

Reopening Schools 2020 - 2021



Brevard Public Schools
Dr. Mark W. Mullins, Superintendent
July 14, 2020



Academic Excellence

- Ensure every student has daily engagement with complex, grade-appropriate curriculum
- Provide students with certified, skilled teachers who hold high expectations for all learners
- Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development
- Ensure a quality education for all students to include the achievement of disadvantaged students by establishing innovative programs of student within schools, open enrollment opportunities to other schools, and other pathways to graduation
- Support early literacy through school readiness initiatives and provide all families access to literacy support for young children





Exceptional Workforce

- Fully staff all school and district positions with highly qualified employees
- Ensure all employees receive meaningful and relevant professional development, including understanding opportunities for growth
- Retain a highly developed, diverse, and skilled workforce that is engaged in serving every student with excellence as the standard
- Provide competitive compensation and benefits for all employees





Strategic Plan

Community Connection

- Ensure public awareness and trust of BPS to sustain support
- Expand stakeholder engagement to improve academic achievement
- Develop government-relations agenda that supports excellent education and strengthens district finances
- Improve external and internal customer service and satisfaction





Strategic Plan

Operational Sustainability

- Provide safe, healthy, and fully equipped working and learning environments
- Transport students safely, efficiently, and on time
- Incorporate sustainable financial and procurement practices in all financial processes and decisions





Equity Framework

Equity in education means that each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family backgrounds and/or income. COVID-19 has further complicated and exacerbated social and educational inequities with its additional impact across other social systems such as healthcare, housing, and employment. As educators, communities, and policymakers work together to respond to the pandemic, equity must remain at the forefront of Brevard's short, and long-term responses and supports.

“Without education he lives within the narrow, dark, and grimy walls of ignorance...Education on the other hand, means emancipation; it means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light only by which men can be free.”

- Frederick Douglass, Blessings of Liberty and Education 1894





Resources and References



Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™



U.S. Department of Education

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®





Community Feedback

- Parents and Guardians – through portal and School Advisory Councils
- Teachers and Staff – through portal, specific teacher-type feedback, School Advisory Councils, and collaboration with union leaders
- Site Based Administrators – through portal, and specific survey to administrators
- Community Leaders – through portal, and School Advisory Councils

A screenshot of a web portal interface for viewing community feedback. It features a grid of yellow buttons for navigating through community submissions, categorized by count ranges. Below the grid are two more yellow buttons for viewing feedback by class/teacher function and by school.

View Community Submissions 1-1000

View Community Submissions 1001-2000

View Community Submissions 2001 - 3000

View Community Submissions 3001 - 4000

View Community Submissions 4001 - 5000

View Community Submissions 5001 - 6000

View Community Submissions 6001 - 7000

View Community Submissions 7001 - 8000

View Community Submissions 8001-9000

View Community Submissions 9001 - 10,0...

View Community Submissions 10,001 - 11,...

Teacher Feedback by Type of Class and Teacher Function

School Advisory Council Feedback (by school)





Opening Guidelines



Any school re-entry policies should consider the following key principles:

- School policies must be **flexible** and nimble in responding to new information, and administrators must be willing to **refine approaches** when specific policies are not working.
- It is critically important to develop strategies that can be **revised and adapted depending** on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.
- Policies should be practical, feasible, and appropriate for child and **adolescent's developmental stage**.
- **Special considerations** and **accommodations** to account for the diversity of youth should be made, especially for our **vulnerable populations**, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
- **No child or adolescents should be excluded from school** unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.
- School policies should be guided by **supporting the overall health and well-being of all children, adolescents, their families, and their communities**. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.** The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.

Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation.

This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.



Prior to Opening - Operational

- Extraneous furniture and clutter will be removed from classrooms to allow for more distancing
- Desks will be turned in the same direction, tables will be seated so that students are not facing each other
- Hallway traffic patterns will be modified to minimize face-to-face interaction
- Plexi-glass barriers will be placed, when appropriate, in offices and reception areas*
- School schedules will be designed to minimize congregation in communal areas to include cafeterias, gyms, courtyards, etc. School teams will also develop arrival and dismissal protocols to minimize interaction
- Water fountains will have signage restricting their use to the filling of water bottles or cups
- PPE, hand sanitizer, and additional cleaning products will be procured and onsite at each school*
- Bus drivers, cafeteria staff, and custodians will be trained in cleaning procedures and new protocols for increased frequency of cleaning

*Funded through CARES Act





Prior to Opening - Operational

- HVAC filter changes are in process*. Air conditioning will be running before and after building occupancy for additional air circulation.
- Transportation routes adjusted for no more than 2 per seat and other safety measures
- Policies, procedures, and practices reviewed to ensure they encourage students and staff to stay home when sick, eliminate visitors, and avoid caregivers from leaving their cars at drop-off and dismissal
- Adjustments to clinic spaces to allow for separation of students
- Development of professional development on protocols for faculty and staff to complete during orientation
- Development of videos and guidelines for students and parents with emphasis on the importance of hand washing
- Development of protocol on when to close classrooms, or schools and decision points on communication for active cases
- Staffing and training of Custodial Strike Team to amplify custodial efforts as needed*

*Funded through CARES Act





Prior to Opening – Educational

- Utilization of Early Warning System data to target students who would benefit from additional summer instruction – development and execution of both virtual and in-person academic support prioritizing students who are below proficiency*
- Review of medically fragile students and the development of Individual Health Plans and procedures
- Assess students with disabilities' progress towards their IEP goals and plan for instructional opportunities
- Review and complete ongoing evaluations and re-evaluations
- Assessment of technology needs and gaps within schools – hardware and software*
- Creation of professional development for blended learning instructional experiences
- Additional school counselor and staff hours throughout the summer to support students and families*
- Support for students in transition throughout the summer to include meals, social worker support, additional supplies and provisions, and other essential supports for a successful start*

*Funded through CARES Act





Prior to Opening – Educational

- Review of social-emotional curriculum in supporting students with challenges exacerbated by COVID-19
- Trauma Informed/Compassion Fatigued training developed for school staff
- Modification of the BPS scheduling process to allow for technology use on day 1 for both diagnostic assessments and blended learning
- School Improvement Plan process to include the development of an additional academic support program for students who are struggling (e.g. tutoring, before or after school programs)*
- Curriculum plan and resource review for blended instruction with high quality instructional materials
- Small group assessments for industry certification, ACT, and EOC's*
- Identify methods of acceleration through virtual, dual enrollment, and testing to consider early graduation options

*Funded through CARES Act





FLDOE Reopening Requirements

- **Assurance 1:** The district will assure that all brick and mortar schools open in August at least five days per week for all students
- **Assurance 2:** The district must provide the full array of services that are required by law, including in-person instruction, specialized instruction for students with IEP's and those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and/or students who are English Language Learners
- **Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovate teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method





FLDOE Reopening Requirements

- **Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities
- **Assurance 5:** The district will work with ELL Committees to identify English Language Learners who have regressed and determine if additional or supplemental English for Speakers of Other Languages services are needed
- **Assurance 6:** The district must share with the Department regularly progress monitoring data as defined by the Department
- **Assurance 7:** The district will collect reopening plans from each charter schools governing board for approval



Elementary Options



Full-Time In Person at School

DOE Required



Full-Time Brevard Virtual School



Part-Time IP/Part-Time BVS



Full-Time eLearning from School @ Home

Pending DOE Approval





Elementary e-Learning

Brevard Public Schools' eLearning program offers a safe, alternative extension of your elementary school. This educational option is robust and provides an equivalent experience to the traditional classroom. Children will learn and collaborate with their peers and teacher in a virtual platform. Educational excellence and high expectations remain through the eLearning option.



Parents

- Consider nine-week increments of eLearning instruction, unless it is not academically appropriate .
- Set up space in the home with supplies and materials.
- Post and enforce prescribed schedule provided by eLearning school. Students are expected to participate during the scheduled subject time.
- Assist your child with accessing online instruction.
- Monitor your child to ensure attendance and participation.
- Understand that eLearning requires flexibility and times of independent work during the school day.
- Download and become familiar with MICROSOFT TEAMS

Teachers

- Deliver interactive, engaging, and standards-aligned eLearning instruction from the school site.
- Communicate weekly with parents and daily with students.
- Create lessons plans that are flexible and available for a substitute.
- Attend eLearning and school-based professional development.
- Adhere to school site schedule.
- Be intentional and explicit about timing, pacing, progress monitoring and expectations.
- Understand the school day is a mirror of traditional classroom setting to include core instruction and intervention with BPS adopted materials, pacing, sequence guides and standard Focus documents.





Elementary e-Learning

Student Role

- Follow the routine and eLearning schedule provided
- Work in a designated eLearning environment away from distractions
- Be an active learner
- Let your teacher know if you need help
- Complete all work independently or with teacher assistance

Schools will progress monitor students to ensure mastery of standards and to provide tiered support for students

Students will be expected to complete the progress monitoring diagnostic in a secure location 3 times a year

Students who are attending school via eLearning will have the opportunities for meal availability from school

Students will follow the same pacing of standards as a Brick and Mortar classroom





Elementary e-Learning

Next Steps for Elementary Parents:

Parents will be provided a school specific survey on July 9, 2020 to determine level of interest in participating in the eLearning concept. This survey will be open until July 23,2020.



Elementary e-Learning



*****Elementary e-Learning

Brevard Public Schools' e-Learning design offers a safe, alternative extension of your elementary school. This educational option is robust and provides an equivalent experience to the traditional classroom. Children will learn and collaborate with their peers and teacher in a virtual platform. Educational excellence and high expectations remain through the eLearning option.

This program will be different than distance learning which took place during the emergency school closing, it will include a daily required schedule and live instruction from a teacher at your elementary school.

This form is ONLY for students of ***** Elementary (one form per child please). Please contact the front office if you have any questions.

* Required

Student LAST Name *

Your answer



Secondary Options



Full-Time In Person at School

DOE Required

MS & HS



Full-Time Brevard Virtual School

MS & HS



Part-Time IP/Part-Time BVS

MS & HS



Full or Part-Time Dual Enrollment

Qualified HS Students



Secondary Schools - Configuration

All Secondary Schools are examining the feasibility of a Block Schedule for the 2020 – 2021 School Year under our current staffing plan

Students

- Enroll in four 90 minute classes per semester
- Take an additional class (8 v 7) for remediation or acceleration while minimizing daily clusters and transitions
- Students have decreased exposure with from 7 classes to 4 a day
- Provides for a smoother transition when distance learning becomes necessary with 4 classes vs 7
- Allows for extended class-time for classes that require more protocols such as CTE, Music, Science Labs and other hands on classes
- Students will need to be accustomed to the rigors of finishing a course in a semester

Teachers

- Instruct three 90 minute classes a day
- Additional time to support students on distance learning and to develop blended instruction lesson plans
- Lessens teacher exposure from 6 classes a day to three classes
- Changes **average** total students from approximately 150 to 75 allowing for more in-depth understanding of IEP, 504, or other differentiation needs
- ESE Support Facilitation and Instructional Assistants rotate between fewer classes, more in-depth focus on course support





Secondary Schools - Configuration

Opportunities and Challenges

- School administration and custodians will need to manage fewer class transitions
- Less students in a space throughout the day, less shared materials
- Configuration provides opportunity to accelerate graduation allowing for more mid-year graduates

- Hurricane days have double the impact on instructional hours
- A single day absence is a greater impact to 135 hours of instruction or 67.5 in semester
- Professional Development required in structuring lessons and activities to maximize class time
- Advanced Placement testing scheduling



In School Guidelines – Health Screening

Students and staff should take their own temperature before reporting to school each day and stay home if above 100F or if experiencing other symptoms

Parents are the first level of daily health checks. Parents are the most knowledgeable judge of their own child's health as COVID has an incubation period in which symptoms may not be evident. Schools will have touchless thermometers available at each site for a second screening, when appropriate.

Schools will identify students not equally supported in a self-assessment at home and develop a plan to screen those students upon arrival at school

Students kept home by parents, or by school officials for health-related reasons will be considered excused

Students who are home for a designated period, but otherwise asymptomatic will be supported to continue learning at home

Students who are ill should prioritize their health - the school will support individual circumstances with an academic plan





Responsibilities of Parents and Legal Guardians

All parents and legal guardians should verify that their child's school has accurate information for parent and emergency contact

Parents and legal guardians are responsible to promptly pick up or properly arrange for the pick-up of a student sent home from the clinic

All parents and legal guardians should carefully select emergency contacts for their child and ensure that the contact information for him/her is accurate

All parents and legal guardians should provide complete and accurate medical information to the school

Any parents or legal guardians leaving their children in the care of someone else for a short-term reason such as work or family emergency, should complete a loco-parentis form prior to leaving the child in the care of others

All medications must be brought, in the original container, directly to the clinic by the parent or legal guardian

School and parent partnerships is critical to ensuring that all students are properly supported, and that staff have the information they need to assist students

These guidelines may change depending on local, state, or federal recommendations

Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of **universal face coverings** in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, **may be unable to safely wear a cloth face** covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging.

For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories (see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is **developmentally appropriate and feasible** and whether the policy can be instituted safely.

If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.



In School Guidelines – Face Coverings

All members of the school community are strongly recommended to wear a face covering. Standard rules apply on school appropriateness. Masks should cover the nose and mouth but not the full face.

In certain circumstances a mask may be required for a specific lesson or activity such as CTE labs or other vulnerable activities or areas

For the safety of everyone on the bus, it is expected that all bus riders wear a face covering while on the bus

Students who are sent to the clinic and exhibiting symptoms will be provided a mask to wear while awaiting parent pick up

Face Shields will be available at each school for faculty members along with a robust supply of disposable masks

These guidelines may change depending on local, state, or federal recommendations, ordinances, or laws





In School Guidelines – Handwashing and Hand Sanitizer

Handwashing is one of the best ways to protect yourself and your family from getting sick (CDC).

All bathrooms will be cleaned and stocked multiple times throughout the day

Students in an elementary setting should be taught proper handwashing and regularly scheduled for handwashing multiple times throughout the day

Secondary students should be taught proper handwashing and be given ample time at class change and throughout the day for handwashing

Students should all use hand sanitizer upon entering and exiting a classroom

Hand sanitizer will also be available in common spaces where there are not sinks such as gyms, cafeterias, and outdoor play areas



These guidelines may change depending on local, state, or federal recommendations

In School Guidelines - Transportation

Transportation provides unique challenges for social distancing - parents and staff will need to work together to ensure a safe environment for riding the bus

- Parents must provide guidance to their children on appropriate social distancing at bus stops
- Students are expected to wear masks while on the bus - with the exception of students with documented medical or sensory conditions that would be adversely impacted by wearing a mask
- Students will be provided hand sanitizer upon entering and exiting the bus
- Students will be given an assigned seat. Students must sit in that assigned seat
- Siblings and those sharing a household will be seated together
- Students should allow appropriate distance between each other when entering and exiting the bus
- Seats will be wiped down between routes
- Windows will be open when the weather permits
- Misconduct on the bus will result in disciplinary action that may include suspension from the bus



These guidelines may change depending on local, state, or federal recommendations



In School Guidelines - Food and Nutrition Services

School cafeterias are a vital component of the educational environment and essential to the health and well-being of all students

- All cafeteria staff will wear masks and gloves during preparation, and meal service
- Hand sanitizer stations will be placed outside cafeteria entrances
- Families are encouraged to use MealPayPlus.com for cashless transactions
- Serving lines have been modified to offer more safely pre-packaged items
- Serving lines have been rearranged for consideration of social distancing
- School Administration and the Food Services Team are establishing additional locations for meal service and identifying seating configurations that minimize risk
- School cafeterias will continue to provide grab and go meal packages in addition to items on the serving lines
- All cafeteria tables, serving lines, and high touch points will be cleaned in between lunches
- Mobile feeding will operate for eLearning and Distance Learning



These guidelines may change depending on local, state, or federal recommendations

The school nurse serves in a pivotal role bridging health care and education

- Parents are the first level of daily health checks. Parents are the most knowledgeable judge of their own child's health as COVID has an incubation period in which symptoms may not be evident
- Clinic areas will be cleaned throughout the day
- Students and staff who are ill should stay home
- If students with symptoms associated with COVID-19 (loss of taste and/or smell, serious headache, nausea, diarrhea) comes to the school, they will be sent to the health clinic for evaluation
- Temperatures will be taken upon entering the clinic
- If the temperature is over 100 F, parent/guardian will be notified the student is too ill to remain in school
- While waiting for parent/guardian, the student will be given a face mask and be socially isolated
- Each school will identify a location for ill students to wait for parent/guardian pick up
- Custodial staff will be notified when that space has been vacated, so the room can be sanitized



These guidelines may change depending on local, state, or federal recommendations



In School Guidelines – Custodial Services

All custodians will be trained and monitored in utilizing best practices for cleanliness and for disinfecting surfaces

Every classrooms will be thoroughly cleaned, to include ALL surfaces at least once a day. Schools will develop plans for in-between classes

Bathrooms and other common spaces will be cleaned multiple times each day

All cafeteria tables will be cleaned in between student use

The Custodial Strike Team* will be deployed when a school has a positive case, is significantly short-handed, or has a unique event requiring additional support

Cleaning for extra-curricular and after school programs will be coordinated at the school site

Each school will receive a liquid-disinfectant misting machine*. It is designed to quickly move from room-to-room and broadcast/spray through a hand-held wand. It is for both preventative cleaning and deep cleaning

These guidelines may change depending on local, state, or federal recommendations





In School Guidelines – Academic and Social Emotional Learning

- All students will be assessed within the first month of school to determine strengths and weaknesses in content areas, skill attainment, behavioral expectations, and readiness in the event distance learning is necessary
- Each teacher will integrate digital tools into their courses to ensure that all students are regularly accessing and utilizing high quality digital materials in addition to traditional instructional materials
- Teachers will work in a blended format to minimize challenges when individual students, whole classes, or the entire school must pivot to distance learning for a short or extended period
- Teachers and staff who provided services to students with disabilities will work with individual students, their families, district support teams, and school administration to meet IEP goals and related services, to the greatest extent possible, in the event distance learning is necessary
- In the event distance learning is required, students who need devices or internet access will be provide the tools necessary to succeed



These guidelines may change depending on local, state, or federal recommendations



In School Guidelines – Academic and Social Emotional Learning

- All students will receive the required mental health curriculum and be supported through a social emotional framework
- Each school will implement an academic support plan to provide additional instruction through tutoring, before or after school activities, or enrichment embedded in the school day
- Each school will develop a plan to provide additional support for students who are temporarily on distance learning
- Each teacher will utilize FOCUS to regularly update parents and students on academic performance
- Secondary students will continue to have access to programs that accelerate their learning such as Career and Technical Education, Advanced Placement, International Baccalaureate, Cambridge, Early College, Virtual School, Credit Acceleration Programs, and ACCEL diploma options



These guidelines may change depending on local, state, or federal recommendations



Limitations to Academic Programs and Extracurricular Activities

These guidelines will be reconsidered throughout the year based on prevailing conditions

- School Field Trips will not be authorized
- Playground equipment use is prohibited
- Chorus programs or other lessons that involve singing must sing outdoors
- Physical education classes will not "dress-out". Students should dress appropriately for activity if scheduled for PE
- In courses with labs and shared hands-on materials students will be provided supplies to maintain cleanliness in between use
- Students will be encouraged to bring their own water bottles and will be prohibited from sharing them
- Schools should not convene assemblies
- Athletic and extra-curricular activities will continue to follow the Return to Activity guidelines
- Parent nights such as Open House, Parent Conferences, and other events should continue virtually

These guidelines may change depending on local, state, or federal recommendations



Visitors to Campus

These guidelines will be reconsidered throughout the year based on prevailing conditions

Although BPS recognizes the invaluable role volunteers and parents play in the educational process, student and staff safety require the limitation of non-essential people on campus.

- Visitors in schools are limited to emergency situations, enrollment, or required meetings
- Non-essential visitors and volunteers will not be permitted on school campuses to include walking students to class, eating lunch with students, or attending classroom events or celebrations
- Parents may not drop-off items for student pick-up that are not medically or academically required
- Contracted service providers will be required to complete a self-screener prior to being allowed on campus and they must adhere to all school health guidelines

These guidelines may change depending on local, state, or federal recommendations



Students or Staff Exposed to COVID-19

Families and staff should notify their school/department if they have been exposed to COVID-19 and are quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated

Staff and students who live with someone with diagnosed or presumed COVID-19 *should self-quarantine at home for 14 days as directed by the DOH

Staff or students who travel out of state, should review prevailing CDC guidelines on whether they will need to self-quarantine upon return

Students whose absence is due to being directed to quarantine or isolate will be coded as a Doctor's excused absence

Employees will be able to apply for Covid-19 leave or, if that has already been used, to use their personal/sick leave

* a case is considered "presumed" when an individual has had contact to a case and is exhibiting symptoms

These guidelines may change depending on local, state, or federal recommendations



Students or Staff Diagnosed with COVID-19

Staff and students (parents or legal guardian) must notify their school if they have been diagnosed with COVID-19

The BPS Response Team, in coordination with DOH - will close buildings to clean, disinfect, contact trace in consultation with Brevard's DOH

Communicate with staff, parents, and students of possible exposure while maintaining confidentiality as required by ADA and HIPAA

Custodial Strike Team will be activated to support the cleaning of the facility

The BPS Response Team in coordination with the Brevard DOH, will determine when students and staff should return to schools and what additional steps are needed for the school community

Implement Instructional Continuity Plan for all impacted students, provide services for students with disabilities, and activate feeding plan

These guidelines may change depending on local, state, or federal recommendations



Students or Staff Returning to BPS Sites

Staff and students (parents or legal guardian) are responsible for following the DOH guidelines for a safe and healthy return to work and school.

An employee or student with a confirmed asymptomatic case of COVID-19 may return to school after 14 days

The employee or student with a confirmed or presumed case of Covid-19 may return to work/school 10 days after the last symptom has passed without medication

Employees or students who live with someone with a confirmed case of COVID-19 may return to work/school after 14 days unless they become symptomatic. If they become symptomatic, they may return 10 days after the last symptom has passed without medication

These guidelines may change depending on local, state, or federal recommendations



Medically Vulnerable Students

A plan addressing the needs for students with special healthcare considerations that place them at higher risk for medical difficulties related to exposure to COVID-19 has been developed and will be implemented

All teachers and other staff members who may be responsible for implementing a student's Individual Health Plan will be made aware that the student has a plan and fully comply with it when the school year begins. Teachers must fully implement Individual Health Plans for eligible students

Medically vulnerable students may also have a 504 Plan, an approved Chronic Health condition, or an IEP

Parents should work closely with the school clinic, school staff, and Department of Health officials to ensure that schools have proper documentation of all medical conditions

These guidelines may change depending on local, state, or federal recommendations



School Closure

Day-to-day decisions for schools to remain open or to close are local decisions made in collaboration with the Department of Health

The Response Team will review each situation to determine the decisions will be made based upon both health and operational concerns, as well as past practice in mitigating infectious disease

When a school is no longer able to safely function due to employee absence and the inability to fill those positions, a school may be subject to a temporary school closure

Schools whose enrollments fall below minimum capacity to run efficiently and effectively may be combined to offer students continuity of services

These guidelines may change depending on local, state, or federal recommendations

School Safety Guidelines

The BPS School Safety team is committed to keeping staff and students safe during the pandemic while ensuring compliance with expectations from the Office of Safe Schools

- Emergency drills must be completed per Florida law (ten critical incidents and ten fire) in the 2020-21 school year. At this time, no exceptions have been made with regards to suspension of drills required by law.
- Recommend discussion and simulated movement to identified safe places during lockdown scenarios to ensure social distancing. Staff will discuss with students what is expected of them during a lockdown and show them the safe place and verbally discuss what will be expected in-line with our General Emergency Procedures. This will be carried out in an age appropriate manner with your student. The importance is the process and knowing what to do during an emergency.
- Evacuations drills will be conducted with consideration of social distancing guidelines in-line with other COVID-19 safe practices. Students will maintain distancing during evacuation and assembly areas to the extent possible.
- The Office of Safe Schools may adjust emergency drill scenarios for social distancing considerations or spikes in COVID-19. Our office will respond to any directives or recommendations if received.
- SRO's and Specialists will practice social distancing unless required during enforcement or safety intervention purposes
- School safety personnel are expected to continue their typical roles and responsibilities



These guidelines may change depending on local, state, or federal recommendations



Brevard After School

Brevard After School; Before and After School programs will be open when schools are open

Follow the same school guidelines to include but not limited to handwashing and cleaning protocols

Develop a staggered entry plan for drop off and pick up of students

Students will keep backpacks and personal items with them

Students will be participating in small groups activities following social distancing guidelines

School may limit enrollment based upon safety and room capacity

These guidelines may change depending on local, state, or federal recommendations



Principal Check-List

- Develop a registration process that limits direct connect and the gathering of large of groups of people
- Designate an isolation room to support clinic programs in social distancing
- Ensure teachers, staff, and substitutes are trained in procedures and protocols related to COVID-19
- Plan for the replenishment of initial supplies and PPE
- Plan for classroom cleaning protocol when classes rotate students
- Plan for hallway movement patterns that minimize face to face contact
- Ensure that all custodians have completed all necessary training in protocols for infection control measures
- Place posters with COVID-19 educational materials in strategic areas such as front office, restrooms, cafeteria, gyms, and hallways prior to the start of school
- Verify that each classroom is staged with maximum distance between student desks and that rooms are free of clutter
- Ensure that a process is in place for all key personnel to have accurate parent contact information
- Review arrival and dismissal procedures and adjust as necessary to support social distancing
- Ensure all cafeteria operations are following expected protocols outlined by Food and Nutrition Services
- Plan for family engagement through virtual events

BPS Reopening Task Force

- Dr. Dawn Bronstein, Manager - Educational Technology
- Jane Cline, Assistant Superintendent - Elementary Leading and Learning
- Dr. Karyle Green, Director - Professional Standards/Labor Relations
- Sue Hann, Assistant Superintendent – Facilities Services
- Maureen Kelly RN MSN, Assistant Community Health Nursing Director - Florida Department of Health in Brevard
- Bill Macheras, Assistant Director – Athletics and Activities
- Dr. Michael Miller, Director - Transportation
- Christine Moore, Assistant Superintendent - Student Services
- Lt. Brian Neal, Brevard County Sheriff's Office - District Security
- Jim Powers, Manager - Environmental Health and Safety
- Dawn Richer, Manager – Procurement and Distribution Services
- Patty Seibert RN BSN, Nursing Services Director - Florida Department of Health in Brevard
- Dr. Stephanie Soliven, Assistant Superintendent - Secondary Leading and Learning
- Kevin Thornton, Director – Food Service