to determine prerequisite skills and knowledge that students should have when entering course/grade level, assist in the development of formative assessments and to inform instruction

- **During July, administrators need to determine staff contacts (with contact information) for each school level responsibility:**
 - Tracking attendance and reporting patterns of concern to administration
 - Tracking student performance and reporting patterns of concern to administration
 - Accessing technology tools for both staff and students to report concerns
 - Accessing student data so staff have a person to contact if having difficulties accessing data

- **During July, administration plan for developing ways to keep all children/families involved in the event there are shifts to remote learning:**

- Training for teachers on how to access MYSCS single sign on, Google Classroom, announcements, gradebook, digital textbooks
- Training in Google Classroom on how to post lesson plans, video lessons, announcements and directions so students can access all necessary platforms to complete assignments
- Guidance for schools to communicate the expectation for how/when teachers will prepare students for any shifts to remote learning
- Expand the use of virtual connections for parent conferences, IEP meetings, and other like meetings
- Add Files are added to MYSCS as requested by teachers/specialists for every grade level/course

8.2 Course/Grade Level Content Expectations:

- Develop plan for remote learning instruction using Google Classroom if spontaneous shutdowns occur
- Teachers utilize Instructional Focus Guides (IFG) to pace instruction: IFGs will include examples of how to structure Google Classroom courses with tutorials teachers can use to develop their own Google Classroom courses
 - IFG will highlight areas that may need to be reviewed due to the Quarter 4 shift to remote
- Teachers develop a process on Google Classroom and communicate it to students for providing assignments in the event of an extended absence
- Consider including the following in student coursework:
 - A variety of learning modalities; “See and hear” content
 - Opportunities to learn new and practice/retrieve “learned” content
 - Interaction with content and tools
 - Connection with current and future technology
 - Collaboration and teamwork (instruction and practice)
 - Critical thinking and problem-solving
 - Standards-based curriculum built to allow student mastery of content
 - Accelerate the learning of all students

9. **Schoolwide Content: Prioritize social-emotional and mental health supports at the beginning of the year and continue throughout the year**

9.1 Curriculum:

- Ensure a RELATIONAL FOCUS for ALL: Promote DAILY SEL for all students, e.g., restorative circles, morning meeting, class meetings, core YMCA values, culture of kindness, 7 areas of YMCA wellness (social, physical, emotional, spiritual, environmental, occupational, intellectual)
- Find ways to support children’s understanding of COVID-19 and the impact this had on the 2019-20 school year
- Explicitly teach school wide and classroom expectations DAILY in all classrooms through the framework of PBIS at all levels connected to the Code of Student Conduct
- Conduct restorative circles and meetings where teachers have been trained, and encourage teachers who have not been trained to sign up for the PD
- Utilize Tier 1 suggestions for building strong relationships and social-emotional learning opportunities embedded in daily lessons
- Utilize weekly mental health modules (great place to hotlink) accessible on our website to address topics like stress management, coping strategies, and accessing school and community resources
 - Provide engaging Mental Health Training to all students gr. 6-8, as required by DOE
 - Ensure widespread use of Mental Health Website for staff, parents, students
 - Also provide “stress-free” activities for students
- Focus on SEL and Culturally Responsive Teaching and Learning

9.2 Communication

- Ensure administrators, teachers, families, and staff prioritize building strong connections and relationships before instruction begins *Maslow before Bloom, Relationships before Rigor*, perhaps part of pre-planning and other staff activities
- Plan a process to allow stakeholders to provide ongoing feedback on best practices and social- emotional learning needs including an active PBS and Behavior teams in all schools
- SEL updates at monthly staff meetings along with PBS updates
- Provide a district wide introduction to Cultural Responsiveness during pre-planning week
- Regularly highlight the resources noted above (e.g., PBIS plans, Mental Health Website)

9.3 Reinforce strong, systemic MTSS processes for behavioral, academic, and mental health supports

- Clearly define a referral process to address food insecurity, financial and housing insecurity, grief and anxiety about caregivers who are essential workers or loss of family members, disconnects from social settings
- Ensure each school’s Multi-Tiered System of Support (MTSS) is built on strong Tier 1 and Tier 2 supports so that children who need Tier 3 support are served as soon as possible
- Provide Tier 2 small group social skills instruction, provided by counselor and other trained staff
- Provide PD on TRAUMA informed care to ALL staff (e.g., what trauma looks like, how to address it)
- Discuss the topic of student rights at the school level to anticipate learning opportunities; for example, what to do if students take a knee during the Pledge, protests, “sit-ins”, how to have courageous conversations with children and families
- Respond to teachers’ referrals quickly when students need additional support due to trauma
- Provide Tier 3 support/resources:
 - Assist administrators to connect with existing resources to support positive outcomes because of discipline infractions
 - Mental Health Therapists continue to provide therapeutic services for students
 - Provide Counseling as a Related Service (CAARS) for students with disabilities and 504 students as needed
 - Social Workers and School Psychologists provide check in with at risk students, including those with reentry and safety plans
 - School Psychologists, social workers, and counselors assist with threat assessment decision tree navigation and crisis intervention supports
 - Connect students to mentoring agencies (e.g., Big Brothers and Big Sisters)

9.4 Provide STAFF with MTSS support, too

- Tier 1 options for all staff
- Tier 2 supports for staff needing group counseling or support groups
- Tier 3 support—advertising Employee Assistance Program through the YMCA

10. Professional Development (PD) Plan for all employees

10.1 Over the Summer:

- Align PD to each component of the Plan
- Create a school PD calendar that includes specific staff training modules/courses planned for the following:
 - Academic learning that incorporates technology and ESE/504 strategies:
 - Remote learning programming (i.e., use of Google Classroom, Zoom and TEAMS, etc.)
 - Remote learning instruction: teletherapy, tele-intervention, meetings held on digital platforms, online options for data tracking, curriculum-based resources, video conferencing
 - Learning science and adversity science
 - Including assessing and addressing stress and trauma among students and colleagues
 - Differentiated learning plans that are standards-based
 - Differentiated Google Classroom course development (including announcement posting and lesson plan posting)
 - PLCs planning to “accelerate learning”
 - IFGs to build lessons
 - HET tile in MYSCS to deepen learning
 - Safety protocol modules with videos (e.g., disinfecting high touch materials after each use; keeping disinfectants away from children)
 - Social-emotional learning and mental health resources
 - Integrating academically rigorous content and social-emotional supports
 - How to physical distance while remaining socially connected
 - Youth Mental Health First Aid (YMHFA)
 - Digital Restorative Strategies
 - Mental Health Modules
 - Specific Parent meetings/training modules/courses planned for the following:
 - How to navigate the digital platforms, additional resources available to them
 - How to connect with teachers/administrators and other supports needed
 - Mental health and social-emotional learning resources

10.2 Pre-Planning Week Training

- Continue training above
 - - Continue Training Above
- “Accelerate Learning” training for all PLC’s
- Mental Health and Behavioral Support: Counselor facilitate the virtual YMHFA training modules for staff; introduce virtual restorative strategies professional development
- All Teachers: Google Classroom Course development and safety protocol training

10.3 Throughout the year

- All teachers:
 - Google Classroom course development and support
 - Allow staff to make requests via quarterly surveys
- Parent meetings/training modules/courses planned for the following:
 - How to navigate the digital platforms and additional resources available to them
 - How to connect with teachers/administrators and other supports needed
 - Mental health and social-emotional learning resources
 - How to positively build agency/independence in your child

11. Florida Optional Innovative SKY Academy Reopening Plan

- Implemented to service SKY Academy students in grades 6-8
- Families were surveyed to address needs and concerns related to opening the school for the 2020-2021 school year. Approximately 27% of the population voiced concerns about sending their children onto campus but wish to remain a SKY Academy student.
- Administration reviewed data and noted a need to address the collection of concerns regarding the safety and security of the students and staff while still educating our students.
- Families will complete a Declaration Of Intent prior to the start of August to choose between the options below.
- Once an option is chosen, changes can be made by contacting the front office.
- Both options will host the full collection of classes and coursework to address students of all levels including intensive, ESSE, ESOL, Gifted and Honors Level Coursework.
- All instruction done via both options will be completed by Florida certified educators and certified content specialists.
- Home Language survey must be completed at time of registration and is a part of our registration process for all students.

11.1 Option One- In School Brick and Mortar Model

- 5-day in person, in school instruction with students following their schedule. Teachers provide traditional instruction following the scope and sequence of the Sarasota County Instructional Focus Guide based on the Florida State Standards.
 - Google Classroom will be utilized as the primary platform for students accessing assignments, posting announcements, and completing assessments.
 - Instruction will utilize digital resources such as their online textbooks, I-Ready, IXL, APEX, Study Island, USA TestPrep, digital novels, Scholastic Magazines, Algebra Nation.
 - Progress Monitoring will occur in alignment with Sarasota County Schools for reading and math.
 - Ongoing gap analysis will occur to direct the need for additional services for students who need remediation or additional support.
 - Referrals to SWST for students who show needs for additional support or MTSS
- Services for students with an Individual Education Plan (IEP)/504/ELL who require specialized instruction and accommodations will be provided by a certified ESE teacher aligned to their plan.
- ESE Liaison will monitor and check for compliance on all plans. Liaison will provide support to students, staff and families.

11.2 Option Two- Remote Learning Model

- 5-day remote, virtual instruction with students following their schedule. Teachers provide direct instruction following the scope and sequence of the Sarasota County Instructional Focus Guide based

on the Florida State Standards.

- Cameras will be set up in the classroom allowing remote students to actively participate in class activities, discussions, and peer to peer interactions through the Google Meet/Zoom platform.
- Google Classroom will be utilized as the primary platform for students accessing direct instruction video lessons, one on one interactions with teachers daily, full class teacher meetings, assignments, posting announcements, and completing assessments.
- Attendance will be taken and recorded in all registered classes on a daily basis, taking into consideration the required instructional hours mandated by the Florida Department of Education.
- Instruction will utilize digital resources such as their online textbooks, I-Ready, IXL, APEX, Study Island, USA TestPrep, digital novels, Scholastic Magazines, Algebra Nation.
- Progress Monitoring will occur in alignment with Sarasota County Schools for reading and math.
- All lessons will be recorded for asynchronous instruction and can be utilized by both remote and brick and mortar students.
- Services for students with an Individual Education Plans (IEP)/504/ELL who require specialized instruction will be provided by their traditional certified teacher aligned to their plan and with the support of the ESE Liaison.

11.3 Expectations

- **Instructional Hours:** Beginning August 31st, all remote students engage daily in a minimum of five hours of instruction and a minimum of 45 minutes per course at the high school level
- **Attendance:** All teachers submit attendance on the SIS system as usual; Attendance submitted daily or by period; Teachers follow the school's process for addressing students with attendance concerns
- **Expectations for the Teacher**
 - **Teachers assigned a full class (or period at secondary level) of remote learners:**
 - Work regular school hours from their assigned school building (7.5 hours, with .5 duty free lunch and a planning period consistent with their school)

- Provide live, interactive instruction via Zoom, Google Meet, etc., for large group, small group, and individual instruction
- Attend staff meetings and professional development at their school
- Follow Pupil Progression Plan
- Administer and upload required progress monitoring data as directed
- Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
- Provide regular communication with families and ensure that families are aware they can transition back to face-to-face instruction in their assigned school building
- Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during remote learning)
 - Teacher maintains ongoing communication with ESE Liaison, including notification of concerns that may require convening of IEP team
 - ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
- Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener
 - Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee
- Remote learners engage via video conferencing platforms with their teacher and peers

o Teacher assigned a class of both remote and face-to-face and instruct students concurrently:

- Work regular school hours from their assigned school building (7.5 hours, with .5 duty free lunch and a planning period consistent with their school)

- Provide face-to-face, live, interactive instruction via Zoom, Google Meets, etc., for large group, small group, and individual instruction
- Attend staff meetings and professional development at their school
- Follow Pupil Progression Plan
- Administer and upload required progress monitoring data as directed
- Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
- Provide regular communication with families and ensure that families of remote learners are aware they can transition back to face-to-face instruction in their assigned school building
- Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during remote learning)
 - Teacher maintains ongoing communication with ESE Liaison, including notification of concerns that may require convening of IEP team
 - ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
- Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener
 - Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee
- Remote learners engage via video conferencing platforms with their teacher and peers

o Expectations of Parent and Student When Remote Learning:

- o Student remains enrolled in our school and may return to our school building as desired (Note: Parent recognizes that it is their responsibility to ensure their child only returns to school building if they are well)
- o Student expected to be engaged in learning every day for a minimum of five hours

during the regular school day, and a minimum of 45 minutes per course at secondary level (in addition to completing assigned homework)

- o Student needs access to the internet and a computer device (notify the school for support if needed)
- o Student will be supervised and supported
- o Parents of SWD or ESOL students participate in IEP meetings or ESOL Committee meetings to develop a Distance Learning Plan that will guide instruction and services during remote learning

11.4 Curriculum:

- Teachers instructing remote learners continue to collaborate with colleagues through Professional Learning Communities (PLCs) during collaborative planning times and strive to provide the same curriculum remotely that a child is receiving in the school building.
- All teachers (i.e., remote and face-to-face in the school building) provide one site to view daily expectations, post daily announcements and assignments, and upload lesson plans using Google Classroom.
- Teachers may direct students to other platforms to access content
- To ensure continuity of instruction students will be held to the same expectations as students in the building, including student engagement, attendance, course content, task completion, assignments, and assessments.

11.5 Progress Monitoring:

- **ELA/Reading:**
 - I-Ready Diagnostic (3 X per year)
 - i-Ready personalized learning lessons (ongoing)
- **Math:**
 - I-Ready Diagnostic (3 X per year)
 - i-Ready personalized learning lessons (ongoing)
 - Algebra and Geometry – USA Test Prep and Math Nation

- **Science:**

- Common Standards Based Unit Assessments delivered through Bb Learn
 - On demand following Instructional Focus Guides

- **Social Studies:**

- Common Standards Based Unit Assessments delivered through Bb Learn
- On demand following Instructional Focus Guides

Grading:

- Teachers post grades/feedback weekly on Gradebook, which are visible on the Parent Portal
- Grading expectations are the same for all children, whether or not they are learning remotely.

Assessments:

- Secure assessments will be delivered in through the various platforms including Google Classroom, Online textbook resources, Blackboard, etc.
- Securing assessments will be done through the use of Google Admin and GoGuardian software
- Use of video cameras and microphones will be used when students are testing remotely so students can be viewed for fidelity of assessment
- Changes in structure may occur if there are any questions about fidelity of assessing

- **Communicating with families:** Teachers will provide progress monitoring updates using a variety of digital communication tools, phone, and/or email.

11.6 Evaluation of Teacher:

- Administrators evaluate remote teachers the same as teachers in the building using PRIDE: observations will be scheduled, but may also occur during impromptu in person or digital “walk-throughs”

11.7 Technology Devices

- Utilize ONE-TO-ONE DEVICE program- All students
 - Prior to the start of school year families complete an access to technology form (i.e., computers, internet)
 - School TSP Specialists complete the Technology Request form to release hardware to families
 - Families in need of technology can arrange to pick up the school issued device at

- predetermined intervals or at a prearranged date with TSP
- Families and students will complete a technology agreement regarding use and care of device
- Devices will be presented to the TSP once a quarter for an inspection and update of all programs
- Distribute refreshed computers to students with technology needs.
- Each school will distribute devices to their students with technology needs first
- Redistribute the classroom/lab devices currently in those schools
- School may need to purchase less expensive devices to accommodate testing students securely regardless of brick and mortar or remote option
- School will explore additional funding for the purchase and use of hotpots for students needing internet access- These have been included in our CSP Grant.
- School has a maintenance and payment plan for damages to devices that includes general wear and tear.
- Monitoring of devices, curricular security and academic integrity completed through the use of GoGuardian and Google Admin Console.

11.8 Food and Nutrition

- **In the cafeteria:**
 - Space children apart as much as possible.
 - Have students socially distant through the lunch line by marking cafeteria lines so students know where to stand when in the line
 - Move cafeteria tables around the cafeteria and in areas close to the cafeteria; such as outside
- **Cleaning protocols after each seating in cafeteria:**
 - Line and Cafeteria tables
 - Other areas, door knobs, etc.: custodial
- **Provide choices** (pre-packaged or box lunch options):
 - Monthly menu cycle with daily choices.
- **Option 2- Remote Learners**
 - Drive-Up option for students to access meals through the NSLP
- **Cafeteria necessities:**
 - Students need to go through line and select foods
 - Students continue to enter PIN #'s (hand sanitizer will be at each line)
 - All snacks are packaged and After School Snack Program and Supper Items will be bagged
 - Students need access to NSLP

11.9 Staff and Student Safety- As outlined in previous sections in detail

- Follow all public health and safety measures noted on pages 5-10
- Follow all personal preventive and screening protocols noted on pages 11-15
- Follow monitor building level practices noted on page 18
- Follow practices noted on page 19 for exposure and infection protocols
- Follow communication guidelines as noted on pages 16-17
- Follow Intermittent shutdown protocol as noted on pages 19-21