



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Pasco County 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 **Pasco County Schools 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: _____

Since April of 2020, Pasco County Schools has been working across the district, and with local health and county officials, to create a ReOpening Plan that will provide high quality instructional opportunities for students, be as safe as possible for staff and students, provide families options for learning environments, and ensure that we can keep as many of our staff employed as possible. We included many voices – from parents, teachers and school leaders – as we drafted, recrafted and developed our ReOpening Plans.

Feedback was solicited from students, teachers, school and district leaders and families through two surveys, including a national COVID19 reflection survey with over 14,000 respondents and a community Thought Exchange with over 17,000 participants. Additionally, focus groups were held with school leaders, teachers, and families and feedback was garnered from the Department of Health and several community groups. From the data gathered, the District formed 15 different work groups to assist in planning details around health and safety, curriculum and instruction, school operations, athletics and additional areas. Our ReOpening Plan, with three different instructional models, was then developed with the recommendations from these work groups, and shared widely with families: <https://www.pasco.k12.fl.us/reopening> Families were asked to make a choice for their preferred instructional model, outlined below, for their student for the 2020-2021 school year.

Traditional Brick and Mortar- This model is offered for families who feel comfortable sending their children to school, with appropriate health and safety precautions (transportation student and staff movement, lunchroom procedures and cleaning routines all adjusted to comply with guidelines) and students and teachers will follow a traditional school schedule that includes all the core classes and other subject areas facilitated by a highly qualified teacher in a traditional classroom setting with standard schedule and bell times. Students served in DJJ educational programs will be served in the traditional model.

Full-Time Virtual-Our nationally recognized virtual school, Pasco eSchool, is a full-time school and provides a learning model for students and families whose current health and safety concerns are preventing them from feeling comfortable returning to traditional school. We offer courses for students in kindergarten- 12th grade supported by a dedicated team of highly qualified virtual teachers. This option requires a semester or year-long commitment, as well as an adult who can partner with Pasco eSchool teachers by serving as the learning guide for the student.

Pasco mySchool Online—This model is designed for families who would like to maintain their connection to their enrolled school but aren't certain that they will feel safe to return their students to school in August. 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.

MySchool Online details:

Students are at home learning. Instruction is provided remotely five day per week during the regular school day hours.

- Elementary students can expect daily live lessons with face to face connections
- Secondary students can expect daily face to face connections for every period

While it is not recommended that students are engaged face to face for all six hours of the day, teachers should minimally provide synchronous instruction for at least 50% of the time throughout the week. Teachers are assigned to a specific school cost center and serve students from that same school. Principals will have the flexibility to work with their Assistant Superintendent to use teaching allocations to best meet the needs of their students and families.

Intent to Return surveys will be sent to staff and students with deadlines.

- Staff who express interest or need in working in **mySchool Online** will have to agree to certain conditions driven by the instructional expectations. Expressing interest/need in the “home model” will not guarantee a placement in that program.
- As families express interest in **mySchool Online**, schools will have the information needed to schedule students and teachers.

If a family wishes to change between the traditional classroom model and **mySchool Online** after the start of the school year, this would be handled at the school level through a schedule change request. If they choose, a student could stay in **mySchool Online** for an entire semester or school year. **mySchool Online** does not allow for students to have a combination of days on the school campus

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and days at home for instruction. The expectation that parents/students remain in their selected model for the semester will be communicated to parents prior to the intent to return process.

ESE Students Pursuing Access Standards - For students pursuing access standards, parents have the option of enrolling in traditional schools or mySchool Online. Pasco eSchool only provides services for students on regular standards and is not an option for students on access standards.

Early Childhood Programs - The only option provided for Head Start, Voluntary Prek (VPK), Early Head Start and CYESIS classrooms will be the Traditional Model in the classroom. The children will follow the arrival and dismissal procedures, transportation, car rider and walker procedures as determined by the district and with the guidance of the site-based school administrator.

Children enrolled in the PreK Exceptional Student Education (ESE) programs will be able to participate in the Traditional Model or mySchool Online Model.

The only option for a child participating in the VPK program with Prek ESE classroom will be the Traditional Model.

- Early Head Start Home-based will be providing further guidance to families enrolled in this model.
- More guidance will be provided for children being served in the Early Childhood High School Academy.

Teen Parent Program (Cyesis Center) - For students interested in enrolling in the Teen Parent Cyesis Program at Pasco High School or River Ridge High School, students must be enrolled in the traditional brick and mortar setting. Pasco eSchool and mySchool Online will not be an option. Teen parents can still participate in the Teen Parent Program voluntary educational program and ancillary services through mySchool Online and Pasco eSchool but will not have access to the Cyesis Programs at Pasco High School and River Ridge High School.

Students Assigned to Alternative Schools - Students assigned to alternative schools will have the option to receive educational services in the traditional brick and mortar setting at the designated alternative school or through mySchool Online at his/her zoned school for the duration of their disciplinary placement. If the student chooses to return to a traditional brick and mortar setting during the duration of their disciplinary placement, the student will return to the assigned alternative school.

Medically Vulnerable Populations - For medically vulnerable students who come to school, school health staff will develop or review school care plans in consultation with the family and child's doctor, as appropriate. Pasco County schools will consider accommodations on a case-by-case basis. For families with vulnerable students who do not intend to return to a traditional school setting, staff will work with the family to consider options. These options include but are not limited to mySchool Online, Pasco eSchool and Hospital/Homebound.

We will continually examine prevailing conditions of local COVID-19 cases and impact and, as a result, the District may switch or change models throughout year based on these conditions. The base curriculum design and materials selections for both traditional and mySchoolOnline courses will allow for students and teachers to transition from brick and mortar classes to mySchoolOnline with minimal interruption if there is a need for individuals or groups to be away from school. In order to support the potential transition back and forth throughout the year resources, curriculum and materials modifications will be made with additional training and supports for teachers to adjust assignments, live lessons and tasks based on students' 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: _____

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick and mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district’s reopening date and schedule by school type.

Traditional Brick and Mortar- This model is offered for families who feel comfortable sending their children to school, with appropriate health and safety precautions (transportation student and staff movement, lunchroom procedures and cleaning routines all adjusted to comply with guidelines) and students and teachers will follow a traditional school schedule that includes all the core classes and other subject areas facilitated by a highly qualified teacher in a traditional classroom setting with standard schedule and bell times.

As of the date of the submission of this plan, Pasco County Schools will be reopening schools is August 24, 2020.

The sample schedule* by school type is as follows for the 2020/2021 school year:

School Level 2020-2021	Start Times	End Times
Elementary School	9:40	4:08
Middle School	8:30	3:08
High School	7:30	2:08

*Individual schools bell times may vary. Pasco County Schools will utilize a modified school calendar incorporating 170 student days, in compliance with Florida Statute: 1001.42(12)(a). The District meets or exceeds the prescribed instructional minutes and hours at all grade levels.

We will continually examine prevailing conditions of local COVID-19 cases and impact the District may switch or change models throughout year based on conditions. The base curriculum design, materials selections, and assessments for both traditional and mySchoolOnline courses will allow for students and teachers to transition from brick and mortar classes to mySchoolOnline with minimal interruption if there is a need for individuals or groups to be away from school. In order to support the potential transition back and forth throughout the year, resources, curriculum and materials modifications will be made with additional training and supports for teachers to adjust assignments, live lessons and tasks based on students' needs.

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 district plans no change to the services offered to students in previous years in brick and mortar schools. 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).

Special Education Services Pasco County Schools is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, staff will continue the work with families to collaboratively identify the most essential services for each student that can be provided.

Migrant Students - Migrant students will continue to be identified through the Migrant questionnaire provided during student registration. Once a student is identified as migrant, Pasco County Schools will ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Services such as academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services will be provided to migrant students regardless of students being enrolled in brick and mortar or distance learning.

Foster Care Students - In accordance with Every Student Succeeds Act (ESSA), Pasco County Schools will collaborate with Eckerd Connects (child welfare agency) to ensure that students in foster care experience predictability and have the opportunity to academically achieve at the same high level as their peers. Specifically, Pasco County Schools will limit educational disruptions by keeping foster youth who move (due to entering the foster care system or changing placements) in their school of origin, unless it is determined to be in the child's best interest to change schools. Additionally, if it is decided that it is not in their best interest to remain at their school of origin, the foster youth will be enrolled in their new school without delay.

Pasco County Schools' designated foster care liaisons will provide annual training to staff within the Student Services department, including but not limited to, School Social Workers, School Nurses, School Psychologists, and School Counselors in order to increase capacity and awareness for the specific needs of this student population. This will include enrollment of students at all levels and the Title I, Part A provisions of ESEA and the provisions of ESSA as they both relate to school stability for foster youth.

Homeless Students - Authorized under Federal law through the McKinney-Vento Homeless Education Assistance Act, the Students In Transition Program (S.I.T.) provides services to ensure identified homeless children and youth have access to a free and appropriate public education by removing barriers due to homelessness. The S.I.T. program is administered by the Student Services team members. The S.I.T. Team includes a designated Homeless Liaison, Social Worker, and Data Entry Operator. In addition, each school has a designated Homeless Advocate who assists their school in implementing federal law and district policy requirements relating to the education of homeless children and youth. The S.I.T. Team also works to ensure that homeless students receive the services to which they are entitled such as immediate school enrollment, assistance with transportation to the school of origin and free meals. Families of homeless students receive a comprehensive resource packet that includes information detailing how to contact agencies within the community for assistance with basic needs. S.I.T. has a stock of hygiene items and emergency clothing available to homeless students so that they may attend school. In addition, S.I.T. staff is available to assist with school placement decisions and school enrollment disputes.

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.

Pasco Schools will invest in the **district wide** implementation of NWEA MAP assessment (for all instructional models, including traditional, mySchool Online and Pasco eSchool) that includes a diagnostic screener for both English Language Arts and Mathematics for grades K-8. This nationally normed assessment will assist teachers and leaders in pinpointing areas of need for students and then be able to respond with instructional support to fill any gaps and accelerate learning. This assessment will be given three times a year, not only to provide diagnostic data at the beginning of the year, but also to provide progress monitoring data through the year. In grades 9 and 10, for both the traditional model and mySchool Online, we will use the Achieve3000 literacy assessment at the beginning, middle and end of the year to diagnostically determine any gaps in learning and subsequently monitor student learning to ensure adequate progress. In Algebra 1, for both the traditional model and mySchool Online, we will use the curriculum based diagnostic and progress monitoring tools that are align to the state standards, as well as specifically to adaptive instructional resources built into the curriculum. For Geometry, or both the traditional model and mySchool Online, the nationally recognized NWEA MAP assessment will be used as a diagnostic to determine learning loss or issues, as well as to progress monitoring student growth through the year. After administering the diagnostic assessments for all students, the school teams in the traditional model and in mySchool Online will follow the problem-solving process described below to develop and monitor systems of support for students based on initial diagnostic assessments.

Progress Monitoring Process

Steps for Traditional, mySchool Online and Pasco eSchool	Guiding Questions
<p align="center"><u>Beginning-of-Year Determinations for New Students and/or Change of Status Fall 2020</u></p> <p>Data Collection and Analysis of:</p> <ul style="list-style-type: none"> • Diagnostic and/or interim assessments (NWEA, Achieve3000, PearsonEnvision) <ul style="list-style-type: none"> • Course Grades • District/State Assessments (when available) • Classroom Performance <ul style="list-style-type: none"> ○ Formative and Summative Assessments (IRLA, Achieve3000, Unit Tests, Performance Tasks, etc.) • Early Warning System (EWS) Indicators 	<ul style="list-style-type: none"> • Does the student meet grade level expectations according to the decision-making matrix for reading, writing, mathematics, and science? • Is the student on-track for attendance, behavior, and course performance? <ul style="list-style-type: none"> ○ For Middle School – Is the student flagged based on SB850 EWS requirements?
<p align="center"><u>Communicating with Parents (Fall)</u></p> <ul style="list-style-type: none"> • For new students or those with a change of status, a letter will be sent to parents notifying the status of meeting or not meeting standards. 	<ul style="list-style-type: none"> • What are the goals for student achievement by content area? • Where is the student’s current performance? • What is the gap? • Why is the problem occurring?

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<ul style="list-style-type: none"> • Indications of “yes” or “no” are reported on the quarter 1 report card for the areas of reading, writing, mathematics, and science. • For all students with a PMP, parents are invited to attend a conference within the first quarter to discuss tiered intervention and provide input. <ul style="list-style-type: none"> ○ For MS students who also meet the SB850 EWS requirement, it is recommended to combine parent conferences. 	<ul style="list-style-type: none"> • What steps need to be taken to close the gap? What interventions have been attempted? What interventions should be considered now based on the results? <ul style="list-style-type: none"> ○ Consider MTSS data and fidelity of interventions that have been attempted (Was the intervention implemented as designed?).
<p style="text-align: center;"><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> • Use the PLC guiding questions and inquiry cycle to plan for, implement, and monitor instructional strategies and tiered interventions. 	<ul style="list-style-type: none"> • What data sources are used to monitor progress? • Who is responsible for data collection and analysis? • Who is responsible for providing intervention/tiered supports? • How often does the PLC review data and make adjustments to ensure students meet expectations? • How is the inquiry cycle be used to help make ongoing decisions?
<p style="text-align: center;"><u>End-of-Year Determinations Spring 2021</u></p> <p>Data Collection and Analysis of:</p> <ul style="list-style-type: none"> • Quarterly Checks • Course Grades • District/State Assessments (when available) • Classroom Performance <ul style="list-style-type: none"> ○ Formative and Summative Assessments (IRLA, Achieve3000, Unit Tests, Performance Tasks, etc.) • Early Warning System (EWS) Indicators 	<ul style="list-style-type: none"> • Did the student meet grade level expectations according to the decision-making matrix for reading, writing, mathematics, and science? • Is the student on-track for attendance, behavior, and course performance?
<p style="text-align: center;"><u>Notifying Parents (Spring)</u></p> <ul style="list-style-type: none"> • Indications of “yes” or “no” are reported on the quarter 4 report card for the areas of reading, writing, mathematics, and science. • A letter accompanies the Q4 report card to clarify for parents the status of meeting or not meeting standards. 	<ul style="list-style-type: none"> • What are the goals for student achievement by content area? • Where is the student’s current performance? • What is the gap? • Why is the problem occurring? • What steps need to be taken to close the gap? What interventions have been attempted? What interventions should be considered now based on the results? <ul style="list-style-type: none"> ○ Consider MTSS data and fidelity of interventions that have been attempted (Was the intervention implemented as designed?).

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Students pursuing Access Standards will participate in local progress monitoring assessments that will be specific to grade level and Access Standards, in order to assess proficiency in a specific skill or standard. The tools utilized will be Unique Learning System. These progress monitoring assessments will be aligned to the student's IEP goals and will allow the team to continually measure, monitor and adjust instruction to ensure students are making adequate progress. Progress monitoring will occur pre/post each quarter. In circumstances where the results might indicate that the IEP team needs to meet to review data and possibly amend the IEP. These IEP meetings should be scheduled early in the quarter. ESE service providers will need to collect data on IEP goals. Staff should track a student's recoupment of skills and ensure that, where necessary, Extended School Year (ESY) is considered. For students who are instructed virtually, the expectation will be that students receive real-time specially designed instruction and related services, as if they were served in a traditional, face-to-face setting through a virtual platform (e.g. Microsoft Teams or Zoom).

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.

Special Education Services

Pasco County Schools is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, staff will continue the work with families to collaboratively identify the most essential services for each student that can be provided. Individual Education Plan's (IEPs) will be reviewed for the circumstances of the learning environment that the family selects.

Individualized Education Program (IEP) Meetings

Pasco County Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, IEP teams will partner with families to determine the most practical format to conduct IEP meetings.

Delivery of Special Education and Related Services

General education/special education educators, related services providers and families will discuss students' individual needs, and to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP to provide access to curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Progress Monitoring and Reporting

IEP teams will have in place consistent data collection and service log procedures for use across all learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP

goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Quarterly reports on the progress the child is making toward meeting the annual goals will continue to be provided.

Education Plan (IEPs) or 504 Plan accommodations in MySchool Online

All students attending mySchool Online will have access to the many accommodations that naturally occur in the virtual setting. In addition, mySchool Online will provide any accommodations listed on the IEP that are applicable to the online educational environment. Student progress will be closely monitored, and continued adjustments will be made as necessary as determined by the IEP team.

Related Services

Students in mySchool Online and Pasco eSchool may come to school campuses to receive their IEP related services (OT/PT/SLP) or may select to participate in the related services virtually. This should be a set schedule so that space is reserved and to minimize as much mixing within a traditional cohort as possible.

Child Find and Evaluations

Pasco County Schools will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, we will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. Pasco County Schools is conducting evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

IEP/EP, Evaluations, Eligibility and Reevaluation Meetings

For cases in which a yearly meeting was not held due to COVID-19, those meetings will be scheduled promptly upon return to school. Any IEP/EP that has gone beyond the meeting due date, will be prioritized. Further information will be provided to schools regarding IEP/EPs that will expire prior to October FTE Date Certain to ensure all meetings are scheduled and held. Case managers will also review any students for whom there is an open reevaluation. The case manager will meet with the student services team upon return to school in August to review all open cases and to prioritize completion. If parents/guardians have concerns about the status of IEP/EP or reevaluation, they should contact their case manager or school during the opening weeks of school.

Compensatory Services for Students with Disabilities:

Compensatory education may be offered or ordered if a district denies a student FAPE under the IDEA either by not developing an appropriate IEP or by not properly implementing the IEP it has developed. Distance Learning was not a denial of FAPE, but an executive order for the closure of schools and a temporary instructional model for the delivery of services. However, each student with an IEP may have

extenuating circumstances that necessitate compensatory services due to the lack of progress he/she would make within a traditional school schedule.

Procedures for Determining Need for Compensatory Services: The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures may be significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel will review each child's IEP to determine the need for additional support which may require revisions to the IEP to adjust for regression that may not be recouped through a traditional school schedule. If it is determined that a student cannot make adequate progress within the traditional school schedule, mySchool Online, Pasco eSchool or a parent requests compensatory services, an IEP meeting will be convened to determine the extent to which compensatory education will be provided.

IEP teams will be provided with additional support and resources to guide them as they consider requests for compensatory services. Data that should be reviewed includes, but is not limited to, pattern of regression after past breaks in service, pre-/post-tests, progress on annual goals, point sheets, report cards, teacher-made checklists, work samples, therapy logs, parent input, probes/running records, frequency charts, referrals/discipline file, other documentation related to extenuating circumstances. Additionally, teams will be provided with guiding questions to ensure all appropriate data points, parent input, individual student need and statutory requirements are considered:

1. Is the nature or severity of the student's disability such that the student would be unlikely to benefit from his/her school schedule without the provision of compensatory services?
2. Are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without compensatory services?
3. Do the data indicate the likelihood that significant regression occurred in critical life skills related to academics, or, for pre-K students, developmentally appropriate preacademic skills, and that those skills cannot be recouped without compensatory services?
4. Do the data indicate the likelihood that significant regression occurred in critical life skills related to communication, and that those skills cannot be recouped without compensatory services?
5. Do the data indicate the likelihood that significant regression occurred in critical life skills related to independent functioning and self-sufficiency, and that those skills cannot be recouped without compensatory services?
6. Do the data indicate the likelihood that significant regression occurred in critical life skills related to social/emotional development or behavior, and that those skills cannot be recouped without compensatory services?

If any of the questions above are answered yes, then compensatory services may be required in that specific area. If all are answered no, then compensatory services may not be required. Supporting documentation is required.

If the request for compensatory is a result of COVID 19 and the IEP team has determined that compensatory services are required, consider the following information:

- IEP teams will refer to the requested make up services as "COVID-19 response services," as this could foster better relationships as educators and parents work together to ensure students receive

the services they need. Teams should not refer to distance learning services as a “change of placement.” This is not a change of placement made by the district—it was made by COVID-19.

- Teams will need to consider that some students may have no academic loss, however, some may need more services.

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.

English Language Learners

English Language Learners (ELLs), like all our students across the district, have had a disruption of their daily lives, have worries about their own families, and have experienced high-stress situations. The district recognizes that students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community.

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

The goal remains for ELs to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. Schools will continue to be guided by the following principles in delivering EL services:

- Assets-Oriented and Needs-Responsive Schools
- Meaningful Access to Quality Instruction
- Meaningful Communication with EL Families

These principles will continue to guide the district in implementing instructional programs for ELs during the transition to reopening schools. This means that the schools will ensure that they embrace ELs as the assets they are while also providing them with the support they need to succeed.

The same is true for EL students with disabilities. For dually identified students, a knowledgeable educator will be involved in planning distance learning needs for students with an individualized education program (IEP/EP).

Recently Arrived ELs and ELs in need of Interventions

The district will continue to provide designated and integrated English Language Development (ELD) and Developmental Language Arts (DLA) and have the flexibility to determine how services will be provided to ELs. Under state and federal law, there is no required amount of time that must be allocated to EL services.

In addition to the considerations noted for all students, the following considerations and processes will be in place for students who receive EL services across all settings. EL students will continue to receive services including:

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- Designated time for ELD and DLA instruction within the schedule with opportunities for extended instructional time (for recently arrived ELs and ELs identified for interventions).
- Embedded grade-level content supports within lessons to meet the needs of ELs at their level of English language proficiency (for recently arrived ELs and ELs identified for interventions).
- Imagine Learning licenses will be assigned to recently arrived ELs and students that have regressed academically in order to address their specific areas of need. ELA teachers in collaboration with ESOL IA's will review Imagine Learning data to monitor the progress of ELs and adjust instruction accordingly.
- Formative ELD and DLA assessments in reading, writing, listening and speaking to monitor progress in English language proficiency of ELs.
- Family outreach and education to support families' understanding of Pasco County's Re-Opening Plan in the native language, as feasible.
- Counseling, social work, and psychology services for social-emotional supports and advising in the native language, as feasible.

Communication with Families

In addition to collaborating with classroom teachers and school, district and county educators, engaging the parents of ELs remains important during school reopening.

Schools have an obligation to ensure meaningful communication with parents of ELs in a language they can understand and to adequately notify parents of the same information about any program, service or activity that is shared with parents of students who are not classified as ELs. Schools should translate all mailings and emails to parents to provide access to the information in a language they understand.

For parents who need support in reading information, schools may use recorded telephone calls that go to families or Stratus phone interpretation services. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during distance learning and the transition to reopening.

ESOL Documentation and Compliance

Upon return to school, all students identified through the Home Language Survey form as potential ELs will be administered an English language proficiency assessment. This assessment can be administered remotely for students participating in the mySchool Online and Pasco eSchool options. All students previously identified as ELs will continue to receive services in accordance with federal and state requirements and based on the 2020 ACCESS for ELs English language proficiency levels.

Additionally, schools will closely monitor ELs who were reclassified as fluent English proficient to evaluate whether students need additional services. An EL's English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that ELs have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key in supporting ELs during distance learning and throughout the transition to reopening schools. For students who are instructed virtually, the expectation will be that students receive real-time EL services, as if they were served in a traditional, face-to-face setting, based on their level of English language proficiency.

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ELL Committee Meetings

For cases in which a yearly EL Committee meeting was not held in spring 2020 due to COVID-19, those meetings will be scheduled promptly upon return to school. Any meeting that has gone beyond the meeting due date will be prioritized. If a school observes regression in the reading, writing, listening or speaking skills of an EL student, school staff will reach out to the family to discuss convening an ELL Committee meeting.

To the greatest extent possible, all ELL Committee meetings will be held virtually to limit exposure for students, families and employees. If there is a specific request for an in-person meeting, all individuals participating in the meeting must adhere to the Pasco County Schools health and wellness protocols outlined within the Re-Opening Plan, including but not limited to: self-screening for wellness to be in a district building, social distancing and personal protective equipment. If parents/guardians have concerns about the status of ELL services, they should contact their child's teacher or school during the opening weeks of school.

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
7/27/2020
Superintendent Signature (or authorized representative)
