



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Hillsborough County]

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: _____

Hillsborough County Public Schools will offer a five day per week onsite option to students in the Fall. Additionally, the District will allow parents the flexibility to select an eLearning option which provides for live, synchronous instruction that is directly aligned with the curriculum and pacing of face-to-face instruction, as well as the asynchronous option of Hillsborough Virtual K-12 option.

Fact to Face Instruction

Hillsborough will be offering in-person instruction five days a week in the traditional instructional delivery model at each of District's brick and mortar sites. This option will include the following:

- District adopted curriculum with lessons developed and taught by classroom teachers
- Students will remain enrolled in their 2020-2021 assigned school
- Traditional, in-person, face-to-face instruction for grades PK-12, following the regular student schedule and student calendar and bell times
- Students will physically come to their school for their learning
- Students will physically see and interact with their teacher(s) and classmates and follow their class/course schedule each day
- Assignments, activities, and classroom-based assessments will be developed and conducted by their teachers
- ESE, ESOL, and Gifted services will occur as outlined in student-specific plans

2020-21 Florida's Optional Innovative Reopening Plan

- Student Services Staff/Mental Health Professionals that includes school counselors, school health services professionals, school psychologists, and school social workers will provide meet students' academic, physical, and social-emotional needs.
- All students will be expected to complete and submit assignments as determined by the assigned teacher
- All students will follow the assessment calendar and participate in all local and state assessments
- Collaborative activities may look different or be lessened to ensure the safety and wellbeing of the school community.
- Classroom spaces will be arranged to maximize social distancing and minimize any shared items.
- Lunch schedules will be modified to maximize social distancing
- Large group gatherings will be eliminated or reduced
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus
- Teachers and instructional support staff report each day to lead and support instruction in their assigned classrooms
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction for students
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
- Teachers provide student make-up work, flexibility and support if they are out of school for any reason

eLearning Instruction

Hillsborough will be offering instruction five days a week an eLearning instructional delivery model. This option will include the following:

- eLearning students will maintain their enrollment status at their brick and mortar schools
- eLearning students will attend school online during regular school hours and follow a standard school schedule.
- Teachers will teach "live" each day with students daily utilizing web conferencing technology
- Teacher-designed lessons are delivered through Canvas
- Students are asked to commit to the eLearning model for the first semester. Students may return to their school campuses second semester if they so choose. If a student is not demonstrating adequate progress in the eLearning delivery model, they will be provided the opportunity to transition to the traditional model immediately. Parents that request to transition from eLearning to traditional models prior to the end of the semester will work their school to devise a plan based on factors such as class size, transportation, etc.
- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) on campus or remotely as appropriate
- eLearning is not an option for Voluntary Prekindergarten (VPK) Program and Head Start/Early Head Start Programs
- Electronic devices will be available for check out at the school site, if needed
- eLearning courses will be designed to ensure rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the traditional and eLearning model
- The exact course offerings by school will be solidified by the student's school
- Dual Enrollment courses will be available through the Traditional and eLearning settings as well through Hillsborough Community College (HCC)
- Our district will follow the procedures outlined by Hillsborough Community College (HCC) including the use of a Canvas course in each DE course. HCC has determined that courses taken at HCC will be virtual for the 1st semester
- Each course is aligned to Florida State Standards and the scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- All assignments, activities and classroom-based assessments will be developed and facilitated by assigned by teacher
- All students will be expected to complete and submit assignments as determined by the assigned teacher
- Code of Student Conduct and all technology expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments.

2020-21 Florida's Optional Innovative Reopening Plan

- Each morning, students are expected to be present and engage in virtual instruction each day within the designated schedule
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times
- Students will access their curriculum and assignments via Canvas Learning Management System
 - Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on campus
- Students who need a device will be issued one to engage in digital learning
- Students will also be issued any associated materials such as textbooks, art supplies, musical instruments, and other necessary materials where possible
- All teachers have access to professional learning to prepare them for the 2020-2021 school year
- Growing with Canvas Course 2.0 (self-paced eLearning course) will be offered during the summer, preplanning week, and beyond for instructional staff to enhance knowledge of Canvas tools and applications
- Summer professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, Achieve 3000, iReady, SIPPS, digital tools and platforms, etc.
- New Teacher Induction will be provided virtually and will be provide onboarding and content supports
- All professional development will be structured, organized, and maintained to provided easy access to relevant PD, resources, and tools related to preplanning PD, and other relevant professional development offered throughout the year
- Guidance and resources will be shared with administrators for them to assist teachers in course development
- Training will be available during pre-planning week for elective or specialized area teachers to work through course development
- During pre-planning week, District office hours and support teams will be available to teachers who are designing their own courses for unplanned check-ins and scheduled appointments
- Depending on the model of delivery (traditional or eLearning), each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students
- Teachers will be expected to provide “live” instruction via web conferencing throughout the school day
- Student Services Staff may be accessed via the following platforms: Video conferencing (Zoom/TEAMS,etc.) telephonically or through email. .
- Telehealth services can be provided via a virtual platform with a two-way interactive communication using audio and video between a student and the mental health professional.

Hillsborough Virtual K-12 Asynchronous Instruction

Hillsborough will be offering virtual instruction for student who choose to enroll in Hillsborough Virtual K-12. This option will include the following:

- HVK12 is a school choice option in which students learn in a digital space using a web-based curriculum with highly qualified teachers from Hillsborough County
- HVK12 students will withdraw from their brick and mortar school and enroll full time in the virtual program
- Students can re-enroll at their brick and mortar school in the second semester if they so choose.
- HVK12 students will have flexibility when they complete their work and are not tied to a specific bell schedule
- HVK12 students follow the same school calendar as brick and mortar sites
- HVK12 is a “flipped classroom” environment in which students have access to the entire curriculum up front and are given a weekly set of assignments
- Students will have access to the content and curriculum 24/7
- Teachers will offer one “live” session per week with students utilizing web conferencing technology
- Teacher-designed lessons are delivered through Canvas for K-5 and through FLVS for 6-12

2020-21 Florida's Optional Innovative Reopening Plan

- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) remotely as appropriate
- All students attending HVK12 will have access to many accommodations that naturally occur in the virtual setting. In addition, HVK12 may be able to provide additional accommodations and services per a student's IEP or Section 504 Plan if the accommodation(s) is/are applicable to the online educational environment. Please note that some accommodations and services, including instruction on access points, may not be possible to implement in the HVK12 online educational setting
- HVK12 is not an option for Voluntary Prekindergarten (VPK) Program, Head Start/Early Head Start Programs, and PreK ESE
- Electronic devices will be available for check out at our site, if needed for students that qualify for free and reduced lunch
- HVK12 courses will be designed to ensure rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- Dual Enrollment courses will be available through HVK12 in conjunction with Hillsborough Community College (HCC)
- Our district will follow the procedures outlined by Hillsborough Community College (HCC) including the use of a Canvas course in each DE course. HCC has determined that courses taken at HCC will be virtual for the 1st semester
- Each course is aligned to Florida State Standards and the scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- All assignments, activities and classroom-based assessments will be developed and/or facilitated by assigned teacher(s)
- All students will be expected to complete and submit assignments as determined by the assigned teacher(s) electronically on a weekly basis
- Code of Student Conduct and all technology expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments in person. Students will report to D.W. Waters for testing
- Students are expected to complete the work at their own pace throughout the week and submit all required assignments by the end of the week
- Students will access their curriculum and assignments via Canvas Learning Management System for K-5th grade and via FLVS for 6th-12th grade.
- Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on a campus
- Students in K-5 will be issued consumables for math, science, social studies and will have access to all other content and curriculum electronically 24/7
- Students in 6-12 will have access to all content and curriculum electronically 24/7
- All teachers have access to professional learning to prepare them for the 2020-2021 school year
- Growing with Canvas Course 2.0 (self-paced eLearning course) will be offered during the summer, preplanning week, and beyond for instructional staff to enhance knowledge of Canvas tools and applications for our K-5 teachers and an FLVS professional development for our 6-12 teachers
- Summer professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, Achieve 3000, iReady, digital tools and platforms, etc.
- All professional development will be structured, organized, and maintained to provided easy access to relevant PD, resources, and tools related to preplanning PD, and other relevant professional development offered throughout the year
- Each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students
- Teachers will be expected to provide one "live" lesson via web conferencing throughout the week

2020-21 Florida's Optional Innovative Reopening Plan

- Teachers will be expected to respond to students' and families' communication within 24 hours and provide feedback on assignments with 48 hours.
- HVS has Student Services Staff available to assist with meeting the academic, emotional and behavioral needs of the student.

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: _____

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.

2020-21 Florida's Optional Innovative Reopening Plan

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 Hillsborough County Public Schools will reopen on August 24, 2020 and end on May 28, 2020. All schools will be open five days a week as required in Assurance 1. All schools will operate as normal utilizing the following schedules:

- Elementary Schools: The standard elementary bell schedule will remain as it was for the 2019 – 2020 academic year, with start and end times of 7:40 and 1:55, respectively.
- Middle Schools: The standard middle school bell schedule with start and end times of 9:35 and 4:30, respectively.
- High Schools: The standard high school bell schedule with start and end times of 8:30 and 3:35, respectively.

Students enrolling in the District's eLearning option for instruction will follow their assigned school's bell schedule. They will follow the class schedule of their assigned teacher(s), with eLearning instruction that is directly aligned with the teachers' face-to-face, daily instruction, thereby enabling them to work at a prescribed pace with their peers. Classroom hours and office hours will be specified on a daily schedule.

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.

All available resources will be utilized and strategically maximized to provide a high-quality education for all students with the goal of bridging the achievement gap for our most vulnerable population of students.

Hillsborough County Public School's reopening guiding principles will include; ensuring that the safety of our students, faculty, and community is our highest priority, expanding our commitment to educational equity, ensuring that all learners have access high-quality instruction through various delivery Models and supporting the personalization of learning for all students by providing parental choice.

Students from low-income families will receive supplemental and expanded services and support as aligned with their Title I and School-wide Improvement Plans, utilizing Title I Part A funds for Economically Disadvantaged Students as well as UniSIG school improvement and TSSSA funds as available and based on the school's comprehensive needs assessment. These services and supports may include:

- supplemental instructional staff to provide classroom interventions, especially focused in areas of reading and mathematics, to provide students with extra opportunities to learn the standards and attain proficiency,
- supplemental staff to provide support to teachers through coaching, co-teaching and modeling lessons, to provide teachers with strategies to become even more effective,
- multi-tiered systems of support using response to intervention resource teachers to address the amplified loss due to Covid-19 and the unique circumstances caused by the disruption of face to face learning
- supplemental socio-emotional support through additional social workers, school counselors, and school psychologists to provide wrap around mental health services,
- expanded learning opportunities for students beyond the school day/year,
- collaborative planning and professional learning opportunities for instructional staff,
- instructional supplies and technology to provide resources that will enhance the classroom instruction,

2020-21 Florida's Optional Innovative Reopening Plan

- translation of materials, as feasible, to remove language barriers in communicating and engaging families and community,
- parent and family engagement opportunities such as annual Title I meeting, parent-teacher conferences, GED classes, English classes and other trainings and meetings to maximize the power of the home to school connection and partnership in educating students.

The Department of Student Services provides prescriptive, ongoing support designed to meet the evolving needs of students.

- Student Services Staff will provide counseling services (individual and small group), Social and Emotional Learning supports/resources, academic planning and support, career and postsecondary planning, assessment and evaluation, monitoring of student attendance, connecting families with community resources.

Students of migrant workers will continue to receive supplemental services aligned with the state's Service Delivery Plan and based on activities approved within the project application. Whether in person or in an alternative format, migrant students will receive supplemental services to ensure they are successful with learning. Our focus will continue to be the success of All migrant students, with careful attention to those migrant students who have a Priority for Service designation and are most at risk. Migrant advocates and recruiters will be available to assist in the smooth transition into the 2020-2021 school year by communicating with migrant parents and students as well as home/school liaisons.

Services may include:

- identification and recruitment via face-to-face interview or phone interview, with parents, to determine eligibility for the program and develop a comprehensive needs assessment and identify greatest areas of need for the children
- advocacy for migrant students enrolled in the schools (both remotely or brick or mortar). This advocacy may include focusing on the needs of the students and ensuring they are receiving the support they need to be successful based on other available programs
- tutoring in the areas of reading and math for groups of students based on need and when no other programs are available
- parent engagement to help parents connect with the school such as assistance with school enrollment, interpretation during parent-teacher conferences, graduation requirement trainings, reading trainings, math trainings and school readiness trainings
- high school migrant advocates will collaborate with school guidance counselors to ensure students are enrolled in appropriate courses and accelerated options for migrant students. In addition, migrant advocates will ensure students are setting rigorous goals so they can graduate from high school
- migrant staff will work with PreK students not enrolled in a school setting to provide readiness lessons focused on preparing them to start Kindergarten. In addition, the migrant school-based VPK classroom will focus on providing 20 migrant identified students the necessary skills to prepare them for Kindergarten.
- connect families to available providers for immunization, health and nutrition services

Students identified as homeless will receive services aligned with The McKinney-Vento Acts Education for Homeless Children and Youth (EHCY). HCPS will provide students with school access and stability in order to assure equitable and quality instruction. The HELP: Student's in Transition Team will continue to support the identification of homeless children and youth. In addition, HELP team will continue to work with families and schools to provide resources and tools to ensure the attendance and academic success of students. These services and supports may include:

- communicating with parents of homeless children through phone calls, letters, face to face meetings, home visits, as well as through online platforms such as Microsoft TEAMS, Google Voice, or Zoom regarding school registration, attendance, and academic success. Every student identified during the 2019-2020 school year will be contacted by phone, email, and U.S. mail to ensure registration for the 2020-2021 school year.
- engaging school staff, community partners and families in quality conversations about specific student identification, attendance and academic support needs. The HELP Team will collaborate with each school based social worker to assess the needs of students and families.
- removing barriers that may interfere with identification and enrollment. A web-based referral system will be utilized for school based social workers and community partners to request specific services from the HELP Team including transportation.
- collaboration with key stakeholders at school sites to problem solve and develop a school-wide plan of action that addresses identification and enrollment issues for homeless students and remove any barriers to these students' enrollment, including but not limited to remaining at the school of origin.

2020-21 Florida's Optional Innovative Reopening Plan

- monitoring homeless students' academic progress, as well as collaboration with school staff, district level partners, and community agency staff regarding services to support academic achievement. The HELP: Students in Transition counselors will work directly with homeless high school students at school sites and through virtual platforms. The counselors will provide post-secondary planning support and make linkages to school resources critical to academic success. The HELP: Students in Transition team will continue contracting with a private tutoring company to provide services in person and virtually to students who are identified through the MTSS process as needing additional interventions to achieve academic success.
- supporting student(s) needs pertaining to receiving free lunch, course materials, lockers, PE uniforms etc., ensuring that such is not a barrier to achieving academic success.
- training on identification and attendance procedures to district and school staff, as well as community agencies through face to face sessions and virtual platforms.

Students identified as living in a foster care/group home will receive services through the Fostering Education Initiative team of Hillsborough County Public Schools (HCPS) in collaboration with Eckerd Connects, the lead child welfare agency. The HCPS Fostering Education Team which is composed of school social work coordinator, three school counselors, two school social workers, and Eckerd Connects education specialist will continue to partner with families and schools to provide resources and tools to ensure the academic success of foster care students in a brick and mortar school setting and virtual learning. These services and supports may include:

- enrolling students in school immediately, even if the child is unable to produce records normally required for enrollment. If a student does not have required documentation for student enrollment, the student(s) will be provided a temporary exemption for proof of age, immunizations, and health examinations. Enrollment will occur virtually if needed.
- holding Every Student Succeeds Act (ESSA) staffings virtually for every student changing placements and pending school transfer to discuss best interest as it pertains to enrollment and other student concerns. Vested stakeholders, including instructional and administrative staff of the school of origin will be invited to attend the staffing.
- communicating with foster and group home parent(s)/guardians of foster care students through phone calls, letters, face to face meetings, home visits, as well as through online platforms such as Microsoft TEAMS, Google Voice, or Zoom regarding school registration, attendance, and academic success.
- engaging school staff, community partners, and foster and group home parent(s)/guardians regularly in quality conversations to address attendance, behavior, mental health, academics, and other identified needs.
- working directly with foster care elementary, middle, and high school students at school sites and through virtual platforms. The fostering education team school counselors and school social workers will work in collaboration with Eckerd Connects to provide services to identified students needing additional support to achieve academic success. The school counselors will provide post-secondary planning support to high school students and make linkages to school resources critical to academic success.
- collaborating with key stakeholders at school sites to problem solve, develop a school-wide plan of action to address any presenting issues for foster care students, and remove any barriers that may interfere with academic success, including but not limited to school of origin transportation.
- supporting student needs pertaining to receiving free lunch, course materials, lockers, PE uniforms etc., ensuring that such is not a barrier to achieving academic success.
- training on the phenomenon of foster care to district and school staff, as well as community partners through face to face sessions and virtual platforms.

2020-21 Florida's Optional Innovative Reopening Plan

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.

The District plan for Progress Monitoring details expectations for schools to gather instructional data and continue monitoring student progress at specific points throughout the school year. A combination of existing progress monitoring assessment tools will be used to measure performance of students in various grade levels, content areas, and subgroups as specified by Every Student Succeeds Act (ESSA). All tools offer the reporting of results at the level of instructional standards and/or learning concept, allowing identification of content-specific instructional gaps for individual students. For students instructed through access points, additional or alternative assessments may be utilized including diagnostic assessments and curriculum-based measures. Student-matched progress monitoring data from mid- and/or end-of-year administrations during the 2019-20 school year will serve as a point of comparison to determine learning gaps experienced during the disruption in educational services.

Assessments administered 3 times a year:

- K-5 Reading: iReady Reading; Achieve 3000
- K-5 Math: iReady Math
- 6-10 Reading: Achieve 3000

Tests will be administered 3 times a year to identify areas of weakness and growth toward grade-level standards. Schools will be provided actionable data by student, by standard and by content to make informed decisions regarding proper student placement. Baseline/Midyear assessments in the following courses will be administered:

- Algebra,
- Geometry,
- US History,
- Civics,
- Grades 6, 7, 8 Math,
- Grades 5 and 8 Science

iReady Instruction will be monitored in between diagnostics administrations to determine adequate practice and performance on appropriate standards, typical growth between testing points will be addressed for best instructional fit. Students in grades 3-10 will take Achieve 3000 Reading and complete the level sets 3 times a year. After completing a level set, students will be expected to complete a minimum of 4 articles (recommended 8 articles) with a proficiency score of 75% or greater.

Student iReady Instruction and Achieve 3000 proficiency metrics will be continually monitored by classroom teachers and school administration. Students identified as struggling will be counseled by teachers and staff to determine if the program or mode of instruction is the best fit for the student. If a student is showing major learning loss via eLearning, the teacher will alert guidance and school administration to intervene during the learning process to ensure the best instructional fit for the student.

To provide a true understanding of loss due to Spring 2020 school closure, in conjunction with the baseline measures, an analysis will be conducted looking at Fall 2018, Fall 2019 and Fall 2020 iReady differences in Reading and Math across grades K-5. Further, second semester exams in middle school language arts and math, as well as, high school English 1 and 2, will be given to students who were expected to test in May of 2020. Semester exam data will also be compared to spring 2018 and spring 2019 exam scores. The data across content and grade levels will be standardized and converted to highlight if there is a significant loss across any grade-level content.

These scores will be shared with teachers and staff to use along with the baseline outcomes to provide a richer and more accurate picture of instructional gaps for incoming students regarding prior grade-level standards and how moving toward the next grade-level standards may be impacted.

2020-21 Florida's Optional Innovative Reopening Plan

Students enrolled in the innovative instructional delivery model will participate in all progress monitoring assessments. eLearning students will be provided a controlled testing environment and the assessments will be administered online with a test administrator who will monitor via web conferencing technology with reduced student to test proctor ratios.

Student Services staff will problem-solve student's mental health needs to utilizing several evidence-based social, emotional, and behavior management frameworks and intervention programs. Programs are reviewed through the lens of the MTSS process for students at each tier level.

School teams will meet regularly to discuss students using a multi-tiered system of support and refer them to the school's Student Services Staff when students are experiencing or exhibiting behaviors that suggest Depression, Anxiety, Self-Harm, Threat to Others, and Suicidal Ideation.

Intervention and Tiered Support

Teachers will provide daily whole group instruction within the 90-minute block for all students, including phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. In addition, teachers will provide differentiated instruction provided in small group within the classroom. While students are in small groups, other students may participate in enrichment centers or independent work. Progress monitoring for students receiving Tier I support is ongoing and students are assessed three times annually using i-Ready.

Teachers provide differentiated instruction in teacher-led small groups based on student performance on identified focus standards/skills, while the remaining students will be engaged in differentiated learning center rotations. Within small groups, the 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 providing enrichment opportunities. Progress monitoring for students receiving Tier II support is ongoing and the analysis of student performance data occurs every 6-8 weeks.

Students are homogeneously pulled for intensive support to target the students' skill deficits. Students who do not demonstrate proficiency in foundational skills will receive instruction on explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, language acquisition, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Progress monitoring for students receiving Tier III support is ongoing and the analysis of student performance data occurs monthly.

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.

In alignment with all Federal, State and District guidelines regarding safety, health and equitable educational opportunities and providing a free appropriate public education in alignment with individual students Individual Educational Plans (IEPs), the Hillsborough County Public Schools Department of Exceptional Student Education is committed to addressing the individual needs of students with disabilities (SWD) through the provision of special education and supports. ESE teachers are provided with trainings, tools and resources to support IEP teams in determining the needs of the learner and the appropriate educational plan to support their progress whether they are receiving instruction in person or through a distance learning option.

Communication and collaboration with parents is critical to the success of students. ESE teachers, specialists and other school staff will utilize phone calls and virtual conferences to communicate with students and families about student progress, accommodations and required supports. Parents are an important member of the IEP team. To allow for the full participation for parents and students, IEP teams including all appropriate IEP team members may meet virtually utilizing Zoom or telephonically utilizing conference calls to conduct annual reviews, revisions and eligibility staffings. In person IEP meetings may also occur following CDC, state, and local guidance with respect to social distancing.

For students with IEPs attending brick and mortar, specially designed instruction and related services will be provided as documented in the student's IEP. Additional precautions will be taken to minimize exposure for students and staff. ESE Teachers/therapists/paras who serve multiple students, classes and schools will be scheduled to minimize exposure to

2020-21 Florida's Optional Innovative Reopening Plan

students/staff. A combination of virtual lessons and in-person lessons will be used to reduce the number of students and staff exposed each day. This blended model of instruction that incorporates various forms of virtual instruction, as appropriate, will be maximized. This can allow a therapist to provide therapies in multiple classrooms and schools while decreasing exposure for both the student and staff members. For students whom virtual lesson delivery is not appropriate, the ESE teacher or therapist will provide services inside the classroom or pull the student to a resource room following required sanitization procedures between students.

Based upon the developmental needs or the impact of their disabilities, students may require additional supports and specialized instruction to address safety protocols.

Personal Protective Equipment – Staff may wear a mask and face shield in cases where students are unable to wear a mask/face covering due to the nature of their disabilities. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear a shield and not a mask to ensure proper communication. Shields will also be used by Speech and Language Therapists when providing speech therapy.

Student Instructional Components - Social narratives, a tool for teaching a skill that presents information in an understandable and repeatable way, and visuals will be provided to staff upon return to school and will be included in instruction. These social narratives will be focused on developing an understanding of social distancing and safety protocols. Visuals will be provided for lining up, washing hands, and wearing a mask/face covering. These routines will be practiced throughout the school day.

Equipment and Material Cleaning - Where possible, students will have individual sensory items and classroom tools (e.g. pencils, crayons, etc.) These items should be in separate containers. If items or equipment must be shared, cleaning of equipment must occur between students. Time for cleaning must be planned for between activities.

Sensory/Cool Down/Therapy Spaces - Special care will be taken to ensure that sensory/cool down/therapy spaces and equipment is used in a way to minimize risk. Ball pits and tunnels will be removed as they cannot be cleaned between students. All cloth items will be removed. If more than one student is in the room, students must be socially distanced. If shared, equipment including standers and other positioning devices must be cleaned between students following the proper cleaning protocols.

For families choosing eLearning, the IEP team will meet to ensure that the district's online program is individualized for each student in the eLearning environment. IEP meetings may be held to review services, discuss implementation in the virtual setting, and consider accommodations in eLearning. During eLearning, special education and related services as identified in the IEP may be provided in a variety of ways including the use of Internet-based or virtual lessons and/or virtual therapies, instructional support materials, telephone calls to support/consult with students and families, video lessons or tutorials, as well as other available distance-based learning approaches. Based on the student's IEP and utilizing evidence-based practices, services may be delivered whole group, small group, and/ or individually to provide skill-based lessons, remediation, and intervention in academics and social skills. Students will be provided support in collaboration with the general education teacher. Materials will be accessed through Canvas Learning Management System. Services and Therapy services (i.e. Speech/Language Therapy, Occupational and Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, Mental Health services etc.) will be provided via a virtual platform with a two-way interactive communication using audio and video between a student and the therapist.

Students will have access to accommodations during distance learning. For example, interpreting services can be provided in the virtual learning environment. The following list includes some examples of the accessibility tools provided in the virtual learning environment:

- Bookshare
- Learning Ally
- Office 365
- Refreshable Braille
- I-Ready
- Epic.com
- Storyline Online
- NVDA Software

2020-21 Florida's Optional Innovative Reopening Plan

- Zoom Text Software
- Microsoft Accessibility Tools
- User Narrator
- Closed Captioning

For families choosing HV K-12, IEPs must be reviewed to determine if HV K-12 is the least restrictive environment. The application process for Hillsborough Virtual K-12 includes a consultation with the family and review of the IEP to determine if the school can provide the Least Restrictive Environment for the student.

Determination of ESE services and supports will be based on individual student needs, progress, and data. ESE services and therapies may be provided virtually to the student at home and/or through individual or group assignments. ESE therapies will be provided via a virtual platform with a two-way interactive communication using audio and video between a student and the therapist.

Many accommodations are available in the fully virtual environment. Additional accommodations may be supported, but are largely provided by the student/family. Some services and accommodations may be challenging to provide in this independently, self-paced, fully virtual model.

Pre-K ESE Distance Option: In this parental choice option, teachers will be implementing specially designed instruction in accordance with the IEP goals and objectives via a virtual platform. Materials will be utilized from multiple sources and will incorporate evidence-based teaching strategies. All related services (i.e. Speech/Language Therapy, Occupational and Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, etc.) will be delivered to the student via a virtual platform.

HCPS will provide training, resources and tools to support IEP teams in determining the needed services, including compensatory services for SWD. Actions taken to ensure students' needs will be addressed include the review of baseline data, assessment to determine present level and learning gaps, review of progress toward IEP goals and objectives, determining the need for additional supports or services to remediate gaps, and the delivery of services and supports through extended learning opportunities as necessary.

IEP teams with the support and guidance of the HCPS ESE Department will:

- Review all distance learning plans and individual student progress
- Prioritize review/revision meetings for:
 - Medically fragile or immune compromised students
 - Students who were not able to access distance learning
 - Students whose rate of progress showed regression
- Assess all students' current levels of academic achievement and functional performance
- Compare rate of progress/learning gaps to address tiered intervention supports
- Review and revise goals/objectives and/or service delivery as appropriate based on current levels of performance in collaboration with the parent and IEP team.
- Monitor student progress through 1st semester to determine any additional needs as students return to schools including academic and social/emotional needs
- Utilize additional or alternative diagnostic measures and curriculum-based measures for students instructed through Access Points.
- Provide extended learning opportunities throughout the school year to address significant learning gaps
- Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing and school closures and/or parent request for in person meetings
- Provide ongoing communication and collaboration with parents
- Hold IEP team meetings, including parents and all appropriate IEP team members to conduct annual reviews, revisions and eligibility staffing, virtually utilizing Zoom or telephonically utilizing conference calls or the IEP team may meet in person following CDC guidelines

IEP Team decision guidance:

2020-21 Florida's Optional Innovative Reopening Plan

For students with IEPs, gather current data on the students IEP goals and objective.

Considerations:

- 3rd quarter progress report/insert
- i-Ready Data Prior to March 16th
- Data on IEP goals and objectives
- Level of support needed as documents on the Access Grading Rubric as it relates the support the student needs to access curriculum
- Curriculum based assessment tools as they relate to IEP goals and objectives

Student Services Staff will be available to assist with meeting the academic, emotional and behavioral needs of student with disabilities by via a virtual platform with a two-way interactive communication using audio and video between a student and the mental health professional for e-Learning.

For students with IEPs gather current data that is comparable to baseline data. Compare the information and consider whether there has been any regression.

Considerations:

- Will there be a significant amount of time and effort beyond that required by non-disabled peers to assist the student in regaining previously learned critical life skills?
- Has the student experienced significant regression more pronounced than experience by non-disabled peers?
- Is the student failing to achieve instructional goals and short-term objectives on his IEP due to an interruption in instruction?
- Will the student need Extended School Year Services to address the regression that occurred over the pandemic?
- How much support will they need to regain skills that were lost? Consider intensity, duration and location.

If student regression warrants services and support through, Extended School Year Services, the IEP team will convene to revise the IEP.

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.

Hillsborough County is committed to continuing to identify and serve English Language Learners. Whether in-person or an alternative format, ESOL strategies will continue to be implemented by instructional and support staff to address the academic and language needs of ELL students. In addition, ESOL teams will continue to partner with families and schools to provide resources and tools to ensure the academic success of ELL students.

Schools will establish a line of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families will be in place. The District will assess the accessibility needs of learning platforms and resources for ELL parents and students (language, hardware, internet access, etc.), and provide necessary guidance, instructions, and support to students and their families in their home language as feasible.

ELL students will be provided daily opportunities to speak and be formatively assessed on a regular basis throughout the eLearning curriculum. These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means. Parents will be engaged to ensure their children read, speak, write, and listen in their native language as well as English every day. Texts, videos, and writing assignments will be strategically selected so that ELs can

2020-21 Florida's Optional Innovative Reopening Plan

read, listen, and write regularly. Models will be provided to demonstrate clear criteria for success. Student agency, curiosity, and exploration will be emphasized, and parents will be provided access to quality multilingual learning resources to supplement learning via electronic, print, and video formats.

Our focus will be to utilize technology to create a collaborative partnership with teachers in a digital environment. Using online platforms such as Microsoft TEAMS, Google Voice, or Zoom, you are encouraged to engage teachers in quality conversations about differentiation of instruction for ELLs, the implementation of appropriate ELL strategies, and providing support as the teacher takes action to systematize virtual classroom learning routines. The frequency and structure of virtual PLCs should be differentiated to meet the needs of individual teachers. The ELL Committee, which includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, the Bilingual Education Paraprofessional, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- review and make placement recommendations;
- evaluate continuation of program services to support language acquisition;
- determine eligibility; and
- provide recommendations for programs and access to additional services
- utilizing data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports; data obtained from language acquisition programs (Reading Eggs, Exact Path, Imagine Learning); etc.

The placement of English language learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy. The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential. English language learners will have equal access to appropriate programs and courses that are equal and comparable in scope, sequence and quality to instruction provided to English proficient students. Instructional services are documented through the ELL student plan.

English language learners who have completed the credits required for graduation but have not met the 2.0 GPA or the state assessment requirements are eligible for a certificate of completion and an additional year of high school.

English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services. All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible. English language learners will not be subject to disciplinary action because of their use of a language other than English.

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction. English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition. Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan and, if necessitated, an ELL Committee convened to make decisions and recommendations. The ELL committee will convene whenever substantive changes in an individual ELL student plan are required and will utilize data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports; data obtained from language acquisition programs (Reading Eggs, Exact Path, Imagine Learning); etc., to make determinations. English language learners are eligible for accommodations on all state, district and site-based assessments. Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- results of the W-Apt or WIS screener;
- academic performance;
- standardized assessments and language acquisition data;
- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction;

2020-21 Florida's Optional Innovative Reopening Plan

- the student's English language proficiency; and
- attendance and retention data. Promotion or retention decisions may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program district's formal assessment process.

At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade-level. Throughout the academic year, students entering from another site in the district are placed in the concurrent grade-level. Students entering from another site in the state or from out-of-state will be screened for ELL program services eligibility and placed in the concurrent grade-level. The bilingual guidance services team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation.

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
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Date submitted
7/31/2020
Superintendent Signature (or authorized representative)
