



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Hardee County School District]

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: _____

The reopening of the school district will allow parents and students to choose between three different educational plans for the 2020-21 school year. A fourth option will be available for high school students exclusively. Each family will have the opportunity to decide which plan best suits their needs and concerns. These educational choices are the foundation of our reopening plan based on medical and public health expertise in consultation with the needs and realities of school operations. Hardee County School District's opening day for students has been revised from August 10, 2020 to August 12, 2020.

Three choices for students: Traditional, Hardee Innovative Learning Opportunity (HILO), or My District Virtual School (MDVS)

Traditional: Face-to-face is traditional in-school learning in classrooms in assigned school Monday – Friday. There could be a move to full-time distance learning if required by the Department of Health or a Governor's Executive Order. In the event of a quarantine, students will be provided an opportunity to continue learning during the quarantine period through school-based distance learning with instructional support

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Virtual HILO (Hardee Innovative Learning Opportunity): HILO will be an asynchronous instruction model where students will be assigned the same lessons as traditional face-to face instruction. Students will have the same teacher as if they were in the traditional classroom and may move to traditional classroom on a quarterly basis. Student performance will be monitored and assignments graded as rigorously as in the traditional classroom setting. If a student is not successful in the remote setting, the student will be required to return to the traditional setting. This is a school within a school model for students and families that feel that an alternative to traditional face-to face instruction will best meet their needs at this time.

Hardee Innovative Learning Opportunity (HILO)

Attendance

Students will be expected to attend on a daily basis and complete their work during the regularly scheduled school day. Students will sign-in for each class through a virtual platform. Failure to do so will result in the student being marked tardy or absent. The Hardee County School District 2020-21 school board-approved calendar will be utilized by HILO students

Grading:

In both the traditional school and the HILO program, student work will be graded utilizing the same standards and requirements. There will be not be a lower expectation of student work if enrolled in the HILO program.

Fidelity Declaration

Students and parents will be required to sign an agreement confirming that the student assignments and assessments are the exclusive work of the student and were not completed by either a parent or another person. Parents will be a part of the educational process by ensuring that their child completes the program's requirements.

Testing & Assessments

A testing and assessment center will be implemented for students to complete their assessments in a proctored situation monitored by school district personnel. Dates, times, and the location will be announced as students register for their course assessments. Accommodations for individual students with special needs, who are unable to participate at the district assessment center, will be determined based on the individual student's needs.

Teacher Contact Hours

HILO teachers will be available for student and/or parent conferences during designated teacher office hours. Teachers are not expected to conference in the evening or on weekends.

Technology

Each student must have access to a reliable internet connection as a Chromebook will be provided to the student. The school district may provide internet access on a prioritized basis for vulnerable populations. Students and parents will be provided the school district contact information in the event that they need assistance with a technology issue.

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Teaching Staff

HILO and traditional school students will receive their instruction by certified teachers that are employees of the Hardee County School District. The success of the student will be dependent on the support and involvement of the parent as the "Learning Coach".

My District Virtual students (MDVS) will be taught by Florida certified teachers that are contracted through a virtual provider – Misuse of School District Technology Each school within the district will monitor appropriate use of digital devices and software for HILO students. Inappropriate use may result in the termination of the student's enrollment in the program –

Meal Availability

Students may pick-up their lunch and breakfast at their assigned school at a designated time and location

Special Activities

HILO and traditional students will be allowed to participate in any extracurricular activities of their assigned school

Special Needs Students

All requirements for special needs students will be satisfied in accordance with state and federal laws. These services may be provided at the school site or through a virtual format.

HILO Program Transition Process

Students will be allowed to return to face-to-face instruction at the end of each academic quarter unless the student has failed to complete their assignments, it is determined that the HILO program is failing to meet the needs of the student, or that the student is considered truant

Hybrid HILO (High school students only):

Virtual education 3 days a week and face-to-face education 2 days per week.

Depending on the student's last name, they will either be assigned to attend school on Monday and Wednesday or on Tuesday and Thursday. The days that they do not report to school, students will be expected to work virtually on their school work.

The students may sign-in to Google Classroom at the regularly scheduled time of each course during the school day, however, it will not be required.

Overall teachers would provide students 102 minutes of in-person support each week.

Teachers will be expected to monitor the learning progress of the HILO students.

A typical weekly schedule would run Even Day, Even Day, Odd Day, Odd Day with Fridays alternating between Even and Odd Days

My District Virtual School (MDVS): Students will be taught virtually by MDVS teachers

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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

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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.

The reopening of the school district will allow parents and students to choose between three different educational plans for the 2020-21 school year. A fourth option will be available for high school students exclusively. Each family will have the opportunity to decide which plan best suits their needs and concerns. These educational choices are the foundation of our reopening plan based on medical and public health expertise in consultation with the needs and realities of school operations.

Three choices for students: Traditional, Hardee Innovative Learning Opportunity (HILO), or My District Virtual School (MDVS)

Traditional: Face-to-face is traditional in-school learning in classrooms in assigned school Monday – Friday. There could be a move to full-time distance learning if required by the Department of Health or a Governor's Executive Order. In the event of a quarantine, students will be provided an opportunity to continue learning during the quarantine period through school-based distance learning or paper packets with instructional support

Virtual HILO (Hardee Innovative Learning Opportunity): Students attend virtual instruction provided by Hardee County School District Teachers. Students will have the same teacher as if they were in the classroom and will be allowed to transition to traditional face-to-face instruction on a quarterly basis.

My District Virtual School (MDVS): Students will be taught virtually by MDVS teachers

Hybrid HILO (High school students only): Virtual education 3 days a week and face-to-face education 2 days per week with an alternating schedule assigned by the last name of the student.

Students will return to school on Wednesday, August 12 instead of the original start date of Monday, August 10. This will allow extra time for teacher training and preparation for the school year.

Elementary School Hours 7:30 am – 2:00 pm
Hardee Junior High 8:00 am – 3:00 pm
Hardee Senior High 8:30 am – 3:22 pm

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.

Recognizing that the most effective instruction is that all families, regardless of the location of their learning environment (Traditional face-to-face, HILO-Innovative Learning at home, HILO-Hybrid , or My District Virtual) will continue to be provided the full array of services. Such services include Title I services, tiered intervention instruction, special education accommodations and tiered instructional supports, speech and language services, OT/PT, mental health services, and academic/school counseling. Hardee County has a District Title I Resource Teacher, Homeless Liaison and Migrant Liaisons to support our low-income families, students of migrant workers, students who are homeless and students in foster care. Access to breakfast and lunch for students will continue despite the students' learning location (on campus or remotely). Any student identified as falling behind will be provided opportunities through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, re-teaching, and extended learning opportunities, which will be funded through various funding sources including Title I Parts A and C, Title III, Title IV, GEERs Recovery and CARES Act.

Plan for Implementation of Assurance 3

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

The Hardee County School District has a progress monitoring system with formative and summative assessments that are predictive of statewide assessment outcomes and provide valid data for use by teachers and leaders when making decisions about student intervention and acceleration. Regardless of the model chosen, students are able to participate in all aspects of progress monitoring and assessments.

Reading

For students in Grades K-8, we use the i-Ready Diagnostic which is administered three times a year to provide teachers with actionable insight into student needs. In addition, for students in Grades K-5, we use STAR and STAR Early Literacy assessments. In Grades 9-12 we use school based common assessments within the EDIS platform for quarterly screening and progress monitoring with students.

Mathematics

For students in Grades K-8, we use the i-Ready Diagnostic which is administered three times a year to provide teachers with actionable insight into student needs in mathematics. In addition, for students in Grades 6-8 Mathematics and Grade 8 Algebra, we use school based common mini assessments and quarterly assessments within the EDIS platform to progress monitor. For students in Algebra and Geometry we use school based common assessments for quarterly screening, progress monitoring and goal setting with students.

Science

For students in grades 5-8 and Biology, our students are assessed using district/school-created assessments within the EDIS platform. These assessments occur at the end of a grading period or at least 3 times per year. For students in all other grade levels, they are assessed using curriculum resource-based assessments and the occur at the end of a standards based science unit.

Social Studies

Students in Grades K-5 are assessed using the curriculum resource Studies Weekly. Students are assessed using district/school-created and curriculum resource-based assessments in Grades 6-12 including use of the EDIS platform for U.S. History courses which have quarterly district assessments.

Plan for Implementation of Assurance 4

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

The Hardee County School District will be progress-monitoring students in ESE, regardless of the instructional model chosen, using the same assessments utilized in the district's MTSS/RtI Problem Solving Process. If a student is on alternate achievement standards with a severe cognitive disability and unable to use the same assessments, progress monitoring will be conducted using Brigance.

Through the MTSS/RtI Problem Solving Process, students with gaps will be provided additional support through school based interventions and/or after school programs. IEP Teams will also consider the following:

- What IEP adjustments to present levels, goals, and services are needed after analyzing collected data?
- Upon return, is the student demonstrating new concerns that would impact FAPE?
- Did the student regress significantly in critical skill areas and/or fail to make appropriate progress in the general curriculum or toward IEP goals such that "additional services" are needed beyond the multi-tiered system of supports in place to close the gap?

If the IEP team determines the student needs additional services due to critical skill gaps created by COVID-19 and/or to help the student "close the gap" more quickly, the IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. If compensatory services due to COVID-19 school closures is determined, the IEP Team will consider the following questions:

- What additional services may be appropriate to lessen the impact of the school closure on the student's progress?
- Will the failure to provide the additional services prevent the student from making appropriate progress in light of the student's circumstances?
- Will the student be overwhelmed with the additional services that may result in diminishing returns if required?
- Does the parent/student wish to participate?

Student progress will be monitored to review the effectiveness of interventions and services and the IEP team will meet to make adjustments as needed.

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 first day of school for students in the School District of Hardee County School District is August 12, 2020. In response to concerns regarding COVID-19 exposure, parents and guardians of English language Learners (ELLs) may choose ELLs to participate in Traditional (Face-to-Face), Hardee Innovative Learning Opportunity (Virtual-School within a School), My District Virtual School (Digital Learning), or for Hardee High School student HILO-HYBRID (2 days on campus and 3 days virtual). At the beginning of the school year, the ELL committee will convene to discuss ESOL services (data, grades, curriculum, program model, and educational background). At this time, the ELL committee will also discuss any regression, which occurred during the COVID-19 pandemic. If the ELL's reading, writing, listening, or speaking skills in English have regressed during the school closure, the school ELL committee will determine the additional or supplemental ESOL services needed to support the ELLs. The school ELL team will indicate the student's regression and the additional ESOL services in the ELL plan for each student. The district will provide the schools training and support on the extra support or services.

ELL Committee Guidelines:

- ELL committee consists of an administrator, a guidance counselor or classroom teacher, a parent or guardian, and an ESOL teacher.
- Although ELL committee meetings may take place virtually or on-site, the school district will ensure appropriate identification of English skills is noted and schools have the resources to implement additional interventions and strategies.
- ELL committee will review the ACCESS for ELLs results, iReady Data and other school data.
- ELL committee may request a review of the student's progress at any time during the COVID-19 pandemic. The committee may recommend changes in the student's curriculum or supports.
- Additional support may include pre-teaching and front-loading vocabulary, cognates, and supporting standards. ESOL paraprofessionals will be trained on pre-teaching strategies to provide an additional layer of support for ELL Non-English Speakers.

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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	
Teresa Hall, Director of Student Academic Services	
Contact information: email, phone number	
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Date submitted	
7/30/20	
Superintendent Signature (or authorized representative)	
<i>Paul Skynna</i>	