



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

DUVAL

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: _____

Duval County Public Schools remains committed to ensuring a safe and productive learning environment for our students, employees, and their families. We understand that one size does not fit all families. In response to the varied needs of our students and their families, we are proposing a phased approach that provides several options to meet the needs of individual learners and their families. This phased approach will assist the district in building out the regular 180-day calendar, while minimizing the risk of a second districtwide shutdown.

Current Assessment of Duval County:

We are continually monitoring both the number of COVID-19 cases, as well as the percent of individuals testing positive, with a particular focus on the infection rate of school-aged children. We have been working closely with the Florida Department of Health – Duval, and they have been consulted regarding every part of our plan. In addition, medical experts at Wolfson's Children's Hospital, University of Florida Shands Health, and Duval Medical Society have provided guidance regarding safety protocols for both students and employees.

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To address the unpredictable numbers of COVID in our community, we have moved the start of the school year as compared to previous years, with a gradual return of students to full-time face-to-face instruction that we have called “Bridge to Reopening.” All schools will be open to receive students for live instruction beginning Thursday, August 20, 2020, either full time or as part of a hybrid model. This new date delays the start of school from previous years by eight (8) days. This later start provides additional time for both professional development and continued delivery of protective equipment and supplies being provided to the schools.

In this model, school-based instructional staff report back to school for pre-planning on Wednesday, August 12. The additional time will be used by our Operations Department to continue delivering supplies and PPE, sanitize schools, install plexiglass/foam & film barriers, and to deploy an antimicrobial shield product on frequently touched surfaces. In addition, the district is assembling a DCPS COVID-19 Rapid Response Team consisting of a team of nurses that will provide an expedited response to suspected and identified cases of COVID-19 in the school district. The team will work in conjunction with the Florida Department of Health – Duval to conduct contact tracing and follow-up with COVID-19 positive students and employees.

This proposal also includes an additional day of preplanning for teachers, for a total of six planning days for the 2020-2021 school year. The additional day is needed to ensure classrooms are appropriately configured, unnecessary items removed, and lessons prepared for both live and distance learning. In addition to professional development in their respective academic areas, all teachers and instructional paraprofessionals will receive training on COVID-19 safety protocols and strategies for implementing technology to enhance instruction in their academic content areas.

Students return to classes on August 20, regardless of their selected instructional delivery model. This approach allows for the phased return of students to brick and mortar schools, with an option for five-day per week live instruction at all grade levels on September 14, when the community impact can be properly reevaluated. This plan has been approved by the Duval County School Board and vetted by the FDOH-Duval.

The Bridge to Reopening Plan is a phased approach with priority for face-to-face instruction provided to our elementary students. In addition, the plan provides an option to pivot to full-time distance learning, should our local COVID-19 numbers warrant such a closure at the advice of our local health department, either at the school or district level.

The decision to return to full-time five-day face-to-face instruction will be reevaluated as the Labor Day holiday approaches and we have better data to support the decision. As required in the waiver, if approved, any changes in this plan will be made in consultation with the Department of Health – Duval,

local medical professionals, and our elected school board members, and in communication with the Florida Department of Education.

The following plan outlines the Bridge to Reopening options by school type.

Elementary Schools:

Students in Elementary (grades Pre-Kindergarten through 5) will be offered three options for instruction:

1. In-Person Live Instruction –

Students in this option will attend school five (5) days a week at their assigned school. Curriculum Guides and instructional materials provided to teachers will serve as the benchmark for standards-aligned instruction. Instructional frameworks have been developed that allow for time to accelerate learning while addressing gap priority standards, as a scaffold to use as necessary to teach on grade level standards. Remediation strategies will be integrated seamlessly into the school day as a result of individual student data results.

Sanitation and hygiene protocols will be addressed through required training, and classrooms will provide social distancing, to the extent possible. Students in grades K-2 will be provided clear plastic face shields as well as facial coverings. Students in grades 3-5 will be provided facial coverings, classroom furniture will be arranged to maximize social distancing, and transparent barriers will be mounted on desks. Lessons will be provided and expectations put in place to teach students good hygiene and social distancing practices, including but not limited to: frequent handwashing, wearing of protective facial devices, handling personal and shared materials, transition practices both within and outside of the classroom, and positive communication interactions with peers.

Families who do not formally select one of the other two options will automatically be scheduled in this model.

2. Duval HomeRoom Distance Learning –

Students and families not ready to return to full-time live instruction can enroll in the district's full-time innovative distance learning option. Students retain enrollment in their assigned school, are provided connected communication and access to events, while they continue their instruction via synchronous lessons. Schedules are set to the same bell schedule as our brick-and-mortar elementary schools. Instead of attending in person, students log on to their regularly scheduled classes.

Selection of instructors at each school will be based on prior evaluation data, with priority given to those instructors who have completed the Innovative Educator technology training. Priority will also be given to reading teachers with training in Reading Mastery and/or Corrective Reading,

based on the intensive reading curriculum at each elementary school to ensure a seamless transition back to the brick and mortar school setting when the student is ready to return.

Students will utilize the same curriculum, instructional frameworks, instructional materials, and curriculum pacing guides as their peers in brick and mortar classrooms, but take their classes via Microsoft Teams, a secure online collaboration and conferencing tool to provide synchronous instruction up to six hours per day.

Although lessons will be recorded for students to review, as needed, students are strongly encouraged to attend live sessions. Students will be able to interact with their teachers and other online classmates on this platform in both whole group and small group sessions. Students opting for this setting will have the opportunity to return to their assigned school throughout the school year as families feel comfortable returning to brick and mortar campuses.

3. **Duval Virtual Instruction Academy (DVIA)** –

DVIA is the district's full-time virtual option for families who intend to remain on a virtual platform throughout the year. Sessions are both synchronous and asynchronous, with voluntary face-to-face events and scheduled instructional support available through the "Live Campus." This is primarily a self-paced option, with all of the student's courses uploaded onto one platform. DVIA uses a different curriculum than our traditional brick and mortar schools, and the teachers have received specialized professional development in the use of online curriculum and pedagogy. As such, it is recommended that families that select DVIA make a year-long commitment to this virtual learning option.

Middle Schools:

Students in Middle Schools (grades 6-8) will also be offered three options for instruction:

1. **Bridge to Reopening Hybrid Model** – Students opting for this model will attend school three (3) or four (4) days a week at their assigned school, depending on their grade level.
 - **Sixth Grade Students:** Students in sixth grade will attend in person four (4) days a week (Monday/Tuesday/Thursday/Friday), with Duval HomeRoom Distance Learning on one (1) day (Wednesday).
 - **Seventh Grade Students:** Students in seventh grade will attend three (3) days a week (Monday/Wednesday/Thursday), with Duval HomeRoom Distance Learning on two (2) days (Tuesday/Friday)
 - **Eighth Grade Students:** Students in eighth grade will attend three (3) days a week (Tuesday/ Wednesday, Friday), with Duval HomeRoom Distance Learning on two (2) days (Monday/Thursday)

- **All Students Grades 6-8:** Return to a live face-to-face five-day per week in person instructional model after the fourth week of instruction on September 14 pending review of local data and in consultation with the Florida Department of Health - Duval. Those families not comfortable returning full-time to brick and mortar schools may opt for the Duval HomeRoom Distance Learning Model at this time.

During the Duval HomeRoom distance learning instruction days, students will participate via Teams in synchronous (live) class meetings at their regularly scheduled class times, using the same curriculum used in the live sessions. Students will also have the ability to interact with their teacher, as well as collaborate with their peers.

Similar to the elementary model, sanitation and hygiene protocols will be emphasized in the brick and mortar setting, and classrooms will provide social distancing, to the extent possible. Students in grades 6-8 will be provided with facial coverings and classroom furniture will be arranged to maximize social distancing. Lessons will be provided and expectations put in place to teach students good hygiene and social distancing practices, such as but not limited to: frequent handwashing, wearing of protective facial devices, handling personal and shared materials, transitioning practices both within and outside of the classroom, and positive communication interactions with peers.

Families who do not formally select one of the other two options will automatically be scheduled in this model.

2. **Duval HomeRoom Distance Learning –**

Like the elementary model, students and families not ready to return to full-time live instruction can enroll in the district's full-time innovative distance learning option. Students retain their enrollment in their assigned school while they continue their instruction via synchronous lessons set to the same bell schedule as their assigned middle school. Instead of attending in person, students log on to their regularly scheduled classes.

Selection of instructors at each school will be based on prior evaluation data, with priority given to those instructors who have completed the Innovative Educator technology training. Priority will also be given to teachers with specialized training in intensive reading, based on the curriculum provided at each middle school.

Students will utilize the same curriculum as their peers participating in face-to-face instruction in brick and mortar classrooms, but take their classes via Microsoft Teams, a secure online collaboration and conferencing tool. Students will be able to interact with their teachers and other online classmates in both whole group and small group sessions. Students opting for this setting

will have the option to return to their assigned school throughout the school year as families feel comfortable returning to brick and mortar campuses.

3. **Duval Virtual Instruction Academy (DVIA)** –

DVIA is the district's full-time virtual option for families who intend to remain on a virtual platform throughout the year. Sessions are both synchronous and asynchronous, with voluntary face-to-face events and scheduled instructional support available through the "Live Campus." This is predominately a self-paced option, with all the student's courses uploaded onto one platform. DVIA uses a different curriculum than our traditional brick and mortar schools. As such, it is recommended that families selecting to enroll in DVIA make a year-long commitment to the school.

High Schools:

Students in High Schools (grades 9-12) will also be offered three options for instruction:

1. **Bridge to Reopening Hybrid Model** – Students in this option will attend school two (2) days a week at their assigned school, with the remaining three (3) days on Duval HomeRoom Distance Learning. All students will be divided into two cohorts, based on grade level, academic course work, and/or specialized program.
 - **Cohort A:** These students attend in person two (2) days (Monday/Thursday) and attend online the remaining three (3) days (Tuesday, Wednesday, Friday)
 - **Cohort B:** These students attend in person two (2) days (Tuesday/Friday) and attend online the remaining three (3) days (Monday/Wednesday/Thursday)
 - **All Students Grades 9-12:** Return to a live five-day per week in person instructional model on September 14. The decision to return to full time face to face instruction will also rely on evaluation of local data and will be made in consultation with the Florida Department of Health - Duval. Those families not comfortable returning for face-to-face instruction full-time may opt for the Duval HomeRoom Distance Learning Model at this time.

During the Duval HomeRoom distance learning instruction days, students will participate via Teams in synchronous (live) class meetings at their regularly scheduled class times, using the same curriculum used in the live sessions. Students will also have the ability to interact with their teacher, as well as collaborate with their peers in both whole group and small group sessions.

Like the previous models, sanitation and hygiene protocols will be emphasized within the brick-and-mortar classroom setting, and classrooms will provide social distancing, to the extent possible.

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Students in grades 9-12 will be provided with facial coverings and classroom furniture will be arranged to maximize social distancing. Lessons will be provided and expectations put in place to teach students good hygiene and social distancing practices, such as but not limited to: frequent handwashing, wearing of protective facial devices, handling personal and shared materials, transitioning practices both within and outside of the classroom, and positive communication interactions with peers.

Families who do not formally select one of the other two options will automatically be scheduled in this model.

2. **Duval HomeRoom Distance Learning** –

Similar to the previous models, students and families not ready to return to full-time live instruction can enroll the district's full-time distance learning option. Students retain enrollment in their assigned school and continue their instruction via synchronous lessons set to the same bell schedule as their assigned high school. Instead of attending in person, students log on to their regularly scheduled classes.

Selection of instructors at each school will be based on prior evaluation data, with priority given to those instructors who have completed the Innovative Educator technology training. Students will utilize the same curriculum as their peers to allow for a smooth transition back to brick and mortar classrooms when the student is ready to participate in live instruction.

Students take their classes via Microsoft Teams, a secure online collaboration and conferencing tool. Students will be able to interact with their teachers and other online classmates in both whole group and small group sessions. Students opting for this setting will have the option to return to their assigned school throughout the school year as families feel comfortable returning to brick and mortar campuses.

3. **Duval Virtual Instruction Academy (DVIA)** –

This is the district's full-time virtual option for families who intend to remain on a virtual platform throughout the year. Sessions are both synchronous and asynchronous, with voluntary face-to-face events and scheduled instructional support available through the "Live Campus." This is primarily a self-paced option, with all the student's courses uploaded onto one platform. DVIA uses a different curriculum than our traditional brick and mortar schools. As such, it is recommended that families selecting DVIA make a year-long commitment to the school.

Combination Schools:

Schools with a combination of grade levels will follow the model for each of the grade levels provided in the descriptions above, along with the options for full-time Duval HomeRoom and Duval Virtual Instruction Academy:

1. K-8 Combination Schools:

- K- 5 students will follow the elementary full-time model, with live instruction 5 days per week
- 6-8 students will follow the middle school full-time model, with live instruction 3 or 4 days per week, based on student grade level
- All students will revert to a 5-day in person full-time model on September 14, pending a review of local data and in consultation with the Florida Department of Health - Duval.

2. 6-12 Combination Schools:

- 6-8 students will follow the middle school full-time model, with live instruction 3 or 4 days per week, based on student grade level
- 9-12 students will follow the high school full-time model, with live instruction 2 days per week, based on cohort assignment
- All students will revert to a 5-day in person full-time model on September 14, pending a review of local data and in consultation with the Florida Department of Health - Duval.

Alternative Schools:

1. **Disciplinary Alternative Schools:** These schools will provide live face-to-face instruction five (5) days per week starting with the first day of school and will not have a hybrid option.
2. **Exceptional Education Center Schools:** Students scheduled for our ESE Center Schools will be provided live in-person instruction five days per week. Accommodations will be made for students unable to attend in person as appropriate and according to the student's Individualized Education Plan.
3. **Academic Alternative Schools:** Our academies for students over-age for grade level will follow the plan devised for students at the corresponding grade level.

Department of Juvenile Justice Schools:

Instruction will be face-to-face five (5) days per week, as each of the DJJ facilities allow.

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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.

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.

In our Bridge to Reopening Plan, all brick and mortar schools will open on Thursday, August 20, 2020, eight (8) days later than the district traditional opens school. Because it is impossible to predict our COVID-19 infection rate a month prior to reopening, Duval County is planning a phased reopening of schools.

This plan allows all schools to reopen for live face-to-face instruction on August 20, with a phased return to five (5) days per week for all students on September 14. In addition, Duval's reopening plan provides a provisional distance learning plan for students should we need to return to an online platform at the individual classroom, school, regional, or district level.

Reopening Dates and Plans by School Type:

- **Elementary Schools:** Opens August 20, 2020 for face-to-face in-person learning five (5) days per week for all students in grades Pre-K through five, with distance learning and virtual learning options for families not ready to return to face-to-face instruction.
- **Middle Schools:** Opens August 20, 2020 for face-to-face in-person learning for all students in grades 6-8 on a staggered schedule three or four days per week, with distance learning provided via our Duval HomeRoom distance learning platform on days not scheduled to be physically present in school. Beginning September 14, students return to face-to-face instruction five (5) days per week. Distance learning and virtual learning options are available for families not ready to return to face-to-face instruction.
- **High Schools:** Opens August 20, 2020 for face-to-face in-person learning for all students in grades 9-12 on a staggered schedule two days per week, with distance learning provided via the Duval HomeRoom distance learning platform on the three days not scheduled to be physically present in school. Beginning September 14, students return to face-to-face instruction five (5) days per week. Distance learning and virtual learning options are available for families not ready to return to face-to-face instruction.
- **Combination Schools:** Opens August 20, 2020 for face-to-face in-person learning for all students, with students participating using the grade bands provided above, either five days per week (elementary students) or on a staggered schedule (secondary students) with distance learning

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provided via Duval HomeRoom distance learning platform on days not scheduled to be physically present in school. Beginning September 14, all students on the hybrid models return to face-to-face instruction five (5) days per week. Distance learning and virtual learning options are available for families not ready to return to face-to-face instruction.

- **Alternative Schools:**

1. **Disciplinary Alternative Schools:** Opens August 20, 2020 with live face to face instruction five (5) days per week starting with the first day of school, with no hybrid option.
2. **Exceptional Education Center Schools:** Opens August 20, 2020 for live in-person instruction five (5) days per week. Accommodations will be made for students unable to attend in person as appropriate and according to the student's Individualized Education Plan.
3. **Academic Alternative Schools:** Opens August 20, 2020 with each academy following the plan devised for students at the corresponding grade level.

- **Department of Juvenile Justice Schools:** Instruction will be face-to-face five (5) days per week, as each of the DJJ facilities allow, using the calendar established by the Department of Juvenile Justice.

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.

Duval County Public Schools is committed to providing a full array of services regardless of the instructional delivery option selected. To ensure all students have access to these services, the District has developed the following implementation plans.

Intensive Academic Supports

Additional support will be provided to a targeted group of students who were previously identified as having a reading deficiency and those who are in danger of retention. Students in Title I elementary school level have been identified using a two-year reading proficiency aggregate in the schools identified with the highest needs. This program is designed to assist students who were already behind in reading proficiency and may have regressed in the Spring when students were instructed via distance learning.

Targeted students will be invited to participate in a face-to-face intensive reading intervention program for five hours on Saturdays for 12 weeks to equal 60 hours. Transportation and meal service will be provided to all participating students. During the 12-week intensive reading program, students will engage in research-based reading curriculum.

To ensure high quality instruction, teachers participating in the program will be selected based on effectiveness data. This includes prior year VAM scores and successful recent experience with the grade level being taught.

Students participating in the program will be monitored for attendance and gains in reading proficiency. In addition, the district will specifically review the end-of-year state assessment reading data for this group of students in the aggregate, by teacher, and by individual student.

In addition to this program, schools have been allocated Supplemental Academic Instruction funding to provide intensive supports in reading and mathematics for those students identified from assessments in previous years in addition to beginning of year monitoring data. Schools have the flexibility to provide these supports after school and/or on Saturdays.

We are also working with our community partners to provide reading support and student enrichment activities to support learning during the day in our after-school programs. We have a wide network of very supportive agencies leading the after-school and summer camp activities in our school facilities. Through these partners, our students have had the opportunity to access additional technology, participate in extended reading programming, and expand background knowledge through hands-on enrichment activities like robotics clubs. Although they work for our external partners, the directors of the after-

school programs participate on the schools' leadership teams to ensure that learning that occurs during the school day extends to the after-school programs. In addition, these partners frequently hire teachers within the school to participate in instruction and support after school hours.

Professional Learning Opportunities:

All faculty will engage in professional learning that is relevant to their position to ensure these individuals set equitable learning goals for ALL students in reaching grade level and/or above grade level expectations. Academic Services, Innovative Technology, ESOL & Dual language, Exceptional Student Services, Mental Health, and School Improvement are working collaboratively to provide experiences that address acceleration, targeted remediation and social emotional learning.

All content area professional learning sessions will include a virtual instruction component. This serves to meet the purpose of:

- 1.) Providing high quality instruction and student learning experiences in both brick and mortar and distance learning environments to convey learning is of the same quality regardless of the instructional delivery model; and
- 2.) Provide strategies and expectations for all teachers in the event of an extended school closure.

Although professional learning experiences have been taking place throughout the summer months on a voluntary basis, required trainings begin with school administrators prior to the return of school-based faculty. Faculty trainings will take place during preplanning in both whole group and differentiated learning models.

Tier One Wellness Supports:

In response to First Lady DeSantis's initiative to improve mental health supports for students in grades 6 through 12, last year Duval County Public Schools implemented Wellness Wednesdays for all our district-operated schools for students in grades kindergarten through 12.

In addition to required instruction, these lessons include de-escalation and coping strategies that assist in improving overall wellness. Topics specific to the pandemic, such as isolation, stress, and anxiety are part of the reopening plan when the students return to school in August, whether they elect to participate in face-to-face, distance learning, or in our district-operated virtual school. Lessons are posted on the district website for parents and caregivers to review prior to implementation.

Special Education and Related Services

DCPS provides a full continuum of services and supports to students with disabilities eligible for exceptional student education (ESE) in the least restrictive environment. Educational settings include the following:

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- general education inclusion with in-class services and accommodations;
- related services;
- self-contained classrooms; and
- exceptional education center schools.

These instructional structures will be provided for students in both face-to-face and Duval HomeRoom distance learning. The district has procedures in place to conduct all required referral activities, individual psychological evaluations, eligibility determinations and the provision of special education and related services for eligible students who will attend brick and mortar schools or stay-at-home distance learning options. The district will use a Multi-Tiered System of Supports (MTSS) to progress monitor grade level academic proficiency and progress towards IEP goals and objectives. Families of students with IEPs will have specialized full-time face-to-face and stay-at-home distance learning instructional options.

- **Brick and Mortar Implementation Plan:**

- ✓ **Referral/Eligibility/Placement:** Virtual Multidisciplinary Team meetings were held during spring 2020 school closures and will continue as an option when schools re-open. The option of face-to-face meetings will be available with social distancing if preferred by the parent, guardian, and/or educational surrogate. All members of the team will have the capability to view data and documents being discussed in real time for meetings held virtually or face-to-face. The district will continue to use the facilitated IEP (FIEP) structure for ESE meetings to assure full participation and collaboration opportunities for all team members.
- ✓ **Individual Psychological Evaluations:** Face-to-face individual psychological evaluations have been scheduled throughout the summer and will continue upon schools re-opening utilizing personal protective equipment and health precautions including mask, temperature checks, partition shields and sanitizing procedures.
- ✓ **Individual Education Program (IEP): Provision of ESE Services and Related Services:** Students on general education standards will receive instruction based on grade level curriculum guides with appropriate ESE services and accommodations provided as identified on their IEP. Related services will be provided in a face-to-face delivery model per the IEP with appropriate health precautions. Students served in self-contained classrooms on access point standards will receive specialized instruction utilizing the following specially designed curricula aligned to the access points standards: Unique Learning Systems, Vizzle, Attainment and TeachTown. Related services will be scheduled face-to-face at intervals and durations identified on the IEP.

- **Distance Learning and Duval Virtual Instruction Academy (DVIA) Implementation Plan:**

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- ✓ **Referral/Eligibility/Placement:** Virtual Multidisciplinary Team meetings were held during spring 2020 school closures and will continue as an option when schools re-open. Meetings will be scheduled at mutually agreed upon dates and times. The option of face-to-face meetings will be available with social distancing if preferred by the parent, guardian, and/or educational surrogate. All members of the team will have the capability to view data and documents being discussed in real time for meetings held virtually or face-to-face. The district will continue to use the facilitated IEP (FIEP) structure for ESE meetings to assure full participation and collaboration opportunities for all team members.

- ✓ **Individual Psychological Evaluations:** Families who choose stay-at-home distance learning will have the option of face-to-face individual psychological evaluations or virtual evaluations, as feasible, depending upon assessment administration requirements. Face-to-face evaluations will be scheduled at the student's brick and mortar school or at a mutually agreed upon location utilizing personal protective equipment and health precautions including, temperature checks, partition shields and sanitizing procedures.

- ✓ **Individual Education Program (IEP): Provision of ESE Services and Related Services:** Services for students with disabilities are included in all aspects of the district's distance learning instructional plan and will be provided the technology needed to access virtual services. Students with disabilities on general education standards will have the option of Duval HomeRoom or Duval Virtual Instruction Academy (DVIA). Students with disabilities attending Duval HomeRoom will receive full-day synchronous instruction along with ESE services as identified on their IEP. DVIA will provide on-line virtual ESE services and accommodations per students' IEPs. Students in low incidence programs or who attend an exceptional student center school will have the option of Duval HomeRoom. Students on access points standards will receive whole group, small group and individualized virtual synchronous instruction utilizing Unique Learning Systems, Vizzle, Attainment and TeachTown curricula. Students with significant cognitive and/or extensive physical disabilities who are unable to access on-line computer-based learning for the entire school day will be provided instructional materials to supplement the virtual instruction.

Related services such as speech therapy, language therapy, occupational therapy, physical therapy, and mental health therapy will be delivered virtually with appropriate certified personnel for the duration and interval identified on their IEP. Students will receive the ESE services identified on their IEP to the greatest extent feasible. An individual distance learning plan will be created in collaboration with the parent/guardian for students participating in Duval HomeRoom. If a service or accommodation is not feasible virtually, an IEP team review meeting will be scheduled to consider a plan to compensate for the service at a later date.

Social Emotional Supports for Student with Disabilities

The district has procedures in place to conduct screeners, evaluations, and interventions to address the social emotional needs of students with disabilities following the Multi-Tiered System of Support (MTSS) framework and progress monitoring. All procedures and special education social emotional services can be provided in both face-to-face and stay-at-home distance learning models.

All students with disabilities will be given the Behavior Intervention Monitoring Assessment System screener (BITMAS), which can be administered by the classroom teacher. If the results of the screener indicate a need for further consideration of supports, the IEP team will meet to review and discuss. The team will determine whether interventions are needed including where and how they will be provided (classroom, small group, or individual). Depending upon the specific need and the intensity of the intervention(s), the team will also determine the most appropriate staff member to provide the interventions or services.

For some students that may need more intensive social emotional support, the IEP team may recommend the completion of a Functional Behavior Assessment (FBA) and/ or a Behavior Intervention Plan (BIP) to address emotional stability and behavioral concerns that are affecting participation in the on-line or brick and mortar classroom. Once the evaluation is completed, the IEP team will re-convene to determine appropriate social/emotional goals and objectives needed to promote student success in the specific academic environment. The IEP team can also convene to consider the addition of mental health support services to a student's IEP as a related service.

Professional development to address the social emotional needs of students with disabilities will include Trauma Informed Care, Youth Mental Health First Aide, Functional Behavioral Assessments, Behavior Intervention Plans, and implementation of social emotional learning curriculum.

- **Social Emotional Supports- Brick and Mortar/Duval HomeRoom Implementation Plan**

The curricula provided for elementary students is Sanford Harmony, and Calm Classroom. The curriculum for secondary students is School Connect. The ESE low incidence self-contained classroom curricula will include Sanford Harmony, Calm Classroom, Zones of Regulation, and Ripple Effects. Staff may also elect to use Check in/Check out strategies at all grade levels.

- **Social Emotional Supports-Duval Virtual Instruction Academy (DVIA) Implementation Plan**

All social emotional support procedures and services provided to students in face-to face, and stay-at-home distance learning, are also provided to students that have selected DVIA. Curriculum provided for DVIA is Sanford Harmony and Second Step.

Mental Health Counseling

Duval County Public Schools School Behavioral Health Model is Full Service Schools (FSS) of Jacksonville, which is a long-standing, school-community collaboration which started in 1991 and provides much needed services for Duval County Public School students. The purpose of FSS is to remove non-academic barriers to student learning and support family success. Typical services offered include the following: behavioral help for children, individual/family counseling, mentoring, parenting help, after-school tutoring, case management, medical/health services, and after-school activities. Full Service Schools is available in ALL DCPS elementary, middle, and high schools. A referral can be made by a school, community agency, parent, or student.

- **Brick and Mortar Implementation Plan:**

Once an FSS referral has been made by the school counselor, teacher, administrator, parent, or caregiver, the DCPS Social Worker conducts an initial screening to determine the family's needs. Based on the needs identified, the Social Worker offers the family referrals for appropriate services. Some services may be internal to FSS such as counseling and behavior management. Other services may be external such as food from a local food bank. In all situations, the social worker works with the family to ensure they are linked to the appropriate services agreed upon in the assessment. If there is a therapeutic need, the FSS Social Worker will link students and families to the Full Service School Therapist to conduct assessment face to face to begin therapeutic services. The FSS Therapists conduct thorough face to face bio-psychosocial assessments to identify presenting problems. Once appropriate parental consents are received, mental health services are provided to the students weekly, biweekly, or monthly at the student's school.

- **Distance Learning and Virtual Implementation Plan:**

The process for our online students follows a similar path. Once an FSS referral has been made by the parent, caregiver, school counselor, or teacher, the DCPS social worker conducts an initial screening to determine the family's needs. Based on the needs identified, the social worker offers the family referrals for appropriate services. Some services may be internal or external to FSS. In all situations, the social worker assists the family in linking them with the appropriate services agreed upon in the assessment. If there is a therapeutic need, the FSS Social Worker link students and families to the Full Service School Therapist to conduct assessment virtually to begin therapeutic services. The FSS Therapists conduct thorough virtual bio-psychosocial assessments to identify presenting problems. Once appropriate parental consents are received, mental health services are provided using an online platform. Students will receive weekly, biweekly, or monthly services via Video Chats with the mental health provider.

Mental Health Training:

Duval County Public Schools is poised to integrate an increased awareness of mental health needs exhibited in students. This focus will be supported through professional learning opportunities for district and school-based staff in ‘Youth Mental Health First Aid,’ as well as the construction of a framework for supporting healthy outcomes, both academically and emotionally. The overall goal of Youth Mental Health First Aid is to increase the awareness of mental health issues among school-aged youth with our students and their families. Other outcomes include promotion of positive mental health, increasing the mental health literacy of school personnel and other adults who interact with school-aged youth, and expanding the capacity within our schools and communities to respond to the mental and physical health issues of school-aged youth.

- **Brick and Mortar Implementation Plan:**

Youth Mental Health First Aid Instructors will provide weekly YMHFA Trainings to district and school-based staff via face to face learning in various schools and community locations. The training locations will meet the necessary safety protocols for group size, social distancing and facial coverings. Attendees must wear a mask during the training and temperature will be assessed upon entrance. Once district and school staff complete the 7 hours of training, they are considered Youth Mental Health First Aiders within the District and Schools. As First Aiders they will be better equipped to handle their interactions with young people who appear to be struggling with mental health issues and have greater confidence in making appropriate referrals for counseling services.

- **Distance Learning and Virtual Implementation Plan:**

Youth Mental Health First Aid Instructors will provide weekly YMHFA Trainings to district and school-based staff virtually via ZOOM. The YMHFA ZOOM training always requires participants to have their video engaged to ensure active participation. Attendees must state their name, title, and school upon entrance into the ZOOM room. Once district and school staff complete the 2 hours of prework and virtual 5-hour ZOOM training they are considered Youth Mental Health First Aiders within the District and Schools. As First Aiders they will be better equipped to assist in meeting district goals for the program.

Social Emotional Learning

We believe children are more successful in school when they have the resources to address their medical, physical, behavioral, social, and mental health needs. This focus will be supported through Social Emotional Learning (SEL) programs and curriculum. The district’s Early Warning System (EWS) data drove our decision to select and promote SEL within our current PBIS framework. Our SEL programs and practices were developed based on community and school data to determine needs, including Culturally

Responsive Practices and Trauma Informed Care. We provide our schools the flexibility to determine the time and structure of the SEL program. DCPS SEL programming includes but is not limited to Second Step, Sanford Harmony, Calm Classroom and Morning Meeting.

- **Brick and Mortar Implementation Plan:**

Social Emotional Learning Programing is implemented throughout the school district in various modalities. Sanford Harmony (Meet Up/Buddy Up) and Second Step are implemented once per day face to face with students in the classroom. Morning Meeting is implemented in classrooms once per day face to face in the morning when students return to school. Calm Classroom is implemented three times per day (beginning of the school day, midday, and end of the day) face to face in a classroom setting. Calm Classroom is also implemented during small group and individual counseling sessions.

- **Distance Learning and Virtual Implementation Plan:**

Social Emotional Learning Programing is implemented throughout the school district in various modalities. Sanford Harmony (Meet Up/Buddy Up) and Second Step are implemented once per day virtually <https://www.sanfordharmony.org/online-professional-learning-library/> and <https://login.secondstep.org/Account/Login>. Morning Meeting is implemented virtually once per day in the morning when students return to school. Calm Classroom is implemented three times per day (beginning of the school day, midday, and end of the day) virtually. Calm Classroom can also be implemented by parents through a provider parent link.

School Social Work

Duval County Public School Social Workers are the link between the home, school, and community providing direct and indirect services to students, families, and school personnel to promote and support students' academic and social success. School social workers are prepared to provide a breadth of services as members of multidisciplinary school teams. These services include, but are not limited to social histories, assessments, and screenings, counseling and support groups, crisis intervention, home-school collaboration, advocacy, services to families, services to school staff, truancy intervention, coordination of community agency services, classroom presentations, and Parent trainings/workshops.

- **Brick and Mortar Implementation Plan:**

School Social Workers assist schools by providing social histories for students referred for services. They also provide comprehensive services to their assigned schools to ensure that social and emotional needs are met. School social workers work with the truancy officers and school attendance teams to identify students that are truant and provide support for getting student attendance back on track. Our social workers also assist with the Parent Academy by providing

attendance workshops and trainings to parents and caregivers, as well as work with school counselors and school staff responsible for monitoring attendance to address persistent absentee issues and enrollment processes for truant students. They work with the State Attorney's Office and Division of Motor Vehicles to ensure that statutory mandates for non-attendance are implemented. School social workers provide Crisis Support to schools that have student and/or faculty deaths. They also provide schools and families with clothing from the district's internal clothing closet.

- **Distance Learning and Virtual Implementation Plan:**

All of the services provided to students in brick and mortar schools are also provided to students opting for an online program. In some cases, home visits will be necessary to support the needs of students. In addition, our school social workers provide important information regarding internet and student laptop computer needs to our Instruction Technology team, to fill any instructional needs to assist the student to thrive in the online environment.

Youth Development Programs

Duval County Public Schools provides the educational component for programs that serve students who receive support services from an outside agency. Students who have been court ordered to complete a substance abuse program or who have been assigned residential treatment benefit from the district's academic component. The principal of Youth Development Programs serves as the liaison between the school district and the external agencies.

- **Brick and Mortar Implementation Plan:**

Teachers will provide in-person direct instruction Monday through Friday in all Youth Development Programs, including Gateway, Youth Crisis Center, Hubbard House, Jacksonville Youth Academy, Duval Academy, PACE, AMIKids and Duval Detention Center. Because these are specialized programs for at-risk students, each facility will work with the district to ensure student needs are met. Facility requirements will include the following: facial coverings, daily temperature checks, and COVID-19 screening. CDC social distancing guidelines will be followed. Presently, the teachers working at the Pre-Trial adult detention facility will not be allowed to return on-site to provide direct instruction. Packets will be delivered via Jacksonville Sheriff's Office (JSO) to students enrolled in the program.

- **Distance Learning and Virtual Implementation Plan:**

Teachers will provide a virtual learning plan to support virtual learning to all students at each Youth Development program if needed (Pre-Trial will not be included in virtual learning). All teachers and staff at each site will provide virtual learning via TEAMS and PLATO as an option. Continuous monitoring and student support will be provided by the principal and assistant principal.

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.

Brick & Mortar and Duval HomeRoom (Full-time or Hybrid)

The full district assessment calendar can be found on pages 30 and 31 of this document. The district will be using the same progress monitoring assessments for both face-to-face and Duval HomeRoom distance learning. Along with teacher assigned assessments provided after specific lessons or units of learning, the following district-wide progress monitoring tools will be utilized:

PROGRESS MONITORING IN VPK:

- The Florida VPK Assessment is administered three times of year to determine student readiness in the following areas: print knowledge, phonological awareness, mathematics, and oral language. Students who fail to make adequate progress during assessment period one are placed in Nemours BrightStart level one for tier two intervention. Students who continue to show a lack of progress during assessment period two are assessed using the Brigance and receive one to one support using Nemours BrightStart level one and are referred for additional screening if warranted. All VPK instructors participate in Instructional Implications training provided by the state Office of Early Learning. Data chats are conducted after each assessment with teachers to determine which level of support for students. If students began to demonstrate sufficient mastery of grade-level content as evidenced by student data on the state assessment, the student is removed from BrightStart level one and moves to BrightStart level two during small group time.

PROGRESS MONITORING IN READING & MATHEMATICS

- **i-Ready:** Students in 3rd – 5th grade will take an i-Ready diagnostic assessment in Reading and Math three times a year (Fall, Winter, and Spring). This diagnostic will help assess growth of students and place students on an individualized path of instruction based on student learning needs. Students will also complete daily lessons and monthly progress monitoring assessments within the i-Ready program. These daily lessons and progress monitoring assessments will allow teachers to identify and address needs in-between the diagnostic assessments.
- **Additional Reading Intervention Programs:**
 - ✓ **Reading Mastery** is used in Title I schools for grades K – 2. Fluency checks, Mastery Tests, and lesson progress are monitored after specified lessons. Specialized progress monitoring documents to help teachers determine appropriate next steps for individual students are provided.

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- ✓ **Corrective Reading** is used in Title I schools in grades 3 – 8. Fluency checks, Mastery Tests, and lesson progress are monitored after specified lessons. Specialized progress monitoring documents to help teachers determine appropriate next steps for individual students are provided.
- ✓ **Leveled Literacy Intervention (LLI)** will be used in any school not utilizing Reading Mastery or Corrective Reading in grades K – 5. Progress monitoring will occur through running records. Specialized progress monitoring documents to help teachers determine appropriate next steps for individual students are provided.
- **Achieve 3000:** Students in grades 3 through 12 will utilize Achieve 3000 and the data collected from this blended learning program will also be used for progress monitoring purposes. Students are given a Level Set three times a year (Fall, Winter, Spring) and students can also show increase in Lexile level each month based on their performance in the program. Achieve 3000 reports will be used by teachers to progress monitor students and help guide the small group work needed for the student to move forward.
- **Freckle:** Students in 4th and 5th grade will utilize Freckle for the 2020-2021 school year. Freckle is a differentiated blended learning platform for Reading, Math, Science, and Social Studies. Students will take an initial diagnostic assessment and will be placed on their learning path. This learning path adjusts on a daily basis as students complete lessons. Student performance by standard is shared in a report for teachers to help meet the needs of students in small group and teachers can assign additional lessons based on student progress.
- **ACALETICS:** This math program is used in Title I schools for grades 2 through 8. The program focuses on grade level standards and allows teachers to progress monitor on a monthly basis. Teachers utilize the data to regroup students and determine which standards need to be retaught.
- **Math 180:** This math program is used in 6th – 8th grade intensive math classes. The program provides students in need of intervention with appropriate instruction to bring them to grade level. Students take a Math Inventory assessment three times during the year (Fall, Winter, and Spring) to measure collective quantile growth. Additionally, students take standards-based progress monitoring assessments at the end of each content block to measure progress toward mastery.
- **District level Progress Monitoring Assessments (PMA):** These assessments will be administered each quarter in 3rd – 5th grade in Reading, Math, and Science. They will be administered for 6th – 12th graders in ELA, Math, Biology, Civics, and US History. These PMAs will assess the progress on all standards that have been taught up until that time and are cumulative in nature as the year progresses. These assessments will help teachers identify standards that need to be retaught, whether whole group or small group.

Duval HomeRoom Progress Monitoring

While our systems have the capacity to provide baseline and ongoing monitoring assessments via our distance learning platform, we recognize this may not always provide the most accurate data needed to tailor individualized instruction for some of our students. Duval HomeRoom students in kindergarten, or those who were performing below “Proficient” in reading and/or math during the 2019-2020 school year, and any students assigned to schools falling under the state’s Differentiated Accountability system will be provided with individual or small group appointments to come to a neighborhood school for their baseline assessments. This will not only provide data needed to individualize instruction for those student, but will also provide an opportunity for instructional support staff to meet with parents, share information, and answer any questions about the at-home learning environment.

Progress Monitoring in Duval Virtual Instruction Academy (DVIA)

- **District level Progress Monitoring Assessments (PMA):** Students in 3rd – 12th grade who are enrolled in DVIA are progress monitored through course specific PMAs. Courses in ELA, Mathematics, Science, and Social Studies are provided. Progress Monitoring Assessments are administered quarterly for all students and assessed progress on the standards that have been taught up until that time.
- **Course-Specific Formative and Summative Assessments:** DVIA courses have built-in formative and summative assessments that are aligned to the standards being addressed at any given time. These assessments are both topical and cumulative. Data from the assessments are used to provide instructional staff information regarding areas that need additional support.

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.

Determination of Need for Services - Progress Monitoring and Assessments

IEP teams will utilize a Multi-Tiered System of Supports (MTSS) framework for determining the need for additional supplemental services for students with disabilities. The district will be using the same MTSS problem-solving procedures for face-to-face, Duval HomeRoom and Duval Virtual Instruction Academy (DVIA) although data collection methods and assessments may differ.

- **Progress Monitoring & Assessments for Students with Disabilities on General Education Standards**

Teams will review grade level content-specific diagnostic assessment data, along with current levels of performance on IEP goals/objectives to establish baselines for progress monitoring. Daily lessons and progress monitoring assessments will allow teachers to identify and address needs in-between the diagnostic assessments.

Teams will collect data on behavior intervention plans and progress toward behavior goals. Related services personnel will review Spring 2020 progress toward IEP goals and baseline Fall 2020 data. Based on the review of the data collected and student academic performance, recommendations may be made to the IEP team for additional services. Progress monitoring will be reviewed every four to six weeks to determine if additional supports for students are necessary. If a student is not making adequate progress, the IEP team must convene to review and potentially revise current goals, interventions, accommodations, and services.

- **Progress Monitoring & Assessments for Students with Disabilities on Access Points Standards**

Teams will utilize Unique Learning System (ULS) monthly pre- and post-assessments from spring 2020 as baseline data. ULS fall and winter benchmark assessments will be used for progress monitoring of elementary students and participatory level secondary students on access points. Secondary students will be transitioning to Vizzle which will collect specific progress monitoring data on IEP goals and objectives. Progress monitoring will be reviewed every four to six weeks to determine if additional supports for students are necessary. If a student is not making adequate progress, the IEP team must convene to review and potentially revise current goals, interventions, accommodations, and services.

Related services personnel will review spring 2020 progress toward IEP goals and baseline fall 2020 data. Based on the review of the data collected and student academic performance, recommendations may be made to the IEP team for additional services.

- **Remediation and Interventions Services for Students with Disabilities**

Many students with disabilities participated in Summer Extended School Year Services and in the math and reading intervention summer program offered by the district. Students with disabilities on general education standards will continue to have access to all district academic recovery options throughout the school year. Individualized academic and behavioral interventions or services will be determined by the IEP teams and any additional special education and related supports identified will be provided during the regular school day if possible. IEP teams may also determine that extended school year services are necessary.

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.

In both the brick and mortar and distance learning settings, to address the possible regression of ELLs' English listening, speaking, reading, or writing skills and the need to convene an ELL committee meeting, teachers will monitor students during the first three to four weeks of the school year. This could be based on:

- Teacher anecdotal/formative assessments of English language proficiency (ELP) such as
 - ✓ Student Oral Language Observation Matrix (SOLOM)
 - ✓ Student/parent interview
 - ✓ Silent observer checklist
 - ✓ WIDA speaking and writing interpretive rubrics
- Reading/ELA assessment data
 - ✓ Imagine Learning
 - ✓ I-Ready
 - ✓ Achieve 3000
 - ✓ Istation Español (Dual Language only)
 - ✓ Achieve 3000 Español (Dual Language only)

When a teacher observes that an ELL in a mainstream class has shown regression in ELP, the school will hold an ELL committee to outline the instructional and linguistic supports appropriate to the student's current English language proficiency level. These instructional supports will then be implemented by the student's current teacher.

If through ongoing progress monitoring, the student continues to show regression, the ELL committee should reconvene to discuss programmatic action. During the ELL committee meetings, the teacher will need to provide documentation of the instructional supports currently being implemented that align to the student's proficiency level to guide the decision.

Additional resources provided to schools to implement interventions and strategies:

- Modify eligibility criteria for the internet learning platform for ELLs (Imagine Learning) to include any ELL who has shown regression in English language skills regardless of their ELP levels on the annual language assessment.
- Make Rosetta Stone available to include any ELL in grades 9-12 who has shown regression in English language skills regardless of their ELP levels on the annual language assessment.

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- Monitor ESOL paraprofessional bilingual instructional support to include any ELL who has shown regression in English language skills regardless of their ELP levels on the annual language assessment.
- Create recorded professional development sessions on the implementation of ESOL strategies that address the regression of ELLs' English language skills in listening, speaking, reading or writing available to all DCPS teachers.
- Make available supplemental materials for English language development lessons for teachers in need of additional hands-on student copies as well as teachers' guides to incorporate in their daily small group instruction.
- Provide all written and oral communication between a school personnel and parents of current or former English language learners in the parents' primary language or other mode of communication commonly used by the parents, whenever feasible.
- For Spanish-speaking ELLs in Dual Language that show regression in English literacy skills, monitor native language literacy skills addressed to support cross-linguistic transfer of skills using targeted instruction from Istation Español, Benchmark Soluciones, Benchmark Spanish Oral Reading Records, and Achieve 3000 Español.
- Create recorded professional development sessions on the transfer of knowledge and skills from the first language to the second language to inform the design and delivery of literacy instruction for ELLs in Dual Language.
- Provide *Ongoing Support for Secondary ESOL Instructional Leaders*, monthly recurring guidance for school-based administrators and instructional leaders; key topics to include, but not limited to, data chats, research-based strategies, content and language objective alignment, classroom walkthroughs for calibration, and formative assessments for multilingual learners.

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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
Dr. Dana Kriznar, Deputy Superintendent
Contact information: email, phone number
kriznard@duvalschools.org (904) 390-2046
Date submitted
July 27, 2020
Superintendent Signature (or authorized representative)



Duval County Public Schools District Assessment Calendar 2020-21

State Mandated Assessments in Gray
District Required Assessments in White

Revised 07-30-2020
Changes in Red

Assessment	Grade Levels	Testing Window	District/State	Reason Required	Average Testing Time
ONGOING ASSESSMENTS					
WIDA Screener (Eligible ELL students)	K-12th	Within 20 days of enrollment	District	State Statute 1003.56	70 minutes
AUGUST					
Florida Kindergarten Readiness Screener (FKRS)	K	August 20-October 1	State	State Statute 1002.69	30 minutes
I-Ready Math Diagnostic	K-5th-	August 24-September 10	State	State Statute 1012.34	45-60 minutes
I-Ready Reading Diagnostic	K-5th-	August 24-September 10	State	State Statute 1012.34	45-60 minutes
Achieve 3000 Level Set	3rd-12th-	August 24-September 10	State	State Statute 1012.34	45-60 minutes
HMH Growth Monitoring	6th-8th-	August 24-September 10	State	State Statute 1012.34	30-45 minutes
District Baseline Assessments-Semester 1/Full Year-Refer to the District Assessment Spreadsheet which is located at the school level (Students enrolled in courses without a prior year state FSA mandated assessment or VAM score.)	K-12th	August 24-September 17	State	State Statute 1012.34	70-90 minutes
Florida Assessments for Instruction in Reading (FAIR)	9th-12th (select students)	August 27-September 18	State	State Statute 6A.6.053	30-45 minutes
SEPTEMBER					
Head Start Pre-Test					
Voluntary PreKindergarten (VPK) Assessment 1	PK	September	District	State Statute 1012.34	60-120 minutes
Get Ready to Read Pre-Test					
Florida Standards Alternate Assessment (FSAA)-Portfolio Grades 3-10 English Language Arts-Reading & Writing Grades 3-8 Mathematics Grades 5 and 8 NGSSS Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)	3rd-12th	September-October	State	State Statute 1008.22	Varies/Un timed
Cambridge Advanced International Certificate of Education (AICE) Papers	10th-12th	September-November	State	State Statute 1012.34	60-180 minutes
Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Retake-Writing	10th-12th	September 14-October 30	State	State Statute 1008.22	120 minutes
Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Retake-Reading	10th-12th	September 14-October 30	State	State Statute 1008.22	180 minutes
Computer-Based (and Paper-Based Accommodations): FSA Algebra 1, Geometry	6th-12th	September 14-October 30	State	State Statute 1008.22	180 minutes
Computer-Based (and Paper-Based Accommodations): NGSSS Biology 1, Civics, U.S. History	6th-12th	September 14-October 30	State	State Statute 1008.22	160 minutes
Florida Standards Alternate Assessment (FSAA)-Performance Task Makeups Grade 10 English Language Arts Grade 10 Writing End-of-Course Assessment (Algebra)	12th	September 28-October 30	State	State Statute 1008.22	Varies/Un timed
OCTOBER					
Progress Monitoring Assessments- PMA 1 (all courses ending with State Assessments)	3rd-12th	October 2-15	District	State Statute 1012.34	45-60 minutes
Preliminary SAT 9/9 (PSAT 9/9)	7th-9th	October 14	District	State Statute 1007.35	165 minutes
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	10th-11th	October 14	District	State Statute 1007.35	165 minutes
SAT-District Testing	12th	October 14	District	State Statute 1007.35	155 minutes
NOVEMBER					
Florida Standards Alternate Assessment (FSAA)-Portfolio Grades 3-10 English Language Arts-Reading & Writing Grades 3-8 Mathematics Grades 5 and 8 NGSSS Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)	3rd-12th	November-December	State	State Statute 1008.22	Varies/Un timed
Achieve 3000 Level Set	3rd-12th-	November 16-December 17	State	State Statute 1012.34	45-60 minutes
HMH Growth Monitoring	6th-8th-	November 16-December 17	State	State Statute 1012.34	30-45 minutes
I-Ready Math Diagnostic	3rd-5th-	November 30-December 17	State	State Statute 1012.34	45-60 minutes
I-Ready Reading Diagnostic	3rd-5th-	November 30-December 17	State	State Statute 1012.34	45-60 minutes
District EOC Assessments-Semester 1-Refer to the District Assessment Spreadsheet which is located at the school level (Students enrolled in courses without a prior year state FSA mandated assessment or VAM score.)	6th-12th	November 30-December 17	State	State Statute 1012.34	70-90 minutes
Computer-Based (and Paper-Based Accommodations): FSA Algebra 1, Geometry	6th-12th	November 30-December 18	State	State Statute 1008.22	180 minutes
Computer-Based (and Paper-Based Accommodations): NGSSS Biology 1, Civics, U.S. History	6th-12th	November 30-December 18	State	State Statute 1008.22	160 minutes
I-Ready Math Diagnostic	K-2nd-	November 30-January 15	State	State Statute 1012.34	45-60 minutes
I-Ready Reading Diagnostic	K-2nd-	November 30-January 15	State	State Statute 1012.34	45-60 minutes
DECEMBER					
Progress Monitoring Assessments- PMA 2 (all courses ending with State Assessments)	3rd-12th	December 4-17	District	State Statute 1012.34	90 minutes
JANUARY					
Voluntary PreKindergarten (VPK) Assessment 2	PK	January	District	State Statute 1012.34	60-120 minutes
Get Ready to Read Mid-Year					
Florida Assessments for Instruction in Reading (FAIR)	9th-12th (select students)	January 5-26	State	State Statute 6A.6.053	30-45 minutes
District Baseline Assessments-Semester 2 Courses- Refer to the District Assessment Spreadsheet which is located at the school level (Students enrolled in courses without a prior year state FSA mandated assessment or VAM score.)	6th-12th	January 5-27	State	State Statute 1012.34	70-90 minutes
National Assessment of Educational Progress (NAEP) Mathematics, Reading	4th, 8th (select schools)	January 25-March 19	State	State Statute 1008.22	90-120 minutes
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs Paper) & Alternate ACCESS for ELLs	K-12th	January 25-March 19	State	State Statute 1003.56	45-245 minutes

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Duval County Public Schools District Assessment Calendar 2020-21

State Mandated Assessments in Grey
District Required Assessments in White

Revised 07-30-2020
Changes in Red

Assessment	Grade Levels	Testing Window	District/State	Reason Required	Average Testing Time
FEBRUARY					
Progress Monitoring Assessment- PMA 3 (all courses ending with State Assessments)	3rd-12th	February 22-March 5	District	State Statute 1012.34	90-180 minutes
Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Ratake-Reading & Writing	10th-12th	February 22-March 12	State	State Statute 1008.22	300 minutes
Computer-Based (and Paper-Based Accommodations): FSA Algebra 1 Ratake	12th (graduating seniors, eligible)	February 22-March 12	State	State Statute 1008.22	180 minutes
MARCH					
Florida Standards Alternate Assessment (FSAA)-Demfolio Grades 3-10 English Language Arts-Reading & Writing Grades 3-5 Mathematics Grades 5 and 8 NGSSS Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)	3rd-12th	March-April	State	State Statute 1008.22	Varies/Unlimited
Florida Standards Alternate Assessment (FSAA)-Performance Task Grades 3-5 English Language Arts and Mathematics Grades 4-8 Writing Grades 5 and 8 NGSSS Science End-of-Course Assessment (Civics)	3rd-8th	March 1-April 16	State	State Statute 1008.22	Varies/Unlimited
Florida Standards Alternate Assessment (FSAA)-Performance Task Grades 9-10 English Language Arts Grades 9-10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry, U.S. History)	9th-12th	March 15-April 30	State	State Statute 1008.22	Varies/Unlimited
APRIL					
International Baccalaureate (IB) Exams	9th-12th	April-May	State	State Statute 1012.34	120-180 minutes
Cambridge Advanced International Certificate of Education (AICE) Papers	10th-12th	April-June	State	State Statute 1012.34	60-180 minutes
Paper-Based: FSA Grades 4-6 English Language Arts-Writing	4th-6th	April 5-16	State	State Statute 1008.22	120 minutes
Computer-Based (and Paper-Based Accommodations): FSA Grades 7-10 English Language Arts- Writing	7th-10th	April 5-16	State	State Statute 1008.22	120 minutes
Paper-Based: FSA Grade 3 English Language Arts-Reading	3rd	April 5-16	State	State Statute 1008.22	160-180 minutes
District EOC Assessment-Semester 2 Full Year-Seniors-Refer to the District Assessment Spreadsheet which is located at the school level (Students enrolled in courses without a prior year state FSA mandated assessment or VAM score.)	12th	April 5-May 7	State	State Statute 1012.34	70-90 minutes
SAT-District Testing	11th, 12th (non-concordant)	April 13	District	State Statute 1007.35	155 minutes
i-Ready Reading Diagnostic	3rd	April 19-22	District	State Statute 1012.34	45-60 minutes
Achieve 3000 Level Set	3rd	April 19-29	District	State Statute 1012.34	45-60 minutes
i-Ready Math Diagnostic	K-5th-	April 19-May 14	District	State Statute 1012.34	45-60 minutes
i-Ready Reading Diagnostic	K-2nd-, 4th-5th-	April 19-May 14	District	State Statute 1012.34	45-60 minutes
HMH Growth Monitoring	6th-8th-	April 19-May 14	District	State Statute 1012.34	30-45 minutes
District EOC Assessment-Semester 2 Full Year-Refer to the District Assessment Spreadsheet which is located at the school level (Students enrolled in courses without a prior year state FSA mandated assessment or VAM score.)	K-11th	April 19-May 14	State	State Statute 1012.34	70-90 minutes
Achieve 3000 Level Set	4th-11th-	April 19-May 21	District	State Statute 1012.34	45-60 minutes
MAY					
Head Start Post-Test Voluntary PreKindergarten (VPK) Assessment 3 Get Ready to Read Post-Test	PK	May	District	State Statute 1012.34	60-120 minutes
Advanced Placement (AP) Exams	9th-12th	May	State	State Statute 1012.34	120-180 minutes
Paper-Based: FSA Grades 4-6 English Language Arts-Reading FSA Grades 3-6 Mathematics	3rd-6th	May 3-14	State	State Statute 1008.22	160-180 minutes
Computer-Based (and Paper-Based Accommodations): FSA Grades 7-10 English Language Arts-Reading FSA Grades 7-8 Mathematics	7th-10th	May 3-28	State	State Statute 1008.22	160-180 minutes
Computer-Based (and Paper-Based Accommodations): FSA Algebra 1, Geometry	6th-12th	May 3-28	State	State Statute 1008.22	180 minutes
Computer-Based (and Paper-Based Accommodations): NGSSS Biology 1, Civics, U.S. History	7th-12th	May 3-28	State	State Statute 1008.22	160 minutes
Paper-Based: NGSSS Grades 5 and 8 Statewide Science Assessment	5th, 8th	May 10-21	State	State Statute 1008.22	160 minutes
Northwest Evaluation Association (NWEA) MAP	3rd (select students)	May 18-20	District	State Statute 1012.34	45-60 minutes
JULY					
Computer-Based (and Paper-Based Accommodations): FSA Algebra 1, Geometry	6th-12th	July 12-23	State	State Statute 1008.22	180 minutes
Computer-Based (and Paper-Based Accommodations): NGSSS Biology 1, Civics, U.S. History	6th-12th	July 12-23	State	State Statute 1008.22	160 minutes