



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Hendry County District Schools

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: 2

Hendry County District Schools Proposed Innovative Model:

Based on stakeholder feedback and findings targeting the reopening of Hendry County School District (HCSD), the district will offer three options for returning to school with an option to fit everyone's needs. This multi-option, innovative reopening plan is designed to meet the needs of all HCSD students in elementary, middle, high, and alternative programs. These options allow for parents and families to choose the safest option for their student. With comprehensive plans in place to keep everyone safe, healthy, and ready to learn, the Hendry County School District will welcome all students back on Monday, August 24, 2020 with Innovative and Virtual instruction beginning this week. Parents and students will be able to access face-to-face instruction in a Brick-and-Mortar option beginning Monday, Aug. 31, 2020.

The Hendry County School District's Three-Option Innovative Model was presented to parents for choice on Wednesday, July 8, 2020 and parental choice was completed on Wednesday, July 15, 2020.

Three-Option Innovative Model includes the following options:

Option 1: Traditional On-Campus - a return to the assigned school campus and the classroom where students will interact directly with their teacher(s) and classmates.

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Option 2: Distance Learning Online - designed for families who would like to maintain their connection to their enrolled school through a digital platform with live synchronous and asynchronous instruction with the same curriculum as in-person instruction.

Option 3: Virtual School – Hendry Online Learning Academy (HOLA) is the District's in-house virtual school option for secondary students (recommended choice for parents and students). This choice will be facilitated by dedicated distance learning online instructors at the secondary level. These teachers will follow the same expectations as other Distance Learning Option instructors and will utilize Edmentum curriculum and coursework to support students who choose this virtual learning model. (Other non-Hendry County Virtual Programs are additional choices for a virtual option that include Elementary Level curriculum.)

Each option was developed with the safety of students, families, and staff in mind. All three options run five days per week, meet the Florida Department of Health Guidelines, and have been created with review by the local, Hendry County Department of Health. Within all options and across all schools, learning, determining achievement gaps through the MTSS/RtI process, safety, and equity are the district's top priorities. The district will be flexible and adaptable to all student needs.

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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: 5

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: 7

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: 8

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: 9

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: 10

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. N/A

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.

Implementation of Assurance 1:

Hendry County District Schools has three options for returning to school.

Option 1: Traditional On-Campus

This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions.

Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing effective safeguards to protect the health and safety of students and staff.

Campus Procedures:

- Practice safe social distancing to the greatest extent possible
- Post signage and provide lessons to strongly encourage frequent hand washing and hygiene practices
- Ensure hand sanitizer is available throughout the campus
- Increase cleaning protocols throughout each campus, including replacing air filters more frequently
- Limit group gatherings
- Encourage face coverings on campus
- Expect symptom screening for all staff and students
- Ensure any staff or students who exhibit symptoms are not at school or in the workplace

Bus Procedures:

- Expect students wear face coverings on the bus
- Clean high touch areas between runs
- Ensure hand sanitizer is available on each bus
- Disinfect each bus thoroughly at the end of each day

At the elementary school level, we are creating a cohort isolation model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, media center, and the playground. Interaction with students from other classes will be limited to the greatest

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extent possible. If a student displays symptoms of illness, it will likely impact their cohort classmates, and not the entire school, in terms of quarantine or other interventions.

At the secondary level, each school will have a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center and gymnasiums will be significantly reduced. Extracurricular activities will resume, and will adhere to recommendations from CDC, the DOH, and the FDOE.

Option 2: Distance Learning Online

This model is designed for families who would like to maintain their connection to their enrolled school, but don't yet feel comfortable sending their student(s) back to school in August. Students will attend school remotely, following the standard school schedule and bell times.

Based on feedback after our distance learning experience during Quarter 4, this learning model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers each day for every class. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home or at school, if circumstances change during the year. This learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times, and reflects our District's commitment to providing a high-quality instructional experience, no matter what the setting. Devices and internet hotspots will be available to support students who participate in this option.

Expectations:

- Students are at home learning and will need access to a device and internet
- Instruction is provided remotely and students will have access to their teachers during the regular school day hours
- Elementary students can expect daily lessons with face to face connections
- Secondary students can expect daily face to face connections for every period
- Attendance will be taken daily in each course

Additional Supports:

- Virtual office hours and small group sessions to meet social and academic needs
- On demand access to a library of tutorials, trouble-shooting, and tech support
- Tips and strategies to support students learning off campus
- Support from case managers and academic intervention teachers to meet student needs during regular school hours

While many courses will be available through Distance Learning Online, some courses will only be offered through the Traditional option or through Hendry Online Learning Academy (Secondary) or another virtual option (Elementary) outside of the Hendry County School District.

Option 3: Virtual School

Hendry Online Learning Academy (HOLA) is the District's in-house virtual school option for secondary students (recommended choice for parents and students).

This virtual option will be facilitated by dedicated distance learning online Hendry County School District instructors at the secondary level (Grades 6-12). These teachers will follow the same expectations as other Distance Learning Option instructors and will utilize Edmentum curriculum and coursework to support students who choose this virtual learning model. (Other non-Hendry County virtual programs/schools are additional choices for a virtual option that include elementary level curriculum.)

Students and parents may also participate in a virtual program/school of choice at any level.

Subject to advice and orders of the Florida Department of Health, local health department, and Executive Order 20-148 and subsequent orders, all Hendry County School District Schools will reopen in August in the traditional setting. Teachers will return to work on Monday, August 3, 2020. Students will return Monday, August 24, 2020. To ensure the statutorily required number of instructional minutes are delivered, all schools and digital learning options will be in session five days per week.

Hendry County School District believes that the best instruction is instruction delivered in-person by a qualified, certified teacher who has developed a positive relationship with students. However, it is also understood and expected that some students may be more comfortable opting for a distance learning due to underlying health conditions or for other reasons. Those students will receive instruction that mirrors the face-to-face instruction provided to students in the brick & mortar setting.

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.

Implementation of Assurance 2:

To ensure that multiple levels of services are in place to meet the needs of our unique student populations, the Hendry County School District (HCSD) will extend multiple outreach opportunities to students of low-income, homeless, migrant and foster care. 93% of HCSD students are classified as poverty qualified students based on the federal lunch program. Federal entitlement and state grant funding is targeted toward providing this population supplemental educational supports through face to face and on-line remediation, including technology distribution of laptops and hotspots for internet connectivity, iPads for communication skills in our highest needs students, along with backpacks and school supplies. Parent nights (once per month) through grant funding will provide the necessary tools to help parents, students and families maneuver through the new ways of learning, services in the community, parenting skills, etc. The HCSD will offer one night per week of student and family counseling available in-person and virtually to meet the needs of those families in need of additional emotional support. All students will have access to social workers, school psychologists, and school

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counselors who will work collaboratively to address the individual emotional, social, and physical needs of each student. Clothing, food, transportation, medical, social/emotional and specific educational needs are addressed on an individual one to one basis. All students have access to the Footsteps@Brilliance app, an online program in English and Spanish, targeting early literacy and math foundational skills.

The Hendry County School District utilizes a Multi-Tiered System of Supports that targets all populations of students, including our most vulnerable populations, such as students from low-income families, student of migrant workers, students who are homeless, students who are in foster care, and students of exceptional education. This system of support provides a tiered approach to support in all aspects of a student's learning: social, emotional, behavioral, and academic based on the student needs across all populations. Interventions and supports will be determined through all learning modalities to support students and areas of need, including any areas affected by the COVID closures of schools in the spring of 2020, and the loss of skills due to that closure.

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.

Implementation of Assurance 3:

For grades K-8, iReady will be utilized for progress monitoring for reading and math. Three diagnostics will be given. Diagnostic 1 will take place within the first four weeks of schools. Those students choosing the distance learning option will make appointments to come to school to take the diagnostics. Diagnostic 2 will take place in December 2020, and Diagnostic 3 will be given in late early April. Once the diagnostic is given, profiles are created within the iReady tool to show where deficiencies are for each student. Accommodations will be made for medically fragile students or students who have other needs. Teachers can use these profiles to group students for interventions and/or to reteach in order to ensure adequate progress. In addition, tiered support can be planned based on the data and recommendations from the teacher toolbox.

For grades 9-12 Edmentum(*Study Island*), *Apex Learning*, and *Albert* is used for progress monitoring. The schedule for progress monitoring is based on quarters and semesters, and will include a diagnostic that will take place within the first four weeks of school.

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.

Implementation of Assurance 4:

The Hendry County School District will provide all students with an assessment and progress monitoring tool such as iReady, Edmentum, or Apex Learning, no matter the chosen option for learning. These assessments will be given to all students who are deemed appropriately assessed in this manner. For those students whom the IEP teams have deemed these general assessments as not appropriate (student with significant cognitive disabilities), the district will provide assessment and progress monitoring through tools such as, TeachTown's enCORE or Unique Learning Systems. IEP teams will review progress monitoring data prior to the school closure due to COVID-19 and compare the results from the first assessment completed in the 20/21 school year, as well as review informal assessments and assignments in the classroom. IEP services will be provided in both brick-and-mortar and innovative models.

The IEP team will determine the impact COVID-19 school closures had on each student's present levels of performance, skills and current educational needs, if any, and how educational services may need to be adjusted to match the student's current levels of performance and needs. The following questions could be reviewed by the IEP team (or additional questions deemed necessary):

- What IEP adjustments to present levels, goals, 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 support in place to close the gap?

If the IEP team determines the student needs additional supports or interventions in order to assist with closing the gap more quickly, dependent on the services already written on the IEP, the team may refer the student to the MTSS process, adjust the amount and type of services being provided by the ESE teacher, consider extended school year services, or determine the need for COVID Intervention Support Services (compensatory services due to COVID-19 school closures). If services are determined necessary, the IEP team will consider the following:

- What additional services may be appropriate to lessen the impact of the school closure on the student's progress?
- Will the failure to provide 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 student and/or parent agree with the additional services and are they willing to participate?

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The Hendry County School District will work with IEP teams to provide supports, services, and interventions necessary to the recovery of student learning due to the documented deficits or learning slides from school closures due to COVID-19.

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.

Implementation of Assurance 5:

The LEA employs a district ELL Resource Teacher. This Resource teacher along with school site counselors and MTSS teams will ensure ELL committees are held either face to face or virtual through a google meet based on state guidelines. Students who have regressed will be offered additional and supplemental services based on progress monitoring data. There are approximately 820 ELL students in the district and the ELL Resource teacher monitors this data for the ELL students. Access 2.0 for SY 19.20 was complete before schools closed for covid-19, so that data will be available to look at for progress monitoring, as well as iReady diagnostic 2 data from 19.20 and diagnostic 1 data from 20.21. Gaps will be identified. Resource teachers funded by title I at elementary and middle schools will focus on ensuring ELL students receive interventions to address any regressions due to distance learning or loss of learning and instruction time. In addition, the district ELL resource teacher will coordinate services for English Language Learners and will provide supplemental, job-embedded professional development that will assist teachers, especially new teachers in building knowledge of the most effective methods to help students increase their English skills and academic content knowledge.

Additional supports include interactive computer programs specific to English Learners, such as Nearpod for ELLs, will assist in building language and reading skills by front loading vocabulary, and will provide visual cues that will assist English Learners in content mastery, not only in Math and Reading, but in the areas of Science and Civics and other areas of regression. An after-school program will be available for those students in need of extra services and instruction for students who choose face to face learning. For those students working from home, the ELL resource teacher will work with distance learning teachers to ensure services are occurring. Chromebooks and hotspots will be provided to students who choose distance learning.

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Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

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| Name and title of person responsible for completion and submission of the Innovative Reopening Plan |
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| Contact information: email, phone number |
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| Date submitted |
| |
| Superintendent Signature (or authorized representative) |
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