



Hillsborough County

PUBLIC SCHOOLS

Preparing Students for Life

eLearning Guiding Document



Addison G. Davis
Superintendent of Schools



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Hillsborough County

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Preparing Students for Life

OUR VISION

Preparing Students for Life

OUR MISSION

To provide an education and the supports that enable each student to excel as a successful and responsible citizen



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SUPERINTENDENT MESSAGE

When I first started in education 23 years ago, I never dreamed that one day I would be leading one of the largest school systems in the country, let alone doing so under some of the most inauspicious circumstances. However, here I am; here we are together, on the frontline of what will most certainly be considered a turning point for our profession.

Educators have always enjoyed a level of respect in our communities because of the task we willingly accept as critical to our united success. Renowned teacher and hero astronaut Christa McAuliffe is credited with the sayings, “I touch the future. I teach.” “To teach is to touch lives forever.” Nothing could be truer than what we do individually and collectively to prepare generation after generation of citizens whose sole purpose is to continuously improve the conditions under which each of us might thrive. In 2020, our world has been shaken by a global pandemic that has forced us to reconsider what our field might look like; how it might thrive moving forward.

Remote teaching and learning feels as if it runs antithesis of our best practices. After all, a crucial part of the learning experience is the opportunity to interact with others and to strengthen social skills. While not ideal as we currently know it, the 21st century learner is in fact poised to be engaged through a variety of media and remote platforms as part of their natural environment. Our plan to engage today’s technology with best practices through eLearning is predicated on the robust nature of planned lessons and activities that stretch beyond the classroom walls and meets the learner where comfort and challenge intersect. The 2020-21 academic year will show us how tough we are as professionals, and how our ability to adapt will lead all industries to do better for children and youth.

As always, thank you for what you do every day in the life of a child. I am humbled to lead this organization, and excited to learn along with you on what it means to literally touch the future!

Respectfully,



Addison G. Davis

Addison G. Davis

Superintendent of Schools



INTRODUCTION

This document outlines the instructional models, processes, and procedures that will be implemented and extended upon for the upcoming 2020-2021 school year. This guide is a resource for our community, teachers, and administrators to help navigate the return to school for the children of our community. The COVID-19 pandemic can evolve and conditions can change, but Hillsborough County Public Schools will continue to monitor and adjust to circumstances. This document will continue to be updated throughout the coming weeks as more information becomes available.

2020-21 Revised School Calendar

Students' First Day of School	Monday, August 24, 2020
Labor Day Holiday/Non-Student Day	Monday, September 7, 2020
End of 1st Grading Period (44 days)	Friday, October 23, 2020
* Veterans Day/Non-Student Day	Wednesday, November 11, 2020
* Fall Break/Non-Student Days	Mon., Nov. 23, 2020 – Fri., Nov. 27, 2020
Students Return to School	Monday, November 30, 2020
Winter Break/Non-Student Days	Mon., Dec. 21, 2020 – Fri., Jan. 1, 2021
Students Return to School	Monday, January 4, 2021
End of 2nd Grading Period (43 days)	Friday, January 15, 2021
Non-Student Day/ Teacher Work Day	Friday, January 15, 2021
Martin Luther King, Jr. Holiday/Non-Student Day	Monday, January 18, 2021
Non-Student Day	Friday, February 12, 2021
Presidents' Day/Non-Student Day	Monday, February 15, 2021
Non-Student Day	Monday, March 8, 2021
Spring Break/Non-Student Days	Mon., Mar. 15, 2021 – Fri., Mar. 19, 2021
End of 3rd Grading Period (41 days)	Friday, March 26, 2021
Non-Student Day	Friday, April 2, 2021
End of 4th Grading Period (44 days)	Friday, May 28, 2021
Students' Last Day of School	Friday, May 28, 2021

Note:

- Hurricane Day(s) if needed: November 11, 23, 24, & 25, 2020
- All Mondays are designated as Early release Days **EXCEPT May 10, 17, and 24, 2021**
- This calendar is subject to change due to future actions of the Florida Legislature or HCPS School Board



ELEARNING INSTRUCTIONAL DELIVERY

What is eLearning?

eLearning is Hillsborough County Public Schools' (HCPS) distance learning option for those students in grades K-12 who wish to continue their education full-time through an innovative learning environment but still maintain their enrollment status at their brick and mortar schools in anticipation of an eventual return to the traditional setting. eLearning students will have their attendance taken as they participate in classes online during regular school hours and follow a standard school schedule. eLearning teachers meet daily with their students utilizing web conferencing technology embedded within the platform. eLearning also affords students the opportunity for whole-group and small-group instruction, personalized learning, and support services, such as guidance and mental health counseling, interventions, and therapies as needed.

When will eLearning Begin?

To meet the Florida Department of Education's emergency order requiring that all schools be open to students five days a week by August 31st, Hillsborough County Public Schools will begin **eLearning for all students on August 24th** and transition to brick and mortar on **August 31st** for students whose parents want them to return to the classroom.

Phase	Implementation Date	Description
Phase 1	August 24th	All students will begin eLearning
Phase 2	August 31st	<i>Open all schools for all student populations whom the parent(s) would like face-to-face instruction.</i>

The first week of school will be called "**Smart Start Week**," to be a jumpstart for our learners, and allow them to build a foundation for success while becoming accustomed to new health and safety procedures. Teachers will record daily attendance and prepare students for new safety protocols when returning to the classroom, as well as begin introducing them to curriculum. The model for "Smart Start Week" is provided below:



Smart Start Week

MAKING CONNECTIONS

- ✓ Student & Family Outreach
- ✓ Introductions
- ✓ Acquiring Resources
- ✓ Community Building

August 24-28

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HEALTH & WELLNESS

- ✓ Safety Protocols
- ✓ Healthy Habits
- ✓ Social Emotional Learning
- ✓ Mental Health Wellness

SETTING EXPECTATIONS

- ✓ Daily Attendance
- ✓ School & Class Procedures
- ✓ Daily Schedule
- ✓ Online Protocols

CURRICULUM

- ✓ Introduction of Instructional Resources
- ✓ Orientation to Technology Platforms
- ✓ Identifying Academic Needs

All students will begin the school year with eLearning the week of August 24-28.

Structure of Student Day

Teachers will be able to interface with their entire class, a small group of students, or individual students through web conferencing technology such as Zoom. During lessons, teachers can respond to students' questions and provide real-time support and progress monitoring. While logged onto the platform, students can access their lessons, interact with peers, and complete group work and/or group projects. Additionally, teachers will be able to host parent and student conferences during planning periods, before school and/or after school as appropriate. Sample weekly schedules can be found later in this document.

Daily Schedule

A student's school day will mirror the start and end times of their school of enrollment. Official school attendance will be recorded and maintained for each class. Regular and punctual attendance is one of the most important factors in any school environment, but particularly eLearning. eLearning will follow established District attendance protocols and procedures as defined in School Board policy. Parents and students are responsible for attendance, which shall be required of all students during the days and hours that school is in session. While enrolled in eLearning, students are expected to:

- Log into live sessions with their teachers each scheduled school day.
- Attend online class as scheduled.
- Be prepared to start online classes on time.
- Demonstrate appropriate digital citizenship behavior while online.



School Attendance

Daily attendance will be taken every scheduled school day during the students' first class of the day. Students are to be counted in attendance only if they attend the online class or engage in a school-approved educational activity, that constitutes a part of the instructional program for the student.

Class Attendance

Students will be counted in attendance when they log into a live session with their teacher. In elementary schools, students will log into their teacher's live session at the beginning of the school day. In secondary schools, students will log into their teachers' live session at the beginning of each period/block.

In both cases, students must enable the camera function on their computers so that the teacher can identify them. Students who log into Canvas to do their daily assignments but do not log into the live sessions with their teachers may be marked as absent unless other arrangements have been made with the teacher.

Class Tardiness

Students must log into their teachers' live session at the time determined by their school. Students who do not log into the live session with their teachers at the predetermined time may be marked as tardy. A student is considered tardy to class if the student is not present at the moment attendance is taken.

eLearning Content Delivery

To ensure content delivery is as seamless as possible, our district has created eLearning resources for our students and teachers to utilize as outlined below:

1. **Standards Aligned:** Each course is aligned to Florida State Standards and the scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards.
2. **Enrollment:** eLearning students will maintain their enrollment status at their brick and mortar schools and will attend school online during regular school hours following a standard school schedule (example schedules provided in section below).
3. **Curriculum Grades K-5:** Our district level staff has created eLearning teacher-facing and student-facing materials and lesson plans in Canvas for all subjects in grades K-5.



4. **Curriculum Grades 6-12:** Our district-level staff has created and/or customized eLearning teacher-facing and student-facing materials and lesson plans in either Canvas or Edgenuity depending on the specific course. All students will access all content via Canvas.
5. **Live “Zoom” Instruction:** All students will receive live Zoom instruction from their assigned teachers daily. In PreK-5th grade, the suggested weekly Zoom minutes vary dependent upon grade level. In grades 6-12, students can expect to spend on average 35% of their time in Zoom lessons, vs. 65% of their time engaging in online activities and coursework in Canvas and/or Edgenuity.
6. **Instructional Materials:** Students will be issued any associated materials such as textbooks, art supplies, musical instruments, and other necessary materials where possible.
7. **Course Offerings:** The exact course offerings by school will be solidified by the student’s school.

eLearning Tools: Clever, Canvas, Edgenuity & Zoom

The primary tools for eLearning in HCPS are Clever, Canvas, and Zoom. With these tools, teachers and students will access most instructional resources and interact with one another through assignments, communication and video conferencing.

Clever – <https://clever.com/in/hcps>

Clever is the district portal for accessing Canvas and resources not integrated into Canvas.

Both Clever and Canvas use the same username and password format:

Username = Student number (lunch number)

Password = Student’s usual Windows/District/Clever password

In the case of a forgotten password:

4th grade and older: Reset using Student Connection at students.sdhc.k12.fl.us by answering the “challenge questions”

3rd grade and younger, or students who cannot answer “challenge questions”: Contact the front office of your child’s school

- Should you require assistance, the tech support hotline is available to walk you through the process. That number is 813-272-4786.
- Translation is available for families who need instructions for accessing our eLearning Contingency Plan in another language. The phone number for Emergency Telephonic Interpretation is 1-877-746-4674.



Canvas

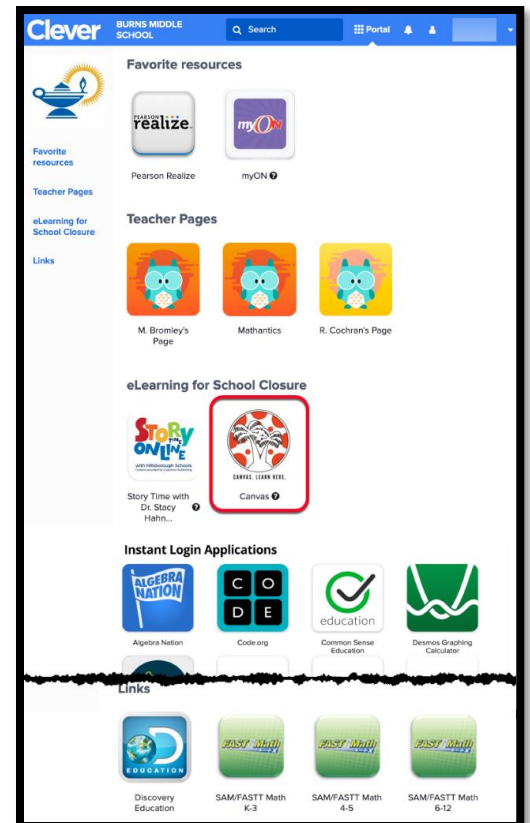
Canvas is the instructional platform for HCPS, whether face to face or completely online in eLearning. Students will access assignments, resources, and grades there. It also is the official communications portal for teachers, students, and their families. Students will access Canvas through Clever.

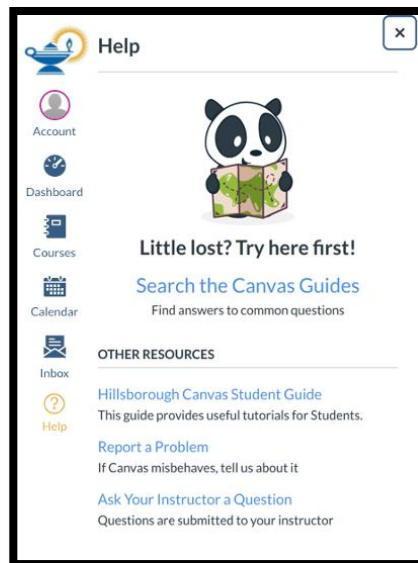
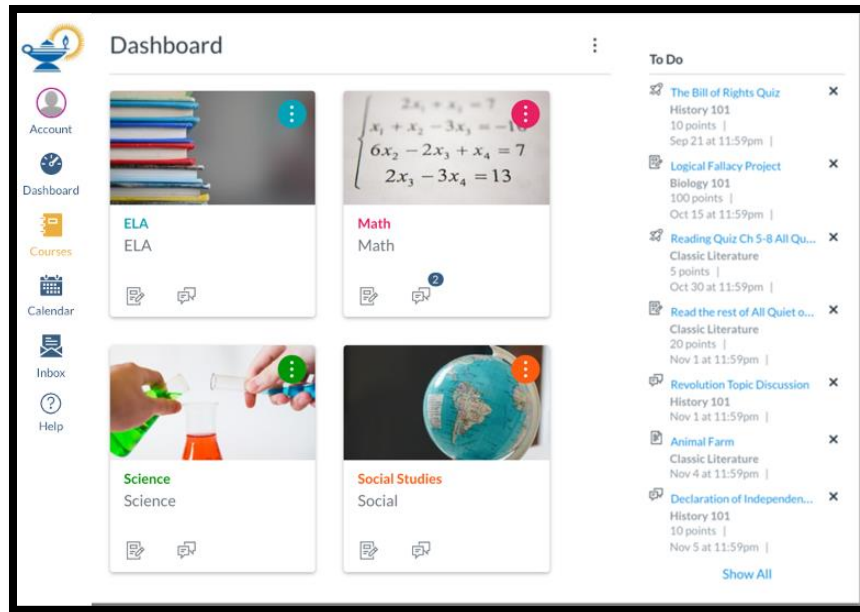
- After logging onto Clever, students will see several section headings.
 - **Favorites** includes apps your student favorited.
 - **eLearning for School Closure** contains apps or links provided by the district.
 - **Instant Login Applications** are native Clever apps
 - **Links** are links to resources not directly integrated with Clever.

- You will find Canvas in the eLearning for School Closure section. Clicking on Canvas the icon should launch it and sign the student in automatically. If prompted for a username and password, use the same credentials you used to log in to Clever.

Canvas Dashboard

When you log in to Canvas, you will arrive at the Canvas Homepage. Where you will find your courses, upcoming assignments, recent feedback, grades, and the Global Navigation Menu.





Hillsborough Canvas Student Guide

Students will find useful tutorials for navigating Canvas, submitting work, and communicating with teachers in the “Hillsborough Canvas Student Guide.” Access the tutorials by clicking “Help” on the Global Navigation Menu.



Canvas Guardian Accounts

In Canvas, the Guardian Role, or Observer Role in Canvas parlance, pairs guardians with each of their students. As a guardian, you can see all your student's courses. You have limited permissions to see what is going on in a course without interrupting the flow of daily course communication. Some of the permissions of this role include:

- View and read announcements
- View assignments
- View the calendar
- View your own personal inbox, where you can message your student and their instructor
- View and print grades
- View assignment due dates and comments

Canvas Parent iOS and Android Apps

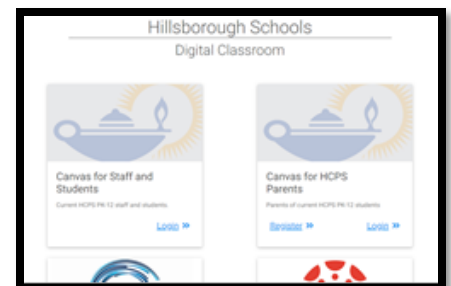


Canvas provides highly rated parent apps for both iOS and Android. To find the app, search Canvas Parent in the App Store or Google Play Store. The app has a blue logo, as in the image to the left. With it, you can review upcoming or past assignments, check on grades, and receive alerts for student activity. Assignments and events can be viewed by course or week. You can set reminders for a specific assignment or event, which are sent to mobile devices as push notifications. You can also set alerts for grade activity that are displayed in the Alerts page in the app.

Obtaining your Guardian Account

If you have mySPOT and Edsby accounts, you already have a Guardian account that is connected to your student(s). If you did not previously have a mySPOT or Edsby account, please follow the steps below. It generally takes 24 to 48 hours for account validation.

1. From HillsboroughSchools.org click the Canvas Log in icon.
2. Then, on the Hillsborough Schools Digital Classroom page, click Register under the Canvas for HCPS Parents tile.
3. On the **mySPOT** page, fill out all of the fields: email address, student number, select school, birth month, birthday, birth year, last four of student social security number, and relationship to student. Check the box to declare information is true and correct. Select **Register**.





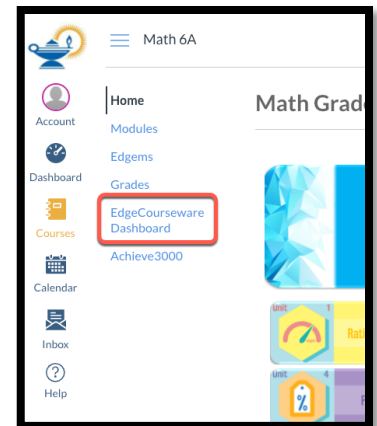
4. A **confirmation email** will be sent to complete the registration and you will create a **password** for your mySPOT account.
5. Additional students can be added in mySPOT after your account is created..
6. After registering at mySPOT, your account will not be active in Canvas until the next day.
7. With your active mySPOT account, access the district website www.hillsboroughschools.org and repeat the steps above, except this time you will select **Log In** under the **Canvas for HCPS Parents** tile on the right side.
8. Type the **email** and **password** registered on your mySPOT account.
9. Click Login
10. The Parent Canvas account will **open** to the **Dashboard** and you may view your student’s courses.

Hillsborough Canvas Family Guide

As with students, Guardians will find useful tutorials for navigating Canvas, supporting your student(s), and communicating with teachers in the “**Hillsborough Canvas Family Guide.**” Access the tutorials by clicking “Help” on the Global Navigation Menu. You can access Canvas at canvas.hcps.net. When you arrive at the landing page click on the “**Canvas for HCPS Parents**” tile on the top right.

Edgenuity EdgeCourseware

Most core content courses in grades 6-12 will use the Edgenuity platform within Canvas, requiring only one sign-on. The image on the right shows the location of the eEdgenuity EdgeCourseware link in the Course Navigation Menu. The following courses are offered through Edgenuity. Courses not shown in the list below will be offered through Canvas. Please note that all students will access both Edgenuity and Canvas courses through the Canvas platform.



eLearning Edgenuity Courses

Grade Band	Content Area	Course #	Course Name
Middle Grades	ELA	10010104	M/J Language Arts 1
Middle Grades	ELA	1011010D	M/J Language Arts 1
Middle Grades	ELA	10010205	M/J Language Arts 1, Adv
Middle Grades	ELA	10010200	M/J Language Arts 1, Adv/Hon
Middle Grades	ELA	1002000Z	M/J Language Arts 1 through ESOL
Middle Grades	ELA	10010404	M/J Language Arts 2



Middle Grades	ELA	1001040D	M/J Language Arts 2
Middle Grades	ELA	10010505	M/J Language Arts 2, Adv
Middle Grades	ELA	10010500	M/J Language Arts 2, Adv/Hon
Middle Grades	ELA	1002010Z	M/J Language Arts 2 through ESOL
Middle Grades	ELA	10010704	M/J Language Arts 3
Middle Grades	ELA	1001070D	M/J Language Arts 3
Middle Grades	ELA	10010805	M/J Language Arts 3, Adv
Middle Grades	ELA	10010800	M/J Language Arts 3, Adv/Hon
Middle Grades	ELA	1002020Z	M/J Language Arts 3 through ESOL
Middle Grades	Math	12003104	ALGEBRA 1
Middle Grades	Math	1200310D	ALGEBRA 1
Middle Grades	Math	12003200	ALGEBRA 1 HON
Middle Grades	Math	12003205	ALGEBRA 1 HON
Middle Grades	Math	1200320G	ALGEBRA 1 HON
Middle Grades	Math	1205104	M/J Grade 6 Math
Middle Grades	Math	1205010D	M/J Grade 6 Math
Middle Grades	Math	12050200	M/J Grade 6 Math ADV
Middle Grades	Math	12050205	M/J Grade 6 Math ADV
Middle Grades	Math	120502G	M/J Grade 6 Math ADV
Middle Grades	Math	12050404	M/J Grade 7 Math
Middle Grades	Math	1205040D	M/J Grade 7 Math
Middle Grades	Math	12050500	M/J Grade 7 Math ADV
Middle Grades	Math	12050505	M/J Grade 7 Math ADV
Middle Grades	Math	1205050G	M/J Grade 7 Math ADV
Middle Grades	Math	12050704	M/J Grade 8 Pre-Alg
Middle Grades	Math	1205070D	M/J Grade 8 Pre-Alg
Middle Grades	Reading	1000010A	M/J Intensive Reading 1
Middle Grades	Reading	10000101	M/J Intensive Developmental Reading 1
Middle Grades	Reading	100000105	M/J Developmental Reading 1A
Middle Grades	Reading	10080205	M/J Reading 1, Adv
Middle Grades	Reading	10080200	M/J Reading 1, Adv
Middle Grades	Reading	1000010B	M/J Intensive Reading 2
Middle Grades	Reading	10000107	M/J Developmental Reading 2A
Middle Grades	Reading	10080505	M/J Reading 2, Adv



Middle Grades	Reading	1000010C	M/J Intensive Reading 3
Middle Grades	Reading	10000109	M/J Developmental Reading 3A
Middle Grades	Reading	10080805	M/J Reading 3, Adv
Middle Grades	Science	20020404	M/J Comprehensive Science 1 (Earth)
Middle Grades	Science	20020505	M/J Comprehensive Science 1, Adv (Earth)
Middle Grades	Science	20020500	M/J Comprehensive Science 1, Adv/Hon (Earth)
Middle Grades	Science	20020704	M/J Comprehensive Science 2 (Life)
Middle Grades	Science	20020805	M/J Comprehensive Science 2, Adv (Life)
Middle Grades	Science	20020800	M/J Comprehensive Science 2, Adv/Hon (Life)
Middle Grades	Science	20021004	M/J Comprehensive Science 3 (Physical)
Middle Grades	Science	20021105	M/J Comprehensive Science 3, Adv (Physical)
Middle Grades	Social Studies	21090104	M/J World History
Middle Grades	Social Studies	2109010D	M/J World History
Middle Grades	Social Studies	21090205	M/J World History Adv
Middle Grades	Social Studies	21090200	M/J World History Adv/Hon
Middle Grades	Social Studies	21060164	M/J Civics & Career Planning
Middle Grades	Social Studies	2106016D	M/J Civics & Career Planning
Middle Grades	Social Studies	21060265	M/J Civics & Career Planning Adv
Middle Grades	Social Studies	21060260	M/J Civics & Career Planning Adv/Hon
Middle Grades	Social Studies	21000154	M/J US History & Career Planning
Middle Grades	Social Studies	2100015D	M/J US History & Career Planning
Middle Grades	Social Studies	21000255	M/J US History & Career Planning Adv
Middle Grades	Social Studies	21090104	M/J World History
Middle Grades	World Language	0708340	Spanish 1
Middle Grades	World Language	0708350	Spanish 2
Middle Grades	World Language	0701320	French 1
Middle Grades	World Language	0701330	French 2
Grade Band	Content Area	Course #	Course Name
High School	ELA	10013104	English 1
High School	ELA	1001310D	English 1
High School	ELA	10013109	English 1
High School	ELA	10013104JA	English 1
High School	ELA	10013404	English 2
High School	ELA	10013404JA	English 2



High School	ELA	10013704	English 3
High School	ELA	10014004	English 4
High School	ELA	10013200	English 1 Hon
High School	ELA	10013205	English 2 Hon
High School	ELA	10013505	English 3 Hon
High School	ELA	10014105	English 4 Hon
High School	ELA	1001800I	FL Pre-IB English 1
High School	ELA	1001800I	FL Pre-IB English 2
High School	ELA	10015605	Pre-AICE English Lang IG
High School	ELA	10053805	Pre-AICE English Lit IG
High School	ELA	10043005	Semantics-Logic Hon
High School	ELA	10093000	Writing 1
High School	ELA	1002300Z	English 1 Through ESOL
High School	ELA	1002310Z	English 2 Through ESOL
High School	ELA	1002320Z	English 3 Through ESOL
High School	ESOL	1002520Z	English 4 Through ESOL
High School	Math	12003100	Algebra 1
High School	Math	12003700	Algebra 1A
High School	Math	12003800	Algebra 1B
High School	Math	12003205	Algebra 1 Hon
High School	Math	12063100	Geometry
High School	Math	12063205	Geometry Hon
High School	Math	12073000	Liberal Arts
High School	Math	12073000	Liberal Arts
High School	Math	12003300	Algebra 2
High School	Math	12003405	Algebra 2 Hon
High School	Math	12007000	Math for College Readiness
High School	Math	12004100	Math for College Success
High School	Math	12004003	IM3/ACT Support
High School	Math	1298310	Advanced Topics
High School	Math	12013005	Math Analysis
High School	Math	1202340	Pre-Calculus
High School	Math	1210300	Probability and Statistics Reg/Hon



High School	Math	12113005	Trigonometry
High School	Reading	10004100	Intensive Read
High School	Reading	1004102	Intensive Read
High School	Reading	100833033	JR FSA/SAT Prep
High School	Reading	10083001	Read 1
High School	Reading	1008310B	Read 2b
High School	Reading	1008310C	Read 2c
High School	Reading	10083205	Read Hon
High School	Reading	170037050	SAT/ACT Prep (Critical Thinking Skills) Hon
High School	Reading	100041040	Senior FSA/ACT Prep
High School	Science	20003104	Biology 1
High School	Science	2000310D	Biology 1
High School	Science	2000310F	Biology 1
High School	Science	2003105	Biology 1
High School	Science	20003100	Biology 1
High School	Science	2000310E	Biology 1
High School	Science	20003205	Biology 1 Hon
High School	Science	20003207	Biology 1 Hon
High School	Science	2000320S	Biology 1 Hon
High School	Science	20033404	Chemistry 1
High School	Science	200333505	Chemistry 1 Hon
High School	Science	20013400	Environmental Science
High School	Science	2001340D	Environmental Science
High School	Science	2001340F	Environmental Science
High School	Science	20033104	Physical Science
High School	Science	2003310D	Physical Science
High School	Science	2003310S	Physical Science
High School	Science	2003310F	Physical Science
High School	Science	20033804	Physics Conceptual
High School	Science	20033800	Physics Conceptual
High School	Science	20033905	Physics Hon
High School	Science	20013104	Earth Space
High School	Science	2001310F	Earth Space



High School	Science	2001310S	Earth Space
High School	Science	2001310D	Earth Space
High School	Science	2001310S	Earth Space Hon
High School	Social Studies	2106310	U.S. Government
High School	Social Studies	2106320	U.S. Government Hon
High School	Social Studies	2109310	World History
High School	Social Studies	2109320	World History Hon
High School	Social Studies	2100310	U.S. History
High School	Social Studies	2100320	U.S. History Hon
High School	Social Studies	2102335	Economics w/ Financial Literacy
High School	Social Studies	2102345	Economics w/ Financial Literacy Hon
High School	Social Studies	2107300	Psychology I
High School	Social Studies	2107310	Psychology II
High School	Social Studies	2108300	Sociology
High School	Social Studies	2106800	Pre-IB American Government
High School	Social Studies	2109810	Pre-IB World History
High School	World Lang	0708340	Spanish 1
High School	World Lang	0708350	Spanish 2
High School	World Lang	07083605	Spanish 3
High School	World Lang	0705320	Latin 1
High School	World Lang	0706310	Latin 2
High School	World Lang	0701320	French 1
High School	World Lang	0701330	French 2
High School	World Lang	07013405	French 3
High School	World Lang	0702320	German 1
High School	World Lang	0702330	German 2
High School	World Lang	0711300	Chinese 1
High School	World Lang	0711310	Chinese 2



Zoom

Zoom is the district's platform for video conferencing and communication. Students do not have Zoom accounts. They will have access to Zoom through Canvas.

Proper use of Webcams

As a result of the new eLearning environment, please be aware that most devices have audio and video capability that may be used or accessed for learning interactions between teachers and students. Live classes may be recorded for educational purposes. Any recordings would only be posted in Canvas. Continued use of HCPS's eLearning environment constitutes acceptance and acknowledgment of the above. The district shall not be responsible for any misuse of the technology and the user holds the district harmless in any matters relating to the use of this device by anyone.

Protocols for using Zoom with Students

Before using Zoom with students, ensure that the following settings are selected using the web interface. The settings menu is located on the left side of the screen under the heading "Personal". These are the recommended default settings:

- Set Waiting Room to ON for all participants so that you can control which participants you allow into your session.
- Either generate a new Meeting ID for each meeting or create a recurring meeting that requires a different password for each meeting.
- Video should be set to ON for the host and can be set to ON for the participants. Parents may decide to turn video cameras off during teleconferencing.
- Audio should be set to Telephone and Computer Audio so that students may join using either.
- Screen Sharing should be set to Host Only.
- Set Private Chat to off.
- Mute participants on entry so that instruction is not interrupted by students joining the call late.
- Keep meeting invites private. Do not post them on social media.
- Require a password for your meetings.

Protocols for Testing Administration via Zoom

For students in eLearning, some tests will be administered online and the Test Administrator will monitor test-takers via Zoom. Students should be in a quiet, distraction-free room without posters/notes with would aid in student responses. For eLearning, there is a Test Administrator to



student ratio for tests which require Zoom proctoring. If possible, fewer students to one Test Administrator is preferred.

eLearning Test Administrator: Student Ratios

	Number of Students	Grade Level
One Test Administrator	3 – 6	Kindergarten
	6 – 9	1 st , 2 nd , & 3 rd grade
	10 – 12	4 th through 12 th grade

A Test Administrator must be monitoring via Zoom the entire time students are actively testing online. During eLearning online administrations, the Test Administrator cannot leave the session unattended.

eLearning Parental Guidance

- Make sure your student understands the work expectations for eLearning.
- Maintain a daily routine around school and schoolwork.
- Keep in touch with your teacher(s) on a regular basis and let them know if your child is experiencing specific challenges.
- Talk to your child regarding how they are feeling during this stressful time.
- Perform check-ins with your child regarding academics; this includes checking their Canvas course to ensure the option chosen for your child is appropriate.
- Seek assistance from school staff for emotional or mental health if needed.
- Reach out to your child’s teacher or student services staff with any changes that may affect your child’s success. This way we can develop supports for your child prior to the first day of school.
- Parents may be required to pick up instructional materials (textbooks, etc.) for eLearning. Schools will contact parents if this is the case for their student.



Models of eLearning

Elementary Sample Schedules for eLearning

Elementary Sample Schedules for eLearning were created to align with our Instructional Frameworks. Each grade band includes a breakdown of the suggested Live “Zoom” Instruction minutes per week for that particular grade level. The Student Sample Schedules were created to help parents plan for how their child’s day may look, while the Teacher Sample versions were developed to assist principals and teachers in designing their eLearning schedules. All options follow the current brick and mortar school schedules.

Kindergarten Zoom Minute Breakdown Per Week for Students & Sample Schedule:

Elementary Student Schedule for eLearning

Kindergarten “Face-to-Face” Zoom Minute Breakdown					
425 Zoom Minutes per Week	Monday	Tuesday	Wednesday	Thursday	Friday
ELA Whole Group	25 min	25 min	25 min	25 min	25 min
ELA Small Group	25 minutes once a week				
Writing Whole Group	25 minutes once a week				
Math Whole Group	25 min	25 min	25 min	25 min	25 min
Math Small Group	25 minutes once a week				
Science Whole Group	25 minutes once a week				
Specials Whole Group	TDPE/PE: 25 minutes once a week; Art: 25 minutes once a week; Music: 25 minutes once a week				

ES eLearning Bell Schedule	STUDENT SAMPLE Kindergarten Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:15 (25)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:15-8:20 (5)	BREAK				
8:20 – 8:45 (25)	ELA/SS Small Group	ELA/SS Computers - iReady	ELA/SS Computers - iReady	ELA/SS Computers - iReady	ELA/SS Computers - iReady
8:45-8:50 (5)	BREAK				
8:50-9:15 (25)	ELA/SS Computers - iReady	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work
9:15- 9:20 (5)	BREAK				
9:20 - 9:45 (25)	ELA/SS Independent Assigned Work	Recess	Recess	Recess	Recess
9:45-9:50 (5)	BREAK				
9:50-10:15 (25)	Writing Independent Assigned Work	Writing Whole Group	Writing Independent Assigned Work	Writing Independent Assigned Work	Writing Independent Assigned Work
10:15-10:20 (5)	BREAK				
10:20-10:45 (25)	Music Independent Assigned Work	Art Whole Group	Music Whole Group	Art Independent Assigned Work	Specials Enrichment Assigned Work
10:45-10:50 (5)	BREAK				
10:50 - 11:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:45 (25)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:45-11:50 (5)	BREAK				
11:50-12:15 (25)	Math Computers - iReady	Math Independent Assigned Work	Math Teacher Led Small Group	Math Computers - iReady	Math Independent Assigned Work
12:15-12:20 (5)	BREAK				
12:20 - 12:45 (25)	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Whole Group	TDPE/PE Independent Assigned Work
12:45-12:50 (5)	BREAK				
12:50 - 1:15 (25)	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Whole Group
1:15-1:20 (5)	BREAK				
1:20 - 1:45 (25)	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work

Student takes part in Zoom sessions where highlighted in yellow. Remaining sessions are independent with teacher guidance and parental support.



Kindergarten Teacher Sample Schedule:

ES eLearning Bell Schedule	TEACHER SAMPLE Kindergarten Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:20 - 8:50 (30)					
8:50-9:20 (30)	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group
9:20 - 9:50 (30)					
9:50-10:20 (30)	Writing	Writing	Writing	Writing	Writing
10:20-10:50 (30)	Music	Art	Music	Art	Specials Enrichment
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:50-12:20 (30)	Math Small Group	Math Small Group	Math Small Group	Math Small Group	Math Small Group
12:20 - 12:50 (30)	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE
12:50 - 1:20 (30)				Science	
1:25 - 1:55 (30)	Science	Science	Science	Science	Science

Teacher holds Zoom sessions where highlighted in yellow. Teachers provide materials and guidance on Canvas for remaining sessions.

*Adjust Mondays accordingly for early release times.

1st/2nd Grade Zoom Minute Breakdown Per Week for Students & Sample Schedule:

Elementary Student Schedule for eLearning

1 st /2 nd "Face-to-Face" Zoom Minute Breakdown					
510 Zoom Minutes per Week	Monday	Tuesday	Wednesday	Thursday	Friday
ELA Whole Group	30 min	30 min	30 min	30 min	30 min
ELA Small Group	30 minutes once a week				
Writing Whole Group	30 minutes once a week				
Math Whole Group	30 min	30 min	30 min	30 min	30 min
Math Small Group	30 minutes once a week				
Science Whole Group	30 minutes once a week				
Specials Whole Group	TDPE/PE: 30 minutes once a week Art: 30 minutes once a week Music: 30 minutes once a week				

ES eLearning Bell Schedule	STUDENT SAMPLE 1 st /2 nd Grade Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:20 - 8:50 (30)	ELA/SS Teacher Led Small Group	ELA/SS Computers - iReady	ELA/SS Computers - iReady	ELA/SS Computers - iReady	ELA/SS Computers - iReady
8:50-9:20 (30)	ELA/SS Computers - iReady	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work
9:20 - 9:50 (30)	ELA/SS Independent Assigned Work	Recess	Recess	Recess	Recess
9:50-10:20 (30)	Writing Independent Assigned Work	Writing Whole Group	Writing Independent Assigned Work	Writing Independent Assigned Work	Writing Independent Assigned Work
10:20-10:50 (30)	Music Independent Assigned Work	Art Whole Group	Music Whole Group	Art Independent Assigned Work	Specials Enrichment Assigned Work
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:50-12:20 (30)	Math Computers - iReady	Math Independent Assigned Work	Math Teacher Led Small Group	Math Computers - iReady	Math Independent Assigned Work
12:20 - 12:50 (30)	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Whole Group
12:50 - 1:20 (30)	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Whole Group	Science Independent Assigned Work
1:25 - 1:55 (30)				Science Independent Assigned Work	

Student takes part in Zoom sessions where highlighted in yellow. Remaining sessions are independent with teacher guidance and parental support.

*Adjust Mondays accordingly for early release times.



1st/2nd Grade Teacher Sample Schedule:

ES eLearning Bell Schedule	TEACHER SAMPLE 1 st /2 nd Grade Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:20 - 8:50 (30)					
8:50-9:20 (30)	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group
9:20 - 9:50 (30)					
9:50-10:20 (30)	Writing	Writing	Writing	Writing	Writing
10:20-10:50 (30)	Music	Art	Music	Art	Specials Enrichment
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:50-12:20 (30)	Math Small Group	Math Small Group	Math Small Group	Math Small Group	Math Small Group
12:20 - 12:50 (30)	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE
12:50 - 1:20 (30)				Science	
1:25 - 1:55 (30)	Science	Science	Science	Science	Science

Teacher holds Zoom sessions where highlighted in yellow. Teachers provide materials and guidance on Canvas for remaining sessions.

*Adjust Mondays accordingly for early release times.

3rd-5th Grade Zoom Minute Breakdown Per Week for Students & Sample Schedule:

Elementary Student Schedule for eLearning

3 rd -5 th "Face-to-Face" Zoom Minute Breakdown					
630 Zoom Minutes per Week	Monday	Tuesday	Wednesday	Thursday	Friday
ELA Whole Group	30 min	30 min	30 min	30 min	30 min
ELA Small Group	30 minutes twice a week (60 min total)				
Writing Whole Group	30 minutes twice a week (60 min total)				
Math Whole Group	30 min	30 min	30 min	30 min	30 min
Math Small Group	30 minutes once a week				
Science Whole Group	30 minutes twice a week (60 min total)				
Science Small Group	30 minutes once a week				
Specials Whole Group	TDPE/PE: 30 minutes once a week Art: 30 minutes once a week Music: 30 minutes once a week				

ES eLearning Bell Schedule	STUDENT SAMPLE 3 rd -5 th Grade Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:20 - 8:50 (30)	ELA/SS Teacher Led Small Group	ELA/SS Computers – iReady/Achieve	ELA/SS Teacher Led Small Group	ELA/SS Computers – iReady/Achieve	ELA/SS Computers – iReady/Achieve
8:50-9:20 (30)	ELA/SS Computers – iReady/Achieve	ELA/SS Independent Assigned Work	ELA/SS Computers – iReady/Achieve	ELA/SS Independent Assigned Work	ELA/SS Independent Assigned Work
9:20 - 9:50 (30)	ELA/SS Independent Assigned Work	Recess	ELA/SS Independent Assigned Work	Recess	Recess
9:50-10:20 (30)	Writing Independent Assigned Work	Writing Whole Group	Writing Independent Assigned Work	Writing Whole Group	Writing Independent Assigned Work
10:20-10:50 (30)	Music Independent Assigned Work	Art Whole Group	Music Whole Group	Art Independent Assigned Work	Specials Enrichment Assigned Work
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:50-12:20 (30)	Math Computers - iReady	Math Independent Assigned Work	Math Independent Assigned Work	Math Computers - iReady	Math Teacher Led Small Group
12:20 - 12:50 (30)	TDPE/PE Whole Group	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work	TDPE/PE Independent Assigned Work
12:50 - 1:20 (30)	Science Independent Assigned Work	Science Independent Assigned Work	Science Independent Assigned Work	Science Whole Group	Science Whole Group
1:25 - 1:55 (25)		Science Small Group		Science Independent Assigned Work	Science Independent Assigned Work

Student takes part in Zoom sessions where highlighted in yellow. Remaining sessions are independent with teacher guidance and parental support.

*Adjust Mondays accordingly for early release times.



3rd – 5th Grade ELA & Math/Science Sample Schedules:

Elementary Student Schedule for eLearning

ES eLearning Bell Schedule	ELA TEACHER SAMPLE 3 rd -5 th Grade Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
8:20 – 8:50 (30)					
8:50-9:20 (30)	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group
9:20 - 9:50 (30)					
9:50-10:20 (30)	Writing	Writing	Writing	Writing	Writing
10:20-10:50 (30)	Music	Art	Music	Art	Specials Enrichment
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group	ELA/SS Whole Group
11:50-12:20 (30)	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group	ELA/SS Small Group
12:20 - 12:50 (30)					
12:50 - 1:20 (30)					
1:25 - 1:55 (25)	Writing	Writing	Writing	Writing	Writing

Teacher holds Zoom sessions where highlighted in yellow. Teachers provide materials and guidance on Canvas for remaining sessions.

ES eLearning Bell Schedule	MATH/SCIENCE TEACHER SAMPLE 3 rd -5 th Grade Schedule				
	*MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 - 8:20 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
8:20 – 8:50 (30)	Math Small Group	Math Small Group	Math Small Group	Math Small Group	Math Small Group
8:50-9:20 (30)	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE
9:20 - 9:50 (30)		Science		Science Whole Group	Science Whole Group
9:50-10:20 (30)	Science	Science Small Group	Science	Science	Science
10:20-10:50 (30)	Music	Art	Music	Art	Specials Enrichment
10:50 - 11:20 (30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:20 - 11:50 (30)	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group	Math Whole Group
11:50-12:20 (30)	Math Small Group	Math Small Group	Math Small Group	Math Small Group	Math Small Group
12:20 - 12:50 (30)	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE	TDPE/PE
12:50 - 1:20 (30)			Science	Science Whole Group	Science Whole Group
1:25 - 1:55 (25)	Science	Science	Science Small Group	Science	Science

Teacher holds Zoom sessions where highlighted in yellow. Teachers provide materials and guidance on Canvas for remaining sessions.

**Adjust Mondays accordingly for early release times.*



Middle Student Schedule for eLearning: Option 1

The following middle and high school sample schedules were created to assist principals and teachers in designing their eLearning schedules. Three options were created for different ways to distribute the live “Zoom” instruction minutes across the courses and throughout the week.

OPTION 1:

Student Sample MS Schedule: 20 minutes of Live “Zoom” Instruction per course, per day

eLearning Middle School Sample Student Schedule- <i>Option #1</i>							
Option #1 (20 minutes of ZOOM per course, per day = 100 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15	ELA	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 9:35-10:24		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07	Math	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 10:36-11:25		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 3	M: 11:12-11:52	Elective	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 11:30-12:19		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12	PE	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 12:59-1:48		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 5	M: 1:17-1:57	Science	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 1:53-2:42		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity



OPTION 1:

Teacher Sample MS Schedule: 20 minutes of Live “Zoom” Instruction per period, per week

eLearning Middle School Sample Teacher Schedule- <i>Option #1</i>							
Option #1 (20 minutes of ZOOM per period, per day = 100 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15	ELA 6th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 9:35-10:24		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07	ELA 6th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 10:36-11:25		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 3	M: 11:12-11:52	Reading 7th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 11:30-12:19		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12 T-F: 12:59- 1:48 Planning						
Period 5	M: 1:17-1:57	ELA 6th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 1:53-2:42		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 6	M: 2:02-2:42	Reading 7th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 2:47-3:36		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 7	M: 2:47-3:27	ELA 6th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 3:41-4:30		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading



Middle Student Schedule for eLearning: Option 2

OPTION 2:

Student Sample MS Schedule: Two whole group Live “Zoom” sessions per course, per week

eLearning Middle School **Sample Student** Schedule- Option #2

Option #2 (Two Whole Group ZOOM sessions twice a week per course = 89 to 98 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15	ELA	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 9:35-10:24						
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07	Math	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group
	T-F: 10:36-11:25						
Period 3	M: 11:12-11:52	Elective	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 11:30-12:19						
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12	PE	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 12:59-1:48						
Period 5	M: 1:17-1:57	Science	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group
	T-F: 1:53-2:42						
Period 6	M: 2:02-2:42	Social Studies	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 2:47-3:36						
Period 7	M: 2:47-3:27	Elective	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 3:41-4:30						



OPTION 2:

Teacher Sample MS Schedule: Two whole group Live “Zoom” sessions per period, per week

eLearning Middle School **Sample Teacher** Schedule- *Option #2*

Option #2 (Two Whole Group ZOOM sessions twice a week per period = 89 to 98 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15 T-F: 9:35-10:24	ELA 6th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07 T-F: 10:36-11:25	ELA 6th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group
Period 3	M: 11:12-11:52 T-F: 11:30-12:19	Reading 7th Grade	40 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12 T-F: 12:59- 1:48 Planning						
Period 5	M: 1:17-1:57 T-F: 1:53-2:42	ELA 6th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group
Period 6	M: 2:02-2:42 T-F: 2:47-3:36	Reading 7th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
Period 7	M: 2:47-3:27 T-F: 3:41-4:30	ELA 6th Grade	40 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading



Middle Student Schedule for eLearning: Option 3

OPTION 3:

Student Sample MS Schedule: One whole group and one small group Live “Zoom” session per course, per week

eLearning Middle School **Sample Student** Schedule- *Option #3*

Option #3 (1 Whole Group ZOOM & 1 Small Group ZOOM per course, per week = 89 to 98 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15	ELA	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 9:35-10:24						
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07	Math	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group
	T-F: 10:36-11:25						
Period 3	M: 11:12-11:52	Elective	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 11:30-12:19						
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12	PE	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 12:59-1:48						
Period 5	M: 1:17-1:57	Science	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group
	T-F: 1:53-2:42						
Period 6	M: 2:02-2:42	Social Studies	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 2:47-3:36						
Period 7	M: 2:47-3:27	Elective	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
	T-F: 3:41-4:30						



OPTION 3:

Student Sample MS Schedule: One whole group and one small group Live “Zoom” session per course, per week

eLearning Middle School **Sample Teacher** Schedule - *Option #3*

Option #3 (1 Whole Group ZOOM & 3 Small Group ZOOMS per period, per week = 187 to 196 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 9:35-10:15	ELA 6th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 9:35-10:24						
HR	M: 10:15-10:22 T-R: 10:24-10:31						
Period 2	M: 10:27-11:07	ELA 6th Grade	40 minutes ZOOM Small Group A	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 10:36-11:25						
Period 3	M: 11:12-11:52	Reading 7th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 11:30-12:19						
Lunch	M: 11:57-12:27 T-R: 12:24-12:54						
Period 4	M: 12:32-1:12 T-F: 12:59- 1:48 Planning						
Period 5	M: 1:17-1:57	ELA 6th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 1:53-2:42						
Period 6	M: 2:02-2:42	Reading 7th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 2:47-3:36						
Period 7	M: 2:47-3:27	ELA 6th Grade	40 minutes ZOOM Small Group A	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 3:41-4:30						



High Student Schedule for eLearning: Option 1

OPTION 1:

Student Sample HS Schedule: 20 minutes of Live “Zoom” Instruction per course, per week

eLearning High School Sample Student Schedule - <i>Option #1</i>							
Option #1 (20 minutes of ZOOM per course, per day = 100 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20	ELA	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 8:30-9:19		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 2	M: 9:25-10:05	Math	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 9:24-10:13		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 3	M: 10:10-10:50	Elective	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 10:18-11:07		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20	PE	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 12:04-12:53		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 6	M: 12:25-1:05	Science	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 12:58-1:47		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 7	M: 1:10-1:50	Social Studies	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 1:52-2:41		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity
Period 8	M: 1:55-2:35	Elective	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 2:46-3:35		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity	29 minutes Student Independent on Canvas/Edgenuity



OPTION 1:

Teacher Sample HS Schedule: 20 minutes of Live “Zoom” Instruction per period, per week

eLearning High School Sample Teacher Schedule- <i>Option #1</i>							
Option #1 (20 minutes of ZOOM per period, per day = 100 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20	ELA 9th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 8:30-9:19		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 2	M: 9:25-10:05	ELA 9th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 9:24-10:13		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 3	M: 10:10-10:50	Reading 10th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 10:18-11:07		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20 T-F: 12:04-12:53 Planning						
Period 6	M: 12:25-1:05	ELA 9th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 12:58-1:47		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 7	M: 1:10-1:50	Reading 10th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 1:52-2:41		20 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading
Period 8	M: 1:55-2:35	Reading 10th Grade	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group	20 minutes ZOOM Whole Group
	T-F: 2:46-3:35		20 minutes Student Independent on Canvas/Edgenuity	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading	29 minutes Assigning Student Work, Responding to Posts, Grading



High Student Schedule for eLearning: Option 2

OPTION 2:

Student Sample HS Schedule: Two whole group Live “Zoom” sessions per course, per week

eLearning High School **Sample Student** Schedule - *Option #2*

Option #2 (Two Whole Group ZOOM sessions twice a week per course = 89 to 98 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20 T-F: 8:30-9:19	ELA	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
Period 2	M: 9:25-10:05 T-F: 9:24-10:13	Math	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group
Period 3	M: 10:10-10:50 T-F: 10:18-11:07	Elective	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20 T-F: 12:04-12:53	PE	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity
Period 6	M: 12:25-1:05 T-F: 12:58-1:47	Science	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group
Period 7	M: 1:10-1:50 T-F: 1:52-2:41	Social Studies	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
Period 8	M: 1:55-2:35 T-F: 2:46-3:35	Elective	40 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity



OPTION 2:

Teacher Sample HS Schedule: Two whole group Live “Zoom” sessions per period, per week

eLearning High School **Sample Teacher** Schedule- *Option #2*

Option #2 (Two Whole Group ZOOM sessions twice a week per period = 89 to 98 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20 T-F: 8:30-9:19	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
Period 2	M: 9:25-10:05 T-F: 9:24-10:13	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group
Period 3	M: 10:10-10:50 T-F: 10:18-11:07	Reading 10th Grade	40 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20 T-F: 12:04-12:53 Planning						
Period 6	M: 12:25-1:05 T-F: 12:58-1:47	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group
Period 7	M: 1:10-1:50 T-F: 1:52-2:41	Reading 10th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading
Period 8	M: 1:55-2:35 T-F: 2:46-3:35	Reading 10th Grade	40 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading



High Student Schedule for eLearning: Option 3

OPTION 3:

Student Sample HS Schedule: One whole group and one small group Live “Zoom” session per course, per week

eLearning High School **Sample Student** Schedule- *Option #3*

Option #3 (1 Whole Group ZOOM & 1 Small Group ZOOM per course, per week = 89 to 98 minutes of ZOOM per course, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20 T-F: 8:30-9:19	ELA	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity
Period 2	M: 9:25-10:05 T-F: 9:24-10:13	Math	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group
Period 3	M: 10:10-10:50 T-F: 10:18-11:07	Elective	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20 T-F: 12:04-12:53	PE	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity
Period 6	M: 12:25-1:05 T-F: 12:58-1:47	Science	40 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group
Period 7	M: 1:10-1:50 T-F: 1:52-2:41	Social Studies	40 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity
Period 8	M: 1:55-2:35 T-F: 2:46-3:35	Elective	40 minutes ZOOM Small Group	49 minutes Student Independent on Canvas/Edgenuity	49 minutes Student Independent on Canvas/Edgenuity	49 minutes ZOOM Whole Group	49 minutes Student Independent on Canvas/Edgenuity



OPTION 3:

Teacher Sample HS Schedule: One whole group and one small group Live “Zoom” session per period, per week

eLearning High School **Sample Teacher** Schedule - *Option #3*

Option #3 (1 Whole Group ZOOM & 3 Small Group ZOOMS per period, per week = 187 to 196 minutes of ZOOM per period, per week)							
Per.	Time	Subject	Monday Early Release	Tuesday	Wednesday	Thursday	Friday
Period 1	M: 8:30-9:20	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 8:30-9:19						
Period 2	M: 9:25-10:05	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 9:24-10:13						
Period 3	M: 10:10-10:50	Reading 10th Grade	40 minutes ZOOM Small Group A	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 10:18-11:07						
Period 4	M: 10:55-11:35 T-R: 11:11-12:00 LUNCH						
Period 5	M: 11:40-12:20 T-F: 12:04-12:53 Planning						
Period 6	M: 12:25-1:05	ELA 9th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 12:58-1:47						
Period 7	M: 1:10-1:50	Reading 10th Grade	40 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Whole Group	49 minutes ZOOM Small Group A	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 1:52-2:41						
Period 8	M: 1:55-2:35	Reading 10th Grade	40 minutes ZOOM Small Group A	49 minutes ZOOM Whole Group	49 minutes Assigning Student Work, Responding to Posts, Grading	49 minutes ZOOM Small Group B	49 minutes ZOOM Small Group C
	T-F: 2:46-3:35						



EXCEPTIONAL STUDENT EDUCATION

Students with disabilities will continue to receive a high-quality education in alignment with the learner’s individual Educational Plan (IEP). Hillsborough County Schools is committed to addressing the individual needs of students with disabilities through the provision of special education services and supports. ESE teachers are provided with trainings, tools and resources to support IEP teams in determining the needs of the learner and the appropriate educational plan to support their progress.

ESE Guiding Philosophy during a School Closure

- Hillsborough County Public Schools will provide educational opportunities to the general student population during a school closure. Therefore, we will ensure that students with disabilities also have equal access to the same opportunities, including the provision of Free and Appropriate Public Education, or FAPE (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)).
- 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 developed under IDEA, or a plan developed under Section 504. (34CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).
- Hillsborough County Public Schools will be following the eLearning Contingency Plan with additional provisions for students with IEPs.
- In the case of an extended school closure, in addition to the eLearning Contingency Plan, our district understands there may be exceptional circumstances that could affect how a particular service is provided. Our district is afforded some flexibility in how services and related supports may be provided.

Our district’s goal is to provide continuity of Exceptional Student Education (ESE) services and supports in alternative ways during eLearning while promoting continued progress and inclusion in the general education curriculum or through access points. 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 developed under the IDEA, or a plan developed under Section 504. In some exceptional circumstances, services may be delayed or altered based on student need in the distance learning environment. This decision will be made in coordination with parents and the IEP team.

In cases which the services and/or supports in an IEP must be aligned with the distance learning environment, the IEP team will create a Temporary Distance Learning Plan (TDLP). This Distance Learning Plan will act as a temporary supplement to the student’s IEP in order to clarify services and supports needed for the student to participate in the eLearning programs being used by HCPS. In exceptional circumstances in which a student’s ESE services are delayed during an extended school closure, the child’s IEP team (or appropriate personnel under Section 504) will make individualized determinations whether additional supports or services provided through extended learning



opportunities are needed to remediate gaps. Data will be maintained regarding student progression and any regression shall be addressed through the provision of extended learning opportunities.

During eLearning, special education and related services, as identified in the IEP and TDLP, may be provided in a variety of ways including the use of Internet-based or virtual lessons and/or virtual therapies, instructional support materials, telephone calls to support/consult with students and families, video lessons or tutorials, as well as other available distance-based learning approaches. Based on the student's IEP and utilizing evidence-based practices, services may be delivered whole group, small group, and/ or individually to provide skill-based lessons, remediation, and intervention in academics and social skills. Students served in general education classes will be provided support in collaboration with the general education teacher. Services and Therapy services (i.e. Speech/Language Therapy, Occupational and Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, Mental Health services etc.) will be provided via a virtual platform with a two-way interactive communication using audio and video between a student and the therapist. ESE teachers, therapists and district staff will work with families to provide tools, resources and strategies to maximize student engagement with eLearning.

Teachers will share announcements, lessons, assignments, and activities via the Canvas Learning Management System, in alignment with our district's eLearning contingency plan. Parents and students will access their lessons through the Canvas Learning Management System, and training will be provided by our district to introduce families to the system.

Resources for ESE Teachers to support eLearning for Students with Disabilities instructed through Access Points Standards:

- Web based core curriculum including lessons, activities, workbook pages, and videos
- Access Project: Scripted lessons, activities, ready made worksheets, and videos at <https://accesstofls.weebly.com/>
- Adapted Readers for Reading fluency and comprehension practice at <http://www.ric.edu/sherlockcenter/wwslist.html>
- <https://tarheelreader.org/>
- Online Resources OneNote Notebooks for all subject areas, K-12

Resources for Parents/Student to support eLearning for Students with Disabilities instructed through Access Points Standards:

- Center for Autism and Related Disabilities at USF: card-usf.fmhi.usf.edu
- Disability Resource Hub: brightfeats.com
- Access Project: <https://accesstofls.weebly.com/>
- Adapted Readers for reading fluency and comprehension practice: <http://www.ric.edu/sherlockcenter/wwslist.html>
<https://tarheelreader.org/>
- Scripted Stories, Social Scripts, visual supports, choice boards, communication supports- available through your child's teacher



- Online resources to assist students with disabilities with postsecondary endeavors

FAFSA

Explore options for college or career school. This site discusses key steps in preparing for college and provides resources that can help you along the way.

Federal

- [CTE Career Cluster](#)
- [Discover Hillsborough Technical Colleges](#)
- [Hillsborough Community College](#)
- [Florida Shines](#)

Community Resource Guide

Search community resources online www.211atyourfingertips.org

Accessibility for Students with Disabilities

The ESE Department will work closely with school staff and families to provide access, services and supports to students with IEPs through distance learning. The ESE Department will provide resources, tools and professional development to support ESE Teachers and related service providers to support the provision of services distance learning.

Listed below is a sampling of the resources/tools ESE teachers and related service providers have access to in order to best support the unique needs of their students. These resources/tools support Universal Design for Learning (UDL) and can be customized to meet the needs of individual students.

1. Office 365

All students have access to Microsoft Office 365. Microsoft has built-in accessibility in all of its applications.

- Log in to Office 365 at <https://login.microsoftonline.com>.
 - Username is student number. (if you need assistance logging in, contact your teacher).
- Microsoft Immersive reader is available in OneNote, Word online and Microsoft Edge.
- More information about Immersive Reader can be found at: <https://support.microsoft.com/en-us/office/use-immersive-reader-for-onenote-10712138-b4ed-4513-958d-d9a1b3038170?ui=en-us&rs=en-us&ad=us>

a. Microsoft Accessibility Tools



- i. **Immersive Reader:** This is a free tool, built into Word, OneNote, Outlook, Office Lens, Microsoft Teams, Forms, and Flipgrid, and the Edge browser, that implement proven techniques to improve reading and writing for people regardless of their age or ability.
 1. Immersive Reader is built into every Canvas course. At the top of course pages with text, you will see the “Immersive Reader” button to the right. Click it to enable Immersive Reader.
 2. To learn more about Immersive Reader, watch [this video tutorial](#).
- ii. **Dictation (Speech to Text):** For students who require alternatives to writing, dictation is a free tool that may help. Dictation lets you “type” with your voice and is built into Office apps like Microsoft Word.
 1. Learn more about Dictation: [Written tutorial](#) [Video tutorial](#)

2. Microsoft Accessibility Tools within Windows 10

Windows 10 offers the **Ease of Access** center, with many built-in features to support people with disabilities. You can find the main accessibility related settings on the Ease of Access menu under **Settings**. You can also launch accessibility features like Narrator or Magnifier in the Ease of Access settings.

To quickly open the Ease of Access pane, press the *Windows logo key + U*. Or type “Ease of Access” in the Search box.

- a. **Narrator:**
 - i. Narrator is a screen-reading app built into Windows 10, and Office 365 apps are optimized for Narrator. To get started, go to [Get started with Narrator](#).
- b. **High contrast color:**
 - i. If you want more color contrast to see text and items on your screen better and make it easier on your eyes, you can turn on the high contrast mode. For further instructions, refer to Use High Contrast in Windows
- c. **Magnify the screen content:**
 - i. Magnify parts of your screen content with the Magnifier tool. You can set Magnifier for full screen or for a Lens pane.
 1. To quickly start Magnifier, press the *Windows logo key + the plus key (+)*.
 2. To zoom in, press the *Windows logo key + plus key (+)*. To zoom out, press the *Windows logo key + the minus key (-)*.
 3. When the focus is on Magnifier, you can change its settings on the Magnifier toolbar. Press *Tab* or *Shift + Tab* to move on the Magnifier toolbar. To select an option or options list, press *Spacebar*. To exit an option or options list, press *Esc*.
 4. To exit Magnifier and close the tool, press the *Windows logo key + Esc*.



5. For more information, go to [Use Magnifier to see items on the screen.](#)
- d. **Change text size:**
 - i. You can change the size of text on the screen without adjusting your screen's resolution.
 1. In any view, press the *Windows logo key* to go to the Search box.
 2. In the search box, type: "make text larger" and then press *Enter* to open the **Customize your display** page.
 3. On the **Change the size of text, apps, and other items slider**, move the indicator tab in the right-hand direction.
 4. You can also adjust the size of text in menu bars, titles and so on. To go to those controls, from the **Customize your display** page, select the **Advanced display settings** link, then choose **Advanced sizing of text and other items**.
 - e. **Change the size of the mouse pointer:**
 - i. You can change the mouse pointer size and color to make it easier to use your mouse.
 1. In any view, press the *Windows logo key*.
 2. In the search box, type "mouse"
 3. Click the **Additional mouse options** link.
 4. In the **Mouse Properties** dialog box, choose the tab for the setting you want to change, then select options from that pane.
 - f. **Cortana:**
 - i. Use Cortana, your virtual voice-controlled assistant, to carry out basic tasks. To learn more about Cortana and how to set it up, refer to [What is Cortana.](#)
3. **Access to Audio and Digital Educational Materials**
 - a. **Bookshare:** Bookshare makes grade level text accessible to qualifying students. People with dyslexia, blindness, cerebral palsy, physical impairments, orthopedic impairments, and other reading barriers can access various types of text with a digital reader. Bookshare allows users to customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.
 - i. Visit bookshare.org
 - ii. Click on "log in" and sign in using your credentials for username/password provided to you (if you need assistance, contact your ESE teacher or specialist).
 - iii. Textbooks and literature selections related to classes may be found on this site.
 - iv. Teachers may add individual books or book lists to a student's Bookshare library shelf.



- b. **Learning Ally:** Learning Ally makes grade level text accessible to qualifying students with a reading deficit, visual impairment, or physical impairment otherwise preventing them from accessing text. Learning Ally provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.
 - i. Visit learningally.org or download the Learning Ally App for your smartphone or tablet.
 - ii. Selected audiobooks are accessed via the “Learning Ally Audiobook App”
 - iii. Click on “log in” and sign in using the login credentials (if you need assistance, contact your ESE teacher or specialist).
 - iv. Qualified users may search for literature books to read at leisure by searching for book by title or genre.
 - 1. Click the “add to bookshelf” button next to the book to add to your bookshelf.

Additional Accessibility for students with Visual Impairment

Many resources are available to support online learning for students with a Visual Impairment. Note: Students with Disabilities who have a Visual Impairment and follow general education standards are to complete the same learning activities as outlined in the At-Home Learning Plan. Students with Disabilities who have a Visual Impairment and follow access point standards are to complete the same learning activities as outlined in the At-Home Learning Plan.

- 1. **Specialized Strategies: Accessing Materials, Computer Platforms for Remote Instruction and Orientation and Mobility**
 - a. **ZoomText Software:** Screen magnification software to allow full magnification, adjust of all features for best visual access
 - b. **Low Vision Devices/Strategies:** Magnifiers, other Low Vision Devices and strategies- based on student needs, prescriptions and Functional Vision Learning Media Assessments. To allow best access to paper materials for reading and writing. This may include electronic or non-electronic device/strategies.
 - c. **Accessible Applications:** A variety of applications and programs for students with visual impairment to work toward individual learning goals, including but not limited to: Accessibyte, Typing.com, Talking Typer, classes from Hadley School for the Blind, resources from Perkins School for Blind, etc.
 - d. **Virtual Curriculum iReady, Achieve 3000, SIPPS, Kahn, Etc.:** Students with Disabilities who follow general education standards and access points standards who are regularly assigned online content will continue to use these programs while at home. Others may utilize supplemental software or paper-based curricula more appropriate for them as decided by their IEP team.



- e. **Objective Ed:** New, completely digital curriculum focusing on skills for students with visual impairments in the areas of Assistive Technology, Braille and Orientation & Mobility. Uses an Ipad or Iphone and allows teacher to select/plan lessons and monitor progress.
- f. **Remote Instruction and Supports:** Teachers of Students with Visual Impairments will utilize a variety of available district platforms to deliver student services based on student need and family resources to include: Canvas, Microsoft TEAMS, Class Notebook, telephone support, email correspondence, independent work packets, etc.
- g. **Assessment of Students with Visual Impairment:** Assessments will be completed as much as possible remotely. However, in order to ensure thorough and valid initial and re-evaluative multidisciplinary assessments of students, some portions of assessments may need to be completed in person. This may require parents to schedule visits with evaluators at local school sites for completion of assessments.

2. Students who Access Braille as Learning Medium

Students who access materials in tactile format may receive assignments and/or necessary manipulatives in one of the following methods, following CDC guidelines: (Instructions for the assignments will be provided in both print and braille.)

- Hard copies of braille materials addressed FREE MATTER FOR THE BLIND. Once assignments are completed, they will return them in the provided addressed stamped (FREE MATTER FOR THE BLIND) envelope.
- Weekly home delivery by staff for spontaneous or last minute materials (contactless porch drop-off)
- Parent pick-up at neighborhood school site or nearest “Grab and Go” meal location
- **Live Reading Support:** By schedule for individual student needs, via telephone or web interface
- **Digital Materials:** Provision of materials in digital format accessible to students through student Office365 accounts or Google Docs accounts
- **NVDA Software:** Screen reading program for computers or laptops
- **Refreshable Braille Displays Note-Taking Device** (i.e. “BrailleNote Touch” or “Apex”): Students who are currently assigned a BrailleNote Touch or similar device for note taking are advised to continue use for completing assignments at home.

Accessibility for students who are Deaf or Hard of Hearing

The resources below outline some of the tools available to support students who are Deaf or Hard of Hearing. Note: Students with Disabilities who are Deaf or are Hard of Hearing and follow general education standards must complete the same learning activities as outlined in the eLearning Plan, unless otherwise approved by school administration. Students with disabilities who are Deaf/HH



and follow access points standards must complete the same learning activities as outlined in the eLearning Plan.

1. Closed captioning

Closed captioning is highly recommended for use by all students. Captions are available in most online programs by clicking on the “cc” button. [This video demonstrates how to turn on the closed captioning feature.](#)

2. Students with limited auditory access or ASL users

If a student has limited auditory access or American Sign Language is listed as their primary mode of communication on their communication plan, the teacher, with approval from school administration and district specialist, may provide alternative assignments to I-Ready. This will be determined on a case-by-case basis.

3. Interpreter services

Students with interpreter services on their IEP will be provided with instructions on how to access a district interpreter via Skype or Microsoft Teams so that they can gain adequate access to any online learning material. These times will need to be scheduled on an individual basis.

4. Additional resources

Additional Resources such as ASL stories or other online platforms for teaching Expanded Skills Curriculum will be provided individually to students, based upon their IEP goals and services, by their Teacher of the Deaf and Hard of Hearing.

IEP Meetings

Communication and collaboration with parents is critical to the success of students. ESE teachers, specialists and other school staff will utilize phone calls and virtual conferences to communicate with students and families about student progress, accommodations and required supports. Parents are an important member of the IEP team. To allow for the full participation for parents and students, as appropriate, IEP teams including all appropriate IEP team members may meet virtually utilizing Zoom or telephonically utilizing conference calls to conduct annual reviews, revisions and eligibility staffings. In person IEP meetings may also occur following CDC, state and local guidance with respect to social distancing.

Evaluations will continue to be completed. Many components of evaluations and reevaluations can be completed virtually. For portions of evaluations that require face-to-face administration, evaluators will work with families to complete the evaluations by appointment on school campuses following CDC and social distancing guidelines.

Parent Webinars

FDLRS Parent Services is working to provide [Parent Information Sessions virtually](#) to meet the needs of our families. If you need additional assistance beyond parent webinars, contact FDLRS Parent



Services at (813) 837-7732 (English), (813) 837-7728 (Spanish) or email fdlrparentservices@sdhc.k12.fl.us. Additional information and resources can be found on their website at <http://fdlrs.mysdhc.org/>.

Roles and Responsibilities for ESE Staff

Speech-Language Pathologists

- Schedule and provide virtual Speech-Language therapy services to students with disabilities participate in virtual eligibility and IEP meetings, conduct evaluations virtually or in person, as appropriate, complete written evaluation reports.
- Complete documentation of all services and communication with students and families.

Occupational Therapists and Assistants

- Schedule/provide distance/virtual Occupational therapy services to students with disabilities, write evaluation reports, participate in virtual IEP meetings, participate in virtual eligibility meetings, and if appropriate, conduct evaluations through virtual meetings.
- Complete documentation of all services and communication with students and families.

Physical Therapists and Assistants

- Schedule/provide distance/virtual Physical therapy services to students with disabilities, write evaluation reports, participate in virtual IEP meetings, participate in virtual eligibility meetings, and if appropriate, conduct evaluations through virtual meetings.
- Complete documentation of all services and communication with students and families.

Deaf and Hard of Hearing Teachers

- Schedule/provide Deaf and/or Hard of Hearing services to students with disabilities, write communication plans; participate in virtual IEP meetings, participate in virtual eligibility meetings.
- Consult/Collaborate with families and stakeholders to make materials and distance/virtual learning activities accessible to students with hearing impairments. Complete documentation of all services and communication with students and families.

Teachers of the Visually Impaired

- Schedule/provide distance/virtual Vision services to students with disabilities, write evaluation reports, participate in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conduct evaluations through virtual meetings.
- Consult/Collaborate with families and stakeholders to make materials and virtual learning activities accessible to students with visual impairments.



- Complete documentation of all services and communication with students and families.

Audiologists

- Act as a resource to students, parents, and teachers via virtual meeting to support needs with amplification, participate in virtual IEP meetings, participate in virtual eligibility meetings.
- Complete documentation of all services and communication with students and families.

VE Teachers/PreK ESE Teachers/Hospital Homebound/Home based Teacher

- Schedule/provide virtual ESE services and instruction to students with disabilities. Provide applicable accommodations and compile online resources for students, participate in virtual IEP meetings, participate in virtual eligibility meetings.
- Complete documentation of all services and communication with students and families.

Access Point Teachers/Hospital/Homebound/Home based Teacher

- Schedule/provide virtual ESE services and instruction to students with disabilities and complete accompanying documentation.
- Provide applicable accommodations and compiling online resources for students, participating in virtual IEP meetings, participating in virtual eligibility meetings.
- Complete documentation of all services and communication with students and families.

Behavior Support Teachers

- Schedule/provide distance/virtual ESE services and instruction to students with disabilities.
- Support behavior plans that promote success while students access education through distance learning.
- Provide applicable accommodations and compiling online resources for students, participating in virtual IEP meetings, participating in virtual eligibility meetings.
- Complete documentation of all services and communication with students and families.

Paraprofessionals

- Support teachers in conducting check-in sessions to stay connected with the families and students.
- Other duties as assigned within the general realm of their current responsibilities.

Interpreters

- Schedule/provide interpreting services to students with disabilities on caseload.
- Contact students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate.

ESE Specialists



- Support teachers who need assistance modifying lessons for students.
- Support teachers in the scheduling of and creation and delivery of distance/virtual lessons.
- Facilitate the delivery of lessons and grading of assignments for vacant positions utilizing the entire ESE team.
- Monitor compliance: IEP meetings and support ESE team to maintain compliance documentation and ensure IEP meetings are held.
- Participate in virtual IEP meetings.
- Assist with ensuring parents have materials/equipment they need such as visuals, manipulatives, etc.

Behavior Analyst Coordinators

- Support school staff, parents, and students with behavior plans that promote success while students access education through distance learning.
- Consult with staff and parents virtually or by phone to address behavior supports and strategies at home.
- Create and deliver PD for school staff.
- Participate in virtual IEP meetings as appropriate.
- Offer virtual office hours.

ENGLISH LANGUAGE LEARNERS (ELL) AND ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Hillsborough 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.

Schools will establish a line of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families will be in place. The District will assess the accessibility needs of learning platforms and resources for ELL parents



and students (language, hardware, Internet access, etc.), and provide necessary guidance, instructions, and support to students and their families in their home language as feasible.

ELL students will be provided daily opportunities to speak and be formatively assessed on a regular basis throughout the eLearning curriculum. These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means. Parents will be engaged to ensure their children read, speak, write, and listen in their native language as well as English every day. Texts, videos, and writing assignments will be strategically selected so that ELs can read, listen, and write regularly. Models will be provided to demonstrate clear criteria for success. Student agency, curiosity, and exploration will be emphasized, and parents will be provided access to quality multilingual learning resources to supplement learning via electronic, print, and video formats.

Our focus will be to utilize technology to create a collaborative partnership with teachers in a digital environment. Using online platforms such as Microsoft TEAMS, Google Voice, or Zoom, you are encouraged to engage teachers in quality conversations about differentiation of instruction for ELLs, the implementation of appropriate ELL strategies, and providing support as the teacher takes action to systematize virtual classroom learning routines. The frequency and structure of virtual PLCs should be differentiated to meet the needs of individual teachers.

The ELL Committee, which includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, the Bilingual Education Paraprofessional, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- Review and make placement recommendations.
- Evaluate continuation of program services to support language acquisition.
- Determine eligibility.
- Provide recommendations for programs and access to additional services.
- Utilizing data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports; data obtained from language acquisition programs (Reading Eggs, Exact Path, Imagine Learning); etc.

The placement of English Language Learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy.

The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential. Instructional services are documented through the ELL student plan. 48 English Language Learners who have completed the credits required for graduation but have not met the 2.0 GPA or the state assessment requirements are eligible for a certificate of completion and an additional year of high school.



Equal Access for English Language Learners

English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services. (Rule 6A-6.0908, F.A.C.)

All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible. English Language Learners will not be subject to disciplinary action because of their use of a language other than English.

Assessment

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction. English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition.

Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan and, if necessitated, an ELL Committee convened to make decisions and recommendations.

The ELL committee will convene whenever substantive changes in an individual ELL student plan are required and will utilize data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports; data obtained from language acquisition programs (Reading Eggs, Exact Path, Imagine Learning); etc., to make determinations.

English language learners are eligible for accommodations on all state, district and site-based assessments.

Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- Results of the W-Apt or WIS screener;
- Academic performance;
- Standardized assessments and language acquisition data;
- Number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction;
- The student's English language proficiency; and
- Attendance and retention data.

Promotion or retention decisions may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. (Rule 6A-1.09432, F.A.C.)



ELL Transfer Students

The following placement guidance applies to students transferring to the district. At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade level. Throughout the academic year, students entering from another site in the district are placed in the concurrent grade-level. Students entering from another site in the state or from out-of-state will be screened for ELL program services eligibility and placed in the concurrent grade-level.

The bilingual guidance services team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation. Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

Supporting ELL & ESOL Students & Families

In addition to classroom teachers, the role of the ESOL resource teacher and paraprofessional is to build teacher capacity to support ELLs in both virtual and non-virtual learning environments. This should occur by assisting their implementation of effective instructional strategies, differentiation of instruction, and best practices for ELLs through job-embedded support in order to accelerate and ensure meaningful and comprehensible instruction for ELLs.

The ESOL resource teacher will assist our teachers, students, and families in the following ways:

- Assist teachers with developing language goals for their ELLs.
- Assist teachers in developing alternative assessments for ELLs to ensure comprehension of vocabulary, skills and content.
- As needed, provide individualized WIDA student plans or conduct data chats regarding ELLs.
- Assist teachers with troubleshooting technology questions by students and families.
- Provide translation of instructions on teacher developed lessons.
- Clarify difficult concepts or content by providing supplemental resource linkages, developing video shorts, etc.
- Supporting school sites by assisting with the distribution of technology resources and non-virtual study packets.



CAREER, TECHNICAL AND ADULT EDUCATION (CTAE)

Adult Education will provide students who enroll in the Adult ESOL, ABE/GED and Credit programs with hybrid distance learning opportunities. Students will use specific computer-based distance learning curricular platforms that are designed to improve each learner's academic achievement level.

Teachers will lead all computer-based distance learning curriculum through zoom presentations, Skype, and Canvas uploads, until HCPS resumes brick and mortar classes. The AGE Credit programs will be monitored and enhanced along the way by the Community School Administrators, District Resource Teachers and the Supervisor of Adult Education. Professional Development and best practices modeling training will be provided for teachers through Zoom throughout the distance learning process.

Communication will be set up through email communication and telephone systems i.e. Remind, google voice or use of the student contact form which is included in the attached COVID-19 Distance Learning Resources. All computer-based distance learning platforms track students time on task.

Adult Students can access instructional materials on computers, tablets and smart phones 24/7. We will use the Edgenuity Curricular online platform for Credit Course, The Educational Essentials online program for ABE/GED and English Discoveries platform for ESOL.

Computer Based Credit/ACT Program

This program is strictly for students that are co-enrolled and Adult Credit or ACT learners

Computer Based Credit and ACT Teachers

Teacher of Record Responsibilities:

- Teachers will enroll all students and provide a password.
- Teachers of Record will continue to monitor curriculum, Edgenuity (Credit and ACT (Virtual Tutor)) Please be reminded to check all TARGET DATES and change them to ensure your students have access to assignment calendars.
- There will be no lab hours for teachers on campus, but it is recommended they use their normal lab time as a Virtual Lab time. The students should be encouraged to contact the teacher for assistance. This is when teachers can set up a Skype, Zoom or Google Hangout for video contact.
- Teachers of Record are encouraged to communicate with Facilitators that are monitoring student work and/or copy communications sent to student via emails.
- Teachers of Record will not add any classes to a student's account without paperwork.



- Teachers of Record that have paperwork on any Completions need to communicate with their Administrator on how to submit.
- Teachers of Record will submit a weekly email that includes a Student Contact Form to their administrators (CSA/Principal) (suggest sending in on Fridays).

Credit Lab Facilitator Responsibilities:

- Facilitators will continue to monitor curriculum, Edgenuity (Credit and ACT).
- Facilitators are encouraged to communicate with Teachers of Record that are monitoring student work, please notify them of any communication sent to students.
- There will be no lab hours for teachers on campus, but it is recommended teachers use their normal lab time as a Virtual Lab time. The students should be encouraged to contact the teacher of Record for assistance. This is when teachers can set up a Skype, Zoom or Google Hangout for video contact.
- Facilitators are reminded to review the Edgenuity Credit Checklist for 2020-2021 Adult Education Protocol & Computer Lab Set regarding the Dashboard Alerts.
- Facilitators will submit a weekly email that includes a Student Contact Form to their administrators (CSA/Principal) and teachers of record (suggest sending in on Fridays).

Student Responsibilities:

- Students will work using the online curriculum, Edgenuity Credit or ACT.
- Students will have access to both programs (per usernames and passwords).
- Students are encouraged to be active daily but should complete a minimum of six (6) to ten (10) hours weekly of online study (dependent on course enrollment hours).
- Students are encouraged to contact their teacher during Virtual Lab Hours.
- Students who accumulate 6 consecutive absences will be withdrawn

GED Testing

- There is no HCPS GED testing during this window of time. Teachers and students will be alerted to when testing with resume. Students can contact GED.com for online and other regional face-to-face testing opportunities.

TABE Testing

- There is no live TABE testing during this window of time. Teachers and students will be alerted to when live testing will resume. Remote TABE testing is being explored.

Computer Based ABE/GED

Teacher Responsibilities:

- Teachers will enroll students and provide them with a password for both programs.
- Teachers will monitor curriculum, Essential Education TABE Academy (ABE) and Edgenuity (GED).
- Teachers will have access to both programs (per usernames and passwords). There will be no lab hours for teachers on campus, but it is recommended they use their normal lab time



as a Virtual Lab time. The students should be encouraged to contact the teacher for assistance. This is when teachers can set up a Skype, Zoom or Google Hangout for video contact.

- Teachers will submit a weekly email that includes a Student Contact Form to their administrators (CSA/Principal) (suggest sending in on Friday).

Student Responsibilities:

- Students will continue to use ABE/GED curriculum, Essential Education TABE Academy (ABE) and GED Academy (GED).
- Students will continue to have access to both programs (per usernames and passwords).
- Students are encouraged to be active daily but should complete a minimum of six to ten hours weekly of online study. (Dependent on course enrollment hours).
- Students are encouraged to contact their teacher during Virtual Lab hours.

ESOL – English Discoveries

Teacher Responsibilities:

- Teachers will continue to monitor curriculum that is English Discoveries.
- Teachers are encouraged to set up Virtual Lab hours for communication. The students should be encouraged to contact the teacher for assistance. This is when teachers can set up a Skype, Zoom or Google Hangout for video contact.
- Teachers will submit a weekly email that includes a Student Contact Form to their administrators (CSA/Principal).

Student Responsibilities:

- Students will continue to have access to English Discoveries.
- Students are encouraged to be active daily but should complete a minimum of six (6) to ten (10) hours weekly of online study (dependent on course enrollment hours).
- Students are encouraged to contact their teacher during Virtual Lab Hours
- Department of CTAE, Adult Education general contacts: (813)-48-1809



CONTENT DELIVERY FAQs FOR STAFF

eLearning Best Practices

eLearning Instructional Best Practices HCPS

Planning and Preparation
<i>Knowledge of Content and Pedagogy / Knowledge of Students / Knowledge of Resources</i>
Understands the connection between the instructional frameworks and the eLearning materials.
Prepares digital learning tasks that require critical thinking skills and are aligned with grade appropriate standards.
Develops differentiated assignments scaffolded for below and above-level learners.
Creates lesson plans that utilize a variety of technology and multimedia resources.
Plans for small group eLearning instruction based on knowledge of content, resources, and students.
The Classroom Environment
<i>Creating an Environment of Respect & Rapport / Culture for Learning / Establishing Procedures</i>
Establishes norms and online protocols for student to student and student to teacher interactions.
Shares a schedule of live lessons and provides recordings of all live lessons*.
Responds to all student posts in the online classroom in a timely manner (suggested 24 hours).
Provides explicit, clear, and student-friendly instructions for students to access when navigating the virtual classroom.
Creates an environment where students connect as a virtual community through positive, personal interactions.
Instruction
<i>Engaging Students in Learning / Using Assessment in Instruction / Demonstrating Flexibility & Responsiveness</i>
Grades student work and in a timely manner and includes specific, personalized feedback (suggested within 48 hours).
Poses high quality questions, utilizes wait time, and allows equal opportunities for students to respond.
Engages students via technology (i.e., poll questions, chat, Kahoot, Nearpod, thumbs up/down, 1-5 scale, etc.).
Conducts informal checks for understanding to determine students' progression of mastery towards standard.
Utilizes data gathered from various sources for differentiation and remediation in small groups.
Professional Responsibilities
<i>Communicating with Students & Families / Maintaining Accurate Records / Growing & Developing Professionally</i>
Attends and actively participates in virtual grade-level PLCs.
Maintains a system for tracking outreach to students (e.g., uses a contact log).
Responds to all emails, phone calls, and texts from all stakeholders in timely manner (suggested 24 hours).
Communicates regularly about instructional expectations (e.g., weekly email with information about the week ahead).
Participates in professional development related to online learning to develop new skills and enhance instruction.

*Zoom Live Lessons are posted only with approved media release forms.

What is the eLearning expectations for teachers?

Canvas: is the primary instructional tool for traditional (brick & mortar) and eLearning classrooms. Canvas also serves as the official communication channel between you and your students and their families. Teachers are expected to have the day's assignments on Canvas by the beginning of their school's normal operating hours (which means teachers could post them near the end of the prior day). We want to ensure if a student is logging on early, there is an assignment waiting for them. Teachers are expected to create "hours of availability" for students to ask questions and receive timely feedback.

Edgenuity: Most core content course in grades 6-12 will use the Edgenuity platform within Canvas, requiring only one sign-on. The Edgenuity EdgeCourseware link is available in the Course Navigation Menu.



What is the best way for teachers to communicate with students—and how often?

Whenever possible, in order to best sustain learning momentum, teachers should respond to academic questions from their students within 24 hours. Use Canvas or IDEAS for all electronic communication with students and parents. Do not use outside email providers (Yahoo, Hotmail, AOL, Facebook, Gmail, etc.) to communicate with students as all communication is deemed public record.

Is it okay for the teacher to call the student or their parent?

It is okay for a teacher to call or text if a student is not actively working on their eLearning assignments or if they are not in good academic standing. Schedule phone conferences to address any problems the student is having. Check telephone messages frequently and return calls within 24 hours. [Google Voice](#) is an option for phone contact. Please document all student phone communications or attempts to reach out to a student or their parent.

Attendance and Grading Policies

How do teachers grade students' assignments?

Student work should be graded in a timely manner. Specific grading feedback should accompany every grade issued. Feedback should be personalized to the student and the assignment. It should also accelerate the learning and allow students to know what their next steps should be. Student work that demonstrates a low comprehension of material may include an invitation to review and resubmit in order to move toward content mastery.

How do teachers take attendance for eLearning?

Official Daily Attendance: K-12 homeroom teachers will record daily attendance and submit it in EdConnect by 11:00am. Should EdConnect be unavailable, record attendance and submit it when the system becomes available. ParentLink will go out district-wide at 1:00pm.

To facilitate the recording of attendance, especially on days without live interaction with students, you can download the “**HCPS Attendance for eLearning Survey**” from Canvas Commons. The survey asks students to record their attendance by clicking on a picture that says, “**Click Here to Record Your Attendance.**” Please set the survey to open at 12:00am and close at 11:00am. The survey has zero points assigned and will not affect student grades. You will find an instructional video here:

<https://www.youtube.com/watch?v=GACtFmEqX1E>.





Tips for using “HCPS Attendance for eLearning Survey”:

1. After importing the quiz, give it a name appropriate for your course, e.g., Attendance Aug. 24.
2. Set the appropriate availability. (Seen in the picture to the right).
3. Duplicate the quiz from within the module as many times as you need to
4. Do not forget to update the quiz name and availability.

The image below shows how the survey will look in your gradebook. Students who have recorded their attendance will have a “0” out of “0”. Those who did not record their attendance will have a dash “-” in the grade column. Please educate your students and parents about the attendance survey so they are comfortable seeing the attendance notation and understand it does not count for a grade.

Student Name	HCPS Attendance for ... Out of 0	Assignments	Total
Jenna Dawson	0 Present	-	! -
Holly Holland	- Absent	-	! -
Christopher Holt	- Absent	-	! -
Wendy Huriaux	0 Present	-	! -
TeacherTestAccount	0 Present	-	! -
Test Student	0 Present	-	! -

“0” Present, “-” Absent

Period Attendance: 6-12 teachers will continue to take period attendance, which can be done multiple ways (Canvas poll, Zoom, assignment submission, discussion post, phone call, email, text). Please continue to submit attendance through EdConnect.

Submitting Attendance through EdConnect:

- Sign into EdConnect using Lawson # and Password. Please do not share your Lawson and Password information.



- Put your cursor over the Attendance section to begin the process
- Click on class roster
- The Attendance roster will display
- Verify that the expected class is displayed
- Check the students status (present or absent).
- Students with no attendance activity will default to present
- Suspensions entered by the administrator is generated by a referral and can only be changed in the EdConnect by an administrator
- For each school day, Daily Attendance must be submitted and confirmed even if no students are absent.

Correction for attendance in EdConnect:

- Teachers can make corrections to the current day's attendance before 11:00 a.m..
- Teachers may review previous days' attendance but only the Attendance Clerk can make corrections.
- Teachers may not change a suspension or tardy entered by the Attendance Clerk
- If a student is tardy and has been marked absent, informed the Attendance Clerk of the correction if it is after 11:00 and the teacher has submitted the attendance in EdConnect.
- If a student is mark absent accidentally, informed the Attendance Clerk of the correction.
- Students who are tardy will sign-in using SafeNet and a report (sign-in report) will be generated by the Attendance Clerk to use to make the adjustment.

Review and print previous attendance:

- Select a date or date range from the Start date and End date calendars and select print. Please note the default is the current day.
- At the end of the nine weeks, the Attendance Clerk will print a report every nine weeks for each teacher to use to add the attendance data on the Report Card. This will include the total absents for the nine weeks.
- On the Login page check the 'Resume last session' box to return you to the web page that was last displayed during the prior session.

What if a student asks for additional assignments or learning opportunities?

There are additional resources available from reliable education-focused websites to provide learning to our students. Teachers are encouraged to clearly communicate specific resources to their students. However, we are asking that all assignments be aligned with state standards and with our current curriculum guides.

How flexible should teachers be during the eLearning process?

Flexibility during eLearning is key to making sure students are not at a disadvantage. Consider flexible deadlines and flexible methods for how students complete an assignment. Assume at least some students will use phones or tablets to access eLearning and submit their work. There are times



when this will lead to difficulty viewing or completing lessons. Be available on Canvas, by phone and email and actively invite students to reach you any way they can and share if they are having difficulties so you can monitor and adjust.

Work Hours

For the purposes of virtual instruction, the standard school day will remain the normal workday for school-based administrator. Teachers working virtually should be flexible to meet the needs of the students served. Employees are expected to continue to monitor their email throughout the day and allow for a normal lunch break.

School based administrators, SNS Staff, and Custodians are expected to work daily.

Clerical Staff should work with their school administration team to determine work schedules and identify tasks that can be completed virtually. Employees are expected to conduct themselves professionally as if they were on regular work hours and must abide by the Code of Ethics.

Paper-based Instruction

In the event a student does not have access to a virtual environment, packets can be created and distributed from the school site. Organization of materials, availability of copy paper, and a system for making copies, and a method for returning to a designated place need to be considered. Also, student supplies for home learning should be included as part of the student packet. Teachers will have to determine timeframes for completion and drop-off of work to be graded.

Teachers are expected to:

- Utilize district curriculum or teacher created standards-based lessons to create packets for students (consider using consumables if available).
- Provide instructions for completing and submitting completed assignments.
- Maintain a minimum of one week communication to check on their progress. Utilize the call log to document to the communication.
- Provide frequent feedback to students.
- Grade completed assignments as necessary.

Purposeful Student Communication

This component allows for the instructor to engage students through active and purposeful communication during the course/subject area. As an initial point of communication, we are asking that all teachers use the Family Check-In Log to assess family/student needs and to determine the best method of communication. This collection of data will be sent to the principal and one file for every student can be created by merging the spreadsheets together.



Communication includes, but is not limited to, the following activities:

- Call/text students not in good academic standing (not actively working in course).
- Call/text students for positive as well as “motivational” reasons.
- Invite parents to participate in all tele-conversations.
- Schedule tele-conferences to address any problems the student is having.
- Check telephone messages frequently and return calls within 24 hours (if you choose to use a phone).

Daily Accessibility

Create “hours of availability” for students to ask questions and get immediate feedback. Stay within these hours of availability so that students adhere to them but maintain flexibility. There is a messaging feature in Canvas.

Active Progress Monitoring by Teachers

This component will require the greatest amount of a virtual instructor’s bandwidth and time. In the absence of traditional seat time, ensuring students are completing their weekly assignments is critical to student forward momentum and academic success. Instructors must monitor the individual progress of each of their students on a weekly basis, at minimum. Students who are not submitting quality work in a timely fashion are not learning. As such, instructors monitor their students to make sure that each student is learning in their classroom. Instructors must call each student who is not successfully submitting work consistently or with quality; that is a student who is not learning right now or not passing and our goal is to find out how we can help him/her learn. Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is actively making progress on their assigned weekly tasks.

Active Progress Monitoring by Administrators

Principals should assign each administrator to a group of teachers to support. Administrators will check on teacher and student progress daily by doing the following:

- Reviewing teacher Canvas pages for assignments posted, grades, and other communications.
- Talking with assigned teachers about students who are utilizing paper packets to ensure work is completed and students are learning.
- Hosting Zoom conferences with grade level/subject teams to identify opportunities to support the virtual learning environment.
- Making calls home to students and families when no response or lack of communication exist and call to assess quality of learning.



eLearning Support Guide for Coaches

Coaches will interact with students through eCoaching. We define eCoaching as virtual or online coaching, using technology to create a collaborative partnership between two or more individuals in a digital environment. The synchronous coaching takes place through a variety of online platforms such as [Skype](#) or [Zoom](#). This online coaching experience cultivates leadership skills by engaging a teacher in quality conversations about possibilities, targeting effective instructional methods, and providing implementation support as the teacher takes action to systematize classroom literacy routines. The frequency and structure of cloud coaching is differentiated to meet the needs of each individual teacher. (Empowering Literacy Leadership Through Online Cloud Coaching, Julie B. Wise, Jan 22, 2017)

Core Actions for eCoaching and eLearning

Instructional coaching during eLearning supports interactions focused on building content knowledge and maintaining learning relationships within a digital environment. Communication and connection are key elements for engaging students and teachers in thriving learning partnerships. The following **eCoaching Core Actions** are the first steps instructional coaches can prioritize in order to create meaningful online teaching and learning experiences.

This chart provides specific roles of the instructional coach to support each core action for eCoaching. These actions will be conducted both synchronously and asynchronously based on the needs of the teachers at each site. Content Supervisors provide support to instructional coaches in both content and coaching strategies.

Core Actions for Coaches During eLearning	Instructional Coaching Role
eCoaching Commitments: <i>Instructional Coaches Support Student Learning</i>	Coaches support student learning by: <ul style="list-style-type: none"> ➤ Facilitating standards-based planning. ➤ Providing support for differentiated instructional design. ➤ Identifying assessment strategies for a variety of purposes. ➤ Conducting data analysis to inform instruction.
eCoaching Practices <i>Instructional Coaches Support Teachers</i>	<ul style="list-style-type: none"> ➤ Utilizing district approved curriculum platforms and tools. ➤ Providing support with teachers building their own lessons.



	<ul style="list-style-type: none"> ➤ Guiding teachers adapting district created lessons in Clever. ➤ Differentiating lesson design by adding tier 2-3 supports. ➤ Connecting daily with individuals or groups of teachers. ➤ Leading collaborating amongst teachers using video conferencing tools. ➤ Virtual coaching cycles. ➤ Virtual lesson studies.
<p>eLearning for Students and Parents: <i>Instructional Coaches Support Families</i></p>	<p>Coaches support families by:</p> <ul style="list-style-type: none"> ➤ Assisting teachers with troubleshooting technology questions from students and families. ➤ Supporting differentiation ideas based on student need. ➤ Clarifying lesson assignments and data collection. ➤ Facilitating community of learners through online platforms such as FlipGrid. ➤ Assist teachers with virtual to non-virtual instruction. ➤ Supporting schools with distribution plans for technology resources, non-virtual packets.
<p>Professional Development by Coaches: <i>Instructional Coaches Support Adult Learning</i></p>	<p>Coaches support adult learning by:</p> <ul style="list-style-type: none"> ➤ Connecting teachers with online professional development sponsored by district and professional organizations. ➤ Offering virtual PD to support teachers. ➤ Conducting virtual PLCs ➤ Guiding data chats.



	<ul style="list-style-type: none"> ➤ Leading professional book studies.
<p>Toolkit for Instructional Coaches</p> <p><i>Instructional Coaches Grow Professionally</i></p>	<p>Coaches grow professionally by:</p> <ul style="list-style-type: none"> ➤ Joining professional development supported by district content supervisors. ➤ Utilizing professional development resources provided from district. ➤ Attending ongoing online webinars. ➤ Sharing update and information on all district and state initiatives. ➤ Accessing tools and resources provided through Clever, Canvas and district coaching platforms on IDEAS. ➤ Registering for professional development offered by the district such as Canvas to immediately support teachers and students.

Immediate Instructional Coaching Timeline

The following actions prioritize coaching support. These actions may continue as the instructional coaching timeline adjusts.

- Differentiation of Lessons via Clever – Support teachers in ensuring district online lessons are meeting the individual needs of Tier 2 & 3 supports.
- Differentiation of Teacher Created Lessons – Support teachers in ensuring teacher created lessons are meeting the individual needs of Tier 2 & 3 supports.
- Students without Virtual Access – Support teachers in gathering district approved resources to implement paper-based instruction.
- Direct Teacher Support for Instruction & Planning – Communicate with teachers to identify most pressing instructional needs. Schedule times for teachers to PLC and co-plan virtually.
- Direct Teacher Support for Data Analysis – Analyze data with teachers to make instructional decisions and to determine Tier 2 & 3 support for students.
- New Teacher Support – Ensure all new teachers have access to Clever, Canvas and district approved technology platforms. Provide guidance in the use of lessons via Clever. Assist new teachers with instructional design to support student needs.



Hillsborough County Public Schools Online Coaching Resources

	PK		K-2 and 3-5					6-8					9-12				
	ELA	Reading	ELA	Reading	Math	Science	Social Studies	ELA	Reading	Math	Science	Social Studies	ELA	Reading	Math	Science	Social Studies
Available via Clever	Algebra Nation									X					X		
	Brightfish								X					X			
	Commonlit			X	X ¹	X	X	X	X	X			X	X			
	ELlevation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	i-Ready			X	X	X	X	X									
	iXL									X							
	Khan Academy				X					X					X		
	NearPod				X					X					X		
	SpringBoard								X		X			X		X	
	Newsela			X	X		X	X	X	X		X	X	X	X		X
Zoom	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Available via Office	OneDrive	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Forms	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Near Pod	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Pear Deck	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Sway	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Task	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Teams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Whiteboard	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Support Guide for Media Specialists

School media centers in the Hillsborough County Public Schools circulate more than 4,000,000 library materials each year and are the main source of printed materials for students. School libraries can safely provide access to both print and eBook materials. Every effort should be made to maintain library programming regardless of the choice of reopening models. Media Specialists will continue their role as the hub of the school, enhancing each core curriculum topic, supporting their fellow educators with resources and innovative ideas and building literacy skills in every student.

The Library Media Services department recommends the following:

Brick & Mortar + eLearning Library Media Instruction

Like all other classroom spaces, media centers and library programming can be adjusted to accommodate for social distancing



<p>Concierge/Collaborative distance teaching/learning model can include:</p>	<ul style="list-style-type: none"> ➤ Encourage reading through book talks, read-aloud, and online promotions using eLearning platforms (Canvas/Zoom/Teams) to remotely co-teach. ➤ Demonstrate the use of District resources to teach information literacy and the research process using eLearning platforms (Canvas/Zoom/Teams) to remotely co-teach. ➤ Maintain collaborative library and information literacy lessons through online platforms (Canvas/Zoom/Teams) to support student learning. ➤ Create & maintain a Canvas course for the Library Media Center (pending IT solution) ➤ Work with teachers to encourage student access of eBooks and online databases through the Virtual Library & Catalog ➤ Provide informational tutorials for students and teachers on how to access resources ➤ Be the bridge between classroom/student/teacher needs and resources ➤ Work with teacher PLCs to act as a resource for lesson plans and technology, offer personalized support based on teacher needs ➤ Create Virtual Book Clubs (FLA, FTR, SSYRA, SSYRA, Jr., #ProjectLit, #ReadWoke, etc.)
<p>When remote/concierge services are not possible, small group in the media center model:</p>	<ul style="list-style-type: none"> ➤ Reduce the number of students using the space simultaneously ➤ Suspending open library times such as lunch before/after school. ➤ Arrange furniture to allow for social distancing ➤ Students use hand sanitizer upon entering the media center. ➤ Sanitize surfaces between classes and patrons. ➤ Store items that are unable to be sanitized (including, but not limited to, manipulatives, Makerspace, Board games, Magazines, newspapers, etc.) ➤ Stagger times between student visits to allow for social distancing and sanitizing of surfaces. ➤ Students may make an appointment to visit the Media Center or work with the Media Specialist through Canvas or email.
<p>Concierge/Curbside Service Model</p>	<ul style="list-style-type: none"> ➤ Enable continued book circulation by following recommended ALA practice of quarantining returned books for 72 hours. ➤ Provide concierge and remote library services when possible, including book recommendations, book order/request forms, structured delivery or pick-up of materials.



	<ul style="list-style-type: none"> ➤ Allow students to reserve books for delivery via library catalog, Office Forms and other digital resources. ➤ All books should be checked in and placed on a cart or in a bin and isolated for three days. A report from the Institute of Museum and Library Services finds that the virus is undetectable after one day on the covers of hardback and softback books. However, it takes up to three days for the virus to be undetectable on the paper and Mylar covers of books. ➤ All staff should wear face coverings when moving items into quarantine. CDC guidelines state staff should be directed to wear a face mask and to avoid touching their faces when moving items into quarantine and to wash hands for at least 20 seconds immediately after. ➤ Suspend InterLibrary loans between schools.
<p>Library Media programming can be adjusted to accommodate distance learning.</p>	<ul style="list-style-type: none"> ➤ Media Specialists use district resources to teach information literacy and the research process online. ➤ Provide training and support to teachers, parents and students on using digital resources such as eBooks and databases. ➤ Review, curate and share learning resources via available online platforms to support student learning. ➤ Encourage reading through virtual book clubs, online videos, read-aloud and promotion of eBooks. ➤ Create and maintain a Canvas course for the Library Media Center. ➤ Collaborate and co-teach with teachers in online instruction. ➤ Provide support for students in the use of digital publishing tools needed to demonstrate learning and complete assignments. ➤ Collaborate with school technology staff to provide technical support to students and parents using eLearning platforms.

Elementary Art, Music, and Physical Education eLearning Guidance

As administration schedules elementary Specials classes in the master schedule, please note that the *sample* e-learning schedule shared by the district is a suggestion of how a typical e-learning



schedule could look for a kindergarten, primary (grades 1 and 2) or intermediate (grades 3-5) student. The intent of sample time organization is to ensure each day/week includes the appropriate minutes for student contact with all content areas. However, the designated time in the sample schedule is a suggestion and should be adjusted for each homeroom e-learning class to where Specials teachers can work with those students one class at a time (i.e. not as an entire grade level).

Keep in mind that this schedule is a sample, and, when scheduling Specials times for those educators to interact with students and deliver content, the following should be considered:

- Avoid doubling up homeroom classes on a schedule, even for e-learning classes. Similar to designing a typical master schedule, each Specials class should have one-on-one time with each home room class (both brick and mortar and E-learning) of each grade level
- E-learning curriculum through Canvas for Specials content has been designed to be student-facing and *facilitated and guided by an art, music or physical education educator*. The most effective teaching and learning is accomplished through teacher/student interaction and this is difficult to accomplish when there are oversized virtual meetings.
- Contractual Best Practices when scheduling should be followed where a scheduled break/planning period/lunch after four consecutive classes is provided.

Guidance	Art
Expectations	<p>Art teachers are to present/facilitate art curriculum to e-learning students through a guided experience, utilizing both Canvas and Zoom.</p> <p>This could include, but is not limited to:</p> <ul style="list-style-type: none"> ➤ Live zoom sessions (whole group/small group) ➤ Live and pre-recorded demonstrations ➤ Embedded Canvas assessment functions (surveys, quizzes, assignments) in combination with live Zoom teacher presentations (Zoom screen share) ➤ Discussion based assessments to provide feedback, gather student readiness data and provide differentiation
Zoom Guidance	<p>30-minute lesson 1x per week per class, this could be done in a rotation model between grade levels. Grade levels should not be combined with different grade levels. It is recommended that like to like grade levels are grouped together. (I.e., 5th grade with 5th grade, not 4th grade with 5th grade)</p>
Canvas	<p>Presented with zoom guidance, Canvas analytics can be shared with site principals/admins for accountability and progress monitoring</p>
Independent work expectations	<p>30 minutes self-paced/independent work or practice</p>



Guidance	Music
Expectations	<p>Music teachers are to deliver high quality instruction to eLearning students through live Zoom and Canvas using data driven instruction.</p> <p>This can include, but not limited to:</p> <ul style="list-style-type: none"> ➤ introductions to lessons ➤ modeling ➤ differentiated opportunities for whole group and small group ➤ opportunity for practice ➤ assessing student understanding ➤ embedded Canvas assessments (surveys, quizzes, assignments) ➤ discussion based assessments (for students who experience tech issues)
Zoom Guidance	30-minute lesson 1x per week, this could be done in a rotation model between grade levels. Grade levels should not be combined with different grade levels. It is recommended that like to like grade levels are grouped together. (I.e., 5th grade with 5th grade, not 4th grade with 5th grade)
Canvas	Presented with live Zoom guidance; 30 minute self-paced/independent 1x per week. Sample district approved lessons in Canvas Commons are provided with the intent of teacher modification to meet the specific needs of their students. Canvas analytics can be shared with site principals/admins for accountability and progress monitoring.
Independent work expectations	30 minutes self-paced/independent work or practice

Guidance	Physical Education
Expectations	<p>Physical education teachers are to present/facilitate physical education curriculum to e-learning students through a guided experience. Teachers are also responsible for teaching required instruction for human trafficking and substance abuse education.</p> <p>This can include but is not limited to;</p> <ul style="list-style-type: none"> ➤ utilizing the instructional framework to provide differentiated opportunities for whole group, small group, and data driven instruction ➤ pre-recorded/live cognitive ability and movement competency lessons ➤ embedded Canvas assessments (surveys, quizzes, assignments)



	<ul style="list-style-type: none"> ➤ discussion based assessments (for students who experience tech issues/differentiation) ➤ Live zoom sessions (whole group, small group, or data driven small groups)
Zoom Guidance	30-minute lesson 1x per week, this could be done in a rotation model between grade levels. Grade levels should not be combined with different grade levels. It is recommended that like to like grade levels are grouped together. (I.e., 5th grade with 5th grade, not 4th grade with 5th grade)
Canvas	Teacher directed/self-paced/independent, teachers have the option to pull from the lessons in Commons, but they will need to adapt the lessons to meet the needs of their students. This might include adding voice over, editing content, linking content to modules in their course, reviewing materials prior to launching to students. Canvas analytics can be shared with site principals/admins for accountability and progress monitoring.
Independent work expectations	Physical education teachers are expected to create and/or edit lessons, provide high quality feedback, grade, contact parents to help with progress monitoring, and check in with students daily.

Scheduling suggestions for art, music, and physical education:

- Schools have the option to create a schedule that best meets the needs of their school community and teachers.
- If time allows, provide transition time between classes.
- Consider following the same master schedule as face-to-face this may help with the transition from e-learning back to brick and mortar.
- Consider scheduling same grade level classes back-to-back, to assist specials teachers with differentiating instruction based on Florida State Standards for K-5 art, music, and physical education.
- Contractual guidelines regarding teacher planning and lunch time should be followed.



eLEARNING & PRE-K



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

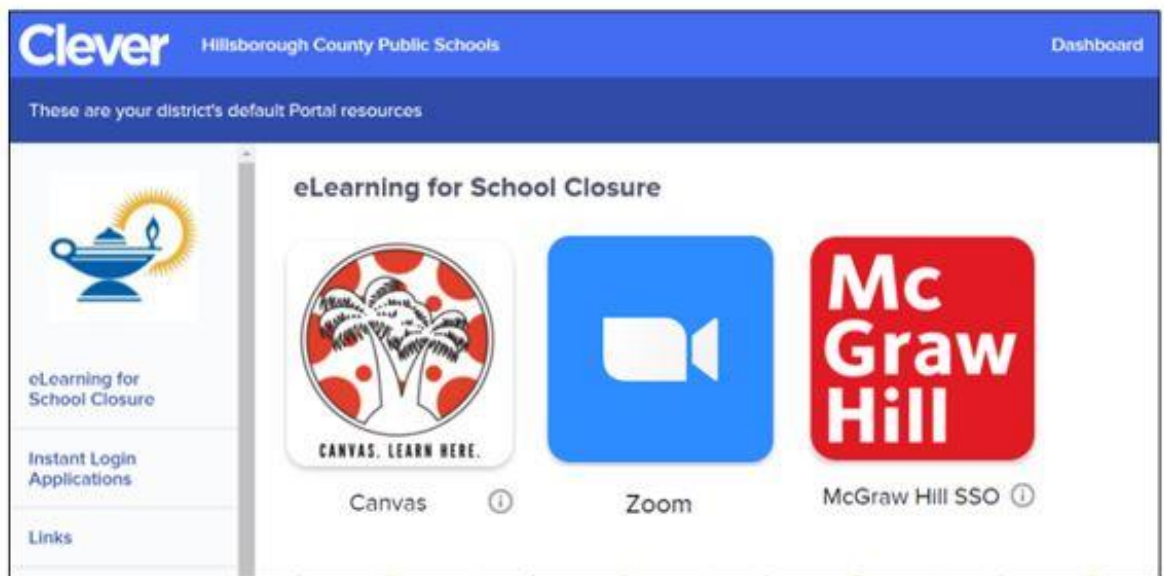


UPDATED ELEARNING GUIDE FOR PRE-K

It is important that we continue to engage our youngest learners with eLearning. A preschoolers' day is a defined schedule of morning meeting (songs, calendar, etc.) a lesson, intentional centers, outside time and reading. We will assist by providing standards-based lessons.

Accessing Pre-K Resources

Pre-K students and families will be using 3 main tiles in Clever: Canvas, Zoom and McGraw-Hill



What will your child experience in the McGraw-Hill World of Wonders online digital platform?

At home, children can continue the fun of learning with online access to *World of Wonders* digital content. Your child will receive a ConnectedED account that will allow you to have access to:

1. **eBooks** Read theme-related eBooks and Interactive Texts at home.
2. **Words to Know** Practice new vocabulary words to build language.
3. **Games** Play interactive games with your child to support the skills they are learning in class.
4. **Weekly Ideas for Families** Find suggested theme-related games and activities you can do with your child to extend learning at home, and view messages for the teacher.





Pre-K Student Schedule for eLearning

Pre-K "Face-to-Face" Zoom Minute Breakdown					
425 Zoom Minutes per Week	Monday	Tuesday	Wednesday	Thursday	Friday
SEL Whole Group	25 min	25 min	25 min	25 min	25 min
ELA Whole Group	25 min	25 min	25 min	25 min	25 min
ELA/SEL Small Group	25 minutes once a week (at least)				
STEM Whole Group	25 min	25 min	25 min	25 min	25 min
STEM Small Group	25 minutes once a week (at least)				

Pre-K eLearning Bell Schedule	Pre-K Schedule (for both Students and Teachers) SAMPLE				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:10 – 7:40 (30)	Planning Period	Planning Period	Planning Period	Planning Period	Planning Period
7:40 - 8:05 (25)	Whole Group 1 Morning Message/SEL Alphabet Time	Whole Group 1 Morning Message/SEL Alphabet Time	Whole Group 1 Morning Message/SEL Alphabet Time	Whole Group 1 Morning Message/SEL Alphabet Time	Whole Group 1 Morning Message/SEL Alphabet Time
8:05-8:15 (10)	Music/Movement	Music/Movement	Music/Movement	Music/Movement	Music/Movement
8:15 – 8:40 (25)	Whole Group 2 ELA - Book Time	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 2 STEM
8:40-8:50 (10)	Transition				
8:50-9:50 (60)	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 2 (25) ELA - Book Time	Small Group (35) Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 2 (25) STEM	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities
		Small Group (35) Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 2 (25) STEM	Small Group (35) Independent Assigned Work/Center Activities/Purposeful Play Activities	
9:50-10:00 (10)	Transition				
10:00-10:30 (30)	Outdoor/Indoor Play	Outdoor/Indoor Play	Outdoor/Indoor Play	Outdoor/Indoor Play	Outdoor/Indoor Play
10:30-10:40 (10)	BREAK				
10:40-11:05 (25)	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 3 ELA - Book Time	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities
11:05-11:15 (10)	Transition				
11:15-11:45 (30)	LUNCH	Whole Group 3 (25) STEM	Small Group Independent Assigned Work/Center Activities/Purposeful Play Activities	Whole Group 3 (25) ELA - Book Time	LUNCH
11:45-12:15 (30)	Whole Group 3 (25) STEM	LUNCH	LUNCH	LUNCH	Whole Group 3 (25) ELA - Book Time
12:15 – 1:15 (60)	Rest Time/Reflection/Summary of Learning	Rest Time	Rest Time	Rest Time	Rest Time
1:20- 1:55 (35)	Parent engagement/ Small groups/ One-on-one/ Teacher-Para collaboration/ Flexible whole group	Reflection/ Summary of Learning	Reflection/ Summary of Learning	Reflection/ Summary of Learning	Reflection/ Summary of Learning
1:55 – 3:10 (75)	Parent Engagement / Small Groups / One-on-One / Teacher-Para Collaboration / Alternate Whole Group Times				
<p><i>All students take part in Zoom sessions where highlighted in yellow.</i></p> <p><i>Some students take part in Zoom sessions (based on strengths/needs) where highlighted in green.</i></p> <p><i>Remaining sessions are independent with teacher guidance and parental support.</i></p>					



STUDENT SERVICES

(Mental/Physical Health)





STUDENT SERVICES

In Hillsborough County Public Schools, mental health is a top priority. Student Services staff will continue to work with students and their families to support students' social, emotional, mental, physical and behavioral health. We will collaborate with all stakeholders to assist with academic and behavioral difficulties, develop interventions and monitor student's response to interventions.

The Department of Student Services provides prescriptive, ongoing support that is designed to meet the evolving needs of students. Student Services include School Counseling Services, School Health Services, School Psychological Services, School Social Work Services and Mental Health. Services are provided to meet students' academic, physical, and social-emotional needs; and involve connecting students and families to the vast array of community agencies and resources available to further support students and families.

There will be a focus on a multi-tiered system of supports to deliver evidence-based mental health care assessment, intervention, treatment, and recovery services to students when a need is identified. The provision of these services will be coordinated with caretakers, teachers, site-based Student Services staff and when needed a student's primary care provider. Follow-up and progress monitoring of services provided will be given to all appropriate stakeholders including parents and the staff at the school site.

A Mental Health Hotline will be manned by clinicians and various student services personnel to provide support to students and families.

Monday – Friday 8am – 5pm

813-272-4787



Resources and Responsibilities

<p>The Crisis Center of Tampa Bay https://www.crisiscenter.com</p>	<ul style="list-style-type: none"> ➤ Through a referral process, the Crisis Center of Tampa Bay will ensure that no one in our community will face a crisis alone. ➤ This entity will function as our community’s gateway to help, hope, and healing, by providing crisis and trauma services. ➤ They will offer a range of evidence-based programs designed to meet community needs: <ul style="list-style-type: none"> ○ Corbett Trauma Center (trauma counseling, care coordination and sexual assault survivor services) ○ Gateway Contact Center (2-1-1: suicide prevention, crisis counseling, and information and referral services) ○ TransCare (9-1-1 emergency and mental health ambulance services, medical van transportation, community paramedicine) 	<p>Daily</p>	<p>Remotely</p>
<p>Chrysalis https://chrysalishealth.com/</p>	<ul style="list-style-type: none"> ➤ Chrysalis will be prepared to help clients break free from barriers and work toward sustainable, meaningful change. ➤ Staff consists of highly qualified and trained therapists, counselors, physicians, nurses, and healthcare professionals who work to provide comprehensive care. ➤ They will provide mental health and substance abuse services as well as help accessing community resources. ➤ Telehealth services will be provided to all community members in need. 	<p>Daily</p>	<p>Remotely</p>
<p>Gracepoint https://www.grac</p>	<ul style="list-style-type: none"> ➤ Gracepoint is a leading provider of behavioral health solutions in the Tampa Bay area. 	<p>Daily</p>	<p>Remotely</p>



epointwellness.org/	<ul style="list-style-type: none"> ➤ They will provide mental health services to children and adults. ➤ They will offer crisis services to children through the Children’s Crisis Stabilization Unit. ➤ Clinicians are available by calling 813.272.2882 for immediate evaluations - 24 hours a day, 7 days a week. ➤ This organization will provide virtual health assistance when necessary. 		
<p>Northside Behavioral Health Center http://www.northsidebhc.org/</p>	<ul style="list-style-type: none"> ➤ Northside's children's services are available to children who meet the admission criteria. ➤ Spanish-speaking therapists will be available. ➤ This organization’s Counseling Services including: <ul style="list-style-type: none"> ○ individual child & family counseling ○ group counseling ○ specialized counseling for children ages 0-6 ○ juvenile sex offender treatment ○ Psychiatric Outpatient Services including psychiatric evaluations, medication management ○ on-site pharmacy services provided by Genoa Pharmacy. 	Daily	Remotely
<p>DACCO https://www.dacco.org/</p>	<ul style="list-style-type: none"> ➤ DACCO will provide behavioral health services and treatment for substance abuse and mental health issues. 	Daily	Remotely



<p>Success 4 Kids and Families (S4KF) https://www.s4kf.org/</p>	<ul style="list-style-type: none"> ➤ Individuals and families coping with behavioral, emotional or mental health challenges will be supported by S4KF. ➤ Pregnant women and their families will have support through their Healthy Start Program. ➤ S4KF offers a wide range of services in support of families, children, youth and young adults. ➤ This organization will conduct comprehensive assessments to determine which service(s) best meet the needs of students and families and assist with navigation of these services. 	<p>Daily</p>	<p>Remotely</p>
<p>HEADS www.headsusa.com/</p>	<ul style="list-style-type: none"> ➤ Individual and family therapy, group therapy, grief counseling, DBT, ART, play therapy, therapy that focuses on eating disorders and crisis intervention ➤ All Clinicians are trauma-informed, cognitive behavioral therapists. All services can be provided via video communication. 		
<p>Children’s Home Society www.chsfl.org</p>	<ul style="list-style-type: none"> ➤ The Children’s Home Society of Florida provides trauma-informed individual and family therapy in home, in school and through telehealth. ➤ Currently all services are done via telehealth due to COVID-19. ➤ Additionally, they offer tele-psychiatry services to compliment counseling. This service is available only to children who also receive counseling services through CHS. 		
<p>District Licensed Mental Health Clinicians</p>	<p><u>Melissa Merchant</u>: School Psychologist <u>Evelyn Hernandez-Gonzalez</u>: School Psychologist <u>Christina Pickering</u>: School Psychologist <u>Lillian Perez</u>: School Social Worker <u>Angela Weck</u>: School Social Worker <u>Catherine Armstrong</u>: School Social Worker</p>	<p>Daily</p>	<p>Both at ROSSAC and remotely</p>



	<p><u>Ebony Brown</u>: School Counselor</p> <ul style="list-style-type: none"> ➤ Provide direct service in supporting and workign with the school-based teams, families, and service providers on individual case management and student referral needs. ➤ Work with Central Florida Behavioral Health Network by breaking down barriers, providing timely access to mental health services, and assisting with continuity of care. ➤ Investigate ways to work with community partners to increase telehealth options. ➤ Communicate directly with families to problem-solve mental health needs of students and find the appropriate supports. 		
<p>Supervisor, Emotional Wellness</p>	<p>Please see below for Second Step Resources: Remote-Instruction Guidance for Early Learning–Grade 5 Detailed Guidance for Kindergarten–Grade 8 Coming Soon Free Second Step and Committee for Children Resources for Educators and Families to Use During School Closures</p> <ul style="list-style-type: none"> ➤ The Imagine Neighborhood: This new podcast for families is designed to help children and grown-ups practice their social-emotional skills. Each episode tells a story that’s amazing, fantastical, and maybe a little bananas, while it tackles the big feelings that come with growing up. ➤ Mind Yeti®: Fifteen of our mindfulness program sessions are now available for anyone to use, no experience necessary! Designed for educators and families to do alongside children, or for older children to do on their 	<p>Daily</p>	<p>Both at ROSSAC and remotely</p>



	<p>own, Mind Yeti provides a great way for everyone to practice mindfulness during this difficult time.</p> <ul style="list-style-type: none"> ➤ Little Children, Big Challenges: Committee for Children and Sesame Street have partnered to create a collection of resources for young children facing significant challenges. These materials, aimed at building children’s resilience, may be useful for educators and families. ➤ Captain Compassion®: Here, children can find games, comics, and activities they can do on their own, or with their families, to learn about how they can help stop bullying. ➤ Hot Chocolate Talk: A resource to help families talk with their children about child sexual abuse. Families may be spending a lot more time together during school closures, which makes this an opportune time to have these difficult but very important conversations. ➤ ParenTeen Connect: For families with older children, this resource provides an online experience they can share together. It’s loaded with videos, resources, and useful advice to help teens and the adults in their lives address hot-button topics. 		
Coordinator, Emotional Wellness	<ul style="list-style-type: none"> ➤ Create and provide mental health resources through webinars, resources links, and informational flyers to Student Services on how parents can support students’ mental health concerns at home 	Daily	Both at ROSSAC and remotely



School Social Work Services eLearning Plan

Role	Responsibilities	When	Where
School Social Worker (Site based)	<ul style="list-style-type: none"> ➤ Communicate and collaborate with teachers, principals and student services teams regularly to identify needs and provide services to students through virtual platforms. ➤ Participate in Problem Solving Leadership Team, MTSS, Child Study Team, IEP, staffings, and faculty meetings through virtual platforms. ➤ Complete Social Developmental History reports for specific students referred for multidisciplinary evaluations. ➤ Review school data including Early Warning systems and aggregate data for PSLT meetings. ➤ Review student attendance and contact all families of students who are coded Did Not Enroll, are not engaging in eLearning or are not attending school regularly. ➤ Contact families and students on caseload as well as students identified as homeless, in foster care, and those to whom they were providing case management and/or counseling services through virtual platforms. ➤ Follow up with families for students identified by teachers or administrators as needing assistance with basic needs. ➤ Provide IEP Counseling, individual counseling, and group counseling for students participating in eLearning through virtual platforms. ➤ Create virtual SEL videos that teachers and student services staff can use for students eLearning and students in brick and mortar. ➤ Refer families to community agencies for resources to meet basic needs. ➤ Complete needs assessment and family plans virtually to access Children’s Board 	Daily	Remotely and at sites as needed



	<p>funding for emergency family needs such as hotels, rent, utilities, car repairs, etc.</p> <ul style="list-style-type: none"> ➤ Complete referral process for online gift cards for food and gas through OASIS. ➤ Stay abreast of available resources in school communities, update existing resource maps, and share this information with principals, teachers, parents and students. 		
School Social Worker (Attendance Team)	<ul style="list-style-type: none"> ➤ The District Attendance Team will contact families with pending hearings and arraignments ➤ Communication with Judge and Court Case Manager will continue to assure all families are aware of changes in court dates and assess any needs families express to court staff. ➤ The District Attendance Social Workers will problem solve with schools and families any barriers to elearning and offer strategies and interbentions to promote student success. 	Daily	Designated sites as needed and remotely
School Social Worker (Homeless Team)	<ul style="list-style-type: none"> ➤ The HELP: Students in Transition Team will communicate with parents of homeless children through phone calls, letters, home visits, as well as through online platforms such as Microsoft TEAMS, Google Voice, or Zoom regarding school registration, attendance, and academic success. ➤ A web-based referral system will be utilized for school based social workers and community partners to request specific services from the HELP team. ➤ Monitoring homeless students' academic progress, as well as collaboration with school staff, district level partners, and community agency staff regarding services to support academic achievement. ➤ Questions regarding homeless situations should be referred to Laura Tucker at the recently established google number: 813-702-9079 	Daily	Designated sites as needed and remotely



School Social Worker (Foster Care Team)	<ul style="list-style-type: none"> ➤ In collaboration with Eckerd the Fostering Education Team will assess the needs of students residing in licensed foster care homes including group homes ➤ School counselors on the team will make individual contacts with secondary students. ➤ Services will be provided through phone and/or video conferencing ➤ The team will be available to school sites through their Eckerd phones as well as email ➤ Documentation will continue through Eckerd system 	Daily	Designated sites as needed and remotely
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School Psychological Services eLearning Plan

Role	Responsibilities	When	Where
School Psychologists: Traditional and Charter (as appropriate)	<ul style="list-style-type: none"> ➤ Complete psychoeducational evaluation reports for students enrolled in brick and mortar settings, eLearning, Hillsborough Virtual K-12, and private schools. ➤ Provide consultation to educators and parents to support the social, emotional, and behavioral wellbeing of students. ➤ Work as members of site-based student services teams to review various sources of schoolwide, grade level, and individual student information to identify school/student trends and areas in need of support. ➤ Triage student cases with student services personnel to determine the appropriate levels of support needed by students and families, and team members will deliver services. ➤ Share information with students and families regarding community agencies and resources. 	Daily	Designated sites as needed and remotely



	<ul style="list-style-type: none"> ➤ Collaborate with parents, as well as other educators, to problem-solve, identify targeted skills, select interventions implemented by educators to benefit students. ➤ Deliver counseling services in person with safe social distancing via telephone or videoconferencing. ➤ Serve on CST, MTSS, IEP, 504, and other appropriate meetings via phone or other telecommunications. ➤ Assist schools with PBIS, CHAMPS, and other tier 1 planning activities for the 2020-2021 school year 		
School Psychologists: Pre-K Team	<ul style="list-style-type: none"> ➤ Participate in multidisciplinary screenings and evaluations of Pre-K children. 	Daily	Designated sites as needed and remotely
School Psychologists: Bilingual Team	<ul style="list-style-type: none"> ➤ Provide psychoeducational evaluation for students. ➤ Interpret during parent phone calls/ ➤ Translate psychoeducational evaluations written in Spanish. 	Daily	Designated sites as needed and remotely
Interpreters/ Translators	<ul style="list-style-type: none"> ➤ Interpret during parent phone calls. ➤ Translate district documents to be shared with parents. 	Daily	Designated sites as needed and remotely
Psychological Interns	<ul style="list-style-type: none"> ➤ Complete psychoeducational evaluation reports for recently evaluated students 	Daily	Remotely
Psychological Externs and Fellows	<ul style="list-style-type: none"> ➤ Provide Individual Education Plan counseling for student with disabilities. ➤ Complete psychoeducational evaluations. 	Daily	Remotely



School Counseling Services eLearning Plan

Role	Responsibilities	When	Where
School Counselor	<p>Establish communications tools for students, parents and staff to access services. Platforms to consider:</p> <ul style="list-style-type: none"> ➤ Google Voice line ➤ Email ➤ Canvas email ➤ Zoom- video conferencing (as needed) <p>Review student academic performance and intervene if necessary:</p> <ul style="list-style-type: none"> ➤ Confereneec with students referred from teachers (throughout the workday) ➤ Review EdConnect and Canvas of students identified at risk and follow up with students and parents as necessary (throughout the workday) ➤ Promotion reviews <p>General Academic and Career Advisement:</p> <ul style="list-style-type: none"> ➤ Share academic and career planning resources with students. ➤ Communicate information regarding promotion/graduation assignments. ➤ Share instructions on how to access FloridaShines and MyCareerShines to complete career exploration and academic and career plan. ➤ FLVS/HVK-12 approvals <p>Social/Emotional Supports</p> <ul style="list-style-type: none"> ➤ Provide telehealth counseling services via phone, Zoom. ➤ Provide resources to students/families. ➤ Follow up with students and/or parents referred by teachers ➤ Offer virtual support (via phone, email/text, zoom) to students as needed 	<p>Daily (8am-4pm) OR as designated by principal</p>	<p>Designated sites as needed and remotely</p>



	<ul style="list-style-type: none"> ➤ Provide parents with referrals for intense/crisis situations to mental health clinicians and/or community partners. <p><i>*If there is an immediate threat of harm or danger to oneself or others call 911 immediately.</i></p>		
College and Career Counselors	<p>Review:</p> <ul style="list-style-type: none"> ➤ College applications ➤ Bright Futures Evaluations ➤ Community Service Hours ➤ Free Application for Federal Student Aid (FAFSA) ➤ Scholarships 	Daily (8am-4pm) OR as designated by principal	Designated sites as needed and remotely

School Health Services eLearning Plan

Role	Responsibilities	When	Where
Supervisor of Health Services	<ul style="list-style-type: none"> ➤ Continue to triage COVID-19 medical calls ➤ Continue Conference calls with Department of Health (DOH) and Center for Disease Control (CDC) with updates, emergency plans and individuals testing positive with COVID-19. ➤ Remote students and employees testing positive to the Department of Health and the Covid Commander. ➤ Contact trace for students and staff that tested positive for COVID-19 and other communicable and infectious disease through virtual platforms. ➤ Collaborate with district administrators and staff, students services team, students and their families, principals and employees to meet the needs and provide 	Daily	On site and remotely



	<p>services through virtual and in-person platforms.</p> <ul style="list-style-type: none"> ➤ Participate in Individual Health Care Plans, IEP, Staffings, and committee meetings through virtual platforms or in person when necessary. ➤ Respond to staff, students and their parents, health care providers, district and site-based administrators and employees' concerns by telephone, virtual platforms and emails. ➤ Review and respond to staff, students and their parents, health care providers, district and site-based administrators and employees' concerns by telephone, virtual platforms and emails. 		
APRN's	<ul style="list-style-type: none"> ➤ Provide school entry and sports physicals for students. ➤ Provide CPR/First AID classes and provide health services consultation to students with acute or chronic illness by telehealth or virtual platforms. ➤ Triage telephone calls as needed and man general information hotline as needed. Report students and collaborate with administrators, students and their parents, student services team and employees to meet students physical and mental health needs through virtual platforms or in person when necessary. ➤ Participate in IHCP, IEP, staffings, and committee meetings through virtual platforms or in person when necessary. ➤ Contact trace for students and staff that tested positive for COVID-19. ➤ Complete Physicals and certify immunization records on students 	Daily	At assigned sites and remotely



	<p>new to county or not in compliance.</p> <ul style="list-style-type: none"> ➤ Provide health services consultation to students and staff with acute or chronic illness. 		
RN's	<ul style="list-style-type: none"> ➤ Provide exclusion forms to LPNs and Health Assistants for students out of compliance with immunizations. ➤ Provide mandated screenings. ➤ Follow up on all students failing mandated screenings. ➤ Provide necessary temperature checks. ➤ Update or create Individual Health Care Plans (IHCP) and Emergency Action Plans (EAP) ➤ Report students and employees testing positive to supervisor of school health services, school's principal and Covid Commander. ➤ Contact trace for students and staff that tested positive for COVID-19 ➤ Communicable and infectious disease through virtual platforms or telephonic. ➤ Collaborate with administrators, students and their parents, student services team and employees to meet students physical and mental health needs through virtual platforms, or in person when necessary. ➤ Participate in IHCP, IEP, staffings and committee meetings through virtual platforms or in person when necessary. 	Daily	At assigned sites and remotely
LPN's	<ul style="list-style-type: none"> ➤ Provide necessary temperature checks. ➤ Will send exclusion forms for students out of compliance with immunizations. ➤ Provide direct supportive services as needed by our school district or school district partners. 	Daily	At assigned sites and remotely



Health Assistants	<ul style="list-style-type: none"> ➤ Provide necessary temperature checks. ➤ Provide direct supportive services as needed by the school site, district, or select school district partners that impact a student's physical or mental health via virtual platforms or in person. ➤ Send exclusion forms for students out of compliance with immunizations. 	Daily	At assigned sites and remotely
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ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Our district developed an athletic task force to discuss safe and measured processes to continue athletic activities on our campuses. We have utilized a phased implementation approach outlined below which includes athletics, band, JROTC, and color guard. Our district is guided by the Florida High School Athletics Association (FHSA) and we will utilize all considerations in planning for the upcoming fall season which is set to begin on August 24.

The final phase of our summer participation plan will serve as a trial run of a fully operational athletic program. That means that in this last phase, the complete athletic facility will be available to all teams without a limit to the number of participants. The use of locker rooms will be managed using the guidelines established by the Safety Department.

With the start of the final phase of the Summer Participation Plan, all established safety precautions from Phases I and II are still in place. This includes the disinfecting and sanitizing procedures previously established. Also as a reminder, these activities are completely voluntary and shall not be deemed as anything other than voluntary.

As of August 10th safety protocols include the following:

- Strength, conditioning & fitness will be the emphasis.
 - All workouts are for conditioning purposes and sport specific skill development.
 - All summer workouts are voluntary. Only cleared student-athletes in home campus may participate.
 - Must follow Federal, State, Local, FHSA and CDC guidelines
- No one with cough, cold or fever is allowed to participate.
 - Social distancing with 6 feet of spacing (including during lightning delays).
 - Equipment is cleaned prior to each day and student-athletes must sanitize after each use.
 - Locker rooms are disinfected prior to each day.



- No back spotters for weightlifting (side spotter on each side is allowable).
 - No spectators allowed.
 - Coaches are responsible for tracking attendance for the purpose of noting potential COVID-19 cases.
 - Follow district protocol by notifying the principal/supervisor if a positive case of COVID-19 is reported.
- Each student-athlete and staff member must be screened (attendance taken) prior to each workout.
- Questionnaire provided
 - Monitoring forms provided, must be completed daily.
 - Monitoring forms will be submitted weekly to the APA.
 - Monitoring forms must be kept on file by the APA for four years.

Phase I – Return to Activity June 15 – June 28 – **Completed**

Phase II – Return to Activity June 29 – August 7 – **Completed**

Phase III – Return to Activity August 10 – August 21

- All athletic facilities, including locker rooms and trainer’s office.
- Equipment can be used (including balls, nets, etc. but not helmets and shoulder pads)
- Whole group participation is allowed.
- Workouts can be conducted Monday – Friday.
- The use of water coolers or water cows will be allowed. Students are still encouraged to bring their own bottles and towels.
- Restrooms in the locker rooms will be used.

Our district will make a determination on fall sports and extracurricular activities based on [guidance from the FHSAA](#). A communication plan is in place to ensure that students, staff, families and the community is informed of each decision that is made by the district.

FHSAA fall sports is currently scheduled to begin August 24.



MEAL DISTRIBUTION OVERVIEW



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life



MEAL DISTRIBUTION

We understand our students rely on us for more than learning. That is why we will continue providing nutritious meals to our students three days each week at school sites for enrolled students.

Grab-and-Go Meals

Our district will continue to provide students with nutritious meals regardless of whether they are eLearning or back in the classroom. However, beginning August 24, **ONLY students enrolled in Hillsborough County Public Schools** will be eligible for grab-and-go meals.

Unfortunately, students enrolled in Hillsborough Virtual School (HVS) or any other “virtual” platform other than E-Learning via your child’s assigned Hillsborough County Public Schools site **will not be eligible to receive a meal** from Student Nutrition Services.

If you are interested in receiving meals during eLearning, [click here](#). Again, students enrolled in HVS or any other “virtual” platform other than eLearning are not eligible to receive a meal from Student Nutrition Services.

August 24 – 28 – Smart Start Week

During Smart Start Week, all of our students will be eLearning. Grab-and-Go meals will be provided at each of our schools on Monday, Wednesdays and Fridays from 10:00 – 11:00 a.m.

During that time, students will receive their meal for that day AND the next day (except on Fridays). We ask, if at all possible, you go to your child’s enrolled school for these meals.

Students who receive free or reduced lunch will have these meals provided at no cost. However, students not on free or reduced lunch will be charged \$2.25 for elementary students and \$2.75 for secondary students.

We will not be accepting cash from eLearners at the school site. Instead, we ask that you pay using [MyPaymentPlus](#), or by taking a payment to the office of the school site at which your child is enrolled.

To request an alternate meal pickup location, [click here](#).

August 31st – eLearning & Classroom Learning

Beginning August 31st, as many of our students make the transition back to the classroom, we will continue to offer Grab-and-Go meals to our eLearners only on Mondays, Wednesdays and Fridays from 10:00 – 11:00 a.m.

Beginning August 31st, of our eLearners are encouraged to go to their enrolled school to pick up their Grab-and-Go meals.



If you are interested in receiving meals during eLearning, [click here](#). The payment information is the [same as during Smart Start week](#).

Students on Free and Reduced Lunch are able to benefit from:

- ACT fee waivers
- SAT fee waivers
- College application fee waivers
- Reduced costs for Internet providers

[Click here](#) to apply for your 2020-21 free school meal benefits! It's quick, confidential and easy.

Need an alternate location to pickup meals for your e-learner? [Click here](#).



TECHNOLOGY ACCESS



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life



ACCESS TO DEVICES

In an effort to ensure all students who do not have access to a computer or device can take part in eLearning, our district is coordinating a large-scale technology loan program called Device Checkout.

Survey and Distribution

Our district understands not every student has at-home access to a device to make eLearning during a school closure a reality. We are in the process of distribution to our student that not have a device for eLearning at home and we are working to provide a device to students whenever possible. This way, they can continue their education in the event of a school and/or district closure.

Our district has more than 60,000 devices to lend to our students during eLearning.

Over the summer, nearly 17,000 of those devices were utilized by our learners for summer school.

For our families who would like to use their own device for eLearning, any modern-day device will be sufficient. A good general rule of thumb for personal purchasing is a minimum of 4gb of memory with the best processor possible. AMD devices are cheaper than Intel and will be more cost-effective. Any Chromebook will be sufficient for eLearning.

Action Steps to Provide Mobile Devices

- Families of students in grades K-12 have been contacted by their school to assess the need for a device.
- Schools will check out mobile devices to those students whose parents responded that there is a need.
- Schools will use their current inventory of mobile devices, including devices in carts, to check out to students.
- If a school needs additional devices, they will work with the district to distribute devices where they are needed.
- Schools will communicate with families when and where pick-up for the devices will be.
- Parents will need their student's number plus identification to pick up a device.
- Parents will also need to sign a School Device Checkout before receiving a device.

Student Device Form

[English Link](#)

[Spanish Link](#)



ACCESS TO INTERNET

Our district recognizes access to the Internet is a barrier for many students. This barrier becomes an even larger obstacle as we plan for eLearning in the event of a school/district closure. However, through community partnerships, we hope to remove that barrier for as many of our families as possible.

Action Steps for Providing Internet Access

- Families of students in grades K-12 will be surveyed, by telephone, to determine if they have access to the internet at home.
- Our district will partner with local providers to open their networks and provide free or reduced-price internet access to our students.
- **Spectrum from Charter Communications:** The Spectrum Internet Assist program provides reliable, high-speed internet access at an affordable price for those who qualify. Eligible low-income households can receive discounted 30 Mbps high-speed internet, along with Security Suite and an internet modem, at no additional charge. Spectrum Internet Assist requires no contracts, and as always, there are no data caps or hidden fees. To enroll, call 1-844-488-8395. Installation fees will be waived for new student households.
- **Xfinity from Comcast:** Internet Essentials current rate is \$9.95 per month plus tax unless you disconnect your service. You can check for service availability in your area by entering your address here: <https://www.xfinity.com/learn/offers>. To enroll, call 1-855-8-INTERNET (1-855-846-8376).
- We will continue to work with our wireless partners to procure additional hotspots for our areas of greatest need.



HUMAN RESOURCE INFORMATION

Substitute Assignment for Each School Site:

Each school site is being allocated one building substitute through Kelly Education Services (KES) and Human Resources through the first 4 weeks of eLearning districtwide. This assigned substitute will report to the building each day.

For any questions regarding this assignment, please contact Nailia Ogunnaike, Department Manager, Personnel Services at 840-7360 or via email at nailia.ogunnaike@sdhc.k12.fl.us.