



MEMORANDUM OF UNDERSTANDING

Polk County Public Schools and Polk Education Association

Reopening for School Year 2020-2021 during COVID-19 Pandemic Safety Protocols and Campus eSchool

TEACHERS, PARAEDUCATORS AND EDUCATIONAL SUPPORT PERSONNEL

Purpose: The purpose of this Memorandum of Understanding is to memorialize the parties' agreement regarding the reopening of Polk Public Schools for the 2020-2021 School Year in a manner that prioritizes best pedagogical practices and the safety and well-being of Polk children, families, employees and the community.

WHEREAS, on July 6, 2020 the Florida Department of Education (FDOE), using its executive authority, issued Emergency Order 2020-EO-06 ("Emergency Order") stating that "all school boards and charter school governing boards must open brick and mortar schools at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders"; and

WHEREAS, the Emergency Order requires that districts submit reopening plans for approval by FLDOE and authorizes the districts to develop innovative delivery models through remote learning provided that the innovative remote learning model provides the same panoply of services as live in- person instruction in the traditional setting; and

WHEREAS, the Emergency Order guarantees flexibility for the localities affected, based on said locality's COVID-19 case numbers, hospitalizations, and fatalities at the time of opening, as further guaranteed by the Florida Constitution (ARTICLE IX-Section 4 (1-3); and

WHEREAS, the Emergency Order does not (and cannot) waive any federal requirements for the delivery of all necessary and required student services required by law; and,

WHEREAS, on July 28, 2020 the **attached** PCPS 2020-2021 Innovative Reopening Plan was approved by the FDOE effective immediately to include Campus eSchool, a remote learning option consisting of school-based virtual instruction following a daily schedule aligned to the Board-approved Tentative School Calendar (July 14, 2020) and host school bell schedules using the same or similar curriculum as in-person instruction; and

WHEREAS, as a result of approval of the PCPS District's reopening plan, FDOE will authorize full FTE credit for Campus eSchool which would otherwise not be available under the Florida Education Finance Program (FEFP); and

WHEREAS, the Parties agree to work together and extend their full cooperation in arriving at the safest possible working conditions to accommodate all members within the three bargaining units, to the greatest extent possible. A plan to reopen schools safely demands transparency, comprehensive communication, and meaningful partnership with stakeholders including local health



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authorities, parents, students, employees, and other community partners; and

WHEREAS, this agreement covers all bargaining unit employees. No language in this Memorandum of Understanding will serve as an employee waiver for PCPS liability if an employee should contract COVID-19 in their workplace.

NOW, THEREFORE, the parties mutually agree on the best practices and safety procedures for the reopening of PCPS schools and recognize that the presence of COVID-19 requires additional safety precautions and that the assignment of instructional employees to teach students who choose Campus eSchool may have an impact on certain working conditions and agree as follows:

A. Safety Protocols

The parties agree to work toward implementing all reasonable safety precautions including face covering requirements, social distancing and sanitizing of buildings and facilities to the extent possible.

1. The District cleaning protocols are established by the Centers for Disease Control and Prevention (CDC) using Environmental Protection Agency (EPA) approved products for the cleaning and sanitizing of schools. The protocols that the District agrees to follow are found at <https://polkschoolsfl.com/campus-learning-safety-protocols/> and <https://polkschoolsfl.com/faqs/sanitationandsafety/>.

2. Where feasible, the District will adopt staggered arrivals and departures, and multiple arrival and departure locations, to maximize physical distancing.

3. District will follow DOE guidelines for waivers for making up lost instructional days and time related to COVID-19. Any change to the PCPS school calendar and/or workday will be negotiated with the Union.

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4. Cleaning and Safe Work Environment

- a. The District will ensure adequate equipment and supplies are provided to support hygiene behaviors, use of Personal Protective Equipment, and sanitation. There must be proper and sufficient supply of face coverings, gloves, disinfectant spray, hand sanitizer with at least 60% alcohol, soap, paper towels, tissues, handwashing and sanitizing stations at all times. High-touch areas will be disinfected throughout the day. Deep cleaning will take place when there is a confirmed case. Air conditioning filters will be changed more frequently.
- b. Bargaining unit employees and schools will have access to said supplies and equipment as needed and as recommended by the CDC. Bargaining unit employees are not required to clean or sanitize classrooms; however, these supplies will be available for their use.
- c. Employees are encouraged to report safety concerns to their campus/worksite administrator for further investigation and resolution.

5. Face Coverings and Other Personal Protective Equipment

- a. Face coverings must be worn correctly by all staff throughout the district when physically at a worksite and/or in the presence of other staff members. Any visitors and collaborative partners must also wear face coverings correctly while they are on campus.
- b. Employees will be provided with five reusable face coverings at the beginning of the school year to be worn at all times on campus. Reusable replacement face coverings will be available. Teachers will be provided face shields upon request. Teachers who refuse to wear the required face covering should first be reeducated on the importance of wearing a face covering. If after the reeducation occurs, they still do not comply, disciplinary action may result.
- c. For teachers and itinerant personnel of PreK, VPK, ESE Separate Class/Self-Contained settings supporting students with medical and/or behavioral disabilities, and ESE Center Schools, in addition to face coverings, face shields and medical gowns will be provided to employees requiring additional alternative personal protective equipment (PPE) upon request.

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- d. Students in grades K-12 and staff must wear face coverings at all required times. Each school and work site will develop a plan to educate students, staff, parents and visitors regarding the location and use of no-touch hand sanitizing stations, the importance of social distancing, wearing face coverings and other hygiene measures recommended by the CDC to mitigate the exposure to the virus. Additionally, signage will be strategically placed throughout schools and work sites to direct one-way traffic patterns where feasible and reinforce these safety measures.
- e. Students are encouraged to wear their own face coverings, however, the PCPS will provide face coverings for students in need. K-12 students who refuse to wear the required coverings should first be reeducated on the importance of wearing a face covering. If after the reeducation occurs they still do not comply, then the Student Code of Conduct will be followed.
- f. To be medically exempt from wearing a face covering, a K-12 student must provide a note from his/her physician on the medical practitioner's letterhead.

6. Symptom Screening and Awareness

- a. Students and staff will receive COVID-19 training, including how to identify symptoms and reduce transmission by properly washing their hands and wearing face coverings. Students and staff members will be reminded throughout the day to practice proper hygiene. Random temperature checks of students and staff will be conducted throughout the day by the leadership team and staff who volunteer to assist as long as it does not interfere with their regular job duties. Students will avoid sharing devices and supplies and will be socially distanced to the greatest extent possible.
- b. The PCPS social media, emails, robocalls, and website have informed and encouraged parents to conduct daily screenings of their child's health for a temperature and symptoms of exposure to the virus before sending their child to school. Anyone with a fever or symptom(s) of COVID-19 should not come to school.
- c. Employees must complete the **attached** "Daily Work Readiness Self-Assessment" to solely determine an employee's ability to safely report to work. There shall be a District-wide universal form used throughout all worksites. The provided information may be shared with members of management or the Health and Wellness Department as needed, and any medical information will be maintained in a separate confidential medical file. Employees will inform their principal/supervisor or the Health and Wellness Department immediately if an answer to any of the symptom screening questions changes.

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- i. Employees will follow established procedures for return to work, based on latest guidance by the Polk County Department of Health and the Superintendent of Schools.
- ii. If staff are sent home from work based on their answers to the **attached** "Daily Work Readiness Self-Assessment" and are unable to work remotely due to job duties or illness, staff are to work with their medical provider or the Polk County Department of Health as to their ability to work and follow absence options for COVID-19 (see Section D – Leaves Available for COVID-19 Related Absence below).

7. Visitors on Campus

- a. For at least the first nine weeks of the first semester, the District will limit campus and building visits by non-essential visitors, collaborative partners, community organizations, vendors, business partners, and speakers. Volunteering and mentoring opportunities will be conducted virtually. The District shall limit nonessential school site and classroom visitors. Any visitors who are deemed essential must comply with all safety protocols established by this MOU.
- b. Visitors will complete and sign an electronic self-screening tool (see attached Daily Self-Assessment Screening Tool) to affirm their wellness before entering any school or building.
- c. To the extent possible, student/parent/teacher meetings may be held virtually on a District approved platform to include but not limited to parent meetings, Individualized Education Plan (IEP) or Education Plan (EP) meetings, 504 meetings, Behavior Intervention meetings, etc. If a meeting cannot be held virtually, all meeting participants must correctly wear Personal Protective Equipment (PPE) and observe appropriate CDC social distancing guidelines. All bargaining unit employees have the right to attend a face-to-face meeting virtually.

8. Social Distancing Use



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- a. Classrooms, learning spaces and other rooms will be arranged to maximize space and increase social distancing. The configuration of classrooms will provide for space between student desks to allow for social distancing to the greatest extent possible. Collaborative structure strategies must follow social distancing requirements. Instructional staff in classrooms with tables instead of desks may need assistance in finding workable solutions for appropriate classroom seating arrangement.
- b. Teachers must minimize student contact points by removing soft surfaces such as pillows, other soft materials and reading center seating areas. Nonessential furniture and equipment will be removed to allow for maximum social distancing. Outdoor furniture, structures and equipment used on playgrounds, recess areas and sporting events, will be cleaned and sanitized by each school site in its plan to educate and reinforce all safety measures. Use of shared objects and equipment should be limited.

9. Staff Meetings

Staff development and faculty meetings will be held virtually when feasible to ensure limited exposure of staff. However, staff development and faculty meetings can be face to face and staff covered under this MOU will have the option of coming to face to face meetings or can attend virtually. For smaller meetings, staff will have the option to participate virtually if a face to face meeting is called (i.e., grade level meetings, department meetings, PBIS, MTSS, etc.).

10. Handling Potential COVID-19 Symptoms or Cases

- a. The Mark Wilcox Center Wellness Team will continue to work closely with the Polk County Department of Health to address employees and students who have tested positive for COVID-19, are experiencing symptoms of COVID-19, or have been in direct contact with a person who is symptomatic or has tested positive, which shall include procedures for quarantine or isolation, testing, tracing, and return to work or school. The **attached** three PCPS "Process Flow" charts serve as the current protocols addressing the following employee situations:
 - i. Employees Who Report or Have COVID-19 Symptoms
 - ii. Employees Who Report Having Tested Positive for COVID-19
 - iii. Employees Who Report They Have been Exposed to COVID-19
- b. The parties acknowledge that information regarding the pandemic continues to develop resulting in revisions to procedures, directives, and guidelines. The District will maintain current information on its website



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(<https://polkschoolsfl.com/reopening>) so that protocols can be readily accessed by employees who may need to quarantine due to exposure.

- i. A full-time staff LPN Paraeducator will be present at each school site to support the wellness needs of students. Clinic staff will wear personal protective equipment as appropriate for the treatment or screening being administered. Isolation areas will be established to separate symptomatic individuals from standard clinic operations. Isolation areas must be staffed by trained staff who volunteer.
- ii. Ensuring symptomatic and/or potentially COVID-19 positives are sent home as soon as possible and developing a parent or guardian communication and pick up plan.

Said procedures will be developed in accordance with CDC guidelines and in concert with PEA and local health officials.

11. Bargaining unit employees will be notified of their work assignment, whether in the building or remote, with ample time to plan and carry out their responsibilities. See Instructional CBA Article 17.1-1, 17.1-2, and 17.1-3 for language with teacher change of assignment or school transfer.

12. There will be an expedited grievance procedure for all health/safety work violations related to this Agreement. A grievance filed pursuant to this provision shall be to be turned around within 72 hours (3 business days) of the grievance being provided to the District

B. Criteria for Assignment to Campus eSchool and Instructional Delivery Requirements

1. All bargaining unit members are covered by the provisions of this MOU. However, the option for assignment to Campus eSchool is restricted to K-12 instructional personnel.

2. The number of students choosing to participate in Campus eSchool and Polk Virtual School will dictate the number of positions available for instructional employees and paraeducators who apply to work in a remote or eLearning setting. As determined by the master schedule, should the number of positions available to teach in Campus eSchool and/or Polk Virtual School be less than the number of instructional employees who have applied to teach in these remote formats, the placements will be prioritized as follows:

- i. First consideration will be given to qualified instructional employees approved by the Americans with Disabilities Act (ADA) Review Committee (see Section D below) for an alternative accommodation related to COVID-19. The ADA Review Committee relies on the CDC's list of "Strongest and Most Consistent Evidence" in determining the at-risk nature

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of the underlying health condition. The ADA Committee also reviews requests from employees who live with someone with an underlying health condition as defined by the CDC's list of "Strongest and Most Consistent Evidence".

- ii. Based on the master schedule, all other qualified employees who wish to be considered for remote learning will be placed based on their area(s) of certification.

2. Eligibility for an assignment in Campus eSchool requires that the employee hold the appropriate certification for the available vacancy and has demonstrated that they are proficient in online platforms, organized, and a self-directed worker. In the event the employee is not proficient in teaching Campus eSchool, and the teacher has been provided with an opportunity to improve under the Instructional Assistance Conference (IAC) form or Professional Development Plan (PDP) process, the supervisor may reassign the employee and the decision is not subject to the grievance procedure.

3. Professional Development Plans (PDPs) will not be utilized during the first four (4) weeks of the school calendar for Campus eSchool instructional concerns.

4. Campus eSchool is a quarterly commitment for students and will be delivered virtually on a daily bell schedule with the same or similar curriculum as in-person instruction and interaction with students. The employee has the option to report to their school site and teach from their classroom, or another available space without the presence of students, or teach from their home.

5. Campus eSchool Model

- a. **Class Size** - Class sizes for Campus eSchool will be maintained at school averages.
- b. **Instructional Delivery Requirements** - Teachers will choose from a mix of live streamed lessons, recorded lessons, and both synchronous and asynchronous discussions. Just as in a face-to-face classroom best practices such as, whole group instruction, small group instruction, checks for understanding, feedback cycles between teacher and student, and independent practice should occur in segments of a class, rather than an entire block of instruction.
- c. Teachers and support staff will be available for parent/guardian contact during non-student contact time and during their normal duty day. Each teacher will provide parents/guardians with preferred contact information and schedule of availability for conferences. Bargaining unit employees will not be required to:
 - i. Provide alternative office hours outside of their contractual work hours.



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- ii. Work outside of their normal duty day.
- d. Instructional video content will not be used by the District for any purpose or exhibited in any other context without the written permission of the bargaining unit employee.
- e. Teachers will assign work and grades as they normally would in Campus learning with students adhering to a teacher's grading and late work policies.
- f. If a student is consistently failing to complete assignments and/or has a failing grade, teachers will reasonably attempt to contact the student's parent through platforms including, but not limited to Schoology, phone message, email, etc.
- g. Teachers will not be required to use their personal phone or personal email account to do so. If they are consistently unable to reach a parent after multiple attempts or have any other issues regarding parent response, student participation, attendance, and/or grades, the teacher will notify an administrator who will address the situation. Employees shall not be disciplined for students' lack of access, participation, grades, or attendance if documentation supports their attempts and efforts to make contact.
- h. It is expected that teachers have their computer laptop camera on, and/or share their screen for all direct instruction while teaching remotely through Campus eSchool, whether the class is entirely remote or a combination of students in the classroom and remote instruction. As is the case in a brick and mortar classroom setting, students will be instructed not to record the instruction. The live direct instruction will be at the discretion of the teacher, while honoring bell schedules and required seat time. The computer camera used for live direct instruction through Campus eSchool is the only camera permitted in the classroom.

6. Blended Learning Model

- a. Blended Learning Model Classrooms will not exceed school class size averages.
- b. Teachers in a predominantly blended learning schedule will collaborate with their evaluator to create an observation schedule that is mutually agreeable to both parties within the established evaluation timelines.
- c. All of the provisions in B-5 Campus eSchool Model apply to the Blended Learning Model.
- d. Traditional classroom teachers may be assigned to proctor one Campus eSchool class period at the school site during the virtual instruction by another teacher.

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This temporary reassignment is for the purpose of maintaining classroom management and should not prevent the planning time of the proctoring teacher.

7. Itinerant Instructional Employees

District-level itinerant staff may be afforded equitable opportunities to work remotely as their responsibility areas allow. Itinerant personnel who are providing direct services and support to students on a school campus will conduct those supports in the brick-and-mortar setting. Itinerant personnel who are also responsible for serving eSchool students, may perform their duties remotely, similar to eSchool teachers. As a part of this agreement, staff must ensure availability upon request by their supervisor, including for a face-to-face meeting, services; ensure all essential functions of their job are completed within contract hours; maintain appropriate documentation as required for delivery of IEP services and the staff member's working hours.

8. Distance Learning Equipment and Support

- a. The District will ensure bargaining unit employees who are conducting distance learning have adequate computers, digital materials, cloud or other storage, as well as instructional platforms to conduct their work.
- b. The District will provide employees with approved learning platforms to conduct distance learning.
- c. The District will provide employees with technical support for their distance learning needs including, but not limited to, access to the school network manager or an administrator.
- d. The District will develop a plan to obtain employee feedback and concerns regarding digital platforms including, but not limited to, feedback on ease of use, security, and student interaction and participation, and will make necessary modifications to the use of digital platforms accordingly.
- e. The Board recognizes that some material and equipment may be damaged, broken or lost in the normal course of education. Employees may be charged the current depreciated value of the material or equipment only if gross negligence, meaning reckless disregard can be proven, including but not limited to spillage of liquids, cracked screens, and physical damage to the computer. Employees will not be charged for wear and tear caused by normal usage. Employees shall not be disciplined or held responsible for functionality of technology or if connectivity is interrupted. However, employees will make every effort to get and maintain a reliable internet connection especially if they are a Campus eSchool

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instructor. eLearning instructors cannot miss a work day due to loss of connectivity at home. eLearning instructors must go to their assigned school site if loss of connectivity occurs to ensure that student learning is not adversely impacted.

It is understood that employees who will be providing Campus eSchool from their home environment may have inadvertent, rare and infrequent lesson interruptions or distractions, such as background noise or conversations from others in the household. However, employees shall maintain a professional working environment including monitoring background activity and ensuring what students are witnessing.

9. Length of Workday

In accordance with instructional Collective Bargaining Agreement (CBA) Article 6.2, the workday for all teachers shall be no more than 7¾ hours. On student days a teacher shall be scheduled for a maximum of 360 minutes per day of student contact, and at least 45 minutes of uninterrupted planning time for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule.

Paraeducators and Educational Support Personnel will continue to adhere to their contractual work day according to their positions and pay grades in their respective Collective Bargaining Agreements.

- a. **Morning Duty** - Students may be present in the classroom before the starting bell. Upon arrival for the school day, students may be directed to the classroom before the first bell. In addition, students may go directly to the cafeteria or designated grab-and-go station to pick up breakfast and eat it in the classroom prior to the bell start. Teacher reporting and end times may be altered based on student need to accommodate this non-instructional duty.
- b. Paraeducators and Educational Support Personnel shall maintain their break times per their respective Collective Bargaining Agreements (CBAs).

8. Lesson Plans

All provisions in Teacher Article 6.9 regarding lesson plans remain in place.

9. Substitute Teachers

- a. Any employee who is asymptomatic but is advised by a health care provider to self-isolate, may continue to deliver instruction remotely to students while a substitute monitors the classroom. If there are unfilled substitute positions, classes will be balanced to maintain social distancing and only as a last resort.

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- b. Paraeducators may be assigned to an unfilled teacher absence as a substitute teacher per the Paraeducator Collective Bargaining Agreement Article 8.2-8. For the period of this agreement, Paraeducators must be compensated with the following supplement for substituting assignments for the 2020-2021 school year: \$30 full day (7.5 hours) and \$15 half day (3.25 hours).

- 10. The District is responsible for providing Campus eSchool students and families rules and guidelines for Distance Learning.

C. Educational Support Personnel and Paraeducators

It is expected that Paraeducators and possibly clerical Educational Support Personnel will cover student lunch periods whether in the cafeteria or classrooms to maintain a duty-free lunch for teachers.

In the event that more adult supervision is needed during lunch times, individual staff members may elect to waive their duty-free lunch on a monthly basis. Additionally, the District will provide adequate time and staffing for said staff members to take care of personal needs.

D. Leaves Available for COVID19-Related Absence

- i. In addition to the leave options available in the three Collective Bargaining Agreements, multiple leave options are available for pandemic-related absences. Employees shall not be subject to disciplinary action for use of any approved leave of absence related to COVID-19, or the federal and local leave options outlined below, or in the exhaustion of available/accrued leave.
- ii. Absences related to COVID-19 shall not be reflected in the personnel evaluation.
- iii. **Types of leave available can be found here:**

<http://thehub.polk-fl.net/infoforemployees/> and are:

- a. Families First Coronavirus Relief Act (FFCRA) Emergency Sick Leave through December 31, 2020 (maximum of one 10-day allotment) (contact Risk Management & Employee Benefits).

For the period covered by this agreement staff who have exhausted FFCRA leave but have been certified by their treating physician to have continuing COVID-19-related symptoms, will be provided up to five (5) additional days of sick leave as necessary.

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- b. Employees with short-term disability insurance may be eligible for paid benefits if employees contract COVID-19 and are unable to work.
- c. Extended Benefits under the Family and Medical Leave Act (FMLA) through December 31, 2020 (contact Risk Management & Employee Benefits).
- d. Americans with Disabilities Act (ADA) Accommodations for alternative work situation due to a medical condition related to COVID-19 (visit the Staff Portal).
- e. After exhausting accrued sick leave:
 - i. PCPS Sick Leave Bank members may apply for review of a qualifying "serious illness" under the guidelines of the Sick Leave Bank (contact Human Resource Services). And then,
 - ii. Sick Leave Donation from Another Employee (contact Risk Management & Employee Benefits).

E. Training

- a. All staff will have the option to participate in training, professional development, PLCs, etc. through District approved virtual platforms. The District will provide comprehensive training for all bargaining unit employees on proper safety protocols; how to use safety equipment and supplies safely and properly; how to de-escalate situations in which students refuse to follow protocols; and how to handle other situations unique to COVID-19 such as reporting and dealing with suspected cases, privacy rights, student engagement, and attendance. All training will be completed by no later than the first day in which the employee is required to implement it. Additional trainings will be offered once per quarter for the remainder of the 2020-2021 school year but will not be required for anyone who has previously completed the training.
- b. The District shall provide meaningful training, guidance, and instructional materials on how to select and use appropriate video and other technology platforms and on best practices for remote work and for the delivery of instruction and student support services via distance learning. Training will take place virtually prior to the implementation or modification of distance learning or any remote work.
- c. All bargaining unit employees will have the option of attending paid training (at their regular hourly rate of pay), additional virtual, planning days for training before the start of the school year and during the course of the school year, and the District will offer two (2) alternative training dates to encourage and provide for flexibility for said training.
- d. District professional development will be made available online to assist staff in completion of requirements for recertification.

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F. Instructional Evaluations

The existing evaluation process in use for Polk Virtual School teachers will be implemented for Campus eSchool teachers. Administrators will observe virtual classrooms in order to conduct informal observations according to Teacher CBA Article 15 regarding Polk Virtual School evaluations.

G. School Calendar and Teacher Work Days

Should the required student instructional minutes be met pursuant to Section 1011.60 (2019), *Florida Statutes*, any subsequent Executive Orders, and if no hurricane days are needed, the 2020-2021 School Calendar will be revised, subject to Polk County School Board approval:

The current School Calendar will be revised from 180 student days to 176 student days.

As a result, the Last Student Day will be June 3, 2021 instead of June 9, 2021.

The last Teacher Work Day will be June 4, 2021 instead of June 10, 2021.

The annual teacher salary will not be impacted by this calendar change.

H. Duration

The parties recognize that the effect of the COVID-19 pandemic is evolving on a daily basis and agree to continue communication. This agreement will remain in effect for the duration of Executive Emergency Order 2020-EO-06 currently through the fall semester (January 14, 2021) unless extended or cancelled by a subsequent order, but no later than June 30, 2021. All other provisions of the collective bargaining agreements not specifically addressed in this agreement remain in full effect.




**POLK COUNTY
PUBLIC SCHOOLS**
STUDENTS FIRST



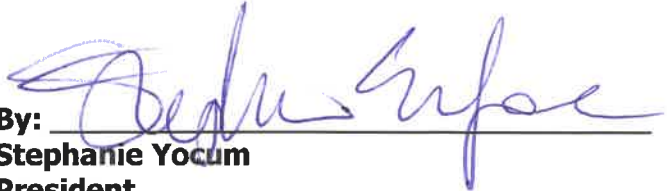
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POLK COUNTY PUBLIC SCHOOLS

By: 
Jacqueline M. Byrd
Superintendent
Polk County Public Schools

9/17/20
Date

POLK EDUCATION ASSOCIATION, INC.

By: 
Stephanie Yocum
President
Polk Education Association

9/16/2020
Date



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[POLK]

Due: July 31, 2020

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

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

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

Directions

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

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

☒ **Option 2:** The district completes the Department's template provided later in this document.

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


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

Polk County Public Schools will utilize traditional face-to-face learning at a levels: elementary, middle, high, combination, alternative, DJJ education programs, etc. PCPS will also implement the Campus eSchool option to allow for students to remain tied to their local school of enrollment yet participate in synchronous and asynchronous instruction from home. Also, PCPS will continue to expand Polk Virtual School for students in K – 12. The overall approach to reopening schools was developed in conjunction with the PCPS Reopening Task Force, which included stakeholders from throughout Polk County. Each option was developed with the safety of students, families and staff in mind. All three options will run five days a week, meet the guidelines of Florida Department of Health, and were presented to and approved by the local school board on July 14, 2020. Across all schools, learning acceleration (including closing achievement gaps), safety, and equity are top priorities. The key to success will be our flexibility to adapt to changing conditions.

2020-21 Florida's Optional Innovative Reopening Plan

- Option 1: Campus Learning – traditional brick-and-mortar instruction
- Option 2: Campus eSchool – digital learning provided by student's current school of enrollment
- Option 3: Polk Virtual School – enrollment in Polk's local FLVS franchise



	Campus Learning Brick-and-Mortar (PK – 12)	Campus eSchool (K - 12)	Polk Virtual School Full Time (K-12)
	<ul style="list-style-type: none"> - Curriculum, district-adopted instructional materials - Additional health measures - Social distancing, where feasible - Wearing face coverings - Hand sanitizer and frequent handwashing - Virtual parent meetings - Process in place for students/staff with symptoms <p>If conditions are not safe for Campus Learning, we will pivot to Campus eSchool for distance learning.</p>	<ul style="list-style-type: none"> - Curriculum, district-adopted instructional materials - Allows child to remain enrolled in zoned, choice, or magnet school of acceptance - Quarterly commitment to distance learning - Electronic devices needed (minimum iPad or laptop) - Online access required - Virtual parent meetings <p>If Campus Learning closes at any time, Campus eSchool students will continue to follow this model.</p>	<ul style="list-style-type: none"> - curriculum supplied via Florida Virtual School, K-12, and other vendors - commitment by semester - electronic devices needed (minimum iPad or laptop) - online access is required <p>Learn more here: https://pvs.polkschoolsfl.com/</p>
Florida Standards Based Instruction	✓	✓	✓
Board Approved School Calendar	✓	✓	✓
State Testing Required	✓	✓	✓
Attendance Recorded	✓	✓	✓
Grading Policies/Report Cards	✓	✓	✓
Support for students <i>-IEP, 504, EP, ELL plans, transition services, etc.</i>	✓	✓	✓
Polk County Teachers	✓	✓	✓
School Athletics/Extra-Curriculars <i>-School of Enrollment</i>	✓	✓	✓
School Meal Program	✓		
School Transportation	✓		
Special Program Participation <i>-IB, Cambridge, Harrison, CTE Academies, Alternative Programs, etc.</i>	✓	<div style="background-color: yellow; border: 1px solid black; padding: 2px;"> Please check with local school. </div>	
Structured Class Time	✓	✓	
Flexible Class Times <i>(depending on enrollment)</i>			✓
Family & School Partnership	✓	✓	✓
Parent Serves as Learning Coach <i>-closely monitors student progress</i>		✓	✓

Parents were notified of their ability to choose the best option for their families beginning on July 15, 2020 and repeated multiple times through various platforms to include: School Messenger, Polk County Public Schools webpage, Social Media: Facebook, Twitter, and Instagram, local news media, and respective school webpages and social media. Parents are asked to make their selection via the Intent to Register form for either: Campus Learning, Campus eSchool, or Polk Virtual School by July 27, 2020.

PCPS Innovative Model is the Campus eSchool option. Campus eSchool will utilize Polk County Public School Teachers as instructors. This option will follow the same curriculum, learning maps, pacing guides (for standards and benchmarks) and utilize the same instructional resources as our face-to-face traditional

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school model. The array of services and supports provided to students with IEPs, ELL plans, 504s, Gifted EPs, and other intervention and enrichment will also be provided in the eSchool. Students and teachers who learn and work in this setting will utilize Schoology as the common learning management system to primarily utilize live synchronous instruction. During times when teachers are engaged with students in small group instruction, through the MTSS process, asynchronous instruction will occur during this time frame for peers. Teachers and student peers will have the opportunity to interact with one another during whole group and small group instruction. Utilizing such tools as Microsoft Teams, Google Classroom, and other functions of Schoology, teachers and students can converse and interact in real time, yet from the safety of their own homes. Parents will have the option to update their preference of participation for eSchool or to return to face-to-face learning as their needs alter.

All PCPS policies which impact instruction are applicable for eSchool students. Some policies include but are not limited to: Attendance (Policy 5200), Grading (Policy 5420), Student Privacy and Safety (Policy 8330), Safekeeping and Access to Essential Records and Databases (Policy 8310), Exceptional Student Education (Policy 2460), and Technology Usage (Policy 7540).

Students participating in the traditional face-to-face program, eSchool, and Polk Virtual School will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. Please refer to the Board-approved [District assessment calendar](#).

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

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

☒ **Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

☒ **Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

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☒ **Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

☒ **Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan:

☒ **Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

☒ **Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

☒ **Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

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

All PCPS will reopen for all students on August 24, 2020. Schools will open five days per week for the full instructional day. The start date, five day per week, 180-day school year status is applicable for all levels PK – 12 to include alternative, adult, and technical schools.

Plan for Implementation of Assurance 2

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

As all Polk County Public Schools will open for all students, the full array of services offered will be available as well. PCPS recognizes that the most effective instruction is provide in-person by teachers who have developed relationships with students and families.

MTSS Processes

Tier 1: Teachers will provide differentiated whole group instruction daily for all students. During small group instruction, students will wear a mask and maintain safe distances. While students are in small groups, other students will participate in independent work – to include completing assignments through Schoology in order to be prepared in the event of an emergency shutdown.

Tier 2: Teachers will provide differentiated instruction in teacher-led small groups based on students performance on identified standards/skills (see Assurance 3 – Progress Monitoring). While in small groups students will wear a mask and maintain safe distances. Whenever possible, materials should be individualized and used by one student. Within small group/Tier 2 instruction, teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and provide enrichment opportunities.

Tier 3: Students needing intensive support to target skill deficits will be instructed in small teacher-led groups. During small groups, students will also wear a mask and maintain safe distances. Students who do not demonstrate proficiency in foundational skills will receive intensive instruction with more opportunities for guided practice, error analysis, and feedback (see Assurance 3 – Progress Monitoring).

Vulnerable Populations

Support for students with disabilities, English Language Learners, students from low income families, Homeless students served through our HEARTH program, students of migrant workers, and students in Foster Care (in coordination with our local Heartland for Children) will receive all services and interventions including but not limited to therapies, academic tutoring, social services typically provided by our social workers, counseling, social – emotional support, mental health therapies, and free breakfast and lunch. Instructional priority will be given to vulnerable students with the greatest academic need through our Extended Learning Plan (ELP). ELP will offer additional, extended day remediation and intervention. Students with disabilities whose IEP teams have determined extended school year supports are necessary will receive individualized services throughout the school year.

In addition to extended academic supports, each school also has at least one school counselor and assigned mental health facilitator to provide students with mental health screening, assessment, diagnosis, intervention, and services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues that may have been escalated due to extended school closures.

Plan for Implementation of Assurance 3

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

Students participating in the traditional face-to-face program, Campus eSchool, and Polk Virtual will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. The assessments are used to identify gaps in learning. Schools utilize this comprehensive data to make informed instructional decisions. Please refer to the Board-approved [District assessment calendar](#) for more details.

Assessment	Students Tested	Mode	Results Expected
STAR Reading	K-8 9-10 (Intensive Reading)	CBT	Instantly
STAR Mathematics	K-8 Algebra Geometry	CBT	Instantly
District Writing Assessment	4 - 10	PBT	Within two weeks of assessment
District Quarterly Science Assessments	4 th – 8 th grade Biology	PBT	Within two weeks of assessment
District Quarterly Social Studies Assessments	MJ US History MJ Civics US History	PBT	Within two weeks of assessment

Additionally, end of module assessments for mathematics and end of unit assessments for ELA are available for students. Supplemental instructional programs provide teachers with additional data points and progress monitoring for students to include, but not limited to: iStation, Freckle Mathematics, Accelerated Reader, Acheive3000, Algebra Nation, Stemscopes, etc.

Data for assessments are monitored at the school and district level through each school's individual data dashboard. Key metrics are analyzed by the school principal, Regional Assistant Superintendent, and Teaching and Learning team to provided tiered support to schools with an added emphasis on schools in need of improvement and elementary schools who are identified on the Lowest 300 list for reading.

Progress monitoring data will be used in both Campus Learning and Campus eSchool settings to address tiers of support for students. Diagnostic data and district progress monitoring will be used to inform instruction for Tier I and to determine supports for small group, Tier II and/or Tier III instruction. In both

models, students will receive dedicated time to address specific needs during small group instruction and/or the extended hour for schools identified on the Lowest 300 list for reading.

Plan for Implementation of Assurance 4

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

The ESE department will provide support for school based IEP teams. Teams will identify students with disabilities who may have regressed during school closures. As IEP teams (including parents) meet, the student's individual education needs will be discussed in order to make additional team decisions regarding the possibility for increased IEP services, compensatory education, and/or other changes., along with necessary accommodations and/or modifications. IEP teams will make decisions by using data from progress monitoring (Assurance 3) and classroom data.

Students learning through Access Points Standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment.

Assistive technology, laptops, iPads, or other electronic devices, as well as internet hot spots, will be provided to students whose parents choose Campus eSchool, so they are able to continue their educational program at home.

Plan for Implementation of Assurance 5

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

The district's ESOL Department will work with individual school-level ELL Committees to review the progress of ELL students within the context of proficiency/achievement prior to the school closures and proficiency data at the beginning of the 20-21 school year to identify ELLs who have regressed and determine if additional or supplemental English of Speakers of Other Languages (ESOL) services are needed. ELL committees will review Star Early Lit, Star Reading, and Star Math data from last year and the beginning of 20-21 school year to determine any regressions that may have occurred. Additional data from Smarty Ants, IStation, Freckle Math, and Achieve may be used, as needed, to confirm committee determinations.

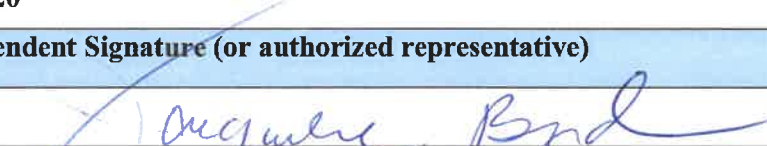
The district's ESOL department will continue to support school-based ELL Committees by assisting with data disaggregation for ELL students after each state-approved progress monitoring period. The district ESOL department will also support school-based ELL Committees with analyzing student's scores from standardized assessments including Star, ACCESS, and FSA, if applicable, to determine if the student was on level or below level prior to school closures and whether they are continuing to make expected progress. The district's ESOL department will ensure each school-based ELL Committee review student performance in core academic subjects (ELA, math, science, social studies) after each interim report period and grading period to ensure ELL students are making satisfactory progress in all core academic areas. The district's ESOL department will support the ELL committees and work with their assigned schools to develop procedures to progress monitor and identify the ELL students who need additional or supplemental ESOL services. The ESOL department will also deploy district-level support to work closely with teachers and students to ensure students receive intervention to address regression and proficiency needs throughout the school year.

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Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Michelle Townley, Acting Assoc. Superintendent, Chief Academic Officer
Contact information: email, phone number
michelle.townley@polk-fl.net ; 863-534-0521
Date submitted
07-25-2020
Superintendent Signature (or authorized representative)




DAILY WORK READINESS SELF-ASSESSMENT

At Polk County Public Schools (PCPS), we are committed to our employees' health and well-being. In order to stay true to this commitment, all employees must truthfully complete a COVID-19 self-assessment before arriving to any PCPS location. Upon arrival to a PCPS location, a designated staff member will also take your temperature using a touchless thermometer. Remember, promoting a safe and healthy work environment is everyone's responsibility. Thank you for your cooperation.

SELF-ASSESSMENT

Since my last shift / day of work, I have had:

- ☐ A positive COVID-19 diagnosis
 - ☐ A temperature of 100°F or higher
 - ☐ Cough
 - ☐ Shortness of breath / difficulty breathing
 - ☐ Chills
 - ☐ Repeated shaking with chills
 - ☐ Muscle pain
 - ☐ Headache
 - ☐ Sore throat
 - ☐ Abnormal loss of taste or smell
- ☐ Since my last shift / day of work, I have traveled out-of-state
[if so, please identify city/state or non-U.S. city/country: _____]
- ☐ I did not check any boxes above. I am ready to report to work.
- ☐ I checked one or more boxes above. I may be unable to report to work.
I will call HR or my manager before reporting to work

Please sign this document after checking the appropriate box(es) above and submit the document to Risk Management & Employee Benefits, along with, if applicable, any return to work note from your medical provider.

By signing below, you certify that your answers to the questionnaire are true to the best of your knowledge, and that you understand and acknowledge that this information will be used solely to determine your fitness for duty and to attempt to ensure a safe workplace. The provided information may be shared with members of management or the Health and Wellness department as needed, and any medical information will be maintained in a separate confidential medical file. You also certify that you will inform your manager or the Health and Wellness department immediately if your answer to any of the questions above changes.

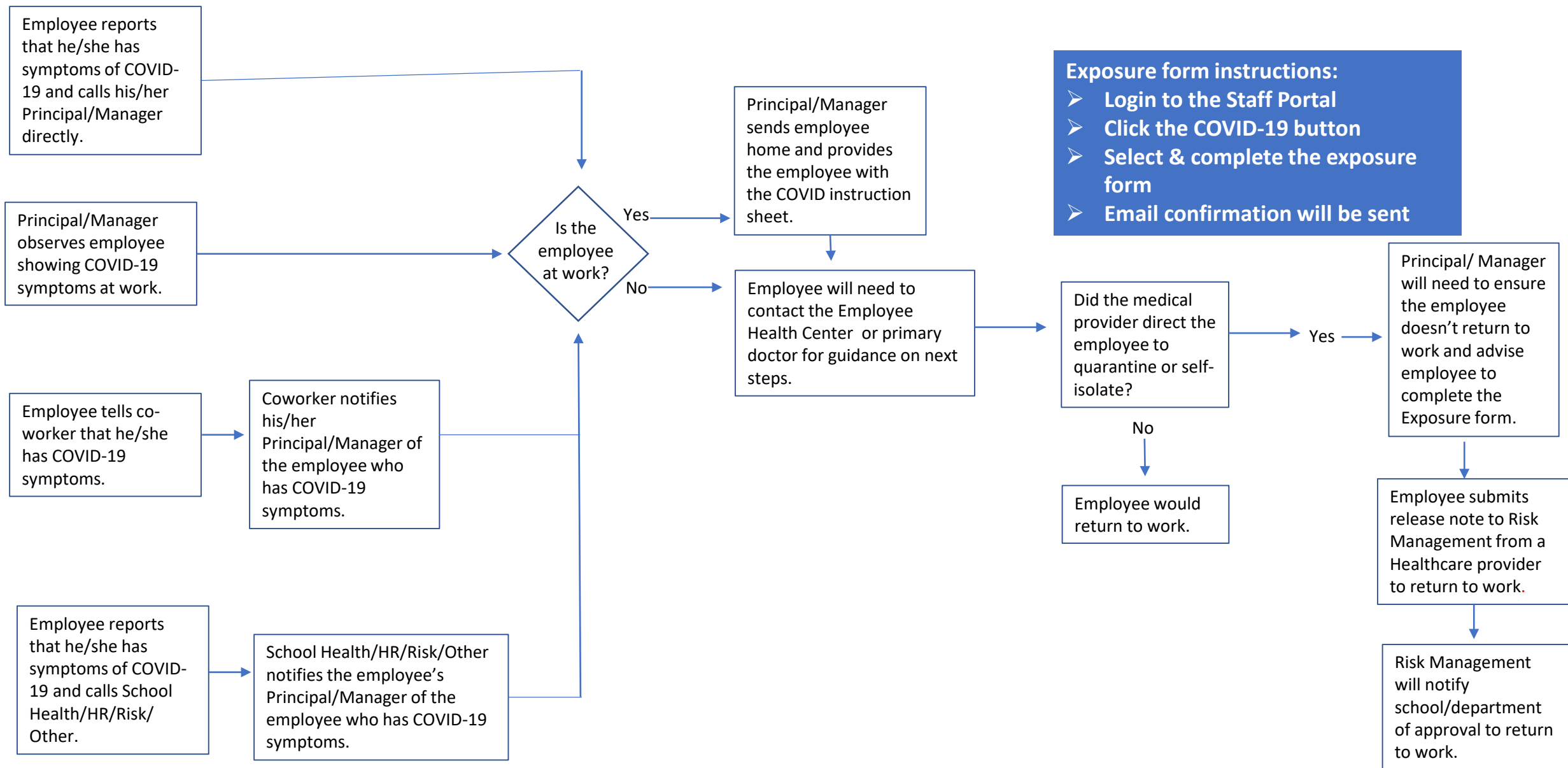
Employee Name (printed): _____ Emp. (SAP) No.: _____

Employee Signature: _____ Date: _____

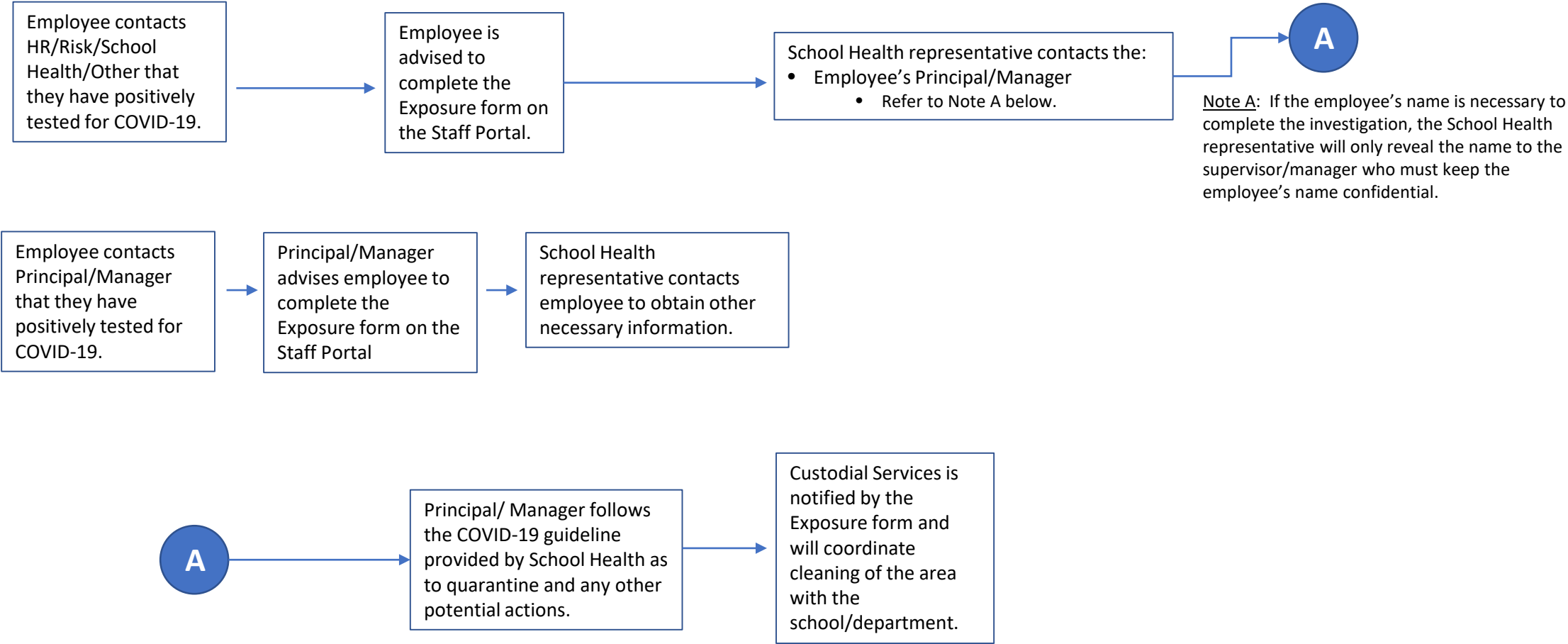
STUDENTS FIRST



Process Flow for Employees Who Report or Have COVID-19 Symptoms



Process Flow for Employees Who Report Having Tested Positive for COVID-19



Process Flow for Employees Who Report they have been **Exposed**

