Hillsborough County Public Schools

Reopening Plan 2020-2021

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School Board of Hillsborough County

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

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INTRODUCTION:
Superintendent Addison Davis

"The secret of change is to focus all of your energy, not on fighting the old, but on building the new." Consistent with modern educational practices influenced by the Greek philosopher Socrates, teaching and learning is an ever-changing exercise of thought and frustration. It is in the latter that learning truly takes place, and Hillsborough County Public Schools, like school districts across the country, has certainly experienced these fundamental truths as we have navigated the challenges of closing out the 2019-20 academic year. However, the opportunity to rise, to learn from the teaching, is why I share with you this 2020-21 School Reopening Plan.

Reopening schools during a global pandemic is indeed critical to the strength of a society in general, but to the health of its youth specifically. Without education, our children will be relegated to a future with limitations and without hope. If our experiences over the past four months has taught us anything, it is the importance of the relationships that the school and the community share with one another. We are more than just "day care" for children in the neighborhood; we are the neighborhood and the care that shapes the future.

This School Reopening Plan aims to define clear guidance for how we will open our doors, physically and virtually, that is aligned with the regulations developed in collaboration with state and national authorities. Our first commitment is to the students, staff and families we serve. **Our priority must be to keep them safe.**

The areas outlined in this plan represent major considerations our district is addressing to reopen schools, and to keep them open as a source of hope and comfort for our district family. Each department has contributed to the various elements and consulted with local health experts from such places as Tampa General Hospital, USF Health, and the Hillsborough County Department of Health, as well as large corporation CEOs, local community groups, teachers, parents, and school administrators. From that consultation, we believe we have found a balance between doing what's right for kids, and what's safe for all.

Of course, as with every plan of this magnitude and under these ever-changing conditions, this document will remain fluid and change as necessary based on guidance from state agencies and local health experts, as well as our students, staff and families. We will be ready to act should it be required, knowing that we have been provided thoughtful counsel and established deliberate actions to protect our stakeholders.

We hope that everyone will review this plan and be a partner in the work. Feedback is always respected and necessary if we are to change together; grow together; build something new and powerful together.

We look forward to the 2020-21 academic year, no matter what challenges it may bring because together we can **Accelerate Hillsborough!**

Sincerely,

Addison G. Davis
Superintendent

COVID-19 Timeline

Timeline of Events

Hillsborough County Public Schools pivoted with extraordinary success on March 13th, 2020 when the State Department of Education recommended the closure of schools because of COVID-19 concerns. Since then, students, staff and families have been flexible while continuing to navigate through this national pandemic and work toward reopening schools for the 2020-21 school year.

For your review, below is a timeline of events related to school close and our reopening date:

JANUARY
Preparations Begin

February 27, 2020:
District releases overview of proactive preparations for school campuses to prevent virus spread

EARLY MARCH
First Cases Appear

March 1, 2020:
Governor Ron DeSantis announces the first two confirmed cases of COVID-19 in Florida. The Department of Health declares a public health emergency.

March 2, 2020:
Crews begin installing hand sanitizers at the main entrance of schools, as well as in all 900+ buses. Flyers distributed across school campuses.

March 6, 2020:
Schools receive first shipments of disinfecting wipes for classroom spot cleaning.

March 12, 2020:
Out of an abundance of caution, the District closes Farnell Middle School for two days because a person regularly on Farnell's campus had recent contact with someone who tested positive for COVID-19.

MID MARCH
Closures Announced

March 13, 2020:
The Florida Department of Education gives the directive for all districts in Florida to close schools for two weeks due to COVID-19.

March 17, 2020:
The District announces its Grab-and-Go meal distribution in order to provide nutritious meals for students during school closures.

March 17, 2020:
Governor Ron DeSantis orders all schools in Florida closed until April 15.

March 22, 2020:
District unveils hotlines to help students and staff during the school closure, including eLearning support, mental health supports, technology support and general information.

March 23, 2020:
Set up for Success Week begins. This week is created for Hillsborough County Public Schools in order to familiarize students, families and staff with the new eLearning process.

March 30, 2020:
eLearning through the Hillsborough County Public Schools eLearning Contingency Plan begins.

April 18, 2020:
The FLDOE extends school closures and distance learning statewide through the end of the school year.

May 29, 2020:
Last day of school for Hillsborough County Public Schools. Students had been eLearning for 59 days.

June 11, 2020:
FLDOE releases guidance on reopening schools for the fall.

June 15, 2020:
Phase one of reopening outdoor facilities for athletics and extracurricular activities begins. Virtual Summer School begins with eLearning as the primary source of instructional delivery.

June 22, 2020:
District reopens school sites for Summer HOST and VPK.

June 23, 2020:
Superintendent Addison Davis presents his School Reopening Plan to the School Board during a workshop.

June 29, 2020:
Phase two of reopening facilities for athletics and extracurricular activities begins. Locker rooms, weight rooms and indoor courts are now available for use, while still following FHSAA guidelines.

LATE MARCH
eLearning Announced

APRIL
Statewide Closures

MAY
Last Day of School

EARLY JUNE
Reopening Plans

LATE JUNE
Phase II Reopening

JULY
Parent Choices

July 1, 2020:
Parents receive Declaration of Intent form to choose what type of learning model their child will return to in the fall.

July 6, 2020:
The Florida Department of Education issued an Executive Order mandating five-day-per-week, on-site instruction.

July 15, 2020:
Superintendent Addison Davis announces a two week delay to the start of the school year.

July 16, 2020:
Superintendent Addison Davis presents Reopening Plan to the School Board at a workshop.

July 17, 2020:
Parents finalize selections for individual learning models for students.

Why Reopening Our Schools Is Critical

Returning students to the classroom is critical to their educational experience specifically and for reopening our economy in general. We understand that many parents cannot return to work without schools providing brick-and-mortar learning for our students. According to the Florida Department of Education, nearly two-thirds of employed parents in Florida say school closures have hurt their ability to perform their job during this unprecedented time.

Additionally, reopening schools is critical for eliminating the achievement gap. The impact of school closures is disproportionately felt by low income and marginalized students. There is little doubt that this worldwide pandemic, and its resulting school closures, have widened and highlighted this achievement gap and is wildly unacceptable. Returning students to brick-and-mortar classrooms is a major step to helping students bridge the gap and preparing them for jobs that do not even exist today.

Educational programs are inherently designed for social development

Nearly 2/3 of employed parents in Florida say school closures have hurt their ability to perform their job

The impacts of school closures are disproportionately felt by low income and marginalized students

Lower wage workers are caught in-between the forces of business closures & school campus closures

COVID-19 will likely widen achievement gaps. The new subgroup in education is students without computers & Internet

Self-isolation has deep psychological impacts

Guiding Principles for Reopening Schools

Ensure the **safety** and **wellness** of students and staff

Deliver **high-quality** instruction to **students,** regardless of delivery model

Provide parents **flexibility** and **choice** in instructional delivery models

Strategic Reopening of Schools

Our district invited parents and families into the conversation in our quest to develop robust instructional models for learners in the fall. Parents made it clear through our School Reopening Survey that they want choices and flexibility as our community continues to fight against COVID-19.

This survey was electronically delivered to all families via the Parentlink system and staff through First Class. Parents were asked their level of comfort in sending their learner back to school, as well as interest in virtual learning options.

Parents were split down the middle in our School Reopening Survey, with a little over half indicating they would be comfortable sending students back to traditional face-to-face instruction in the fall.

	Comfortable to Return
Total Parent responses: 52,883 28,100 Parents - Comfortable to Very Comfortable 24,783 Parents - Not Comfortable or Somewhat Uncomfortable	**52.7%**
Total Staff Responses: 9,245 4,807 Staff - Comfortable to Very Comfortable 4,501 Staff - Not Comfortable or Somewhat Uncomfortable	**51.9%**

This survey was an integral part of our district's planning process as we proactively developed safety protocols for each instructional model. The survey was important in understanding stakeholders' attitudes and beliefs about COVID-19, which will allow the district to better align with stakeholders' needs and expectations.

Safety First Philosophy

1. Transportation

2. Cleaning Stations

3. Controlled Movement

4. Social Distancing

5. Lunch Modifications

Student & Staff Experience at a Glance

1. Before Arrival

2. Upon Arrival

3. Controlled Campus Movement

4. Classroom Modifications

5. Extracurriculars & Athletics

6. Cleaning & Sanitizing

What Returning to School Will Look Like for Students and Staff

At a Glance

Students and staff will return to campuses with increased health and safety measures in order to combat the effects of COVID-19 in our schools. District leadership has received input from all stakeholders and engaged in meaningful conversations with health authorities to create a reopening plan with safety and health at the forefront.

Face Coverings

Face coverings will be required based upon best available data and input from local health authorities, the School Board, CDC guidelines and stakeholder groups including teachers and parents. Social distancing is not always possible in school settings, therefore, students and staff will be provided with reusable masks and expected to wear them while on campus where social distancing is not possible and when exemptions do not apply.

Social Distancing

Students will practice social distancing from the arrival on campus through departure. Students will load on school buses from back to front, increasing social distancing and limiting exposure to others. Grab-and-go breakfasts will be available, and where possible eaten in classrooms in order to deter students from congregating in the lunchroom. Staggered release schedules may be utilized in an effort to decrease crowding

Limited Access to Visitors and Volunteers

It is essential to create a healthy and safe environment by limiting potential COVID-19 exposure whenever possible. Our district will be limiting access to visitors and volunteers to appointment only. A request must be made 24 hours in advance. Administrators will establish protocols for greeting visitors and the use of screenings and temperature checks.

Additional Hand Sanitation Stations

Each classroom will be outfitted with additional sanitation stations with a variety of supplies to encourage proper cleaning practices. Each station will include gloves and disinfectant wipes for spot cleaning, along with hand sanitizer. Students and staff will work together to ensure everyone is contributing to a healthy environment by wiping surfaces after classroom instruction is complete.

Classroom Modifications

Student desks will be spaced six feet apart when possible. Extraneous furniture will be removed from each classroom as much as possible for proper social distancing practices. Administrators will view and approve classroom designs prior to the start of the school year.

Controlled Movement Patterns

To limit COVID-19 exposure and promote social distancing, students will move in cohorts where possible throughout the day, utilizing controlled movement patterns based on signage throughout campus. Staggered dismissal patterns will be devised, with designated drop-off and pick-up areas for walkers and bike riders.

Common Area Modifications

Students will be monitored in all common area locations to encourage social distancing practices. Elective classes and special resource classes such as Physical Education, Art and Music will adhere to social distancing while limiting collaborative activity and shared resources. Elective coursework will not include contact sports.

Meal Service

Students will receive meals in a grab-and-go style in the morning and will be asked to eat in their classrooms when possible. Students will be distanced in the lunch line and will not be using a pin pad to complete their lunch transaction. Lunch will include pre-packaged items that can be picked up quickly to reduce time waiting in line. Lunch arrival and dismissal will be staggered.

Mass Gatherings

For the safety of staff and students on campus, pep rallies, assemblies and other large gatherings will not be permitted until further notice.

Extracurricular Activities and Athletics

Extracurricular activities should be done virtually where feasible. Our district will follow guidance from the Florida High School Athletics Association to make a determination on fall sports. Currently, athletes are taking part in outdoor and indoor workouts in smaller, socially distanced groups while eliminating shared water bottles and towels.

Before and After School Programs

Student-to-staff ratios will be reduced to encourage social distancing. Staff and students will practice frequent hand washing. Students will be assigned to small, separate groups with staggered outdoor activity time.

Campus Health and Wellness Protocols

As students and staff return to face-to-face instruction in the fall, their traditional environment may look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

Face Coverings

Superintendent Davis collaborated with local medical authorities to guide decision-making regarding guidelines to ensure safety for our entire district. After listening to the medical community, along with concerns from parents and staff, the district will require face coverings for students and staff where social distancing is not possible. According to the CDC, face coverings have been shown to be an effective tool in slowing the spread of COVID-19 in concert with social distancing, hand washing and disinfecting.

- **Face covering requirements:** Students, staff, vendors and visitors will be required to wear face coverings on campus when social distancing is not possible. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the district's dress code policy.

- **Masks provided:** Staff members and students will receive an allotted number of reusable cloth masks from the district on the first day of school to ensure each person on campus is following proper safety precautions. If a staff member or student forgets or loses the mask, a disposable one will be provided for the day.

- **Enforcement:** School administration or staff will be stationed at entry points throughout each campus to remind students to wear face coverings prior to entering campus. In instances where reusable masks are left at home, a disposable mask will be provided for the day. Students who repeatedly do not wear a mask on school grounds will be educated on their importance while faculty will work to use restorative practices to encourage students to utilize a mask. Each school will have a COVID Point Person to work on compliance issues at the school level.

- **Common areas and classrooms:** Students must wear face coverings in each area where social distancing is not possible. This includes a classroom if desks are not spaced at least six feet apart, as well as cafeterias, hallways and other shared spaces. Teachers can work with students to provide designated "mask breaks" during which time students will be socially distanced.

- **Exemptions:** Students or staff must have a medical issue for which a face covering would cause an impairment. There is also an applicable exemption for students or staff who need to communicate with someone who is hearing impaired and needs to see the person's mouth to communicate.

Social Distancing

It is our goal that as we reopen schools and welcome children into a new year of learning, that we mitigate the health concerns with which we are faced, and focus on providing high-quality instruction and engagement for every student despite the circumstances. While in theory social distancing is antithetical to modern educational practices, it is perhaps one of our most important tools in reducing the spread of COVID-19 and it will be included in each aspect of campus life.

Classroom structure

- Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs prior to the start of school, and throughout the school year as adjustments are required.

- Students will be encouraged to take hand-washing breaks throughout the day, in addition to washing hands before and after eating, as well as before sharing materials. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.

- Teachers will minimize the use of shared items in the classroom, including learning tools, pencils and other items shared in a group setting. If any group activities occur, students shall wear masks. In all instructional models, students will be provided materials to avoid sharing of items. The site-based administrator will determine site-based procedures that minimize the spread of the virus including minimal transitions and consistent grouping whenever possible. This includes all classroom settings, teacher directed PE, specials, and special education services locations when possible and appropriate.

- School administrators will need to establish a way to inventory shared items for each curriculum and see how additional items can be ordered. If additional items are not readily available to the school, consultation with content supervisors will be required. School supply lists will need to be reviewed by school leadership team to avoid hardships on families. SROs will not be enforcing the facial covering mandate.

- Teachers will increase the use of digital instruction where possible to limit the spread of germs in classroom areas.
- Administrators will create site-based procedures for community restrooms and confined spaces to allow for social distancing and proper hand washing.
- Signage will be utilized to ensure procedures are listed in these areas. School-based staff will teach and implement these procedures for these areas.

Cafeteria and Lunch Structure

- All schools will participate in a grab-and-go breakfast program utilizing breakfast carts. Each site will receive 6 carts minimum or more based on enrollment. School administrators will establish expectations for breakfast. Plans for inclement weather will be included.
- Schools will explore in-class meal service options when possible. Elementary plans can include carts located in geographical/grade level locations, including Student Nutrition Staff members delivering grab-and-go breakfast bags for each classroom.
- During cafeteria orientation, administrators will explain to students that they are not to pass or share any items, including food, with other students.
- Administrators will ensure tables are labeled to identify seating by class and specialized seating for students with health conditions.
- Administrators will educate students and post signs on proper entering, exit and disposal of trash procedures.
- Students will wait in line in a socially distanced manner. They will not use pin pads for lunch transactions; instead Student Nutrition Services staff will key student numbers in.

- Lunches will be scheduled to allow social distancing whenever possible. Students will eat in a designated area daily. Student nutrition services and Administrators will develop a protocol for using outdoor or classroom lunch options. Protocols will include a schedule for increased supervision.

- Custodial staff will create a schedule to clean tables and classrooms throughout the day.

- Students will be reminded that the expectation is to wear face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on. Any free time/recess after eating commences will require face coverings to be placed back on.

- Administrators will consider implementing the following seating and movement procedures when possible:

  ~ Designate areas in the cafeteria for students with underlying health conditions to limit exposure to other students
  ~ Closing off seats so that students cannot sit opposite of each other and must sit in a zig-zag pattern, leaving space between seats.
  ~ Avoid seating students near high traffic entry/exit areas.
  ~ Providing physical guides when possible to ensure that students remain at least six feet apart while moving around in the cafeteria or waiting in line. For example: floor decals, colored tape, or signs to indicate where students should sit or stand can be used to guide students safely.
  ~ Administrators will establish one entrance and one exit for a designated eating area to help control traffic flow and monitor how many people are allowed in each room.
  ~ Administrators will create one-way traffic flow for thoroughfares, including cafeteria lines or areas where lines may form, and general foot traffic.

Transportation

- Students will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.

- Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front in order to encourage social distancing throughout the bus ride.

- School administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.

- Hand sanitizer stations will be on each bus, and students will be encouraged to use it upon entry and exit. Students will also wear masks while social distancing. Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.

- Ventilation will be incorporated into the bus along with air conditioning systems.

- Although the CDC recommends cleaning buses once a day, our district will clean buses twice per day. Bus drivers will wipe down high-touch areas between each run.

Arrival and Dismissal

- Schools will establish arrival and dismissal procedures to minimize crowding and transmission of COVID-19, including drop-off and pick-up points for walkers and bike riders. Special education students and bus riders will be prioritized to decrease foot traffic.

- Dismissal procedures will include transition directives and pathways that limit the mixing of cohorts of students. Signage will be provided to remind students and parents of the traffic flow pattern upon entrance and exit of school grounds.

- Additionally, school-based teams will establish a rainy-day plan. All arrival and dismissal plans will allow for social distancing where possible. Students will be supervised by staff throughout dismissal. Students will always be required to wear their face covering during dismissal.

- Dismissal procedures will include a staggered entrance and exit of the school. Car line will also be staggered for both arrival and dismissal.

- Schools will clearly message families regarding times when supervision is available and when students are permitted on campus.

- Administrators will create site-based protocols for all late arrival and early pickup. Parents/guardians picking students up will have to wait in the designated area, with face covering, and student will be escorted to them.

Movement Procedures

- Students will walk only on the right-hand side of all hallways. Schools will utilize signage on walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing where possible.

- School administration will establish one direction hallways (where available) to assist with the flow of student movement.

- Staff members will monitor hallways and escort class changes when possible to ensure steady flow of students with no congregation in hallways.

- In elementary schools, teachers will reduce classroom transitions by rotating classrooms themselves rather than utilizing student rotation.

Access Control

- All district, school-based staff, vendors, community members, and visitors will be required to sign in with a designated staff member for daily temperature checks.

- Visitors must have prior approval from staff member at least 24 hours prior to visitation on campus. Appointments will be timebound.

- Administration will determine whether meetings can be held virtually instead of in-person.

- School administration will establish a wait line system for offices and visitors where inadequate barrier systems might exist. This system should be limited to 2-3 people at a time with socially distancing strictly enforced.

- All visitors must wear face coverings while on campus.

Health and Wellness Processes

Screenings

- All visitors will be screened via a symptom screening form. School administration will be responsible for cross-training appropriate support staff members to assist in visitor screenings.

- All employees including HOST members will be required to sign in with a designated staff member every day for temperature checks upon arrival. The school will develop a protocol for staff who exhibit symptoms of COVID-19.

- Students shall be self-screened at home with parents or guardians to ensure absence of symptoms. Teachers and staff will evaluate students throughout the day, including asking students how they are feeling and observing general wellness.

- Before entering a school or district building, you should assess your wellness with the following questions:

- Have you experienced any of these symptoms, not associated with previously diagnosed conditions, in the past 72 hours:
  - ~ Fever greater than 100.4F/chills
  - ~ Cough/shortness of breath
  - ~ New loss of taste or smell
  - ~ Nausea/vomiting/diarrhea
- In the last 14 days, have you:
  - ~ Been in close contact with anyone who has been diagnosed with COVID-19
  - ~ Been placed on quarantine for possible contact with COVID-19
  - ~ Traveled abroad to an area of the country where it is recommended that you self-quarantine
  - ~ Have a COVID-19 test pending

Clinic Protocols

Our district is committed to assigning full-time nurses for each school to help create a safe and healthy environment. There will be two separate rooms for students with basic first aid situations, and students exhibiting symptoms of COVID-19. Students exhibiting possible COVID-19 symptoms will be isolated from others within the clinic area.

Positive COVID-19 Case Confirmation

- **Communication**: Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the regional superintendent or assistant superintendent/chief, who will notify the COVID-19 commander. Upon receipt, the COVID-19 Commander

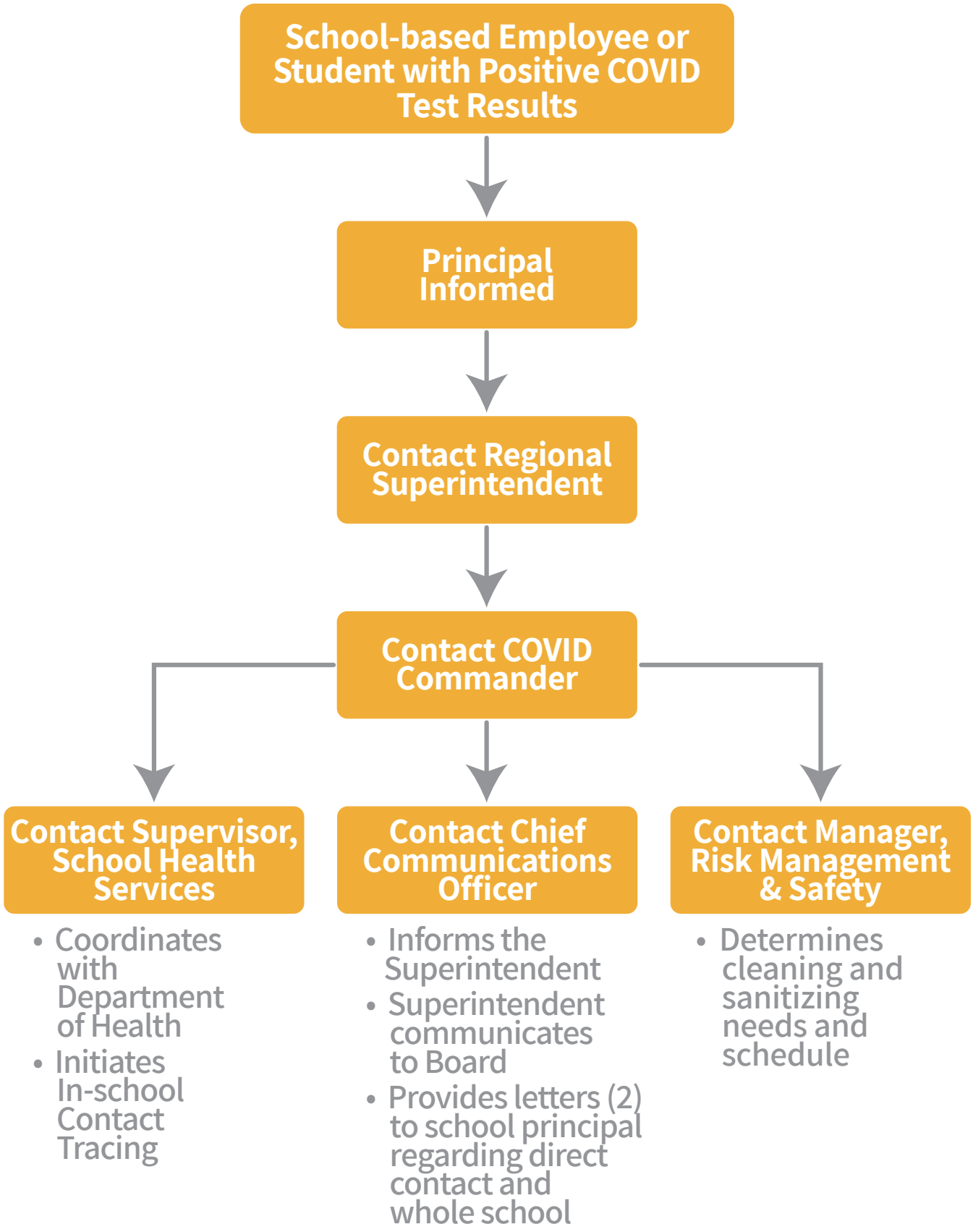
will communicate details with the Supervisor of School Health Services, Director of Safety and Risk Management, and the Chief of Communications and Media Relations. The Chief of Communications and Media Relations will alert the Superintendent, anyone who has come into direct contact with the positive individual, and the school site.

- An individual tests positive for COVID-19: Individual should follow the recommendations of their healthcare provider for isolation protocol.

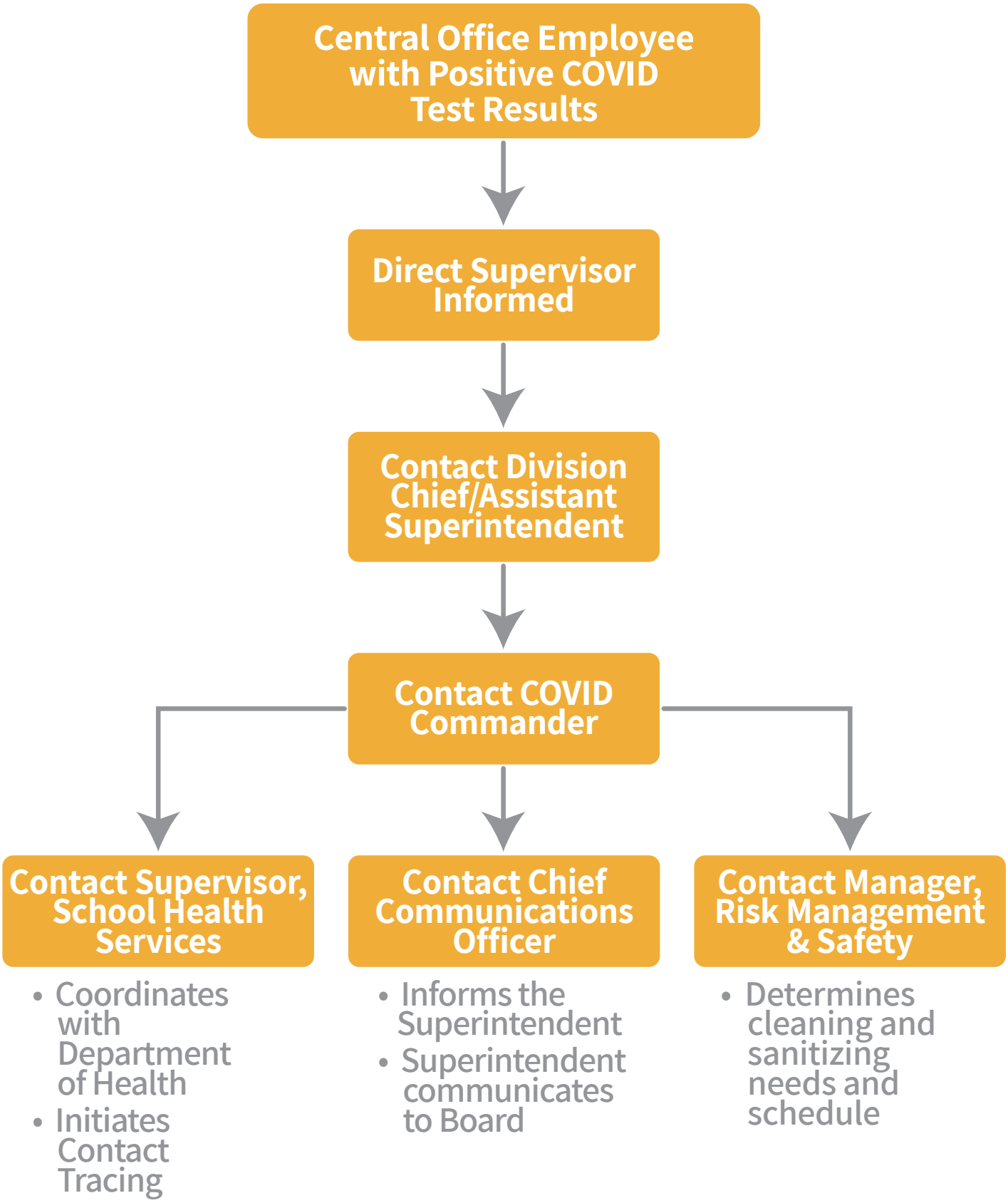
- **Returning to campus:** At least 10 days have passed since symptoms appeared; at least 72 hours fever-free without using fever-reducing medication, and all other symptoms have subsided.

- **Contact tracing:** Hillsborough County Public Schools is collaborating with the Department of Health to conduct contact tracing. Upon notification of a positive case on campus, the district's Department of School Health Services will also communicate with administration to track movement of the person who tested positive and secure affected areas. Impacted individuals will be notified.

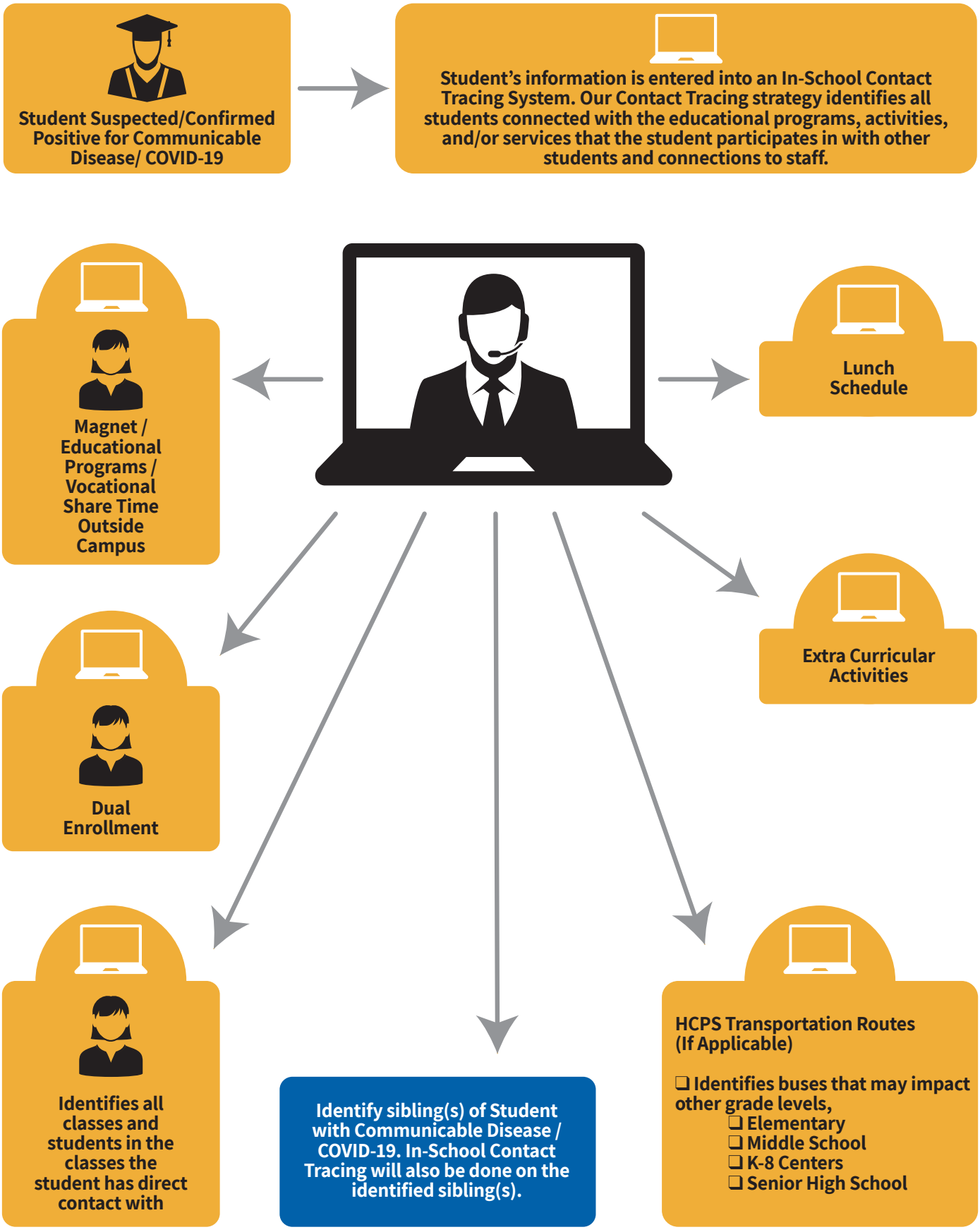
School-based Employee or Student Positive COVID Results



Central Office Employee Positive COVID Results



In-School Contact Tracing System



COVID Positive Cleaning Protocol

Sanitation, Cleaning and Disinfection Protocols

Schools will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches and soap dispensers. Custodial staff will disinfect using proper cleaning products (ADQ, Avistat-D) with microfiber cloths to spray and wipe down objects.

- **Scheduling and Routine:** Throughout the workday, the custodial staff will implement a routine of surface cleaning in the major touch point areas discussed such as restrooms. The staff will, in some cases, report at staggered times depending upon hours of operation to ensure consistent disinfection practices while primary building employees are present. Latter custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Additional disinfecting will be performed prior to the arrival of district staff in high-traffic areas such as the front office. Custodial staff will wear face masks and gloves.
- **Deep cleaning:** If a positive COVID-19 case is determined within a school or building, district staff will use an approved chemical and fogging machine to disinfect any area deemed appropriate by contract tracing processes. The Vital Oxide sanitizer for spray or foam application is OSHA (Occupational Safety and Health Administration), WHMIS (Workplace hazardous Materials Information System) and GHS (Globally Harmonized System of Classification and Labeling of Chemicals) compliant.
- **School closures:** School closures due to cleaning or positive cases will be determined on a school by school basis and appropriate protocols with be followed.

Shared Responsibilities

Teachers and students must work together with custodial staff to promote a clean and healthy environment for everyone within each building. Each classroom will have additional sanitation stations that will include gloves and disinfectant wipes. Students and teachers shall wipe down any community or high-touch areas after each class to reduce exposure for the next classroom.

Field Trips and Mass Gatherings

In order to stay committed to the health and safety of our students and staff, field trips and mass gatherings will not be permitted until further notice. Field trips will not be scheduled until further notice in order to promote social distancing and follow proper safety guidelines. Extracurricular activities and school-based clubs will also be limited and virtual platforms will be recommended when feasible.

Athletics

Our district developed an athletics task force to discuss safe and measured processes to continue athletic activities in our campuses. Our district is guided by the Florida High School Athletics Association (FHSAA). We will utilize all considerations in planning for the upcoming fall season.

- **Phased implementation:** Our district is currently in a phased implementation process depending on FHSAA guidance. This includes athletics, band, JROTC and color guard. As of June 29th, safety protocols include:
  - ~ The maximum number of student-athletes is capped at 40.
  - ~ Students and coaches shall be socially distanced.
  - ~ Use of weight rooms and gymnasiums are allowed with social distancing in mind.
  - ~ Groups remain the same each day to limit exposure.
  - ~ Student-athletes must bring their own water bottles and towels. The use of water fountains, water coolers and water cows are not permitted.
  - ~ Locker rooms are not available or open.
  - ~ Only one restroom will be available.
  - ~ No spectators allowed.

Our district will make a determination on all fall sports and extracurricular activities based on guidance from the Florida High School Athletics Association. 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.

Wellness Education for All

Hillsborough County Public Schools has been working closely with our local health department as well as the Florida Department of Health to monitor COVID-19 cases in our area. We are collaborating with medical officials, business leaders, teachers, school administrators, the Hillsborough Classroom Teachers Association, Hillsborough School Employees Federation, and families to help guide our decision making around protocols and guidelines to ensure the safety of our entire district.

It is imperative that we educate our learners, staff and community about health and safety measures to slow the spread of COVID-19 within our schools. Our district stands ready to reach our learners using:

- Signage within schools to promote proper hygiene and social distancing
- A landing page dedicated to updated information for students and staff regarding COVID-19 developments: HillsboroughSchools.org/Reopening
- Instructional videos for students and staff detailing changes in school operations and instructional models that will be shared via web page, Parent Link, and all district social media platforms
- Increased partnership with local and national media outlets to share district's plans and overall school experience.
- Provide flyers for students and families on COVID-19 protocols and instructional models including virtual options
- Regular digital newsletter updating families on the latest information for school reopening sent through Parentlink.
- Radio and media ads targeting families to educate regarding virtual options for the fall

Reopening Hillsborough County Public Schools

How Will School Look Different in Returning for the 2020–2021 Academic Year?

	Students	Administration, Faculty, & Staff	Visitors
Differences in Arrival to Campuses	• Students will be required to wear masks on all school buses and will be socially distanced where possible. • Upon arrival to campus, whether by bus, car, bicycle, or walking, students will be greeted and checked for having a mask in place and for general wellness. • If students do not have a mask upon arrival, they will be provided with a disposable mask before entering campus. • Students who exhibit signs of illness will be sent to the school clinic. • Specific single-door entry points will be established for each mode of arrival (bus, car, bicycles and walkers), with guidance for students to enter and walk on the right-hand side of all hallways and to social distance where possible.	• Staff members will be assigned to stations for greeting students and checking for wearing masks and for general wellness. • Staff members will be provided masks to give to all students who arrive on campus without a mask. • Staff members will be assigned to hallway monitoring, to ensure social distancing and students walking on the right-hand side of all hallways. • Staff members will be temperature checked upon arrival to each campus.	• All visitors will be by appointment only. • All visitors must wear a mask before entering school campuses. If they do not have a mask, one will be provided. • All visitors will be screened for wellness, inclusive of a temperature check. • School offices will limit the number of visitors in the waiting area, in compliance with social distancing. All visitors exceeding the number to safely ensure social distancing will need to wait outside of the school offices. • Parents will be directed in proper student drop-off, and will not be permitted to walk their children to class.
Differences in Breakfast	• Students will be provided with a Grab-and-Go boxed breakfast and will be permitted to eat in classrooms where available.	• Teachers and staff members will facilitate breakfast in the classroom where possible.	

	Students	Administration, Faculty, & Staff	Visitors
Differences in Classrooms	• Student stations will be spaced 6 feet apart where possible, to ensure social distancing. • Extraneous furniture will be removed from classrooms when storage is available, in order to maximize social distancing. • All classrooms will be supplied with sanitizing stations, for frequent cleansing of student stations and common touch points. • Students will be trained in rituals and routines for sanitizing their work stations, common touch points, and supplies upon leaving the classroom. • Students will be required to wear masks throughout the school day.	• Teachers will modify instruction to facilitate students being spaced 6 feet apart for social distancing. • Teachers will instruct students on the proper techniques and expectations for sanitizing student stations, common touch points, and supplies. • Teachers will model wearing face coverings at all times and will guide students on the importance of wearing face coverings as well.	• Visitors will not be permitted in classrooms.
Differences in Common Areas	• Students will be directed to walk on the right-hand side of the hallways at all times. • Students will be directed to enter and exit common areas through different doors where possible. • Class changes and dismissals will be staggered when possible, to enforce social distancing and prevent hallway congregating. • All Electives, P.E., Art, and Music classes will maintain social distancing where possible, and will not include any contact sports or activities, and will not be sharing equipment. • Students will not be changing clothes for P.E. and	• Staff members will be assigned to hallway monitoring, to ensure social distancing and students walking on the right-hand side of all hallways, as well as entering and exiting correct doorways. • Staff members will escort students to common areas when possible, to ensure social distancing and prevent hallway gatherings. • Teachers of P.E., Art, Music, and Electives will maintain social distancing between student stations where possible and will not lead students in contact sports or activities. • Cafeteria staff will enter student numbers on keypads, in order	• Visitors will not be permitted in common areas. • Parents will not be permitted to have lunch with their children.

	Students	Administration, Faculty, & Staff	Visitors
Differences in Common Areas (Cont.)	will not be utilizing locker rooms. • Lunches will be Grab-and-Go boxed meals, to move student lines more rapidly, and to prevent serving and sharing of food. • Students will not use the keypads for entering student numbers. • Students will be social distanced in cafeteria seating where possible, and classroom and outdoor seating will be provided where available. • Students will be required to wear masks before and after eating.	to move student lines more rapidly. • Staff members will be assigned to cafeteria monitoring, to ensure social distancing, and will provide and monitor classroom and outdoor lunches where available. • Staff members shall model wearing face coverings to promote proper and healthy protocols.	• Visitors will not be permitted in classrooms.
Differences in Instructional Delivery	(See "Deciding on an Instructional Model")	(See "Deciding on an Instructional Model")	(See "Deciding on an Instructional Model")
Differences in Dismissal	• Dismissal times will be staggered where possible, and students will be escorted to single points of exit for buses, cars, and bicycles/walkers. • Social distancing will be maintained while exiting campuses. • Students will be required to wear masks as they exit campuses and while they ride on buses.	• Staff members will be assigned to hallway monitoring and escorting students, to ensure social distancing, students walking on the right-hand side of all hallways, and exiting through the proper doorways. • Staff members will be required to model wearing masks at all times.	• Visitors and parents will not be permitted out of their vehicles during dismissal procedures.

Exceptional Education

Exceptional education students will continue to receive a high-quality education in alignment with a learner's Individual Educational Plans (IEPs). The Hillsborough County Public Schools Department of Exceptional Student Education is committed to addressing the individual needs of students with disabilities (SWD). Our district will provide training, resources and tools to support IEP teams in determining the needed services. For families choosing eLearning, the IEP team will meet to ensure that the district's online program is individualized for each student in the eLearning environment. Special education and related services as identified in the IEP during eLearning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or virtual lessons and/or virtual therapies, and other available distance-based learning approaches.

Our district will take the following actions to ensure the needs of students are addressed:

- Teachers and administrators will review students' baseline data in order to determine present level and learning gaps.
- Educators will review student's progression toward IEP goals and objectives.
- Determine any need for additional supports or services to remediate gaps
- Ensure delivery of services and supports through extended learning opportunities as necessary.
- Progress monitoring assessments may be conducted utilizing diagnostic assessments and curriculum-based measures.
- Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
- Provide ongoing communication and collaboration with parents.
- Hold IEP team meetings, including parents and all appropriate IEP team members to conduct annual reviews, revisions and eligibility staffing. These may take place utilizing Zoom or telephone conference calls. Teams may meet in-person if CDC guidelines allow.

Social Distancing

Students will be socially distanced to the greatest extent possible. When it is not possible to socially distance, students should engage in more frequent hand washing and wear masks/face covering.

Personal Protective Equipment

Understanding that there may be students, due to the nature of their disabilities, who will not be able to wear a mask/face covering, staff in those cases may wear a mask and face shield. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear a shield and not a mask to ensure proper communication. Shields will also be used by Speech and Language Therapists when providing speech therapy.

Student Instructional Components

Social narratives, a tool for teaching a skill that presents information in an understandable and repeatable way, and visuals will be provided to staff upon return to school and will be included in instruction. These social narratives will be focused on developing an understanding of social distancing and safety protocols. Visuals will be provided for lining up, washing hands, and wearing a mask/face covering. These routines will be practiced during the school day.

Equipment and Material Cleaning

Where possible, students should have individual sensory items and classroom tools (e.g. pencils, crayons, etc.) These items should be in separate containers. If items or equipment must be shared, cleaning of equipment must occur between students. Time for cleaning must be planned for between activities.

Sensory/Cool Down/Therapy Spaces

Ball pits and tunnels need to be removed as they cannot be cleaned between students. If more than one student is in the room, students must be socially distanced. Refrain from sharing equipment to the maximum extent possible. Equipment including standers and other positioning devices must be cleaned between students following the proper cleaning protocol.

Deciding on an Instructional Model

In early June, the district conducted a parent survey as part of a comprehensive plan to determine the overall pulse for returning to school in August. After a review of the survey results, families made it clear that at the very least they wanted a choice that represented an opportunity to keep their child home while the pandemic continued to impact our community. As a result, Superintendent Davis worked with his leadership team to develop a reopening plan incorporating input from all stakeholders with student and staff safety as the priority.

Our intent has always been to bring students back to school full-time as we believe that the most ideal educational experience for most children is to be in front of a teacher. However, we would never intentionally jeopardize the safety and health of students and staff, and by extension, our families. This Reopening Plan remains fluid and will be updated strategically depending on the status of the coronavirus spread throughout our community in the coming weeks. It is impossible to predict what the spread may be like in our community in August.

The models we examined covered a full continuum of designs and costs ranging from all students returning to school full-time, to a blended face-to-face and remote learning, to a complete closure like we experienced this past spring. Embedded within Model A are options for full-time remote learning that includes eLearning (school-based remote instruction) or enrollment in Hillsborough Virtual K-12.

As a result of the Executive Order #20-114 issued from the Florida Department of Education, all districts are mandated to offer a five day per week onsite option to students in the fall. In partnership with the Department of Health and other medical partners, the district opted to implement Model A to allow parents the flexibility to select one option that best fits their learner's academic needs. (traditional classroom instruction, eLearning, or Hillsborough Virtual K-12). Each learning option within Model A is presented in the **Instructional Learning Options** table below, with descriptors highlighting the differences between traditional face-to-face instruction, eLearning instruction, and Hillsborough Virtual K-12.

Differences: Traditional Instruction vs. eLearning

Traditional (Brick & Mortar) Instructional Delivery

Overview

1. District adopted curriculum with lessons developed and taught by classroom teachers
2. Remain enrolled in your 2020-2021 assigned school and keep your school choice seat
3. Traditional, in-person, face-to-face for grades PK-12 learning following the regular student schedule and student calendar (180 days of instruction) and bell times
4. Follow and adhere to all 2020-2021 HCPS school building health and safety protocols and Code of Student Conduct

What to Expect For Students:

- Students will physically come to their school for their learning
- Students will physically see and interact with their teacher(s) and classmates and follow their class/course schedule each day
- Assignments, activities and classroom-based assessments will be developed and conducted by their teachers
- ESE, ESOL and Gifted services will occur as outlined in student-specific plans
- All students will be expected to complete and submit assignments as determined by the assigned teacher
- Code of Student Conduct and traditional school expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments
  - ~ Students and families must review wellness to ensure students are well and symptom-free prior to coming to school each day
  - ~ Students and families need to adhere to all expectations to ensure the safety of all students, families and employees

~ Collaborative activities may look different or be lessened to ensure the safety and wellbeing of the school community.
~ Classroom spaces will be arranged to maximize social distancing and minimize any shared items.
~ Lunch schedules will be modified to maximize social distancing
~ Large group gatherings will be reduced
~ Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus

What to Expect For Teachers and Staff:

- Teachers and instructional support staff report each day to lead and support instruction in their assigned classrooms
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction for student
  ~ Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
  ~ Teachers provide student make-up work, flexibility and support if they are out of school for any reason

eLearning Instructional Delivery

eLearning Overview

- eLearning students will maintain their enrollment status at their brick and mortar schools
- eLearning students will attend school online during regular school hours and follow a standard school schedule. (Example schedule below)
- Teachers will teach "live" each day with students daily utilizing web conferencing technology
- Teacher-designed lessons are delivered through Canvas
- Students can return to their school campuses second semester if they so choose.

- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) on campus or remotely as appropriate
- eLearning is not an option for Voluntary Prekindergarten (VPK) Program and Head Start/Early Head Start Programs
- Electronic devices will be available for check out at the school site, if needed
- eLearning courses will be designed to ensure rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the traditional and eLearning model
- The exact course offerings by school will be solidified by the student's school
- Dual Enrollment courses will be available through the Traditional and eLearning settings as well through Hillsborough Community College (HCC)
- Our district will follow the procedures outlined by Hillsborough Community College (HCC) including the use of a Canvas course in each DE course. HCC has determined that courses taken at HCC will be virtual for the 1st semester
- 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

- All assignments, activities and classroom-based assessments will be developed and facilitated by assigned by teacher
  - ~ All students will be expected to complete and submit assignments as determined by the assigned teacher
  - ~ Code of Student Conduct and all technology expectations remain in effect
  - ~ All students will follow the assessment calendar and participate in all local and state assessments.
  - ~ Each morning, students are expected to be present and engage in virtual instruction each day within the designated schedule (see sample schedules below)
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times

- Students will access their curriculum and assignments via Canvas Learning Management System
  - ~ Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on campus
- Students who need a device will be issued one to engage in digital learning
- Students will also be issued any associated materials such as textbooks, art supplies, musical instruments, and other necessary materials where possible

What to Expect For Teachers and Staff:

- All teachers have access to professional learning to prepare them for the 2020-2021 school year
- Growing with Canvas Course 2.0 (self-paced eLearning course) will be offered during the summer, pre-planning week, and beyond for instructional staff to enhance knowledge of Canvas tools and applications.
- Summer professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, Achieve 3000, iReady, SIPPS, digital tools and platforms, etc.
- New Teacher Induction will be provided virtually and will be provide onboarding and content supports
- All professional development will be structured, organized, and maintained to provided easy access to relevant PD, resources, and tools related to pre-planning PD, and other relevant professional development offered throughout the year.
- Guidance and resources will be shared with administrators for them to assist teachers in course development.
- Training will be available during pre-planning week for elective or specialized area teachers to work through course development.
- During pre-planning week, District office hours and support teams will be available to teachers who are designing their own courses for unplanned check-ins and scheduled appointments.
- Depending on the model of delivery (traditional or eLearning), each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students.
- Teachers will be expected to provide “live” instruction via web conferencing throughout the school day

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
- Perorm 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 impact 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

eLearning Administrator Guidance

- All administrators have access to professional learning to prepare them for the 2020-2021 school year
- All administrators will complete the "Growing with Canvas 2.0" training prior to the end of pre-planning work to support them in enhancing their eLearning courses
- Any deviation from the use core courses, must be pre-approved by the Assistant Superintendent for Curriculum and Instruction or Assistant Superintendent for Teaching and Learning. The school will be responsible for developing and submitting an addendum to the District Continuity Plan including:
  - ~ Identification of core resources used for each content area
  - ~ Timeline for course completion (all courses must always have a minimum of 9 weeks of content and student learning activities available)
  - ~ Alignment of courses using Hillsborough Canvas Instructional Frameworks templates

- Courses with higher enrollment will be prioritized for district development by curriculum teams
- Courses with low enrollment or that are only available at a few schools will be built by the teacher
- Courses built at the school level will be required to have 9 weeks of content available by the first day of school
- When a decision is made to develop a district course and/or use a course developed by another provider, all teachers will utilize this course
- Administrators should utilize district provided checklist, timeline, check-in protocols and resources to monitor courses throughout the year
- Recommendations will be made to schools on the elimination of superfluous electives, but schools have the autonomy to determine if they want to offer the course and build the Canvas course
- Administrators working with teachers who do not have a district developed course, and who are interested in working on developing Quarter 1 resources prior to the school year, can reach out to their district content specialist. Dependent upon the number of teachers who interested in getting started, we are currently seeking funding to support this head start
- Time should be saved during pre-planning week for teachers of elective and specialized area courses to work on Canvas course building

Hillsborough Virtual K-12 (HVK12) Instructional Delivery

Hillsborough Virtual K-12 is an independent, fully accredited, and flexible public-school option in the HCPS system. Unlike a traditional classroom or eLearning model, the curriculum and content are designed specifically for a true, virtual format and front-loaded at the beginning of the course. It is available 24/7 online, for which students create a daily work schedule to ensure completion of coursework in a regular semester timeframe.

HVK12 Overview

- HVK12 is a school choice option in which students learn in a digital space using a web-based curriculum with highly qualified teachers from Hillsborough County
- HVK12 students will withdraw from their brick and mortar school and enroll full time in the virtual program
- Students can re-enroll at their brick and mortar school in the second semester if they so choose
- HVK12 students will have flexibility when they complete their work and are not tied to a specific bell schedule
- HVK12 students follow the same school calendar as brick and mortar sites
- HVK12 is a “flipped classroom” environment in which students have access to the entire curriculum up front and are given a weekly set of assignments
- Students will have access to the content and curriculum 24/7
- Teachers will offer one “live” session per week with students utilizing web conferencing technology
- Teacher-designed lessons are delivered through Canvas for K-5 and through FLVS for 6-12
- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) remotely as appropriate
- All students attending HVK12 will have access to many accommodations that naturally occur in the virtual setting. In addition, HVK12 may be able to provide additional accommodations and services per a student’s IEP or Section 504 Plan if the accommodation(s) is/are applicable to the online educational environment. Please note that some accommodations and services may not be possible to implement in the HVK12 online educational setting
- HVK12 is not an option for Voluntary Prekindergarten (VPK) Program, Head Start/Early Head Start Programs, and iPeeps
- Electronic devices will be available for check out at our site, if needed for students that qualify for free and reduced lunch

- HVK12 courses will be designed to ensure rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- Dual Enrollment courses will be available through HVK12 in conjunction with Hillsborough Community College (HCC)

- Our district will follow the procedures outlined by Hillsborough Community College (HCC) including the use of a Canvas course in each DE course. HCC has determined that courses taken at HCC will be virtual for the 1st semester
- 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

What to Expect for Students:

- All assignments, activities and classroom-based assessments will be developed and/or facilitated by assigned teacher(s)
  - ~ All students will be expected to complete and submit assignments as determined by the assigned teacher(s) electronically on a weekly basis
  - ~ Code of Student Conduct and all technology expectations remain in effect
  - ~ All students will follow the assessment calendar and participate in all local and state assessments in person. Students will report to D.W. Waters for testing
- Students are expected to complete the work at their own pace throughout the week and submit all required assignments by the end of the week
- Students will access their curriculum and assignments via Canvas Learning Management System for K-5th grade and via FLVS for 6th-12th grade.
  - ~ Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on a campus

- Students in K-5 will be issued consumables for math, science, social studies and will have access to all other content and curriculum electronically 24/7
- Students in 6-12 will have access to all content and curriculum electronically 24/7

What to Expect for Teachers and Staff:

- All teachers have access to professional learning to prepare them for the 2020-2021 school year
- Growing with Canvas Course 2.0 (self-paced eLearning course) will be offered during the summer, pre-planning week, and beyond for instructional staff to enhance knowledge of Canvas tools and applications for our K-5 teachers and an FLVS professional development for our 6-12 teachers
- Summer professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, Achieve 3000, iReady, digital tools and platforms, etc.
- All professional development will be structured, organized, and maintained to provided easy access to relevant PD, resources, and tools related to preplanning PD, and other relevant professional development offered throughout the year
- Each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students
- Teachers will be expected to provide one “live” lesson via web conferencing throughout the week
- Teachers will be expected to respond to students’ and families’ communication within 24 hours and provide feedback on assignments with 48 hours.

HVK12 Parental Guidance

- Parents are expected to serve as the learning coach and to facilitate the learning schedule
- Typically, elementary students require daily guidance from their parent or guardian, while middle and high school students need guidance on a weekly basis
- Make sure your student understands the work expectations for HVK12
- Maintain a 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 the Canvas course to ensure the option chosen for your child is appropriate
- Make sure you do check in with your child about emotional and mental
- 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 impact 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 (elementary only) for HVK12.
- Parents may be required to provide transportation to D.W. Waters for local and state assessments

HVK12 Administrator Guidance

- All administrators have access to professional learning to prepare them for the 2020-2021 school year
- All administrators will complete the "Growing with Canvas 2.0" and "FLVS Virtual Leadership" training prior to the end of preplanning work to support them in enhancing their HVK12 courses
- Any deviation from the use core courses, must be pre-approved by the Assistant Superintendent for Curriculum and Instruction or Assistant Superintendent for Teaching and Learning. The school will be responsible for developing and submitting an addendum to the District Continuity Plan including:
  - ~ Identification of core resources used for each content area
  - ~ Timeline for course completion (all courses must always have a minimum of 9 weeks of content and student learning activities available)
  - ~ Alignment of courses using Hillsborough Canvas Instructional Frameworks templates

- Courses built at the school level will be required to have 9 weeks of content available by the first day of school
- When a decision is made to develop a district course and/or use a course developed by another provider, all teachers will utilize this course
- Administrators should utilize district provided checklist, timeline, check-in protocols and resources to monitor courses throughout the year
- Recommendations will be made to schools on the elimination of superfluous electives, but schools have the autonomy to determine if they want to offer the course and build the Canvas course
- Administrators working with teachers who do not have a district or state developed course, and who are interested in working on developing Quarter 1 resources prior to the school year, can reach out to their district content specialist. Dependent upon the number of teachers who interested in getting started, we are currently seeking funding to support this head start
- Time should be saved during pre-planning week for teachers of elective and specialized area courses to work on Canvas course building

Sample Elementary School Schedule

ES eLearning Bell Schedule	Kindergarten Student Schedule SAMPLE				
	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 Small Group	**ELA/SS Small Group	**ELA/SS Small Group	**ELA/SS Small Group	**ELA/SS Small Group
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)	**ELA/SS Small Group	**ELA/SS Small Group	**ELA/SS Small Group	**ELA/SS Small Group	**ELA/SS Small Group
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	TDPE	TDPE	TDPE	TDPE
12:50 - 1:20 *(30)	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group
1:25 - 1:55 *(30)	Science Small Group	Science Small Group	Science Small Group	Science Small Group	Science Small Group

*30-minute time blocks include 25 minutes of Zoom where highlighted in yellow as an example. Remaining time and sessions are independent/self-paced.
**ELA/SS Small Group is either Teacher Led, Independent, Computers, or Recess based on student assignment. Only Teacher Led is held via Zoom.

ES eLearning Bell Schedule	1st/2nd Grade Student Schedule SAMPLE				
	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 Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group
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)	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group
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	TDPE	TDPE	TDPE	TDPE
12:50 - 1:20 (30)	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group
1:25 - 1:55 (30)	Science Small Group	Science Small Group	Science Small Group	Science Small Group	Science Small Group

Sample Student takes part in Zoom sessions where highlighted in yellow. Remaining sessions are independent/self-paced.
*ELA/SS Small Group is either Teacher Led, Independent, Computers, or Recess based on student assignment. Only Teacher Led is held via Zoom.

ES eLearning Bell Schedule	3rd-5th Grade Student Schedule SAMPLE				
	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 Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group
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)	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group	*ELA/SS Small Group
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	TDPE	TDPE	TDPE	TDPE
12:50 - 1:20 (30)	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group	Science Whole Group
1:25 - 1:55 (25)	Science Small Group	Science Small Group	Science Small Group	Science Small Group	Science Small Group

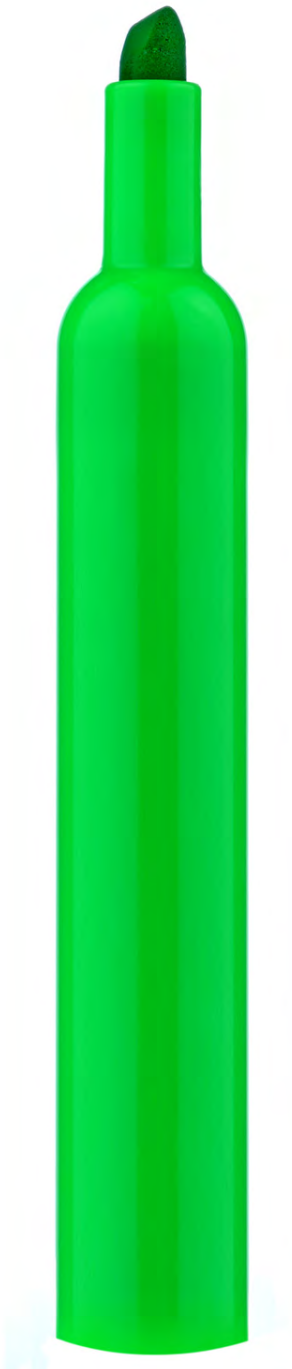
Sample Student takes part in Zoom sessions where highlighted in yellow. Remaining sessions are independent/self-paced.
*ELA/SS Small Group is either Teacher Led, Independent, Computers, or Recess based on student assignment. Only Teacher Led is held via Zoom.

Sample Middle School Schedule

eLearning students should expect to receive 'live' instruction at the beginning of each period. Depending on the content, after the initial 'live' instruction, students may transition to independent work, collaborative group work and/or asynchronous learning.

Middle School eLearning Bell Schedule		
Class	ERD Monday	Tuesday - Friday
1ST PERIOD	9:25 - 10:14 (49)	9:25 - 10:19 (54)
BREAK	10:14 - 10:18 (4)	10:19 - 10:23 (4)
2ND PERIOD	10:18 - 10:59 (41)	10:23 - 11:13 (50)
LUNCH	10:59 - 11:03 (34)	11:13 - 11:54 (49)
3RD PERIOD	11:03 - 12:20 (77)	11:54 - 12:44 (50)
BREAK	12:20 0 12:24 (4)	12:44 - 12:48 (4)
4TH PERIOD	12:24 - 1:05 (41)	12:48 - 1:38 (50)
BREAK	1:05 - 1:09 (4)	1:38 - 1:42 (4)
5TH PERIOD	1:09 - 1:50 (41)	1:42 - 2:32 (50)
BREAK	1:50 - 1:54 (4)	2:32 - 2:36 (4)
6TH PERIOD	1:54 - 2:35 (41)	2:36 - 3:26 (50)
BREAK	2:35 - 2:39 (4)	3:26 - 3:30 (4)
7TH PERIOD	2:39 - 3:20 (41)	3:30 - 4:20 (50)

Middle School Traditional Bell Schedule		
Class	ERD Monday	Tuesday - Friday
1ST PERIOD	9:25 - 10:14 (49)	9:25 - 10:19 (54)
2ND PERIOD	10:18 - 10:59 (41)	10:23 - 11:13 (50)
3RD PERIOD	11:03 - 12:20 (77)	11:17 - 12:44 (87)
4TH PERIOD	12:24 - 1:05 (41)	12:48-1:38 (50)
5TH PERIOD	1:09 - 1:50 (41)	1:42-2:32 (50)
6TH PERIOD	1:54 - 2:35 (41)	2:36-3:26 (50)
7TH PERIOD	2:39 - 3:20 (41)	3:30 - 4:20 (50)



Sample High School Schedule

eLearning students should expect to receive 'live' instruction at the beginning of each period. Depending on the content, after the initial 'live' instruction, students may transition to independent work, collaborative group work and/or asynchronous learning.

High School eLearning Bell Schedule		
Class	ERD Monday	Tuesday - Friday
1ST PERIOD/HR	8:30 - 9:10 (40)	8:30 - 9:28 (48)
BREAK	9:10 - 9:23 (13)	9:28 - 9:33 (5)
2ND PERIOD	9:23 - 10:03 (40)	9:33 - 10:21 (48)
BREAK	10:03 - 10:09 (7)	10:21 - 10:28 (8)
3RD PERIOD	10:09 - 10:49 (40)	10:29 - 11:17 (48)
BREAK	10:49 - 10:54 (5)	11:17 - 11:22 (5)
4TH PERIOD	10:54 - 11:34 (40)	11:22 - 12:10 (48)
LUNCH	11:34 - 12:14 (40)	12:10 - 12:50 (40)
5TH PERIOD	12:14 - 12:54 (40)	12:50 - 1:38 (48)
BREAK	12:54 - 1:00 (6)	1:38 - 1:44 (6)
6TH PERIOD	1:00 - 1:40 (40)	1:44 - 2:32 (48)
BREAK	1:40 - 1:45 (5)	2:32 - 2:37 (5)
7TH PERIOD	1:45 - 2:25 (40)	2:37 - 3:25 (48)

High School Traditional Bell Schedule		
Class	ERD Monday	Tuesday - Friday
1ST PERIOD/HR	8:30 - 9:18 (48)	8:30 - 9:28 (58)
2ND PERIOD	9:23 - 10:03 (40)	9:33 - 10:21 (48)
3RD PERIOD	10:09 - 10:49 (40)	10:29 - 11:17 (48)
4TH PERIOD	10:54 - 12:09 (75)	11:22 - 12:45 (83)
5TH PERIOD	12:14 - 12:54 (40)	12:50 - 1:38 (48)
6TH PERIOD	1:00 - 1:40 (40)	1:44 - 2:32 (48)
7TH PERIOD	1:45 - 2:25 (40)	2:37 - 3:25 (48)

English Learners

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; and
- 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.

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.

Differences Between: eLearning & Hillsborough Virtual School

eLearning	Hillsborough Virtual K-12
Students are assigned to their brick-and-mortar school, and to teachers within that school	Students are assigned to Hillsborough Virtual K-12 full-time, and to teachers within Hills-borough Virtual K-12
Teachers provide eLearning instruction that follows their daily face-to-face classroom instruction. Class-room hours and office hours are specified on a daily, scheduled routine	Teachers provide a front-loaded semester-long sylla-bus for students, to enable them to work at their own pace. Correspondence hours with teachers are flexible, to accommodate student and family schedules
Student work is submitted according to the daily schedule for assignments, activities, and assessments	Student work is submitted at the student's own pace, providing all assignments, activities, and assessments are completed by the end of each week. (Note: stu-dents may complete at a more rapid pace, providing teachers verify mastery of standards)
Curriculum is provided through Canvas, and is directly aligned with the teachers' face-to-face, daily class-room instruction	Curriculum is provided through Canvas at the elemen-tary level and is designed by Hills-borough Virtual K-12 teachers as an entirely web-based instructional path-way. Secondary curriculum is a franchise of the Florida Virtual School (FLVS).
Parents are encouraged to support their children's pacing as set forth by their teachers and to provide a home setting which is conducive to the classrooms' daily schedule	Parents are encouraged to serve as the learning coach and to facilitate their children's daily routine as best suits the family schedule
eLearning is designed for students who wish to be connected to classroom teachers within their assigned brick-and-mortar schools, thereby enabling them to work at a prescribed pace with their peers. It is a prime option for students who wish to stay connected to their school classmates and school community	Hillsborough Virtual K-12 is designed for self-moti-vated students who wish to work at an independent pace, with flexibility in hours and scheduling of work completion. It is a prime option for students who need to accommodate a work schedule, college and ca-reer-minded students, homeschool students, hospi-tal-homebound students, children in military families, amateur athletes, students who wish to accelerate their learning path, as well as students in need of credit recovery

Mental Health Guidance for Reopening

Students, staff and families have encountered additional stress and anxiety over these past few months. Hillsborough County Public Schools has provided a Mental Health Hotline to help families deal with the added uncertainty of COVID-19 and eLearning.

That hotline will remain in place. **The number is 813-272-4787.**

Mental Wellness Support

- Triage needs and provide supports to families and educators
- Modify schedules as needed for students and staff
- Ongoing consultation to school-based teams on mental health, threat assessments and suicide assessment
- Crisis Intervention Team ready for response when needed
- Enhance partnerships with network of mental health professionals to provide services
- Provide a blended model of support, inclusive of in-person and virtual deployment of mental health services

Safety and Support

Protecting our teachers and staff is a top priority for the district as we head back to brick and mortar classroom learning. It will take a partnership of accountability from the staff member, the school and the District to keep our teachers and staff healthy during this unchartered time.

The District Employee Assistance Program (EAP) is available 24 hours a day, 7 days a week and can be reached at 855-327-6463. EAP is no cost to employees for in-the-moment emotional well-being support as well as for access to free and confidential counseling sessions.

The District's employee Wellbeing Program, Wellbeing 4U, remains committed to promoting physical, emotional, social, and financial well-being of all staff. Wellbeing 4U Champions at schools and district sites provide onsite support through activities and connection to resources.

Next Steps

Consult district website for latest information and updated frequently asked questions: HillsboroughSchools.org/Reopening

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