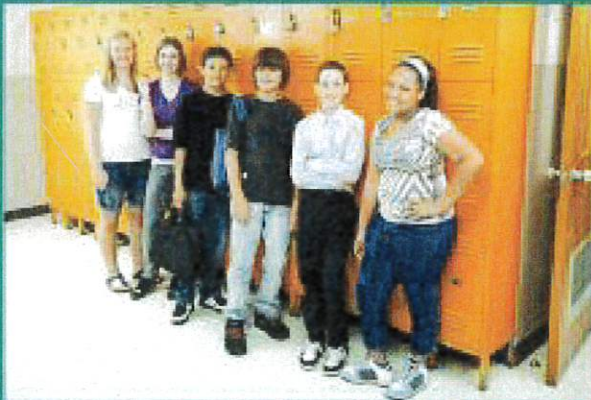




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

School District of Palm Beach County

*Initially Submitted: July 29, 2020
Revised Version Submitted: August 12, 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: **Pages 2 - 9**

The School District of Palm Beach County (SDPBC) remains committed to reopening brick and mortar schools for all students in accordance with Executive Order (2020-EO-06) issued by the Florida Department of Education (FDOE) on July 6, 2020. As per the FDOE's guidance in 2020-EO-06 regarding brick and mortar schools reopening being subject to the advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders, Superintendent Donald Fennoy II immediately consulted with the local health department in Palm Beach County to determine the best course of action for reopening schools in light of a recent spike of COVID-19 cases in the South Florida region.

The Director of the Palm Beach County Department of Health, Dr. Alina Alonso, advised the Superintendent to keep brick and mortar schools closed during a Health Advisory Committee Meeting on July 6, 2020. Instead, Dr. Alonso recommended the SDPBC begin the 2020-2021 school year with Distance Learning until the County experiences a sustained downward trend in COVID-related key health metrics included as part of Governor DeSantis's Recovery Plan for the State of Florida (Safe. Smart. Step By Step). Other Health Advisory Committee Members echoed this advice, and letters of support for delaying the physical reopening of schools were sent to Commissioner Corcoran, Chancellor Oliva, and

2020-21 Florida's Optional Innovative Reopening Plan

other FDOE leaders on July 16, 2020 in anticipation of the District's submission of the SDPBC 2020-2021 Optional Innovative Reopening Plan.

It is important to recognize the SDPBC's plan to begin the upcoming school year with Distance Learning—a plan based on advice received from our local health department in Palm Beach County and recommendations from the Superintendent's Health Advisory Committee—is only interim. Efforts moving forward will continue to focus on and prioritize the desired goal of a physical school reopening for all students. Parent choice will also play a central role in reopening plans, as families will be given the opportunity to select one of three options via an Intent Questionnaire to indicate a preferred learning option for their child(ren) once health conditions improve in Palm Beach County. Choices for parents will include:

1. Brick and Mortar: Students attend in-person, on-campus classes five days a week at their home/choice school (explained in more detail as part of the narrative for Assurance 1).
2. Distance Learning: Students continue with Distance Learning provided by teachers at their home/choice school at the same pace (i.e., live synchronous and/or asynchronous instruction) using the same curriculum as those children who attend in-person, on-campus classes (parents can opt into the Distance Learning option at any time).
3. Palm Beach Virtual School: Students participate in self-paced learning experiences guided by PB Virtual teachers.

Data-Informed Approach to Decision-Making Modeled After Governor's Recovery Plan

Governor DeSantis moved Palm Beach County into Phase 1 effective May 11, 2020, and the County remains in Phase 1 as of the submission date of this report. Phase 1 of the Governor's Recovery Plan outlined the need for schools to remain in distance learning¹. While the overwhelming majority of Florida counties were moved into Phase 2 on June 5, 2020, it is important to note the South Florida region (consisting of Broward, Miami-Dade, and Palm Beach counties) was excluded. The Governor's decision to keep the South Florida region in Phase 1 was based on available COVID-19 health data, and District leadership (including the School Board and Superintendent's Health Advisory Committee) is following the Governor's example of using a data-informed approach to make recovery-related and reopening decisions to prioritize the health, safety, and wellbeing of students and staff.

The key health metrics below are taken from the Governor's Recovery Plan² and are factored into the SDPBC's decision to remain in distance learning:

1. The number of influenza-like illnesses reported
2. The number of COVID-19-like illnesses reported (fever, cough, shortness of breath)
3. The number of documented COVID-19 cases reported (and/or the number of positive tests reported as a percent of total tests)
4. Palm Beach County's ability to treat patients without triggering surge capacity at local hospitals
5. The availability of a robust testing program for at-risk healthcare workers

At the time of this initial plan submission, Palm Beach County only meets two of the five key metrics outlined in the Governor's Recovery Plan related to hospital bed availability and testing for at-risk healthcare workers. This, in conjunction with the reasons stated above, lead the School Board of Palm

¹ Governor's presentation on April 29, 2020 (see Page 41 of linked PDF), accessed from https://www.flgov.com/wp-content/uploads/covid19/Safe%20Smart%20Step_Templat4.29%20FINAL.pdf

² Safe. Smart. Step by Step. Re-Open Florida Task force Report to Governor DeSantis (see Page 9 of linked PDF) accessed from <https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf>

Beach County to approve a reopening plan that begins the 2020-2021 school year with distance learning. Please note additional information on physical reopening plans can be found as part of the narrative for Assurance 1.

Start Date for the 2020-2021 School Year and Preparations for Physical Reopening

The School Board of Palm Beach County approved a revised start date of August 31, 2020 during a meeting on July 22, 2020. The first day of the 2020-2021 school year was previously scheduled for August 10, but the School Board determined a delay to the start date was necessary to allow more time for improvement of COVID-related key health metrics as well as more time to bolster distance learning efforts related to training teachers, creating support systems for working parents, and enhancing technology access (i.e., distributing devices, securing WIFI for low-income families through partnerships with internet access providers, etc.; see Assurance 2 for more information). A school start date of August 31, 2020 will also allow the SDPBC to implement its 1:1 student-to-device ratio initiative earlier than anticipated to accommodate the current need for distance learning in Phase 1 of the District's reopening plan.

The SDPBC is also taking proactive steps to prepare schools for a physical reopening once key health metrics are met. In fact, efforts to prepare brick and mortar schools for reopening began last spring. These efforts include the purchase of reusable masks, which will be provided by the District at no cost to students and staff. Staff in school-based settings will also receive face shields, and additional PPE is being acquired for any school-based staff working with medically fragile students. The installation of plexiglass partitions in main office/reception areas is already underway and purchase orders have already been submitted for electrostatic sprayers custodial staff can use to clean school buildings and buses more efficiently and effectively. Other cleaning supplies are also on order, in addition to hand sanitizer, soap, and rolls of paper towels. All of these orders are meant to supplement supply levels the District has had on-hand since schools closed in mid-March. Lastly, signage reinforcing CDC social distancing guidelines, such as floor markers to indicate social distancing requirements, has been purchased for all District facilities, including all 179 District-operated school campuses.

The combined efforts of the entire District will ensure schools are ready to welcome students for in-person, on-campus instruction one week after Palm Beach County moves into Phase 2 of recovery.

Improvements to Distance Learning for the 2020-2021 School Year

The SDPBC quickly sprang into action when school closures began last March in response to growing concerns related to COVID-19. A distance learning platform was deployed to ensure continuity of learning to the fullest extent possible in an online environment. It was an unprecedented experience for everyone involved, including students, parents, teachers, and District staff. There were many lessons learned from the first iteration of distance learning, and formal feedback was solicited from multiple stakeholders (particularly parents) over the summer months to inform major improvements to the current distance learning platform. Although the 2020-2021 school year is scheduled to begin with Distance Learning due to current health conditions and the advice of our local health department, we also know future school closures may be warranted either due to a localized COVID-19 outbreak or perhaps other emergency situation (such as prolonged school closures due to a hurricane). A return to brick and mortar schools will continue to be the goal, however it is important to recognize that building a robust distance learning platform has a high return on investment as it relates to maximizing instructional continuity for students.

The Distance Learning Platform the SDPBC will use on the first day of the upcoming 2020-2021 school year was reviewed and approved by the School Board during a meeting on July 15, 2020. It is vastly different compared to the first iteration rolled out in Spring 2020. For example, the learning environment created via Distance Learning will closely replicate a traditional brick and mortar experience for students

2020-21 Florida's Optional Innovative Reopening Plan

and mirror expectations related to scheduling, attendance, and grading. Online classes will be held on a schedule that reflects a bell schedule that follows each student's home/choice school schedule. As a reminder, the Distance Learning option offered to families is tied to a student's home/choice school, so students will be able to learn alongside their peers while prioritizing their health and safety. Sample daily schedules for elementary and secondary schools are provided below and on the following page.

Daily Instruction

| Elementary School Daily Routine | | | |
|--|---|---|--|
| | Live Whole Group Instruction (held via Google Meet but session is also recorded) | Student Work (May be small group instruction, one-on-one instruction, independent readings/videos, assignments and adaptive technology); *This time should include creation of work product by the student. | Total Instructional Minutes (335 minutes) |
| ELA (This includes reading and writing.) | 30 minutes total (not necessarily in one chunk) | 90 minutes of activities *30 minutes - writing (50% of time should be live teacher-directed) | 120 minutes |
| | *The 30 minutes of writing can be within the Live Meet and/or small group, depending on the day. | | |
| Math | (20- 30 minutes total) 5 minute Number Routine (Number Talk) 15 - 25 minutes Teacher Directed Lesson | 30 - 40 minutes Small Groups/Independent Practice/SuccessMaker | 60 minutes |
| Science | 15 minutes | 15 minutes small group/"hands-on" experiential learning | 30 minutes |
| Social Studies | 15 minutes | 15 minutes small group activities | 30 minutes |
| Specials (including PE led by the PE teacher) | Rotating schedule (1 live Meet per day) * Schools should use the same Specials rotation as when students are in the school building. | | 35 minutes per day |
| PE (PEL) | Teachers provide physical education activities for students. | | 30 minutes per day |
| Intervention | Live Google Meets for students receiving interventions. | *Students who do not receive intervention will receive enrichment activities for the 30 minute period. | Supplemental: 30 minutes per day; Intensive: TBD- depending on the intervention per day |

2020-21 Florida's Optional Innovative Reopening Plan

| Middle School | | | |
|---|--|---|--|
| <i>*Schools should follow their typical bell schedule. Schools on a block schedule would double the times included.</i> | | | |
| | Live Instruction (held via Google Meet but session is also recorded) | Student Work (May be small group instruction, one-on-one instruction, independent readings/videos, assignments and adaptive technology); *This time should include creation of work product by the student. | Total Instructional Minutes per day Following school schedule- 6 periods of 55 minutes each |
| Core (ELA, Math, Science, SS) | 20-25 | 30-35 Science: at least 1 virtual lab, sim, or virtual exp weekly | 55 min each |
| Electives | 20-25 | 30-35 | 55 min each |
| Intensive Reading | 20-25 | 30-35 minutes of Reading Plus or Small Group | 55 min |

| High School | | | |
|---|--|---|--|
| <i>*Schools should follow their typical bell schedule. Schools on a block schedule would double the times included.</i> | | | |
| | Live Instruction (held via Google Meet but session is also recorded) | Student Work (May be small group instruction, one-on-one instruction, independent readings/videos, assignments and adaptive technology); *This time should include creation of work product by the student. | Total Instructional Minutes per day Following school schedule- 7 periods of 54 minutes each |
| Core (ELA, Math, Science, SS) | 20-24 | 30-34 Science: at least 1 virtual lab, sim, or virtual exp weekly | 54 min each |
| Electives | 20-24 | 30-34 | 54 min each |
| Intensive Reading | 20-24 | 30-34 minutes of Reading Plus or Small Group Instruction w/ Teachers | 54 min |

Additionally, and similar to what students experience in the traditional brick and mortar classroom setting, students will have a minimum of twenty-four (24) hours to complete any assignments. Teachers will also communicate with fellow teachers at their school site to ensure that students do not become overwhelmed with assignments. Similar to what the FDOE has modeled for school districts across the state, the SDPBC will operate from a place of compassion and grace when it comes to serving all students. Lastly, assessments will be given and delivered following the District's Scope and Sequence as applicable, and all grading will follow the current Student Progression Plan (which can be accessed using the following link: https://www.palmbeachschools.org/students_parents/student_progression_plan).

Despite the need to begin the 2020-2021 school year with distance learning due to current health conditions and the advice of our local health department, the SDPBC will still conduct home visits and/or welfare checks on students as needed. These home visits and/or welfare checks, which also took place during Spring 2020, will consist of various school personnel visiting students at home while following safety precautions such as maintaining six feet of separation, wearing masks, etc. Regional offices, in consultation with school-based staff and School Police, will determine whether a home visit and/or welfare check is needed based on login data to the student portal, as well as other student-level data collected by individual teachers on an ongoing basis. Furthermore, regional offices will continue efforts established in Spring 2020 to personally deliver any items needed for distance learning for families who may be unable to travel to their home/choice school site due to lack of transportation (i.e., a District-issued device, textbooks, or any other school supplies needed to support learning at home).

2020-21 Florida's Optional Innovative Reopening Plan

Data collected from Spring 2020 has already been provided to school principals to help inform outreach efforts for the upcoming school year, including the identification of previously unengaged students and specific barrier(s) for lack of engagement (i.e., unreliable internet connection, need for a District-issued device, previous evidence of low academic performance, etc.). This personalized approach to engaging students, regardless of whether the student is from a vulnerable population or not, is a top priority for the SDPBC to ensure distance learning efforts can be successful for all students.

Distance Learning Plans Specific to SDPBC Voluntary Pre-Kindergarten Programs

The reopening plans above include beginning Voluntary Pre-Kindergarten (VPK) programs with distance learning at the start of the 2020-2021 school year on August 31, 2020. Once Palm Beach County moves from Phase 1 to Phase 2 of recovery, students in early learning programs can physically return to District-operated schools if their parents so choose. The information that follows specifically addresses reopening plans for District-operated VPK programs, which will be implemented in addition to any other plans shared as part of this document.

As previously seen in the elementary schedule on page 7, the total amount of instructional time for a full day of school for students in grades Pre-K through 5 is a minimum of 335 minutes. The school day for a VPK student is organized into two teaching blocks and consists of 1) VPK core hours totaling 180 instructional minutes plus 2) 155 instructional minutes allotted for VPK enhancement/wrap hours. The schedule for these teaching blocks is provided in more detail below:

Block 1: VPK Core Hours - 180 instructional minutes

- 60 minutes of live Morning Meeting and whole group instruction to include:
 - Games/activities with children
 - Explicit and systematic instruction in phonics
 - Phonological awareness, language and vocabulary development, and listening comprehension
- 120 minutes of small group instruction with student participation, including the production of work products by students (typically 30 minutes per group with 3 small groups expected for a total of 90 minutes, plus additional time to record progress towards skills and create personalized instruction).

Block 2: VPK Enhancement/Wrap Hours - 155 instructional minutes

- Live online meetings and other communications with parents (group and individual) to guide weekly at home activities to extend learning, such as use of technology, independent play (similar to choice activities), art, music, writing (journals), use of building materials (blocks, etc.), and items related to science and discovery.
- Live Google Meets to provide 1:1 student instruction by appointment.
 - Emphasis will be given to students with IEPs and English Language Learners
 - Extra supports for explicit and systematic instruction in phonics, phonological awareness, language and vocabulary development, and listening comprehension based on child need

VPK teachers will designate a minimum of one hour per week as office hours for receiving requests for information or to schedule meetings with families. Daily schedules and routines will be provided to parents via email, text, or the District website. Parents will also be given an appointment prior to the start of the school year to pick up any student materials needed to support distance learning efforts at home.

Attending to Student Mental Health and Wellness

Distance Learning will include activities focused on social/emotional learning to assist in building community, which will be particularly important for those students who opt to continue with Distance Learning once brick and mortar schools begin to open as health conditions in Palm Beach County improve. Additional supports for student wellness will include mental and behavioral health services provided by Certified School Counselors, ESOL Bilingual School Counselors, School Psychologists, Family Counselors, Behavioral Health Professionals, and Mental Health Professionals (e.g., LMHC, LP, MSW, and other credentialed professionals) employed by the SDPBC. Students and their families can choose to receive these critical services both online via telehealth as well as in-person once brick and mortar schools reopen. Many school sites also have a dedicated licensed Mental Health Therapist employed by a local community agency who is available to students for free individual counseling sessions either online or on-campus once schools reopen.

The SDPBC recognizes the impact COVID-19 has had—and will continue to have—on students, their families, and the entire Palm Beach community. However, the District is well-positioned to address needs related to behavioral and mental health using multiple modes of interaction (online, over the telephone, in-person). All District-employed Mental Health Professionals are qualified to intervene with students, families, and schools to provide prevention, intervention, and intensive strategies to meet the behavioral and mental health needs of students. They provide whole group, small group, and individual interventions based on student need and are prepared to provide their services both online and in schools.

Clarifying Expectations for Teaching in Partnership with the CTA

Because we know teachers play a critical role in any student's learning experience, whether face-to-face or via Distance Learning, the SDPBC is working closely with the Palm Beach County Classroom Teachers Association (CTA) to develop a Memorandum of Understanding (MOU) for Distance Learning, which will take effect this coming August prior to the start of school. The MOU outlines multiple provisions to ensure teachers implement the Distance Learning Platform with fidelity. They include:

- Teachers will strictly adhere to the approved Scope and Sequence for classes where applicable.
- Daily class agendas will be posted by teachers by the start of each class period.
- Live instruction will be required every day, for every class period.
- Live instruction will be recorded.
- Schools will operate on a normal bell schedule with the expectation that students will be participating in class/subject area during their scheduled time.
- Assessments will be given and delivered following the District's Scope and Sequence as applicable.
- Teachers will follow the comprehensive attendance policy and procedural protocol that has been established by the District.
- Teachers will have daily office hours for students and parents.
- The District Curriculum Team will continue to provide ongoing support to teachers, students, and parents via the utilization of an online helpline.
- Regional Office Staff/Principal Supervisors will continue to support principals with differentiating District systems for their individual school sites.

Ongoing Training and Support Related to Distance Learning

To assist teachers in navigating Google Classrooms and to ensure success for all students, all teachers are required to complete a certain threshold of professional development related to distance learning. Training sessions are currently underway and began on July 6, 2020 for teachers who preferred to complete training during the summer months.

Available tracks for teachers include:

- Content-Specific Resources
- Equity-Meeting the Needs of Diverse Learners
- Technology Integration
- Collaboration & Engagement
- Social-Emotional Learning (SEL), Wellness, & Safety
- Coordinators/Coaches and Teacher Leaders
- Assessment and Progress Monitoring

Training sessions will be ongoing for teachers throughout the duration of Distance Learning and all teachers must obtain the Professional Level of training seen in the Summer PD 2020 graphic pictured at right.

The SDPBC also understands the need to adequately support students and their families in order to better guarantee successful implementation of Distance Learning. As such, training sessions for parents and students geared towards optimizing the at-home student learning experience are currently in development and will be made available prior to the start of the new 2020-2021 school year.

Summer PD 2020

1

PROFESSIONAL LEVEL

All teachers have a thorough understanding of basic technology tools & effective pedagogy practice in a blended learning model

2

CHAMPION LEVEL


Teachers have a thorough understanding of the contents & strategies within the Professional Level & are ready to develop a deeper understanding of those practices

3


COACH LEVEL

Teachers have a desire to further develop leadership skills using the content & pedagogy practices within the Professional & Champion Levels while engaging in the professional coaching model


Overview of PD Topics




Technology Integration




Collaboration & Engagement




SEL, Wellness & Safety




Content Specific Resources



Equity: Meeting the Needs of Diverse Learners



Assessment & Progress Monitoring



Coordinators, Coaches & School Leaders

Teachers within each of the levels described above choose a certain number of courses within the PD topics shown. The number of courses to select for each level is listed on the next page.

2020-21 Florida's Optional Innovative Reopening Plan

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: **Page 11**

The Florida Department of Education issued Executive Order 2020-EO-06 stating school districts must open all brick and mortar schools in August at least five days per week for all students subject to advice and orders of the FDOH, local departments of health, EO 20-149, and subsequent EOs. In accordance with FDOE 2020-EO-06, and based on advice received from the Palm Beach County Department of Health to remain in distance learning, the School Board of Palm Beach County subsequently approved a reopening plan on July 15, 2020 that calls for the 2020-2021 school year to begin with distance learning on August 31, 2020 unless current health conditions improve.

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: **Pages 12 -21**

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: **Pages 22 - 23**

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: **Page 24**

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: **Pages 25 - 26**

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.

At the time of this plan submission, Palm Beach County remains in Phase 1 of the Governor's Recovery Plan, which calls for school districts to remain in distance learning. It is important to recognize the SDPBC's plan to begin the upcoming school year with Distance Learning—a plan based on advice received from our local health department in Palm Beach County and recommendations from the Superintendent's Health Advisory Committee—is only interim. Efforts moving forward will continue to focus on and prioritize the desired goal of a physical school reopening for all students. Parent choice plays a central role in reopening plans, as families will be given the opportunity to select one of three options via an Intent Questionnaire to indicate a preferred learning option for their child(ren) once health conditions improve in Palm Beach County. Choices for parents include:

1. Brick and Mortar: Students attend in-person, on-campus classes five days a week at their home/choice school.
2. Distance Learning: Students continue with Distance Learning provided by teachers at their home/choice school at the same pace (i.e., live synchronous and/or asynchronous instruction) using the same curriculum as those children who attend in-person, on-campus classes (parents can opt into the Distance Learning option at any time).
3. Palm Beach Virtual School: Students participate in self-paced learning experiences guided by PB Virtual teachers.

The District will offer the Brick and Mortar option one week after Palm Beach County moves into Phase 2 of recovery. It is important to note parents may keep their child(ren) in the distance learning option even once brick and mortar campuses reopen as determined by Palm Beach County's move into Phase 2 of Recovery.

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.

The SDPBC is committed to providing a full array of services to all student populations, including those from the most vulnerable populations. It is important to note the District will continue to provide a full array of services regardless of whether a student participates in distance learning or opts to return to a physical school campus once Palm Beach County is moved from Phase 1 to Phase 2 of the Governor's Recovery Plan. Furthermore, the information provided for Assurance 2 is in addition to details previously shared as part of the innovative reopening plan overview on pages 2 – 9, such as daily schedules, expectations for teachers, and support for families to enhance learning in the home. The remainder of this section outlines additional services for students from low-income families, students of migrant workers, students who are homeless, and students in foster care in service of closing the achievement gap.

Bridging the Digital Divide for Students from Low-Income Families

The SDPBC Distance Learning Platform provides a full array of services to all student populations, however the SDPBC recognizes that not all students and their families may have equal access to a strong internet connection. In March 2020, shortly after the Governor and the FDOE mandated initial school closures in response to COVID-19, the SDPBC conducted a home technology survey to assess the needs of students and families in preparation for the launch of the District's first iteration of its Distance Learning Platform. The survey, which asked parents to identify whether their child needed a computer and if they had internet (WIFI) access at home, had a response rate of 87%. Over 10% of families completing the survey indicated a lack of internet access at home (N = 15,431), and this reported need for WIFI access prompted the District to work in collaboration with local internet service providers (ISPs) to offer eligible families free internet service, while waiving certain requirements such as having a credit card.

Unfortunately, the District also discovered that barriers to internet access existed beyond financial hardships. For example, not all residential dwellings had the appropriate infrastructure required for internet connectivity. This may have been due to a home or apartment building's age (i.e., no cable or telephone jack to plug in an internet router) or due to the geographical location of the home or apartment building (i.e., ISPs may not have made necessary investments in infrastructure in these areas, including but not limited to providing wireless access points). These barriers pose a significant challenge to distance learning, in addition to a family's participation in other critical activities, including telemedicine and civic engagement. These barriers also demonstrated that lack of internet access was not an issue a school district could expect to fix in isolation of other community partners.

The SDPBC is currently playing a leading role in bridging the Digital Divide for low-income families in Palm Beach County by coordinating efforts across multiple stakeholders, including municipal leaders, elected officials, private ISP companies and business leaders (such as the Business Development Board and the Economic Council). The Palm Beach County Commission has also pledged \$10 million in CARES Act funding to assist with WIFI infrastructure needs as it relates to distance learning.

In preparation for the upcoming 2020-2021 school year, information on student internet usage based on distance learning engagement during Spring 2020 will be used to prioritize student device distribution

(including WIFI hotspots and extenders), determine placement of buses equipped with WIFI, and identify sponsorships that can be awarded to low-income families to help pay for monthly internet service.

Students of Migrant Workers

Services provided through the Title I-C Grant for students of migrant workers will continue to be provided in the distance learning environment and will continue as the SDPBC moves through its reopening stages and returns to brick and mortar education. The Migrant Education Program (MEP) will utilize various online and telephonic means to ensure appropriate services are provided for eligible students. MEP Recruiters will complete eligibility determinations using online methods, as guided by the Migrant State Office and eligibility will be documented using the Certificate of Eligibility (COE). During the eligibility interview, the MEP Recruiters will also assess any potential social/emotional immediate needs migrant families may have.

Immediately upon the start of the school year, MEP Advocates will assess all migrant students that have arrived within a year for Priority for Services (PFS). Once new COEs have been approved and the Migrant Student Database has been updated, MEP Advocates will immediately complete a PFS assessment on newly identified migrant students. This will prioritize services for migrant students with the highest academic needs first. MEP Advocates will provide academic support (e.g. monitoring, tutorial support, and maintaining communication with teachers/schools) using online platforms such as Google Meet and Google Classroom. For elementary PFS students, MEP Advocates will consult with each teacher via online meeting platforms to determine ways to provide support. MEP Advocates for middle and high school students will develop a rapport with the students to determine immediate needs and support that will be rendered accordingly through Google Meet, Google Classroom, or via phone. MEP Advocates for middle and high school will also engage in bi-weekly communication with each teacher. Additionally, schools will have the opportunity to provide an Extended Learning Opportunity (ELO) for migrant students demonstrating academic need. These ELO sessions will take place via various online technology platforms in an effort to increase student achievement beyond school hours.

The MEP will facilitate monthly Parent Involvement meetings (as mandated by the federal guidelines) through Google Meet and Google Classroom platforms, and all meetings will be recorded. These meetings will be focused on assisting migrant families with a variety of topics such as understanding academic requirements, understanding how families can support online learning at home, and kindergarten readiness. Recordings will be made available for families who are not able to attend the live meetings conducted online. MEP Recruiters will contact migrant families monthly to assess social and other needs and migrant families will receive referrals to appropriate social and community services as applicable. Transportation will be provided to service locations if needed, while following current health and safety procedures.

Any VPK services for migrant students will be provided in accordance with the SDPBC's larger VPK Reopening Plan (see previous VPK section on page 7). Additionally, identification and services for Out-of-School Youth (OSY) will be coordinated and provided via online meeting platforms as needed (when feasible).

English Language Learners (ELLs)

Services provided for English Language Learners (ELLs) through the Title III-A, English Language Acquisition and Title III-A, Immigrant Services Grants will continue to be provided in the distance learning environment and will continue as the SDPBC moves through its reopening stages and returns to brick and mortar education. The SDPBC's English for Speakers of Other Languages (ESOL) Programs as outlined

2020-21 Florida's Optional Innovative Reopening Plan

in the SDPBC's District ELL Plan will utilize various online and telephonic means to ensure appropriate services are provided for eligible students. Additionally, the SDPBC's Student Progression Plan will also be followed to ensure access for ELLs in accordance with federal, state, and local policies.

Appropriate language services will be provided based on each ELL student's language proficiency in accordance with their individual ELL Plan. School based ESOL Coordinators/Contacts will collaboratively update all ELL Plans in the first weeks of school utilizing ACCESS for ELLs 2.0 Spring 2020 data and other applicable data. Particular attention will be placed on ensuring the student's current language proficiency level is reflective of what the student is able to do and any potential language regression.

New students who have at least one "Yes" response on their Home Language Survey will continue to be considered potential ELLs in accordance with FL DOE No. 2020-EO-02 and services will be provided for these students until such time as the English language proficiency screener can be administered appropriately following District Reopening Plan Guidelines. Placement of students in the appropriate grade level and potentially in the ESOL program will continue to follow current guidance for student placement in accordance with the District ELL Plan. ELL students up for re-evaluation (from March 2020 until present day) will have services extended until the District moves to the Reopening Plan stage where brick and mortar classes begin (per FL DOE No. 2020-EO-02). When an ELL Committee Meeting is necessary, the meeting will occur using an online meeting platform or by telephone, and all documentation will be kept within the ELlevation online platform following procedures in accordance with the District ELL Plan.

ELLs will continue to be provided opportunities to participate meaningfully and equally in educational programs in the online environment through the SDPBC's 1:1 student-to-device initiative and will be exposed to instruction that is equal and comparable in amount, scope, sequence, and quality to that provided to non-ELL students in the distance learning environment. The District will assess how students are able to meaningfully access the online learning platforms and will work collaboratively to ensure access for all ELL students, while providing guidance to families on supporting their students at home while participating in distance learning.

It is important to note the District is not changing its instructional models approved by the FDOE in the District's ELL plan despite the need to begin the 2020-2021 school year with distance learning. In accordance with the District ELL Plan, all four ESOL Models (sheltered, collaborative, mainstream, and dual language) will be available in the distance learning environment. English language development will continue to be the focus of the ESOL Program and the various ESOL Models of service with opportunities to develop listening, speaking, reading, and writing skills embedded into instruction. Appropriate ESOL strategies and scaffolds will be provided online via distance learning to ensure comprehensive instruction for ELL students.

ELL students will be exposed to live (synchronous) instruction via online platforms such as Google Meet and Google Classroom each day and will have access to recorded lessons (asynchronous instruction) for later use if needed. Teachers will provide daily agendas in all classes with learning objectives. Native language support for students will be provided by appropriate staff when feasible (such as Community Language Facilitators) during synchronous and asynchronous instruction via online and telephonic methods as appropriate. Various opportunities to participate in meaningful, engaging online learning to develop and enhance students' listening, speaking, reading, and writing skills will also be provided utilizing various online platforms including, but not limited to, Google Meet, Jamboard, Kahoot, and Nearpod. ELL students will have opportunities for asynchronous learning with appropriate individual learning activities and through online language development platforms based on each student's language proficiency and program model including, but not limited to, Imagine Learning, iStation, and Achieve 3000. Teachers will continue to provide differentiated instruction for ELLs in both synchronous and asynchronous learning environments as appropriate.

District staff from the Department of Multicultural Education (e.g. Specialists, Regional Coordinators, etc.) will collaborate online with school based ESOL Coordinators/Contacts to ensure that ELL students are appropriately placed in courses and their ESOL Model based on each student's ELL Plan. Additionally, these District staff will provide ongoing, online professional development and coaching sessions for teachers and school staff on effective practices for distance learning for ELLs as well as how to infuse language scaffolds and ESOL strategies into distance learning lessons.

Since traditional walkthroughs are not available in distance learning, District staff, regional staff, and school-based administrators will monitor instructional practices online by "visiting" live Google Meet sessions and monitoring Google Classroom content to ensure appropriate differentiated lessons are being delivered for ELLs. Additionally, ongoing progress monitoring of student progress will occur through online platforms and data chats. Following current procedures, LY and LF monitoring will also continue utilizing ELlevation. Supplemental academic and language tutorial options will be provided as needed for ELLs in order to build language and literacy proficiency and close academic gaps.

Family engagement will continue in the distance learning environment and schools will host a minimum of two Parent Leadership Council meetings during the school year following the appropriate method of communication depending on the District's stage of reopening. While home visits may not be possible during the initial stages of reopening, appropriate staff will contact ELL families and provide services to support distance learning as well as address any other social service need they may have.

Language services for students and families will be available through online and telephonic means including Community Language Facilitators (CLFs), District Social Service Facilitators, District and School Counselors, the District Translation Team, other school-based bilingual staff, and Language Line services. For ELLs whose ELL Plans indicate a need for native language glossaries and/or heritage language dictionaries, those resources will be provided for use at home during distance learning. Services such as the District's Welcome Center continue to be available online with bilingual staff also available by phone to provide support for families. Lastly, the SDPBC will develop videos in various languages to provide families with ongoing learning opportunities to support distance learning in the home environment.

Exceptional Student Education (ESE) Students

ESE direct, specialized instruction, therapy, counseling, and other related services will be provided using live Google Meet sessions and inclusively through joining the general education teachers' Google Classrooms and scheduled Google Meets. These services may be provided in large groups, small groups, or individually. Live services will be provided based on the frequency and duration indicated on the IEP. Each ESE service provider and parent will establish a Distance Learning Plan (DLP) developed to define ESE service in a distance learning setting. Service providers will contact parents/ caregivers to discuss, develop, and agree upon a distance learning plan that outlines how services will be provided based on the IEP and in coordination with each family's needs. ESE providers will schedule and provide services in coordination with the student's daily academic schedule.

Instruction will be provided utilizing the same curriculum materials, lesson plans, and scope/sequence documents that are utilized in brick and mortar buildings through the district's online curriculum repository Blender. These curriculum materials continue to include specialized online curriculum programs for identified needs and in some content areas.

ESE instruction and services will provide pre-recorded lessons and activities posted in Google Classroom with accompanying student performance tasks. Recorded options allow for student flexibility with daily

schedules and provide options for repetition of content for mastery when needed. Service providers will offer synchronous and asynchronous student options to differentiate instruction and increase student choice, while offering individualized service or support delivered in the Least Restrictive Environment based on a student's IEP. Service providers will utilize Google Suite for Education applications and extensions to provide live meets, instruction, accommodations, progress monitoring, materials, and accessibility features. Visual supports and schedules will be provided and used for students as indicated by their IEP. Some service provisions will utilize the parent pick up or safe delivery of a kit of materials, manipulatives, communication boards, and/or visuals to facilitate learning and progress monitoring. Braille and tactile materials will be sent or safely delivered to student homes as well.

Parent/caregiver training and support for facilitating and supporting instruction and behavior at home will be provided via online office hours, individually scheduled meetings, phone, email, video chat, and recorded sessions. Service provisions will incorporate peer social interactions into group sessions and instructional tasks. Providers will continue to consult and collaborate with general education teachers and home-based lesson facilitators to support instructional activities, accommodations, and services.

Special and related services based on student IEPs will be provided remotely via video conferencing. These services include educational interpreters, intervener services, orientation, and mobility services. Service providers will partner with parents/caregivers in monitoring behavior plans in the home, while providing social skill instruction to students. Support for teachers will also be provided using live and recorded sessions. Lastly, the District will collaborate with community agencies to ensure the needs of early childhood students with disabilities are met, particularly for those students who are attending community daycare programs.

Supplemental (Tier 2) and Intensive (Tier 3) Intervention Essentials

Elementary Academic Intervention Process for Reading, Writing and Math

Core instruction will be provided daily. Supplemental (Tier 2) interventions will be provided at least four days per week via small group live Google Meets. Supplemental (Tier 2) interventions will be provided in addition to, and in alignment with, core instruction. Interventions are strategy-based and additional resources can be found online via the District's Student Portal (<http://l.sdpbc.net/gmjg9>; SDPBC student login required).

Intensive (Tier 3) interventions will be provided at least four days per week via live Google Meets. Intensive intervention is provided in addition to, and in alignment with, both core instruction and Supplemental (Tier 2) interventions. Intensive (Tier 3) interventions will also be strategy-based and instructional time will be based on the time prescribed by each strategy. Intensive (Tier 3) interventions include a consideration of the following variables: group size, time, intervention integrity, skill focus, data-based individualization, and interventionist expertise. When intensifying instruction, the teacher to pupil ratio will be reduced (1:3 teacher to student ratio).

Secondary Academic Intervention Process for Reading, Writing, and Math

Core instruction will be provided daily. Supplemental (Tier 2) interventions will be provided at least four days per week via computer-based interventions (e.g., Reading Plus, Achieve 3000, etc.). Supplemental interventions will be provided in addition to, and in alignment with, core instruction. When using computer-based interventions, interventionists and/or teachers will monitor time usage as students should only use computer-based programs between 20 -30 minutes daily.

Intensive (Tier 3) interventions will be provided at least four days per week via live Google Meets. Intensive (Tier 3) interventions will be provided in addition to, and in alignment with, both core instruction and Supplemental (Tier 2) interventions. Intensive (Tier 3) interventions will be strategy-based and instructional time will be based on the time prescribed by each strategy. Interventions and additional resources can be found online via the District's Student Portal (<http://l.sdpbc.net/gmijg9>; SDPBC student login required). Intensive (Tier 3) interventions include a consideration of the following variables: group size, time, intervention integrity, skill focus, data-based individualization, and interventionist expertise. When intensifying instruction, the teacher to pupil ratio will be reduced (1:3 teacher to student ratio).

Students with an individual goal documented on the Academic/Behavior Intervention Plan, and also receiving interventions, require progress monitoring in order to inform student progress and determine data decision rules. This also applies to students with an existing Progress Monitoring Plan that outlines the provision of Supplemental (Tier 2) and Intensive (Tier 3) academic intervention. Digital Programs include: Reading Plus, Achieve 3000, System 44, and iStation Español.

McKinney-Vento Act Compliance: Homeless Student Education

The McKinney-Vento Program (MVP), the District's homeless education program, provides assistance to PreK-12th grade homeless children and youth, including unaccompanied homeless youth (UHY) in compliance with the McKinney-Vento Homeless Assistance Act (MVA), which protects the educational rights of children and youth experiencing homelessness. The MVP team is made up of the Homeless Liaison, Academic Specialist, and MVP Case Managers. The McKinney-Vento Program is designed to address barriers often encountered by homeless children and youth in enrolling, attending, and succeeding in school. MVP ensures students experiencing homelessness have access to educational and other services they need to enable them to meet the same challenging state academic achievement standards to which all students are held. While obstacles and barriers may present differently and require different solutions due to the COVID-19 pandemic and necessity of distance learning, the team will continue to work to eliminate or overcome these barriers through the provision of MVP services and supports at the school, District, and community level.

Identifying Students Experiencing Homelessness

Identification of students experiencing homelessness is one of the chief tasks of MVP, since it is impossible to assist students experiencing homelessness if we do not know who they are. Identification is carried out through a variety of means. The Homeless Liaison begins every school year by sending an introductory email to McKinney-Vento school contacts, Data Processors, and key community partners. The email contains the Homeless Liaison's name, contact information, details about the duties of the Homeless Liaison position, the educational rights of students experiencing homelessness, signs of homelessness, MVP services and supports, and MVP Case Manager school assignments and contact information.

The Student Housing Questionnaire (SHQ) is sent to every school in the District for dissemination to all students and is also included in all enrollment/registration documents throughout the year. In response to beginning the 2020-2021 school year with distance learning, the SHQ will be deployed through various means. Newly created QR codes will take the user electronically to the questionnaire, which will be posted on the District and MVP websites. In addition, the QR code will be printed on to-go meal packages picked up by parents at school food distribution sites. In partnership with the community, the educational rights of homeless children and youth will be posted in key community locations where vulnerable families are often known to frequent.

The Homeless Liaison and Academic Support Specialist will offer face-to-face and online McKinney-Vento training for school contacts, Data Processors, Guidance Counselors, Mental Health Professionals, and school-based team leaders. New this school year, key community partners such as local homeless and domestic violence shelters, the Senator Lewis Homeless Resource Center, and the Homeless and Housing Alliance of Palm Beach County will also receive the training. Training covers the definition of homelessness under the McKinney-Vento Act, identification of students experiencing homelessness, as well as the educational rights of such students, including immediate enrollment, school stability and transportation to the school of origin, free school meals, full participation including extracurricular participation, referral and linkage to community and social service agencies for assistance with medical/dental, counseling/mental health, substance abuse, homeless/housing services, etc. Follow up training opportunities will be offered throughout the school year, in addition to face-to-face training conducted by the MVP Case Managers for school faculty and staff.

Teacher resource materials will be posted in Blender to aid teachers in recognizing the signs of homelessness as well as to share all available MVP services and supports. Previous year homeless families/youth will be contacted in July/early August to determine if they are eligible for McKinney-Vento services for the 2020-2021 school year. Additional methods of identification will include weekly review of District provided metrics of students who have not engaged in distance learning as evidenced by the number of logins to the District student portal. MVP also collaborates weekly with the District's attendance team and is notified when students they are supporting appear to be homeless.

Upon identification, MVP Case Managers will immediately contact homeless families/youth to share the rights of homeless children and youth and assess individual needs. Paramount at this time will be students' ability to get online so that they can participate fully in their education. WIFI units will be distributed to families/youth who for whatever reason are unable to connect through other means. Staff has identified an MVP Case Manager who will work solely with students and families who are not technically savvy but have the necessary equipment. This Case Manager will share with students how to navigate the online education environment and available resources.

The Case Managers will query families/youth regarding other needs with which MVP can assist. Case Managers will provide up-to-date District and community resource assistance information related to COVID-19, referrals and linkages to local community and social services, assistance to families/youth struggling with food insecurity through navigation of SNAP benefits, WIC, and local food pantries, and share local school meal distribution sites and schedules. Necessary school supplies will be provided to homeless students at food distribution sites throughout Palm Beach County. The Case Managers are trained in trauma informed care and Youth Mental Health First Aid and will also gently assess the need for counseling/mental health support during the initial interview. Case Managers will maintain regular contact with families throughout the year to determine the need for additional support as needs may change over time. MVP will pull attendance reports on a weekly basis to identify students of concern and contact families to problem solve and offer support to improve attendance. Families will also be contacted regularly to assess needs over time.

Academics and Promotion for Students Experiencing Homelessness

MVP will provide tutoring via online meeting platforms to students who reside in local homeless and domestic violence shelters using District-certified teachers as tutors. Tutors will utilize District educational data to identify specific skill gaps for students and create relevant instructional lessons. The online tutorial program will offer remediation in core subject areas, assessment prep, supplemental support for classroom assignments, and mentoring.

MVP will ensure that the students served have access to available enrichment programs and supplemental services, while continuously monitoring students' promotion status. MVP will work in collaboration with school-based teams to remove educational barriers to student success. The Academic Specialist will regularly generate and analyze academic data to support the academic achievement of MVP students. MVP will provide this disaggregated academic data to school-based teams, and Case Managers will attend these meetings when possible to advocate for students in need of academic assistance and share pertinent information.

To support reading achievement overall, MVP will provide elementary level reading books as well as reading and math family involvement kits (for 2nd and 3rd grades) to targeted students/families in need of supplemental materials. To enhance college access and readiness, ACT/SAT prep books will be provided to targeted 11th and 12th grade students.

Since many students experiencing homelessness live in an environment that may not be conducive to active participation in distance learning (i.e., auditory distractions if living in a shelter), MVP will provide headphones with microphones to minimize such distractions and improve their ability to successfully engage. These headphones will allow multiple students in the home to participate in daily instruction simultaneously without being distracted by extraneous sounds.

The Unaccompanied Homeless Youth (UHY) Case Manager will assist with the academic and social services needs of UHY 11th and 12th graders by tracking students' graduation status, providing guidance with post-secondary access, assisting with SNAP applications, independent living applications, career pathway options, completion of the FAFSA, and college and scholarship applications. Tutoring will also be provided for UHY who are not on track to graduate. The UHY Case Manager will work in conjunction with the Homeless Liaison to ensure graduating 12th grade UHY are correctly coded and receive a UHY Verification Letter for the purposes of receiving federal financial aid. All graduating homeless seniors will receive eligibility information regarding the possibility of a State of Florida tuition exemption at Florida public colleges and universities, in addition to a Homeless Youth Verification Letter for the purposes of state fee exemptions.

Reopening and In-Person Instruction for Students Experiencing Homelessness

Prior to reopening brick and mortar schools for in-person instruction once Palm Beach County moves into Phase 2 of recovery, MVP will contact families/youth to survey their needs for school supplies, backpacks, and school uniforms. Staff will ensure that families have the tangible items necessary for a successful return to brick and mortar education. They will also arrange school of origin transportation to maintain school stability, provide assistance in obtaining birth certificates and/or shots/shot records/school physicals needed for in-person education. The Homeless Liaison will communicate with all school contacts and Data Processors to remind them of the education rights of homeless children and youth, including immediate school and free school meals enrollment. Upon resumption of extracurricular activities, MVP will remind schools and parents/youth about the availability of MVP assistance with payment of related dues and fees, as well as the provision of bus passes for evening/weekend school events where District transportation may not be provided.

Foster Care Students

The Foster Care Liaison (FCL) will provide academic support and remove barriers for students in care. The FCL receives all Department of Children and Families (DCF) Dependency Shelter Orders from the Palm Beach County Court House and reviews each one to identify school-aged students in public and charter schools who may be in foster care (typically totaling over 1,200 students per school year). The FCL will communicate and collaborate with foster parents, group homes, shelters, community agencies, and

2020-21 Florida's Optional Innovative Reopening Plan

various stakeholders to support students in foster care. DCF information will be provided to school personnel regarding current/changing caregivers and dependency case managers. The FCL will immediately update the District's Student Information System with any new contact information of authorized persons permitted to contact or pick up a student in care. The FCL will also monitor the transfer of District-issued devices. Registration assistance will be available to new caregivers and DCF Case Managers. The FCL will promptly submit the Notification of Department of Children and Families Open Case form to school personnel. This notification will be sent to the school's principal, Foster Care Campus Coordinator (FC₃), ESE Contact or school-based team leader. Additional District-level School-Based Team Coordinators or the ESE SEDNET Manager will be notified to ensure additional support is provided as needed.

All abuse allegations and founded abuse details will remain confidential for the privacy, dignity, and equity of families. Free Meals Benefits and needed transportation requests will be processed. Students transferring out of Palm Beach County will be promptly provided with school records to ensure a smooth transition into the new, out-of-District school. The FCL will continue to support any additional school records requests from the new county. Collaboration with SEDNET, School District DJJ Liaison, and Education Alternatives for appropriate school placements will be conducted. Weekly monitoring of student attendance will take place, with caregivers contacted as needed. Child welfare will provide notification to the FCL when parents have been reunited with their student. The FCL will immediately inform school personnel and update the District's Student Information System to reflect the change of custody. Reunited parents will be provided support as needed. Mental wellness and community resources will be available to child welfare personnel and caregivers to support students in care.

Professional Development is provided to each FC₃ to ensure rights of students in care. The FC₃ will receive a list of students in care from the FCL. They will facilitate gathering student information using the 'School Stability Checklist for Students in Out-of-Home Care' form. School personnel and child welfare will work together to complete a School Stability Checklist when students change home addresses to determine school stability. They will also communicate with FC₃s at other schools to facilitate any needed school-to-school transitions. The FC₃ will serve as a resource to school personnel, as they support the academic and social/emotional learning of students in care. New students will be welcomed and provided a campus tour. The FC₃ will complete the initial School-Based Team (SBT) referral at the school and track any academic, SBT or ESE progress. They will engage students in any extracurricular activities of interest. The FC₃ will be informed and bring awareness to school personnel of the importance of FERPA, ChildNet Subcontracted Service Provider Agencies, and the Palm Beach County Foster Care Interagency Agreement. They will advocate for parent's rights as educational decision makers unless the parent's rights have been terminated or their whereabouts are unknown (at which time an Educational Surrogate will be appointed). They will educate school personnel on the Every Student Succeeds Act (ESSA), which upholds key protections for students in foster care to promote school stability and academic success. Support of mandated agency collaboration will be promoted to include DCF and its sub-contracted providers, the Department of Education (DOE), and local school districts.

The Palm Beach County School District SEDNET Project Manager will support students in foster care by training and assigning Educational Surrogates, obtaining any existing IEPs when a student transfers within or outside of the county, facilitating appropriate school placements when students transfer from out of county; facilitating and collaborating with community agencies and various stakeholders, and supporting school sites which welcome a high number of students in care.

The Palm Beach Community Based Care Educational Contact will collaborate with the District, Case Manager, community agencies, and various stakeholders to determine if a student should remain in the school of origin and address transportation needs, make referrals to SBT or Child Study Team for a review of current needs, complete the School Stability Checklist for new school-aged students coming into care,

2020-21 Florida's Optional Innovative Reopening Plan

contact school of origin and student's new school to assist with transition and ensure no gaps in communication, ensure necessary school records and evaluations are sent with the student to a new county, and track school changes.

School personnel will be trained on additional exceptions available to students in care. Students in care have a right to remain in their school of origin to maintain school stability when feasible and in their best interest. Students in care have a right to an immediate enrollment, receiving a 30-day exemption to provide necessary school records, birth certificate and/or immunization, per the Florida's dependency law (F.S. § 39). Unaccompanied minors in the U.S. can be enrolled in school. All extenuating or hardship circumstances shall be reviewed by the principal/designee, and regardless of circumstances, students shall be admitted to school immediately while the student's address is verified.

The FCL and Academic Specialist work collaboratively with residential group home agencies to ensure the educational needs of students are met. District certified teachers serve as tutors and provide one-on-one or small group tutorial sessions after school at the group homes. The District also provides school uniforms, backpacks, and school supplies as well as post-secondary prep materials. During school closures, District certified teachers will serve as online tutors to provide academic supplemental supports to students that reside in neglected residential group homes.

Many students who reside in neglected group homes live in congregate settings, which are not adequate learning environments for students to actively engage in distance learning. One major challenge group homes face is the limited space available for students to partake in distance learning. Headphones with built-in microphones will be provided to the group homes, so they can optimize the workspace for students to participate in live distance learning instruction.

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.

In preparation for distance learning, the SDPBC has worked closely with the Palm Beach County Classroom Teachers Association (CTA) to ensure clarity of expectations for our students' instructional experiences throughout the year, with an emphasis on progress monitoring. With the establishment of our Memorandum of Understanding (MOU) with the CTA, the SDPBC has established expectations that all teachers follow the District's Scope and Sequence. Further, assessments will be given and delivered following the District's Scope and Sequence. These assessments are the Unit Standard Assessments (USAs) as described in the table below. These assessments encompass the tested grade levels and subject areas.

District-created USAs are embedded within the grade/course Scope and Sequence, providing on-going progress monitoring of standards-based instruction. The administration dates (approximately monthly) are established to coincide with instruction, providing a continual method of progress monitoring and data collection so intervention and tiered support may be deployed. Based on the data collected, remediation via small groups, personalized assignments, and supplemental and intensive intervention will be provided (as needed).

The SDPBC is committed to implementing a robust progress monitoring system to ensure students are mastering appropriate standards and benchmarks during Tier 1 instruction. Based on results of the assessments detailed below, remediation via small groups and intervention will be provided. Additionally, supplemental and intensive interventions will be utilized if these needs are identified.

| Test/ Subject Area | Students | Administration Date(s) | Description | Monitoring Method |
|---|--|---------------------------|---|---|
| iReady Fall Diagnostic for ELA (Imagine Learning) | K-5 (ELL Category B students use Imagine Learning rather than iReady) | First 5 weeks of school | This is a computer-adaptive diagnostic for reading that pinpoints students' needs down to the sub-skill level. iReady provides ongoing progress monitoring that shows whether students are on track to achieve end-of-year targets. | The iReady platform provides a number of reports that will be used to determine the students who will need intervention services. |
| SuccessMaker Fall Diagnostic for Math | K-5 | First 5 weeks of school | This is a computer-adaptive diagnostic for mathematics that pinpoints students' needs down to the sub-skill level. | The SuccessMaker platform has a number of reports that will be used to determine which students need intervention services. |

2020-21 Florida's Optional Innovative Reopening Plan

| Test/ Subject Area | Students | Administration Date(s) | Description | Monitoring Method |
|---|--|--|---|---|
| Fall Diagnostic Tests for ELA and Math | ELA: Grades 4-11 Math: Grades 4-8 | Administered the 3rd week through the 5th week of school | These District-created diagnostic tests are used to assess student performance on selected benchmarks from the <i>previous grade level</i> for the Florida Standards Assessment (FSA) English Language Arts (ELA) and Mathematics. | These assessments are administered via the Performance Matters Online Assessment System. Reports are available immediately after the assessments are taken. Threshold values are assigned to each assessment. Students who have a cumulative score in the bottom threshold by standards will be assigned intervention services. |
| iReady Winter Diagnostic for ELA (Imagine Learning) | K-5 (ELL Category B students use Imagine Learning rather than iReady) | Administered after Thanksgiving Break and before Winter Break | This is a computer-adaptive diagnostic for reading that pinpoints students' needs down to the sub-skill level. iReady provides ongoing progress monitoring that shows whether students are on track to achieve end-of-year targets. | The iReady platform provides a number of reports that will be used to determine the students who will need intervention services. |
| Winter Diagnostic for ELA, Math, Science | ELA: Grades 3-10 Math: Grades 3-8; Algebra 1; Geometry Science: Grades 5, 8; Biology Social Studies: Civics; U.S. History | Administered the first 3 weeks after Winter Break | These District-created diagnostic tests are used to assess student performance on selected benchmarks from the <i>current grade level</i> for the Florida Standards Assessment (FSA) English Language Arts (ELA) and Mathematics, the NGSSS for Science, and Social Studies. | These assessments are administered via the Performance Matters Online Assessment System. Reports are available immediately after the assessments are taken. Threshold values are assigned to each assessment. Students who have a cumulative score in the bottom threshold by standards will be assigned intervention services. |
| District-Created Unit Standard Assessments (USAs) in ELA, Science, Math, and Social Studies | ELA: Grades 2-10 Math: Grades K-8; Algebra 1; Geometry Science: Grade 3-8; Biology | As designated in the District's Scope and Sequence and scheduled on the District's Assessment Alignment Charts | These Unit Standard Assessments (USAs) are used to assess student performance on specific benchmarks for each subject and grade level to make instructional decisions to improve student achievement on the Florida Standards Assessment (FSA) English Language Arts (ELA), Mathematics, and the Next Generation Sunshine State Standards (NGSSS) Science and Social Studies. | These assessments are administered via the Performance Matters Online Assessment System. Reports are available immediately after the assessments are taken. Threshold values are assigned to each assessment. Students who have a cumulative score in the bottom threshold by standards will be assigned intervention services. |

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.

As mentioned as part of the narrative for Assurance 2, Exceptional Student Education (ESE) students receiving direct, specialized instruction, therapy, counseling, and other related services will be provided services using live Google Meet sessions and inclusively through joining the general education teachers' Google Classrooms and scheduled Google Meets. These services may be provided in large groups, small groups, or individually. Live services will be provided based on the frequency and duration indicated on the IEP to the extent possible. ESE providers will schedule and provide services in coordination with the student's daily academic schedule. Instruction will be provided utilizing the same curriculum materials, lesson plans, and scope/sequence documents that are utilized in brick and mortar buildings. Service providers will utilize Google Suite for Education applications and extensions to provide live Google Meets, instruction, accommodations, progress monitoring, materials, and accessibility features. Visual supports and schedules will be provided and used for students as indicated by their IEP.

When students begin school for the 2020-2021 school year on August 31, 2020, teachers and service providers (SLPs, OTs, PTs) will resume services and begin to collect data on students' present levels of performance. When feasible, the same assessments used to determine present levels of performance in March 2020 will be utilized by the end of the first marking period to ensure consistency and accuracy of measure. IEP meetings will be scheduled to review each student's current performance and compare it to their performance levels when schools were closed on March 13, 2020 in order to determine if there has been a loss of skill(s).

Data to be considered will include IEP goal reports, assessments given by teachers, work samples, observations, parent input, and any additional data source that are relevant. No single form of measure or data point should be used, but rather a consideration of multiple data points of the student's performance.

IEP Teams will be making decisions regarding the possible need for compensatory services based on the loss of skills previously demonstrated in March 2020 prior to school closures. If there has been a loss of skill, a "Loss of Skill Compensatory Plan" (an e-form) will be created for implementation until the skill(s) have been regained. The Loss of Skill Compensatory Plan is to be completed at the IEP meeting by the team. Progress monitoring will occur via Progress Track (EdPlan) and other monitoring tools, consistent with those used with non-disabled students and outlined in the District's K-5 and 6-12 Intervention Guide in order to monitor student's skill acquisition.

Compensatory services will be provided. The IEP team will also consider Extended School Year to ensure adequate time is available to provide any needed compensatory services (extended school day, Saturday school, service during school breaks). All services will be on the IEP.

The IEP team will reconvene after completion of compensatory services to document progress and recoupment of skills in conference notes as evidenced by service provider logs and any other progress monitoring tools/data utilized.

Plan for Implementation of Assurance 5

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

The SDPBC English for Speakers of Other Languages (ESOL) Programs as outlined in the SDPBC's District ELL Plan for English Language Learners (ELLs) funded through the Title III-A, English Language Acquisition and Title III-A, Immigrant Services Grants will utilize various online and telephonic means to ensure appropriate services are provided for all ELL students and in particular those who may have regressed in their language proficiency since school closures in March.

School-based ESOL Coordinators/Contacts will use ACCESS for ELLs 2.0 from Spring 2020 data to determine students' current language proficiency levels in all four language domains at the beginning of the 2020-2021 school year. ELL Plans for each LY student will be completed online utilizing these and any other relevant data at the beginning of the year in accordance with guidance in the District ELL Plan via the ELLevation platform noting specifically students' English skills. For new students, the WIDA Screener or W-APT (or remote ELP assessment provided by WIDA) will be used (as feasible) to determine current student language proficiency level and ESOL status.

Using FY20 ACCESS for ELLs 2.0 data as a baseline of language proficiency, school staff will utilize a variety of data points to determine regression of language proficiency for each student. As current teachers begin working with students, they will use WIDA's Can Do Descriptors and Proficiency Checklists to note any discrepancies in students' current linguistic abilities and their ACCESS for ELLs 2.0 placement. These will be observational and qualitative data points. Additionally, other data points from Spring 2020 such as formative and summative assessments, progress monitoring data, work samples, and online language platforms will be combined to determine if any language regression has occurred. The types of data available for individual ELLs is dependent on various factors such as grade level, ESOL Model, English Language Development Continuum (ELDC) Level, and courses in which they are enrolled during both spring and fall semesters. For reading skills, data points may include, but are not limited to Imagine Learning, Achieve 3000, iReady, iStation, reading records, District mini-assessments, or District diagnostics. For writing skills, data points may include, but are not limited to formative writing samples, Palm Beach Performance Assessments, or writings in Achieve 3000. For listening and speaking skills, data points may include, but are not limited to Imagine Learning, Oral Language Development Inventory (OLDI), iStation, or teacher anecdotal records. The Department of Multicultural Education will provide schools with "ELL Student Progress Guiding Questions" guidance to frame the instructional conversations about potential language regression.

Schools will prioritize discussions about language progress and/or regression using a tiered system. ELL students who were found to be disengaged during distance learning in the spring (March 16-May 30, 2020) or in any Summer Program learning opportunities (such as ESOL Summer School, ESY, Summer Targeted Intervention, or Migrant Summer School) regardless of reason, will be a priority for ESOL Coordinators/Contacts within the first few weeks of school. The next level of ELL students to be evaluated for potential language regression will be those students who may have shown little to no progress during the previous school year. After several weeks of distance learning and the opportunity to receive language instruction, but prior to October FTE, all other ELL students will be up for analysis of potential language regression. ESOL Coordinators/Contacts will hold an ELL Committee Meeting for any student who is showing language regression based on English language skills data. ELL Committee Meetings will be held via Google Meet or via telephonic means and all documentation of skills and supports will be noted within the ELLevation platform. When applicable and possible, in order to strategically align support for ELLs,

2020-21 Florida's Optional Innovative Reopening Plan

these ELL Committee Meetings should be convened alongside other progress monitoring meetings such as those for Progress Monitoring Plans (PMP) or School-Based Teams (SBT).


Students who have regressed in language proficiency will use an applicable technological platform and/or teacher-directed oral language supports/accommodations to bolster language as appropriate. Additional strategies may be targeted small group discussions or one-on-one targeted language interventions. Schools will also have access to additional online language support such as BrainPOP ELL, Nearpod, iStation, Imagine Learning Language and Literacy, Imagine Learning Math, and Achieve 3000 that can be utilized for additional language development. Supplemental language tutorials or other language development resources will be available as needed for schools/students from the Title III Grant.

District ESOL Program staff will provide professional development opportunities for ESOL Coordinators/Contacts on how to determine students who have shown a regression in language development and how to appropriately place them in interventions and additional supports. Targeted instructional coaching will be available by ESOL Instructional Specialists to teachers whose classes contain ELLs and who have regressed in their English language skills during school closures.

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 |
| Glenda Sheffield, Chief Academic Officer |
| Contact information: email, phone number |
| glenda.sheffield@palmbeachschools.org / (561) 434-8622 |
| Date submitted |
| July 29, 2020 (revised August 12, 2020) |
| Superintendent Signature (or authorized representative) |
| Donald E. Fennoy II, Ed.D.  |