Hillsborough Schools
Coronavirus Response Plan
OUR VISION

Preparing Students for Life

OUR MISSION

To provide an education and the supports that enables each student to excel as a successful and responsible citizen
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eLEARNING CONTINGENCY PLAN
SUPERINTENDENT MESSAGE

Dear Hillsborough Schools Families,

Today and every day, parents are important partners in the education of our children. During these challenging times, we are asking that you help us assist your child in connecting with online learning opportunities. Even though we are unable to hold classes in our schools, learning will continue for your child through online lessons provided by their teacher. With your help, our children can and will learn online.

Set Up for Success Week is March 23-27, where our teachers and parents can get comfortable with eLearning, finalize lesson plans and get access to devices and computers. Classwork during Set Up for Success Week will not be graded. Graded work and full eLearning will begin statewide on Monday, March 30.

While we are transitioning from the classroom to online eLearning, we do not expect parents to take on a full homeschool initiative. Homeschooling is where you, as a parent, would have to develop lesson plans and assignments for your child. This is not the case in Hillsborough Schools. Our excellent, professional teachers will continue to develop engaging assignments and lessons, as well as provide feedback and support to every student using the online learning tools Edsby and Clever.

Please review this eLearning Contingency Plan. It provides an overview of what to expect in the days ahead, tips for making eLearning most successful for your student and ways to access computers or devices if you are in need.

Together, we will address every equity issue that we can. We know that there are going to be gaps as we all begin this new way to learn. Our staff stands ready to work to make certain that every child has the resources he or she needs in order to be successful. Thank you for working with us during these trying times. As a team, we will remain focused on helping your child continue their education.

Addison Davis
Superintendent of Schools
SET UP FOR SUCCESS

As we shift our education online, we are dedicating the week of March 23–March 27 to making sure our students, families and teachers set up to succeed with online learning.

That week is “Set Up for Success Week” in Hillsborough Schools. Teachers will be connecting with their students online and providing exciting ways to start eLearning—while families get comfortable with our eLearning tools Edsby and Clever, set up a schedule at home with dedicated learning time and set up a place at home where students can concentrate on learning.

As teachers and students feel comfortable that week, they can start to engage and work on educational content. Lessons during March 23–27 will be educational and enriching but will not be graded. Following new guidance from the Florida Department of Education, full online eLearning—with students completing assignments and receiving grades—will begin Monday, March 30.

More information about student assignments and eLearning will be communicated as Set Up for Success Week begins March 23rd continues throughout the week.

Links to key information families may need can be found on our website: HillsboroughSchools.org/coronavirus

They include:

➢ How to log in to Edsby and Clever, the learning tools you will need.
➢ How to get nutritious breakfast and lunch at no cost for children 18 and under.
➢ How to get 60 days of free internet access from our partners Spectrum and Xfinity.
➢ Our district has developed a plan to loan devices or laptop computers to families who do not have access to one. Schools will be reaching out to families with this information and a date and time for each family to receive their device.

PLAN OVERVIEW

In the event it would be necessary to close one of our schools, or several of our schools, due to weather, sickness, hurricane or other emergency, Hillsborough County Public Schools is prepared with an eLearning Contingency Plan (ECP). The ECP will help ensure students have access to high-quality learning opportunities at home. This plan is intended to reduce the disruption for our students by providing alternative, online assignments to extend learning during a school closure.

The ECP has three components: Content Delivery, Access to Mobile Devices and Access to Internet.

➢ Content Delivery explains the steps our teachers and staff have taken to make sure instructional material is available to our students and their education is continued in the event of a school closure.
➢ **Access to Devices** outlines the steps taken by our Information Technology staff and schools to make sure our students have access to devices such as computers, smartphones, iPads and/or laptops or assistive technology devices at their homes.

➢ **Access to Internet** poses the greatest challenge to ensuring our students can continue their studies at home. Hillsborough County Public Schools is working to determine how many of our families do not have access to the internet at their home, and what can be done to provide free or reduced-cost internet service to students should schools close due to an emergency situation.

The ECP is a fluid plan, which will be adapted in response to the needs of our students and community. Communication, as outlined within the plan, is also a key component for effective implementation. The ECP prepares for a full range of scenarios—including the possibility of extended school closures.

**Content Delivery**

Content is the base of everything we do and how our students learn. During the eLearning process, our district will continue to keep the quality of education high for all our learners.

➢ Students will have access to teacher, grade and school specific instructional materials to remain engaged in learning during the time their school and/or our district is closed.

➢ In the event a teacher is unable to provide classroom specific instructional materials, students will have access to grade-specific material provided by district supervisors.

➢ Digital materials will be easy to understand and updated frequently.

➢ Case managers will continue to support students with disabilities and monitor their progress.

➢ Communication of the eLearning Contingency Plan will be extensive and delivered through a variety of different platforms and programs/applications.

➢ Tech support will be available to help families with digital materials during the school and/or district closure.
Access to Devices

We understand many of our households do not have a device (computer, laptop, ipad) in order for our students to be successful with eLearning. Working together on the district level, with our schools and community, we will make sure a device is in every learner’s hands.

➢ 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.
➢ A combination of district-wide phone surveys and student income data determines the approximate overall need for devices in our district to be around 83,000.
➢ There are 51,000 devices that are primarily used as student devices in schools throughout our district that may be used as loaner devices for our students.
➢ To close the gap between available devices and what is needed, our district has ordered approximately 40,000 additional devices, which will arrive in waves over the coming days.
➢ District staff members and vendors will work with the schools to prepare the devices for checkout.
➢ School staff members who are not assigned to students will facilitate the distribution of the devices at each school.
➢ Surveys and personal phone calls by school staff will determine the exact recipients of the devices, prioritized by highest need.

Access to Internet

Having access to the internet is another barrier for many of our families. However, with the coordination of our partners, we are confident every household will receive free internet access during the eLearning process.

➢ Our district is promoting partnerships with service providers who are provide free or reduced-price internet access to students in the event that schools are closed.
➢ A phone survey sent to all K-12 families will help determine how many of our families do not have immediate access to the internet.
➢ Charter Communications is offering our families and staff free access to Spectrum Broadband and WiFi for 60 days. To enroll, call 1-844-488-8395. Installation fees will be waived for new student households. Restrictions apply.
➢ Comcast is also offering their Xfinity Internet Essentials service for free for 60 days. A parent or guardian who is not a customer and has questions about applying for Internet Essentials can call 1-855-8-INTERNET (1-855-846-8376). Restrictions apply.

➢ As a district, we will continue to work with outside providers to assist all families in Hillsborough County Public Schools.

CONTENT DELIVERY

A robust plan to deliver educational content to all learners is at the heart of our eLearning Contingency Plan. Our educators remain at the core of our work, guiding students’ learning and developing lessons and assignments that engage students despite the lack of physical presence. This plan leverages the existing online platforms and tools used by students and teachers across our district to deliver instruction.

Online Resources for Core Subject Areas

To ensure content delivery is as seamless as possible, our district has created two avenues for the development of eLearning content in the event of a school and/or district closure.

1. **Preferred:** A teacher assigns a specific educational plan for his or her own students.

2. **Backup:** When a teacher is, for whatever reason, unable to detail a specific educational plan, our district-level staff steps in with alternative instructional plans.

Action Steps for eLearning

Edsby is the primary place online for students and families to go in the event of a school closure. Teachers are encouraged to update instruction, assignments and tests through Edsby as often as possible. This will serve as the key place for students and teachers to keep the lines of instruction open as well as the lines of communication.

If, for whatever reason, a teacher is unable to maintain eLearning through Edsby, a notice will be posted on Edsby for that teacher’s students to begin accessing Clever, where our district-level staff has created grade and/or content specific instruction.
➢ After logging onto Clever, students will see the heading *eLearning for School Closure* as well as an icon with their grade level (the example above illustrates what a kindergarten student would see).

➢ Students will simply click on the icon to see links for Art, English Language Arts, Math, Physical Education, Reading, Science, Social Studies and World Language.

➢ District staff members have worked to provide student instruction and activities for all core curriculum based on grade level or content.

➢ Through these lessons, students will access online textbooks, instructional videos and applications that provide additional practice specific to that subject.

➢ Clever also provides direct access to supplemental instructional programs such as myON, Khan Academy and iReady that are specific to the student’s grade level and/or course enrollment.

**Instructions on accessing Edsby, Clever & Zoom**

Platforms such as Edsby, Clever and Zoom are crucial in our eLearning Contingency Plan. This technology allows our teachers and students to interact through assignments, communication and video conferencing.

➢ **Edsby** – sdhc.edsby.com
  For student assignments, grades and parent-teacher communication

➢ **Clever** – clever.com/in/hcps
  For online textbooks and learning software

➢ **Zoom** – Zoom.com
  For video conferencing and communication
For Clever and Edsby your username and Password are as follows:
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
- We understand Edsby and Clever may be a new process for many of our families. To assist, there will be a tech support hotline available to help walk families through the process. An email address will also be available for families to reach out with questions about their students’ digital learning.
- 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.
- Zoom is another tool being utilized by our teachers and schools in the eLearning process. Zoom is a platform for video communications, video and audio conferencing and chat.

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:
- 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.
- Any recording of instruction must be of the teacher. No recording of students should be made.
- Keep meeting invites private. Post them in Edsby. Do not post them on social media.
- Require a password for your meetings. Post the password in Edsby.
- **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.**
# Supplemental materials for eLearning

These materials are directly accessible to students after logging in to Clever:

<table>
<thead>
<tr>
<th>Supplemental Resources</th>
<th>PK-5</th>
<th>6-8</th>
<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>Algebra Nation</td>
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<tr>
<td>Big Ideas Math</td>
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<tr>
<td>BoostEd P - by Vitalsource</td>
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<tr>
<td>BrainPOP</td>
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<td>BrainPOP Jr.</td>
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<td>BrighterRead</td>
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<tr>
<td>Code.org</td>
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<tr>
<td>CommonLit</td>
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<tr>
<td>Desmos Graphing Calculator</td>
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<tr>
<td>Discovery Education</td>
<td>✓</td>
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<tr>
<td>Duolingo</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>eTablet Math</td>
<td>✓</td>
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<tr>
<td>Envision textbook</td>
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<td>Evershi</td>
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<td>Epic</td>
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<td>Evernote</td>
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<td>Gomoo/Apples Learning</td>
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<tr>
<td>iReady</td>
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<td>Infinite Language &amp; Literacy</td>
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<td>ITL</td>
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<tr>
<td>Khan Academy</td>
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<tr>
<td>LaunchPad</td>
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<tr>
<td>Legends of Learning</td>
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<tr>
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<tr>
<td>myOn</td>
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<tr>
<td>SuccessMaker</td>
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<td>Pearson Realize</td>
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<td>Saniliana</td>
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<td>SpringBoard</td>
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<tr>
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<td>Think Through Math</td>
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<td>✓</td>
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<tr>
<td>Virtual Library Database</td>
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<td>Waterfield</td>
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<th>District Programs Outside Clever</th>
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Cell entries indicate accessibility for the respective grade level.
Exceptional Student Education

To support students with an Individual Education Plans (IEPs), school districts have been given flexibility in how services and supports may be provided. Such flexibility may include the provision of special education and related services through the use of instructional telephone calls, homework packets, Internet-based or virtual lessons and/or therapies, and other available distance-based learning approaches.

Our district’s goal is to provide continuity of Exceptional Student Education (ESE) services and supports in alternative ways during school closures while promoting continued progress and inclusion in the general education curriculum or through access points. In some exceptional circumstances, services may be delayed. This decision will be made in coordination with parents and the IEP team.

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.
- Such flexibility may include the provision of special education and related services at an alternate location or the provision of instructional telephone calls, homework packets, Internet-based or virtual lessons and/or therapies, and other available distance-based learning approaches, and may identify which special education and related services, if any, could be provided at the child’s home.
- If a child does not receive services during an extended school closure, the child’s IEP team (or appropriate personnel under Section 504) will make an individualized determination whether, and to what extent, compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.
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 develop resources, tools and professional development to support ESE Teachers and other providers in the provision of services and supports through distance learning.

1. **Bookshare**

   Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, physical impairments, orthopedic impairments, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.
   
   - Visit [bookshare.org](http://bookshare.org)
   - Click on “log in” and sign in using your credentials (if you need assistance, contact your ESE teacher).
   - Textbooks and literature selections related to classes may be found on this site.

2. **Learning Ally**

   Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.
   
   - Visit [learningally.org](http://learningally.org) or download the Learning Ally App for your smartphone or tablet.

3. **Office 365**

   All students have access to Microsoft Office 365. Microsoft has built-in accessibility in all of its applications.
   
   - Students can log in to Office 365 by going to [https://login.microsoftonline.com](https://login.microsoftonline.com) and logging in using their student number @hcps.net and their password (if you need assistance logging in, contact your teachers).
   - Microsoft Immersive reader is available in OneNote, Word online and Microsoft Edge.
   - Enter username and password provided to you (if you need assistance, contact your ESE teacher).
   - You may search for literature books to read at leisure by searching for book by title or genre.
   - Click the “add to bookshelf” button next to the book to add to your bookshelf.
Selected audiobooks are accessed via the “Learning Ally Audiobook App”

4. **Immersive Reader: Microsoft Accessibility Tools for Windows 10**

   Immersive Reader 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.

   ➢ To learn more about Immersive Reader, watch [this video tutorial](#).

5. **Dictation (Speech to Text): Microsoft Accessibility Tools for Windows 10**

   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.
   ➢ Learn more about Dictation: [Written tutorial](#) [Video tutorial](#)

### 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. **Bookshare**

   Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, physical impairments, orthopedic impairments and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work or the joy of reading.

   ➢ Visit [bookshare.org](http://bookshare.org)
   ➢ Click on “log in” and sign in using your credentials (if you need assistance, contact your Teacher of the Visually Impaired).
   ➢ Textbooks and literature selections related to classes may be found on this site.

2. **Learning Ally**

   Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.

   ➢ Visit [learningally.org](http://learningally.org) or download the Learning Ally App for your smartphone or tablet.
   ➢ Enter username and password provided to you (if you need assistance, contact your Teacher of the Visually Impaired).
➢ You may search for literature books to read at leisure by searching for book by title or genre.
➢ Click the “add to bookshelf” button next to the book to add to your bookshelf.
➢ Selected audiobooks are accessed via the “Learning Ally Audiobook App”

3. **Refreshable Braille**
   Note-Taking Device (i.e. “BrailleNote Touch” or “Apex”) Students who are currently using BrailleNote Touch for note taking are advised to continue use for completing assignments at home.

4. **iReady**
   Students with Disabilities who follow general education standards and access points standards who are regularly assigned iReady will continue to use iReady while at home.

5. **Epic.com**
   With a free account for educators and parents, epic.com has nonfiction and fiction books, videos and quizzes.

6. **Storyline Online**
   Books are read aloud in a video format at storylineonline.net.

7. **Braille Students**
   Parents will receive 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. Instructions for the assignments will be provided in both print and braille.

   ➢ **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
   ➢ **ZoomText Software:** Screen magnification software to allow full magnification, adjust of all features for best visual access
   ➢ **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.
   ➢ **Accessible Applications:** A variety of applications and programs for students with visual impairment, including but not limited to: Accessibyte, Typing.com, Talking Typer, classes from Hadley School for the Blind, resources from Perkins School for Blind, etc.
8. **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.

**Narrator**

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](#).

**High contrast color**

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](#).

**Magnify the screen content**

Magnify parts of your screen content with the Magnifier tool. You can set Magnifier for full screen or for a Lens pane.

- To quickly start Magnifier, press the *Windows logo key + the plus key (+)*.
- To zoom in, press the *Windows logo key + plus key (+)*. To zoom out, press the *Windows logo key + the minus key (-)*.
- 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*.
- To exit Magnifier and close the tool, press the *Windows logo key + Esc*.
- For more information, go to [Use Magnifier to see items on the screen](#).

**Change text size**

You can change the size of text on the screen without adjusting your screen’s resolution.

- In any view, press the *Windows logo key* to go to the Search box.
- In the search box, type: "make text larger" and then press *Enter* to open the [Customize your display](#) page.
- On the **Change the size of text, apps, and other items slider**, move the indicator tab in the right-hand direction.
➢ 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.

Change the size of the mouse pointer

You can change the mouse pointer size and color to make it easier to use your mouse.

➢ In any view, press the Windows logo key.
➢ In the search box, type "mouse"
➢ Click the Additional mouse options link.
➢ In the Mouse Properties dialog box, choose the tab for the setting you want to change, then select options from that pane.

Cortana

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.

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 of 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. **iReady**

   Students with Disabilities who follow a standard and access points curriculum should continue to use iReady if regularly assigned. It is strongly advised that if a student has access to hearing assistive technology that it is utilized while accessing iReady or any other program that is accessed through auditory means.

3. **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.

4. **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.

5. **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.

**eLearning for Students with Disabilities**

eLearning services and supports for students with disabilities will be based upon the individual needs of the student. *Services will include consultation/collaboration with general education teachers and parents virtually or telephonically, work packets, internet-based lessons, phone and virtual tutoring, virtual or video lessons and virtual therapies.* ESE teachers and district staff will work with families to provide strategies to help students engage in eLearning activities. ESE teachers and service providers will utilize Zoom for virtual instruction.

**eLearning for Students with Disabilities instructed through access points**

ESE teachers will utilize the following resources and curricular materials to provide elearning activities to students working on access points. Lessons will be posted to Edsby/Clever in alignment with our district’s eLearning Contingency Plan.

- Web based resources for Core Curriculum including lessons, activities, workbook pages, and videos available through Attainment and ProEd
- Adapted Readers for Reading fluency and comprehension practice at [http://www.ric.edu/sherlockcenter/wwslist.html](http://www.ric.edu/sherlockcenter/wwslist.html)
- [https://tarheelreader.org/](https://tarheelreader.org/)

**Online Resources OneNote Notebooks in Office 365**

- **Equals**
- **Biology**
- **Meville to Weville**

**For students working on transition goals**

- **Educator Tool Kit**
- **411 On Disability Disclosure A Guide for Families, Adults, and Educators**
- **About Everyday Life**
CTE Career Cluster

IEP Meetings

IEP teams including parents and all appropriate IEP team members will meet virtually utilizing Zoom or telephonically utilizing conference calls to conduct annual reviews, revisions and eligibility staffings. Any meetings that do not occur due to circumstances beyond our control shall be scheduled following the opening of school. All efforts to meet and communicate with parents, students and staff will be documented. Data will be maintained regarding student progression and any regression shall be addressed through the provision of compensatory services.

Roles and Responsibilities for ESE Staff

Speech Language Pathologists

➢ Schedule/provide distance/virtual Speech-Language therapy services to students with disabilities, write evaluation reports, participating 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.

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 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.

**Staffing Specialists and Staffing Coordinators**
➢ Staffing Specialists and Coordinators will continue to support their assigned schools, working collaboratively with assigned Case managers/ESE Specialists to ensure the timely scheduling and facilitation of IEP/Eligibility/Educational Planning meetings to meet the needs of students, families, and staff.

➢ Immediately address meetings which are currently scheduled and determine the method of participation (e.g., teleconferences, interactive virtual through zoom, email and edsby communication).

Area ESE and DRTs

➢ Support schools (Families, Teachers, ESE Specialists and Administration) in planning for the provision of services and supports through distance learning.

➢ Problem solve with school teams for determining the appropriate level of supports for students and the scheduling of virtual services.

➢ Participate in virtual IEP meetings as appropriate.

➢ Address parent concerns via email and phone.

ESE Program Supervisors, Coordinators and DRTs

➢ Assist teachers and therapists with creating lessons plans for students including those instructed through access points.

➢ Assist with creating strategies to support students with behavioral challenges and support the provision of IEP counseling.

➢ Create materials/packets for students who are not being successful with e-learning.

➢ Create tools and data collection forms.

➢ Support and provide training to paras.

➢ Assist with IEP meetings, educational planning meetings. Participate in IEP meetings as appropriate.

➢ Create notebooks in office 365 with how to tutorials/lesson plans/strategies for teachers teaching access points.

➢ Offer online office hours to assist teachers and therapists.

➢ Continue the development of PD for teachers and staff and provide PD through distance learning platforms.

➢ Collaborate with other divisions to ensure accessible instruction.
Compliance and Staffing Supervisors

➢ Respond to state complaints, IEE requests, and records requests to the extent possible, working with the FLDOE and site administrators to ensure timely compliance.

➢ Continue to communicate with advocates and attorneys regarding individual student/family needs.

➢ Coordinate with staff and district counsel when representation is required at IEP meetings.

➢ Maintain up-to-date information regarding IDEA requirements during school closures and develop guidance to support all stakeholders.

➢ Maintain communication with the Staffing Coordinators to ensure they have the necessary information and tools to support their team and all stakeholders.

➢ Respond to emails and questions regarding IEPs and 504 Plans.

Assistant Director of Compliance, Staffing

➢ Maintain communication interdepartmentally specific to students with IEPs or 504 Plans for both giving and receiving information; problem-solving the provision of FAPE to students with disabilities during school closures.

➢ Participate in telephonic and virtual meetings for planning and sharing of information, ensuring that teams have what they need to maintain compliant documentation.

➢ Follow up with advocates, attorneys, and parents regarding on-going issues and concerns.

➢ Maintain communication with FLDOE specific to dispute resolutions, as well as with our district counsel regarding current due process hearing preparation.

➢ Work collaboratively with S&C team to develop guidance for teachers and staff.

Assistant Director of Instructional Programming and Equity

➢ Communicate with the instructional programming staff to ensure resources are provided to Area office staff, school staff, ESE teachers and families.

➢ Work closely with ESE Center Administrators to assist with their unique challenges around eLearning and provide necessary resources to staff and families.

➢ Participate in telephonic and virtual meetings for planning and sharing of information, ensuring that teams have what they need.
ESE General Director

➢ Work closely with Assistant Superintendent of Academic Support and Federal Programs to provide communication to all stakeholders regarding the services and supports for SWD and their families.

➢ Oversee collaborative structures within the department service delivery models for distance learning to support students and families, teachers and administrators.

➢ Facilitate collaborative structures within the division and across divisions to ensure accessibility for students with IEPs and 504 plans.

➢ Work with compliance/staffing teams to support schools in maintaining compliance with IDEA, federal and state laws, as applicable.

➢ Oversee all operations and communication of the ESE Department during the school closure, including grant management and grant application.

English Language Learners (ELL) and English for Speakers of Other Languages (ESOL) Resource Teachers for Grades K–5

What is my role?
The Elementary and Secondary Reading divisions of HCPS have adopted the definition of eCoaching as utilizing strategies from various virtual coaching guidance documents to support both synchronous (coach and teacher meeting virtually at the same time) and asynchronous (webinars, document sharing, email, video, etc.) teaching and learning.

As you know, student learning is at the center of all our instructional practices. As an instructional leader on your campus, your role is to support teachers through planning and instructional design of lessons and assessments, coaching and conferring, and data analysis. As an ESOL Resource Teacher, you will be expected to focus on building teacher capacity at your site 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.
How will we be providing support?

As this is a new way of work, 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.

How will ESOL Resource Teachers support all stakeholders?

As we await guidance from the Florida Department of Education regarding compliance issues it is critical that we do all we can to support our students, families and colleagues at this time. Next, you will find a chart providing you guidance on how to support the stakeholder groups at your sites in regard to eLearning and district initiatives.

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Connect daily with individual or groups of teachers via Microsoft Teams, Zoom or telephone
- Conduct PLCs
- Assist teachers with developing paper-based lessons for students who may not have technology

**Support Families of ELLs**
- Assisting 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
- Coordinate with your site administrator to assist with home language communications

### Timeline for Implementation:

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**Comprehensive resources**

These are resources students and teachers may be using across our district. The list is organized by content and grade level. These resources are available via Clever and/or Office 365 and may help you when assisting teachers in planning for ELLs.
English Language Learners (ELL) and English for Speakers of Other Languages (ESOL) Resource Teachers for Grades 6–12

What is my primary role?

At this time, it is critical that you follow the eLearning guidelines provided by the district through your Subject Area Leaders or Department Heads. The information provided in this document from this point forward is to assist you with providing supports to colleagues who may reach out to you. Should you find it difficult to provide the guidance they are requesting because of time constraints, please do not hesitate to reach out to any of the ELL DRTs or ESOL Specialists to assist your efforts.

Secondary role and responsibilities when possible

The Elementary and Secondary Reading divisions define eCoaching as utilizing strategies from various virtual coaching guidance documents to support both synchronous (coach and teacher meeting virtually at the same time) and asynchronous (webinars, document sharing, email, video, etc) teaching and learning.
As you know, student learning is at the center of all our instructional practices. As an instructional leader on our campus, you support teachers through planning and instructional design of lessons and assessments, coaching and conferring and data analysis. As an ESOL Resource Teacher, your role at this time will focus on building teacher capacity at your site to support ELLs in both virtual and non-virtual learning environments by assisting with the implementation of instructional strategies, differentiation of instruction and best practices for ELLs through job-embedded support in order to accelerate learning for ELLs.

How will we be providing support?

As this is a new way of work for us all, 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 or Zoom, you will be able 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 systemize virtual classroom learning routines. The frequency and structure of virtual PLCs should be differentiated to meet the needs of individual teachers.

How will ESOL Resource Teachers support all stakeholders?

As we await guidance from the Florida Department of Education regarding compliance issues, it is critical that we do all we can to support our students, families, and colleagues at this time. Next, you will find a chart providing you guidance on how to support the stakeholder groups at your sites in regard to eLearning and district initiatives.

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➢ Conduct virtual PLCs
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How will support look as ELL Specialists?

As this is a new way of work, 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. (Empowering Literacy Leadership Through Online Cloud Coaching, Julie B. Wise, Jan 22, 2017)

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<td>Differentiation of Teacher Created Lessons</td>
<td>Support teachers in ensuring teacher created lessons are meeting the individual needs of their ELLs.</td>
</tr>
<tr>
<td>On-going beginning on March 25, 2020</td>
<td>Direct Teacher Support for Instruction and Planning</td>
<td>Communicate with teachers to identify their most pressing instructional needs regarding ELLs. Schedule time with teachers to conduct PLCs or co-plan virtually or via telephone.</td>
</tr>
<tr>
<td>On-going beginning on March 25, 2020</td>
<td>Direct Teacher Support for Data Analysis</td>
<td>As needed, analyze data with teachers to make instructional decisions for their ELLs.</td>
</tr>
</tbody>
</table>

Additionally, below is a list of comprehensive resources students and teachers may be using across district. It is organized by content and grade level. These resources are available via Clever and/or Office 365 and may help you when assisting teachers in planning for ELLs.
Career, Technical and Adult Education (CTAE)

Adult Education has joined other state educators in providing study through distance learning. We are offering students presently enrolled in ESOL, ABE, GED and Credit courses for Block II second semester to participate in a distance learning curriculum until classes can resume on campus. Adult Education has developed a distance learning plan for implementation in the curriculum areas. Administrators and fulltime and part time teachers will be responsible for monitoring online learning.

CTAE Guiding Philosophy during a School Closure

- Teachers will not report to school sites until directed to do so. All instruction will be received through the distance learning programs for each curriculum area. We are forwarding steps to follow to ensure our students are given the opportunity to advance academically. Communication will be set up through email communication and telephone systems i.e. Remind, Google Voice or use a listing included in the attached COVID-19 Distance Learning Resources.
➢ Students can access instructional materials on computers, tablets and smart phones 24/7. Google Chrome is the recommended platform for all digital materials. We cannot offer technical support for browsers.
➢ Please note: At this time, we can only offer instruction to students who are presently enrolled. There will not be any new enrollments until further notice in any of the online programs.

COMPUTER BASED CREDIT/ACT PROGRAM
Contact Barbara Heaton, DRT Paul Spisak, Lead Teacher

This program is strictly for students who are Co-Enrolled and Adult Credit or ACT Learners.

COMPUTER BASED Credit and ACT Teacher of Record Responsibilities
➢ 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 (move up the date to April 30th at least)
➢ Teachers of Record need to review DASHBOARDS as soon as possible because students that have been working during Spring Break may require attention
➢ Teachers of Record will continue to have access to all programs (per usernames and passwords) as before Spring break. Reminder there will be no new enrollments due to the fact we do not have access to enrollment paperwork and students/counselors/teachers will not be on campus
➢ 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 students account without paperwork
➢ Teachers of Record will submit a weekly email that includes a Student Contact Form to their administrators (Suggest on Friday)
➢ Special Note: We are not offering the opportunity for Cumulative Exams currently. We are in conference over procedures with district personnel and will inform you as soon as we have a directive or process

Credit Lab Facilitator Responsibilities
➢ Reflect on the Teacher of Record responsibilities above
➢ Facilitators will continue to monitor curriculum, Edgenuity (Credit and ACT)
➢ Facilitators are encouraged to communicate with Teachers of Record that are monitoring student work...if any notify them of any communication sent to students
➢ 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 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 2019-2020 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 Friday)

Student Responsibilities

➢ Students will continue to work in the online curriculum, Edgenuity Credit or ACT
➢ Students will continue to have access to both programs (per usernames and passwords) as before Spring break
➢ 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

GED TESTING

There is no GED testing during this window of time. Teachers and students will be alerted to when testing will resume.

TABE TESTING

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

COMPUTER BASED ABE/GED
Contact Deanna Finney, Lead Teacher

Teacher Responsibilities

➢ Teachers will continue to monitor curriculum, Essential Education TABE Academy (ABE) and Edgenuity (GED).
➢ Teachers will continue to have access to both programs (per usernames and passwords) as before Spring Break. Reminder there be no new enrollments.
➢ 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 work in the online curriculum, Essential Education TABE Academy (ABE) and Edgenuity (GED)
➢ Students will continue to have access to both programs (per usernames and passwords) as before Spring break
➢ 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

FACE TO FACE – ABE/GED
Contact Deanna Finney, Lead Teacher

Teacher Responsibilities
➢ Teachers will continue to monitor curriculum, Essential Education TABE Academy (ABE) and GED Academy
➢ Teachers who do not have a personal log in will be receiving it from Deanna Finney as soon as possible
➢ Teachers will continue to have access to Essential Education (per usernames and passwords) as before Spring Break. Reminder there be no new enrollments
➢ Teachers are encouraged to set up Virtual Lab hours for communication (otherwise you may be busier than you think) 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 Fridays)

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) as before Spring break
➢ 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

ESOL – English Discoveries
Contact Sergei Paromchik, DRT and Olivia Whiteside, Lead Teacher

Teacher Responsibilities
➢ Teachers will continue to monitor curriculum, which is English Discoveries.
➢ Teachers are encouraged to set up Virtual Lab hours for communication (otherwise you may be busier than you think) 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 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

ATTENDANCE DIRECTIVES for Distance Learning Credit, ACT, ABE, GED, ESOL

Contact Deanna Finney, Lead Teacher

Any student working in a distance learning program per minimum hours recommended will be counted as present

District contacts

These team members will be available to answer questions and/or assist with distance learning questions or concerns:

Barbara.Heaton@sdhc.k12.fl.us
Paul.Spisak@sdhc.k12.fl.us
Deanna.Finney@sdhc.k12.fl.us
Sergei.Paromchik@sdhc.k12.fl.us
Olivia.Whiteside@sdhc.k12.fl.us
Marcia.Monk@sdhc.k12.fl.us
Michelle.Loango@sdhc.k12.fl.us
Content Delivery FAQs for Teachers

Full-scale eLearning is new for most of us and we are all navigating this together. Hillsborough County Public Schools does an outstanding job offering virtual instruction to thousands of students within our school district. We are currently working with these instructors to identify best practices to share with all instructional staff members. One strategy supported by many efficient educators is to encourage each of you to remain creative in your approach and extend supplement plans that entice all learners to grow intellectually. To provide immediate supports, this section outlines instructional best practices for eLearning.

What are the eLearning expectations for teachers?
The expectation for teachers is to continue to provide daily assignments for students in each area of core curriculum and post them on Edsby. Edsby will also be the main line of communication between you and your students and their families. Teachers are expected to have the day’s assignments on Edsby 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 immediate feedback. Assignments are expected to be graded and semester grades will be expected at the end of the currently defined grading period.

What else can teachers do to create an engaging quality eLearning experience for students?
Teaching live lessons is one of the most important opportunities instructors have to interact with students. Teachers are encouraged to have weekly live lessons held in Zoom or a similar platform. Teachers should post a schedule of live lessons on Edsby. Make sure you record those live lessons and make them available to students who can’t watch them live. Professional development sessions will be offered to all educators in a webinar format.

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 Edsby 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.

**Can students use the assignments provided to them by our district-level staff on Clever?**
Clever is a valuable resource for teachers to use when creating assignments. District-created assignments on Clever are also a backup to Edsby in case a teacher is sick, or otherwise unable to provide their own assignments on Edsby. Teachers are responsible for providing assignments on Edsby based on the needs of their class. Some teachers plan ahead and provide the entire week of assignments, others are more comfortable posting day by day. Teachers can use other resources such as Khan Academy or iReady to enhance their daily lessons to further assist with student learning.

**How do teachers grade students’ assignments?**
Student work should be graded within 48 hours of its submission. 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 should include an invitation to review and resubmit in order to move toward content mastery.

**Do teachers have to take student attendance? If so, how?**
Traditional methods of attendance can be challenging in an eLearning environment. Teachers should monitor attendance through the completion of assignments. See page 54 for more information.

**What if a student asks for additional assignments or learning opportunities?**
You can always direct them to Clever for additional learning AFTER they have completed their classroom-specific assignments on Edsby. There are also PLENTY of other resources available from reliable education-focused websites to provide additional 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 put at a disadvantage by a sudden move online. 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 Edsby, 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.
Professional Development During “Set up for Success” Week

As we move into “Set up For Success” Week, a major goal is to ensure that our teachers are ready to go live with the delivery of virtual instruction on March 30. As a result, we developed a series of live webinars to support teachers with using the on-line platform, connecting with students using zoom, creating engaging learning experiences for students using tools such as Nearpod and Flipgrid, and communicating effectively with students and parents. We are hosting more than 50 live webinars which will continue into the week of March 30. We are also creating videos of each webinar that can be accessed anytime through Moodle. The following information provides more details about the PD offerings.

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edsby Teacher Training Overview</td>
<td>Participants will learn the Edsby platform that enables teachers to share grades, assignments and classroom-related information with students and parents</td>
<td>3 hours</td>
</tr>
<tr>
<td>Enhancing Student Assessment with Technology</td>
<td>Participants will learn how to leverage technology such as Quizzizz and Microsoft Forms to monitor student learning in a virtual learning environment</td>
<td>1 hour</td>
</tr>
<tr>
<td>Zoom: Connecting with Students and Colleagues</td>
<td>Participants will learn hot to use zoom and integrate into eLessons</td>
<td>1 hour</td>
</tr>
<tr>
<td>eLearning in the Edsby Platform</td>
<td>Participants will be prepared to create meaningful eLearning experiences for students in the eLearning platform</td>
<td>1 hour</td>
</tr>
<tr>
<td>Amplify Students’ Voice with Flipgrid</td>
<td>Participants will learn how Flipgrid offers students different ways to demonstrate their learning and share their thinking</td>
<td>1 hour</td>
</tr>
<tr>
<td>Create Engaging Learning Experiences with Nearpod</td>
<td>Participants will learn how Nearpod can make lessons more engaging and assessment more efficient</td>
<td>1 hour</td>
</tr>
<tr>
<td>Feedback and Differentiation with Edsby Gradebook</td>
<td>Participants will learn how to provide timely feedback and grades to students, as well as provide students with</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
Using Edpuzzle to Promote Student Engagement
Participants will learn about Edpuzzle platform for enhancing student engagement in a virtual learning environment
1 hour

Transforming PowerPoints into eLearning
Participants will learn how to take existing PowerPoints and create dynamic online videos
1 hour

Tips and Tricks for Surviving the Virtual Learning Environment
Participants will discuss tips and tricks from a variety of resources in order to support the transition to eLearning
1 hour

Using Remind to Communicate with Students and Parents
Participants will learn how to use Remind to communicate with students and parents
1 hour

Edsby Self-Paced Course
Self-paced course available to participants at any time. Participants will learn the Edsby platform that enables teachers to share grades, assignments and classroom-related information with students and parents

Professional Development Webinar Topics: Moodle Access
Due to the high interest in the eLearning webinar series offered during “Set up for Success” Week, we are making the content from the webinar topics available within Moodle. New courses in Moodle will be added as they become available, so if the webinar you want is not listed yet, please check again throughout the week. **Our goal is to have every webinar topic from this week also available as a course within Moodle, so no one will miss any content.**

In order to access this material, please follow these steps:

1. Click the following link to access the Moodle page listing the webinar courses:
   https://pdo.sdhc.k12.fl.us/course/index.php?categoryid=113
2. When asked to sign in, use your Lawson number and district password:
3. Moodle will show you a list of the courses in the Webinar category. Simply click on a course that you wish to view:

**NOTE:** If you logged into Moodle using a different link or the webinar courses are not displayed, simply search for the term “webinar” in the course search box in order to see the webinar courses:

4. After clicking on a course for the first time, Moodle will register you for the class. Click the “Enroll me” button to proceed.
5. You will now have access to view the webinar content, along with any files that were distributed as part of the class.
Content Delivery for Non-Instructional Support Staff

Teachers are not the only team members with a crucial responsibility for maintaining educational momentum during a school closure. Every employee of Hillsborough County Public Schools has a role to play. For some, these roles will be modified or changed to suit the immediate, urgent needs of educating our community’s children in a crisis.

eLearning Support Guide for Principals

The role of principals and school administrators as leaders on their campuses and in their communities is never more important than in a time of crisis and uncertainty.

Initial timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Administration</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Monday - Tuesday</td>
<td>Mon – Tues</td>
<td>Mon – Fri</td>
</tr>
<tr>
<td>March 23-27</td>
<td>Create a rotation schedule for any teacher that may need to get supplies, materials or a device. Keep schedule to a minimum of 10 at a time. Consider by grade level or department. Support Services staff will need more time to get all information and prepare. Create a plan for mobile device distribution for students and staff. Office staff, support personnel should be supporting this effort week 1. Staff will need to complete a Hold Harmless Agreement. Work with SNS to create a grab and go system to handle volume of student pick-ups. Ensure families speak to a teacher directly by having teachers complete the Family Check-in Log.</td>
<td>On a rotation basis, you will have an opportunity to get curriculum materials, devices and supplies. Teachers who have consumables in classrooms should set them aside so it’s readily available for someone to access for students without internet access. Complete the Family Check-In Log by contacting assigned students and completing the log. Principals will provide guidance on who to call. Complete the survey with each family via phone. Provide information</td>
<td>Make arrangements to pick up a device (if needed) Secure free internet service (if needed) Login to Edsby and Clever to ensure you have access to both portals. Preview any messages or assignments from teachers to begin instruction. Determine the method of communication you prefer with your teacher. If access to technology or internet is unavailable, arrange</td>
</tr>
<tr>
<td>Compile all information from each teacher and send to Area Superintendent by Wednesday.</td>
<td>to Administration by end of day on Wednesday, March 25.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare a system for printing packets and pick-up plan. Identify key staff to support this process.</td>
<td>Review eLearning Plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday – Friday</strong></td>
<td>Sign up for Edsby face-to-face training (if needed).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect the Family Check-in Log from teachers. This will give a better idea of what students will need.</td>
<td>Watch videos for using Zoom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide direction for submitting 3rd nine weeks grades (Due Monday, March 30 by 9am.</td>
<td><strong>Weds – Fri</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine a workflow for non-FTE instructional staff. Coaches must be directed to support creating lessons, support teachers with uploading lessons, or support identified students. Determine how Elective/Specials teacher can contribute.</td>
<td>Complete and submit 3rd nine weeks grades by Monday, March 30 by 9am on Edsby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the eLearning plan on the district website.</td>
<td>Set up 4th nine weeks gradebooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure all teacher know how to use Edsby and Clever. Review plans on Clever.</td>
<td>to get instructional learning packets from school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule a conference or Zoom meeting with faculty by Friday, March 27.</td>
<td>Create a virtual PLC schedule for teachers. Include admin in those PLC schedules to participate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Administration</td>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 2    | Complete Edsby/Clever/Accountability check-in daily to monitor assignments and communication.  
Ensure teachers submit weekly attendance in the official attendance period.  
Contact assigned teachers for weekly check-in and support. This should be divided among all administrators. Document on log.  
Participate in PLC for assigned teachers. Monitor teaching/learning quality and performance results from student assessments.  
Create weekly memo/message to staff and families  
Determine work-flow for secretaries, paras and other support staff using the information compiled from week 1.  
APs and Student Services team support communication to students and parents who are struggling and/or not engaging in lessons.  
Check-ins with academic coaches.  
Review MTSS with support staff for check-ins with students and families. | Ensure week’s assignments are posted for students to view. Upload any worksheets, videos, etc.  
Take weekly attendance in EdConnect.  
Create a weekly schedule to check-in with students. Document call on Contact Log. Tier 2 and 3 students will need to be prioritized and may need different, more frequent supports.  
Participate in a check-in call with a member of the school leadership team.  
Participate in a virtual PLC facilitated by instructional coach or team leader.  
Start reviewing and grading submitted assignments.  
Review or upload assignments. These can be district lessons or teacher created lessons. Attach or upload worksheets or videos where appropriate.  
Reach out to an academic coach, | Complete all Edsby/Clever assignments or work from packets daily.  
Follow teacher instructions for completion of assignments.  
Follow teacher directions for turning in completed work packets by the designated deadline.  
Use Edsby or agreed method of communication to communicate your needs to your teacher. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Administration</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
</table>
| **Weeks 3 & 4**      | Complete Edsby/Clever/Accountability check-in daily to monitor assignments and communication.  
Contact assigned teachers for weekly check-in and support.  
Document on log.  
Participate in PLC for assigned teachers. Monitor teaching/learning quality and performance results from student assessments.  
Create weekly memo/message to staff and families.  
APs and Student Services Team support students who aren’t on Edsby or submitting work via phone calls to parents.  
Check-in with academic coaches.  
Review MTSS with support staff for check-ins with students and families. | Ensure week’s assignments are posted for students to view. Attach any worksheets, videos, etc.  
Take weekly attendance in EdConnect.  
Review and grade submitted assignments.  
Complete your weekly schedule to check-in with students.  
Document on a Contact Log. Tier 2 and 3 students will need to be prioritized and may need different supports.  
Participate in a check-in call with a member of the school leadership team.  
Participate in a virtual PLC facilitated by instructional coach or team leader.  
Review and grade submitted assignments. | Complete all Edsby/Clever assignments or work from packets daily.  
Follow teacher instructions for completion of assignments.  
Follow teacher directions for turning in completed work packets by the designated deadline.  
Use Edsby or agreed method of communication to communicate your needs to teacher. |
### Initial System Thinking

In order to get off to a solid start, preliminary systems thinking must occur and plans must align to meet the needs of your staff and students.

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Device Distribution</td>
<td>Identify a distribution hub on campus (media center, large conference room, classroom). Have Student Loan Forms copied and ready. Consider pre-writing student names and information and alphabatizing forms to have ready near the device pick-up station. This will reduce idle time to fill-out forms by families. Identify staff members that may need laptops to work virtually. Ensure tech person/media specialist refresh laptops to be student-ready. If you have teachers that are great with technology, you may ask them to lend a hand.</td>
</tr>
<tr>
<td>Students – Student Loan Agreement</td>
<td></td>
</tr>
<tr>
<td>Staff – Hold Harmless Agreement</td>
<td></td>
</tr>
<tr>
<td>Teacher Material Pick-Up</td>
<td>Create a rotation schedule by grade level or subject area and communicate this to teachers prior to pick-up day. The goal is to have limited adults around each other at one time (CDC guidelines now strongly suggest 10 or less people).</td>
</tr>
<tr>
<td>Family Check-In Call Log</td>
<td>This log was created to gain additional information from students and families regarding the virtual learning environment. Principals should determine a roster of students each teacher will call (i.e homeroom students/1st period roster). This information should be compiled into one list so that all teachers that support this child can have access to the information provided.</td>
</tr>
</tbody>
</table>
### Grab-and-Go Breakfast & Lunch

Make a clear plan for how students will receive breakfast and lunch. This needs to be done in conjunction with your SNS Manager. Where will kids pick-up, how will lines be organized, who will be available for supervision, how will we capture student numbers, etc. This is also a way to account for student attendance. Someone needs to be identified as the person to enter their information into EdConnect for attendance.

### Instructional Materials (Paper packets)

Use consumables when available

This will have to be a coordinated effort. Identified staff will have to make copies, sort lessons by grade, determine a pick-up and drop-off process. Packets will also need to be accompanied with supplies (i.e. pencils, crayons, etc.). In the secondary space, consumables will need to be available for students.

Please use resource packets identified in Clever for print resource materials for students without devices.

---

### 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.

### Role of the Teacher

Virtual Instruction will encompass three overarching responsibilities:

- Virtual Instruction
- Purposeful Student Communication
- Active Progress Monitoring
Virtual Instruction

In this learning environment, students log in, receive curriculum, complete assignments, and take quizzes and tests online. They have full access to their teachers for each subject, who they can talk to via email, phone, instant message (during specified hours), or attend virtual classroom sessions. Students are expected to engage in the virtual environment daily. Teachers will provide feedback on assignments as well as provide opportunities to discuss assignments individually. Each virtual learning classroom retains the unique approach of an individual teacher and may utilize a variety of methods for obtaining content knowledge, demonstrating mastery of learning, and engaging in course discussions. Students will benefit from a combination of independent review of information and recorded or live lessons presented by teachers.

Teachers are expected to:

➢ Post assignments for the week.
➢ Maintain daily presence with students.
➢ Provide frequent feedback to students.
➢ Keep families apprised of progress.
➢ Provide both virtual and live connection with students.

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 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. Starting March 30, 2020, students will begin working a virtual environment. We encourage the use of Edsby Face to Face, Zoom, or Google Voice. Note: Edsby and Zoom are universal platforms available for use in Clever.

**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 Edsby.

**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 Edsby 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.

### Attendance and grading policies

Traditional methods of grading and attendance can be challenging in a virtual environment. Please refer to the guidance below to assist you in this digital model.

#### Attendance

Taking attendance is still a legal obligation even in an online setting and is a record that is frequently monitored for compliance. It is important that records are maintained and accurate. The official school attendance period (first or second period) will continue to monitor in EdConnect weekly. EdConnect will default to present daily.

Weekly, students can demonstrate attendance in a number of ways including, but not limited to, the following:

➢ Logging into an online platform (Edsby)
➢ Uploading an assignment to Edsby
➢ Receiving an email or a message via Edsby, Ideas, Microsoft Teams, etc.
➢ Engaging in a phone call with a teacher or other school employee
➢ Participating in an online forum or web thread conversation (i.e. Zoom)
➢ For students working on paper packets, please verify with the student or caregiver weekly via
➢ Phone if the student is engaged and working.

School support staff should assist when an absence demonstrate a pattern of poor attendance in the virtual environment or through lack of work completion.

If a student has NO interaction with online instruction or communication, as defined in the examples above, the teacher of record will report the student absence. The absence will be reported the Friday of each week, as follows:

➢ The teacher emails the absent student name to the Data Processor and copies the appropriate Guidance Counselor, Social Worker and Success Coach
➢ The Data Processor updates the student’s attendance record in EdConnect.
Grading
Grading remains to be a decision made by the course or subject-level instructor. Following grading guidance by district level subject supervisors is recommended. Specific grading feedback should accompany grades issued. Feedback is expected to be personalized to the student and the assignment, i.e., addresses student by name and references the work he or she did on the specific assignment. It should also feed forward and allow students to know what their next steps should be whether remediation or connecting material to the next lesson. Student work that demonstrates a low comprehension of material should include an invitation to review and resubmit in order to move toward content mastery. Grades assigned to student work must match the level of mastery demonstrated by the submitted work. Utilize course rubrics to grade assignments when available. The number of re-submission attempts possible varies by assignment type.

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

<table>
<thead>
<tr>
<th>eCoaching Commitments: Instructional Coaches Support Student Learning</th>
<th>Instructional Coaching Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCoaching Commitments: Instructional Coaches Support Student Learning</td>
<td>Coaches support student learning by:</td>
</tr>
<tr>
<td>➢ Providing support for differentiated instructional design.</td>
<td>➢ Providing support for differentiated instructional design.</td>
</tr>
<tr>
<td>➢ Identifying assessment strategies for a variety of purposes.</td>
<td>➢ Identifying assessment strategies for a variety of purposes.</td>
</tr>
<tr>
<td>➢ Conducting data analysis to inform instruction.</td>
<td>➢ Conducting data analysis to inform instruction.</td>
</tr>
</tbody>
</table>

### eCoaching Practices Instructional Coaches Support Teachers

<table>
<thead>
<tr>
<th>eCoaching Practices Instructional Coaches Support Teachers</th>
<th>Coaches support teachers by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCoaching Practices Instructional Coaches Support Teachers</td>
<td>➢ Coaches support teachers by:</td>
</tr>
<tr>
<td>➢ Utilizing district approved curriculum platforms and tools.</td>
<td>➢ Utilizing district approved curriculum platforms and tools.</td>
</tr>
<tr>
<td>➢ Providing support with teachers building their own lessons.</td>
<td>➢ Providing support with teachers building their own lessons.</td>
</tr>
<tr>
<td>➢ Guiding teachers adapting district created lessons in Clever.</td>
<td>➢ Guiding teachers adapting district created lessons in Clever.</td>
</tr>
<tr>
<td>➢ Differentiating lesson design by adding tier 2-3 supports.</td>
<td>➢ Differentiating lesson design by adding tier 2-3 supports.</td>
</tr>
<tr>
<td>➢ Connecting daily with individuals or groups of teachers.</td>
<td>➢ Connecting daily with individuals or groups of teachers.</td>
</tr>
<tr>
<td>➢ Leading collaborating amongst teachers using video conferencing tools.</td>
<td>➢ Leading collaborating amongst teachers using video conferencing tools.</td>
</tr>
<tr>
<td>➢ Virtual coaching cycles.</td>
<td>➢ Virtual coaching cycles.</td>
</tr>
<tr>
<td>➢ Virtual lesson studies.</td>
<td>➢ Virtual lesson studies.</td>
</tr>
</tbody>
</table>

### eLearning for Students and Parents: Instructional Coaches Support Families

<table>
<thead>
<tr>
<th>eLearning for Students and Parents: Instructional Coaches Support Families</th>
<th>Coaches support families by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>eLearning for Students and Parents: Instructional Coaches Support Families</td>
<td>➢ Coaches support families by:</td>
</tr>
<tr>
<td>➢ Assisting teachers with troubleshooting technology questions from students and families.</td>
<td>➢ Assisting teachers with troubleshooting technology questions from students and families.</td>
</tr>
<tr>
<td>➢ Supporting differentiation ideas based on student need.</td>
<td>➢ Supporting differentiation ideas based on student need.</td>
</tr>
<tr>
<td>➢ Clarifying lesson assignments and data collection.</td>
<td>➢ Clarifying lesson assignments and data collection.</td>
</tr>
</tbody>
</table>
| Professional Development by Coaches:  
**Instructional Coaches Support Adult Learning** | Coaches support adult learning by:  
- Connecting teachers with online professional development sponsored by district and professional organizations.  
- Offering virtual PD to support teachers.  
- Conducting virtual PLCs  
- Guiding data chats.  
- Leading professional book studies. |
|---|---|
| Toolkit for Instructional Coaches  
**Instructional Coaches Grow Professionally** | Coaches grow professionally by:  
- 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, Edsby and district coaching platforms on IDEAS.  
- Registering for professional development offered by the district such as Edsby 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, Edsby and district approved technology platforms. Provide guidance in the use of lessons via Clever. Assist new teachers with instructional design to support student needs.

<table>
<thead>
<tr>
<th>Hillsborough County Public Schools Online Coaching Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Table" /></td>
</tr>
</tbody>
</table>

eLearning Support Guide for Media Specialists
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.

**Media Specialist responsibilities**

Media specialists shall post a “Book of the Day” message for students each school day.

- Select materials available to students digitally through the virtual library (myON, axis360, axis360 audiobooks, wellness: mind & body collection, International Children’s Digital Library, etc.)
- Cover a variety of genres/types (fiction, nonfiction, graphic novels, fantasy, sci-fi, realistic, historical, etc.)
- Include wide representation of diversity among characters, subject matter, and authors/illustrators
- Consider author/illustrator information as well (TeachingBooks.net)
- Suggest an activity or encourage a response (written, art, digital, etc.)
- Book may have online material to share (Storyline Online, Kid Lit TV, etc.)

Media Specialists shall collaborate with teachers to identify online resources to support learning (e.g. both non-fiction and fiction resources as appropriate).

- Create tutorials (document or video) for various resources available on Virtual Library or HCPLC.org
- “Resource of the Day”
- Provide contact information for teachers and some set hours daily that media specialist will be available for support

**Encourage daily reading (independent or with parent/guardian/sibling).**

- Reading Passport or Reading BINGO – record books read (not a log) - just track books read (read from different genres/types - myON, AXIS 360, ebooks from HCPLC)

**Professional Development for Support**

- Participate in various online digital learning PD sessions in order to support teachers and students

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**eLearning Support Guide for Instructional Mentors**

Instructional Mentors will continue to provide support to novice teachers on their caseloads through eCoaching, defined 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).

Instructional Mentors will focus support on building content knowledge and maintaining learning relationships with the novice teachers on their caseload within a digital environment.

<table>
<thead>
<tr>
<th>Core Actions for Instructional Mentors During eLearning</th>
<th>Instructional Mentor Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCoaching Commitments for Instructional Mentors: <em>IMs Support Student Learning</em></td>
<td>IMs support student learning by:</td>
</tr>
<tr>
<td>➢ Facilitating standards-based planning.</td>
<td>➢ Facilitating the use of district-approved curriculum platforms and tools.</td>
</tr>
<tr>
<td>➢ Providing support for differentiated instructional design.</td>
<td>➢ Providing teachers with support in building their own lessons.</td>
</tr>
<tr>
<td>➢ Provide support to teachers in identifying assessment strategies for a variety of purposes.</td>
<td>➢ Guiding teachers to effectively adapt district created lessons in Clever.</td>
</tr>
<tr>
<td>➢ Provide support to teachers in conducting data analysis to inform instruction.</td>
<td>➢ Formally connecting at least twice weekly with teachers</td>
</tr>
<tr>
<td>eCoaching Practices for Instructional Mentors <em>IMs Support Teachers</em></td>
<td>IMs support teachers by:</td>
</tr>
<tr>
<td>➢ Facilitating the use of district-approved curriculum platforms and tools.</td>
<td>➢ Conducting virtual coaching cycles addressing the FEAPs (Florida Educator Accomplished Practices).</td>
</tr>
<tr>
<td>➢ Providing teachers with support in building their own lessons.</td>
<td></td>
</tr>
<tr>
<td>➢ Guiding teachers to effectively adapt district created lessons in Clever.</td>
<td></td>
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<td></td>
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<tr>
<td>Professional Development by Instructional Mentors: <em>IMs Support Adult Learning</em></td>
<td>IMs support adult learning by:</td>
</tr>
<tr>
<td>➢ Connecting teachers with online professional development sponsored by district and professional organizations.</td>
<td></td>
</tr>
<tr>
<td>➢ Offering virtual PD to support teachers, as needed.</td>
<td></td>
</tr>
</tbody>
</table>
Toolkit for Instructional Mentors

*Instructional Mentors Grow Professionally*

IMs grow professionally by:

- Engaging in virtual PLCs
- Utilizing professional development resources provided from district.
- Attending ongoing online webinars, and book studies.
- Sharing update and information on all district and state initiatives.
- Accessing tools and resources provided through Clever, Edsby and district coaching platforms on IDEAS.
- Registering for professional development offered by the district such as Edsby to immediately support teachers.
- Engaging in coaching cycles with a Lead Mentor
- Attending monthly whole group professional growth workshops

**Instructional Mentor Timeline**

The following actions prioritize support to novice teachers.

- Communicate with novice teachers to identify most pressing instructional needs. Schedule times for teachers to meet and co-plan virtually.
- Ensure all new teachers have access to Clever, Edsby and district approved technology platforms. Provide guidance in the use of lessons via Clever and assist novice teachers with instructional design to support student needs.
- Support novice teachers in adapting district online lessons to meet the individual needs of all students.
- Support novice teachers in ensuring teacher created lessons are meeting the individual needs of all students.
- Support novice teachers in gathering district approved resources to implement paper-based instruction.
- Support novice teachers in the collection and analysis of data to make instructional decisions.

**Content Delivery FAQs for Students & Families**
We know there are many questions surrounding how our district and teachers will continue to provide students with the best possible education while learning at home. For your review, below are FAQs that should assist with our fluid transition to eLearning.

**What should students do starting March 30 to continue their education?**
Hillsborough County Public Schools has created an eLearning Contingency Plan. Teachers will provide assignments for students on Edsby. This is also the best way to keep the lines of communication between student and teacher open during the school closure. Many tools are also located on Clever, one of our district’s online learning centers. You can find clear instructions on how to login and use Edsby and Clever on our website at HillsboroughSchools.org. Go to Edsby.com and click the “login” button in the top right-hand corner. A student’s username is their student number (also known as their lunch number).

**What is expected of my student during eLearning?**
Your student is expected to follow along with the assignments provided by their teachers on Edsby. Your student is expected to continue their normal amount of coursework every day, which will be provided by their teacher on Edsby or—if a teacher is not able to maintain daily assignments for any reason—the lessons will be provided by our district using Clever. There is flexibility during eLearning when it comes to the time of day a student does their assignments. We understand a family may be sharing a computer or device. There are not set hours for a student to complete their eLearning as long as the assignments are completed daily. Students will be held accountable to complete all assignments given by their teacher in a timely manner. Detailed procedures for attendance and submitting completed assignments are being developed.

**How should students or their parents communicate with teachers during eLearning?**
Teachers will be setting up specific hours when they will be available during the day to answer questions via Edsby. This information will be sent to all students by the end of the day on Monday, March 23rd. While student hours are not defined, student questions should be sent to teachers using Edsby. Teachers will answer questions from students or parents within 24 hours through Edsby to ensure proper support. They also will be available to schedule phone conferences when necessary.

**How will a student be graded on their course work?**
Teachers will continue to grade student work completed over Edsby just as they would if this were a typical classroom situation.

**How will students take important statewide testing?**
The state has canceled all statewide testing for the rest of the year. We know this is concerning, especially for 3rd grade students and 12th grade students who rely on these statewide tests for promotion or graduation. The 3rd grade ELA FSA will not be counted against students for
promotion this year and 12th grade students, who are projected to graduate, will no longer need FSA or EOCs assessment scores. The state will continue to provide more guidance in the future about promotional requirements.

**What if my student wants additional assignments or learning opportunities during the school closure?**
After the student completes their teacher-assigned Edsby assignments, our district has also provided additional grade-specific assignments and learning tools on Clever. Please use this instructional platform to identify enrichment activities.

**What if my student does not have access to a device?**
Our district sent out a survey to all stakeholders to better understand families in need of mobile devices for eLearning. We are currently developing our plan to loan existing devices to students, and we are also purchasing new devices for this purpose. As this plan is finalized, details will be sent to families by phone call, text message and email and also posted online at HillsboroughSchools.org. Our projected plan is to have mobile devices available at schools, allowing families to check them out after completing the necessary paperwork. More information will be forthcoming as we finalize our efforts.

**What if my student does not have Internet access?**
Charter Communications is providing our students free access to Spectrum broadband and WiFi for 60 days. Visit hillsboroughschools.org/coronavirus for details how to access this free offer.

**How is our school district going to support a student with an IEP?**
To support students with Individual Education Plans, school districts have been given flexibility in how services and supports may be provided. This may include delivering special education and related services through instructional telephone calls, homework packets, internet-based or virtual lessons and/or therapies and other available distance-based learning approaches—this also may identify which special education and related services, if any, could be provided at the child’s home. Our district’s goal is to provide continuity of Exceptional Student Education services and supports in alternative ways during school closures while promoting continued progress and inclusion in the general education curriculum or through access points. In some exceptional circumstances, services may be delayed. The decision will be made in coordination with parents and the IEP team. The ESE department will work closely with school staff and families to provide services and supports to students with IEPs through distance learning. The ESE department will develop resources, tools and professional development to support ESE teachers and other providers in the provision of services and supports through distance learning. Detailed plans are forthcoming so that implementation can begin.

**Five ways to help your student during the eLearning process**

- Set a regular daily schedule to complete assigned work and study.
➢ The schedule should be divided into 15-20 minute sessions in order to give students consistent breaks. Set specific goals to accomplish assigned tasks during each session.

➢ Take a mental and physical break between sessions. Movement will help with refocus your efforts and improve concentration.

➢ Avoid distractions by turning off the television and staying away from smartphones.

➢ Keep a notebook, journal or electronic copy of your work, if possible. This isn’t just valuable to you but will also help your teacher see how you’re progressing.
eLEARNING GUIDE
FOR
PRE-K
GUIDE FOR PRE-K

During this critical time it is important that we continue to engage our youngest learners. We are able to do this with access to our eLearning platform. A preschoolers’ day is a defined schedule of morning meeting (songs, calendar, etc.), a lesson, some intentional center time, outside time and reading. We will assist parents by providing developmentally appropriate lessons.

Accessing Pre-K Resources

Teacher Logins for Online Instruction/Assessment

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Computer Program</th>
<th>Use</th>
<th>Website/Location</th>
<th>Teacher Username</th>
<th>Teacher Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>PDF file accessible via Bold Beginnings Icon on Ideas under Curriculum</td>
<td>Access Instructional Resources, Pacing Guide, Progress Monitoring Tools, and eLearning Resources</td>
<td>Click here to access the Pre-K Instructional Guide or Access via First Class/Ideas in Bold Beginnings icon under Curriculum</td>
<td>Lawson # @hcps.net</td>
<td>Each teacher has a unique password used for all HCPS accounts</td>
</tr>
<tr>
<td>Pre-K-12th</td>
<td>Clever</td>
<td>Access, Organize, and Individualize eLearning plans</td>
<td>Click here to login to Clever or Access via EdConnect under Links</td>
<td>Lawson # @hcps.net</td>
<td>Each teacher has a unique password used for all HCPS accounts</td>
</tr>
<tr>
<td>Pre-K-12th</td>
<td>Edsby</td>
<td>Communication, Instruction, &amp; Monitoring Tool</td>
<td><a href="https://sdhc.edsby.com/p/BasePublic/">https://sdhc.edsby.com/p/BasePublic/</a></td>
<td>Lawson #</td>
<td>Each teacher has a unique password used for all HCPS accounts</td>
</tr>
<tr>
<td>Pre-K-6th</td>
<td>MixOn</td>
<td>Instruction &amp; Monitoring Tool</td>
<td><a href="https://www.myon.com/index.html">https://www.myon.com/index.html</a> or Access via Clever</td>
<td>Lawson # @hcps.net</td>
<td>Each teacher has a unique password used for all HCPS accounts</td>
</tr>
<tr>
<td>Pre-K-6th</td>
<td>Office 365</td>
<td>Online File Sharing &amp; Storage</td>
<td><a href="http://www.office.com">www.office.com</a> or Access via Clever</td>
<td>Lawson # @hcps.net</td>
<td>Each teacher has a unique password used for all HCPS accounts</td>
</tr>
<tr>
<td>Pre-K: ALL Head Start</td>
<td>Waterford</td>
<td>Instruction &amp; Monitoring Tool</td>
<td><a href="https://manager.waterford.org/LoginPage.html">https://manager.waterford.org/LoginPage.html</a> or Access via Clever</td>
<td>Individual HCPS email address</td>
<td>Each teacher has a unique password</td>
</tr>
<tr>
<td>Pre-K: VPK and VPK/ Blended</td>
<td>Scholastic's Big Day for Pre-K Online Tools</td>
<td>Individual program supporting Big Day for Pre-K/Pre-K Online Tools Teaching Strategies, Family Guide, and <a href="http://www.500x5000x">www.500x5000x</a>.</td>
<td>bigday.fgps.hnnco.com</td>
<td>Each teacher has a unique username</td>
<td>Each teacher has a unique password</td>
</tr>
<tr>
<td>ALL PreK-6th (Peeps)</td>
<td>Teaching Strategies Gold</td>
<td>Instruction &amp; Monitoring Tool</td>
<td><a href="https://teachingstrategies.com/">https://teachingstrategies.com/</a></td>
<td>Each teacher has a unique username</td>
<td>Each teacher has a unique password</td>
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# Student Logins for Online Instruction/Assessment

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<th>Student Password</th>
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</thead>
<tbody>
<tr>
<td>Pre-K-12th</td>
<td>Clever</td>
<td>Lessons, Instructional Videos, and Applications</td>
<td><a href="https://click.hc.du/#login">Click here to login to Clever</a></td>
<td>Student # @hcps.net</td>
<td>Normal Password</td>
</tr>
<tr>
<td>Pre-K-12th</td>
<td>Edsby</td>
<td>Communication Instruction &amp; Monitoring Tool</td>
<td><a href="https://sdhe.edsby.com/p/BasePublic/">https://sdhe.edsby.com/p/BasePublic/</a></td>
<td>Student #</td>
<td>Normal Password</td>
</tr>
<tr>
<td>Pre-K-5th</td>
<td>Office 365</td>
<td>Online File Sharing &amp; Storage</td>
<td><a href="https://www.office.com">www.office.com</a></td>
<td>Student # @hcps.net</td>
<td>Normal Password</td>
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<td>ALL Head Start</td>
<td>Waterford</td>
<td>Instruction &amp; Monitoring Tool</td>
<td><a href="https://studentportal.waverlay.com/PortalHomeAccess">https://studentportal.waverlay.com/PortalHomeAccess</a></td>
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<td>VPK and VPK/Blended</td>
<td>Scholastic's Big Day for Pre-K Online Tools</td>
<td>Web-based program supporting Big Day for Pre-K</td>
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<td>Each Student has a unique username</td>
<td>Each Student has a unique password</td>
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<tr>
<td>PreK-5th</td>
<td>SeeSaw</td>
<td>Communication , Instruction, and Digital Portfolio</td>
<td><a href="https://app.seesaw.me/#/login">https://app.seesaw.me/#/login</a></td>
<td>Each Student has a unique username</td>
<td>Each Student has a unique password</td>
</tr>
<tr>
<td>Pre-K-5th</td>
<td>BrainPop Jr.</td>
<td>Instructional Videos</td>
<td><a href="https://click.hc.du/#login">Click here to login to Clever</a></td>
<td>Student # @hcps.net</td>
<td>Normal Password</td>
</tr>
</tbody>
</table>
### Accessing eLearning Plans in Clever for Pre-K

![Clever eLearning for School Closure](image)

- **Pre-K-6**: [Handwriting without Tears](https://4wears.com)
  - No promo code necessary. Teachers just need to create an account.
  - Free for 90 Days
  - Activity books, lessons, demos of letter and number formations, music, videos, stories, etc. You can use an interactive white board, laptop, or tablet.
  - Teachers can copy and paste links of multi-sensory lessons and videos onto their Edsby or Clever pages.

- **Pre-K-6**: [Scholastic Learn from Home](https://www.scholastic.com/school/learnathome.html)
  - Free
  - Daily literacy/STEM lessons that include books, songs, videos, and activities.
  - Each week Scholastic will be adding five days of lessons. Each day a new lesson can be assigned via Edsby or Clever.

- **Pre-K-1 ESE**: [Growing with Beanstalk](https://beanstalk.co/)
  - Free with registration during closure of schools.
  - Movement/Breathing, STEM, Story Time Videos and Activities designed by EC development experts to support cognitive and social development.
  - Teachers can share link via e-learning platform and assign various "On-Demand" classes as they relate to learning goals for individual students, groups, or entire classes. Can be used to support IEP goals.

- **Pre-K-6**: [Bedtime Math](http://bedtimemath.org/)
  - Free Bedtime Math app on iOS and Android devices also available
  - Free during closure of schools.
  - Research-based playful online math problems for parents to do with kids, live hands-on games.
  - Teachers can share via e-learning platform a variety of games, math stories, and worksheets for students and families that correspond with math standard aligned instruction and goals.

- **Pre-K-5 ESE**: [Boom Cards Teaching Resources](https://www.boomlearning.com/cool)
  - Free through June 2022 with registration
  - Instructional Mini-app sharing and creation site that can monitor student performance.
  - Teachers can search by grade level and subject area to access pre-made Boom Card sets, as well as create their own based on learning goals. Cards can be assigned to individual students via e-learning platform and teachers can monitor mastery. Could be used to support IEP goals.

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### Supplemental eLearning Resources for Teachers, Parents and Students

<table>
<thead>
<tr>
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<tr>
<td>Pre-K-K</td>
<td>Circle Time Fun <a href="https://circletimefun.com">https://circletimefun.com</a></td>
<td>Free with code homefun1</td>
<td>Activities for families to learn and bond with 3-6 year olds, including yoga, music, playtime, art, cooking, science, and story time.</td>
<td>Teachers can share link with parents via eLearning platform, and assign various recorded classes to correspond with student learning goals throughout a variety of areas, including Social Emotional Learning. Could be used to support IEP goals.</td>
</tr>
<tr>
<td>Pre-K-K ESE</td>
<td>Early Years Software <a href="https://www.earlyyears2go.co.uk">https://www.earlyyears2go.co.uk</a></td>
<td>1 month Free Premium Access</td>
<td>Objective focused educational games including nursery rhymes, number recognition, initial sounds, rhyming, letter recognition, letter sounds, writing, numbers 0-20, counting, addition, subtraction, colors, talliticks, orochants, lego smalls, positional language and shapes.</td>
<td>Teachers can share link via e-learning platforms with parents free resources. Premium Access includes assessment and progress monitoring and access to additional learning games. To receive your free month of premium access: <a href="https://www.earlyyears2go.co.uk/premium/">https://www.earlyyears2go.co.uk/premium/</a>.</td>
</tr>
<tr>
<td>Pre-K-2nd</td>
<td>All Kids Network <a href="https://www.alkidsnetwork.com">https://www.alkidsnetwork.com</a></td>
<td>Free with Registration</td>
<td>Free educational resources, including flash cards, craft ideas, printable graph lined paper, snack ideas, &amp; more.</td>
<td>Add links to e-learning platform that practice basic skills, and activities for families that reinforce science, math, literature and other standards.</td>
</tr>
<tr>
<td>Pre-K-5th</td>
<td>Virtual Field Trips For Early Learners <a href="https://www.waterford.org/resources">https://www.waterford.org/resources</a></td>
<td>Always Free</td>
<td>Virtual field trips links to Zoo, Farm, Aquariums, Museums, Great Wall of China, etc. Some include activity guides.</td>
<td>Add individual links to e-learning platform that correspond to MyCQ, or other toys, students or families can create a multitude of hands on learning including art, cooking, drawing and writing based on these “virtual trips.”</td>
</tr>
</tbody>
</table>

### Supplemental eLearning Resources for Teachers, Parents, and Students

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<tr>
<td>Pre-K-6th</td>
<td>Audible for Kids <a href="https://stories.audible.com">https://stories.audible.com</a></td>
<td>Free for Kids during Closure of Schools; no login, no payments</td>
<td>Instantly stream a collection of stories, including titles across six different languages, on your desktop, laptop, phone or tablet.</td>
<td>Teachers can share link to audible and recommend assign various titles for classes; groups; or individuals. Link to instructions from Audible: How to Use Stories.</td>
</tr>
<tr>
<td>Pre-K-5th</td>
<td>PBS Kids <a href="https://pbskids.org">https://pbskids.org</a></td>
<td>Free Registration required for some content</td>
<td>Interactive content including sing-along videos, TV series, games, virtual lessons and more. You can also download their PBS Kids Video app for live TV streaming.</td>
<td>Teachers can share weekly newsletter with parents, offering activities and tips to help kids play and learn at home. Link to sign up to receive newsletter: <a href="https://www.pbs.org/parents/peekabodabb">https://www.pbs.org/parents/peekabodabb</a>.</td>
</tr>
<tr>
<td>Pre-K, K, ESE</td>
<td>Indoor Activities 20 Indoor Activities for Play Based Learning</td>
<td>Free</td>
<td>Sensory Smiles, All Activities, and links to Early Learning Play Based Activities using materials at home.</td>
<td>Teachers can add to eLearning platforms and recommend activities to build various sensory experiences to incorporate learning goals.</td>
</tr>
<tr>
<td>Pre-K-5th, ESE</td>
<td>Individualized Reading Instruction Learning A to Z</td>
<td>Free for rest of school year, Registration required</td>
<td>Raz Kids: Digital library of leveled books and quizzes for interactive reading practice. HeadSprout: Online reading program that adapts to each student’s needs.</td>
<td>Teachers can add student_roster to individualize reading instruction remotely, provides Parent Access for monitoring and communicating with parents. See Teacher information guide here: [<a href="https://www.learningz.com/site/ap2/covid19">https://www.learningz.com/site/ap2/covid19</a> - teachers](<a href="https://www.learningz.com/site/ap2/covid19">https://www.learningz.com/site/ap2/covid19</a> - teachers).</td>
</tr>
<tr>
<td>Pre-K-3rd</td>
<td>Starfall <a href="https://teach.starfall.com/hr">https://teach.starfall.com/hr</a> <a href="https://www.starfall.com/hr">https://www.starfall.com/hr</a></td>
<td>Free Login required to access some resources</td>
<td>Helps Pre-K to 3rd gr. students with ELA and math lessons. It also offers a parent-teacher resource center, worksheets, etc.</td>
<td>Teachers can assign different activities, including games, videos, and worksheets. Students can play games and watch videos. Parents can access library of downloadable worksheets.</td>
</tr>
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### Supplemental eLearning Resources for Teachers, Parents and Students

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</table>
| Pre-K | [Printable At-Home Packets to Support Learners](https://www.curriculumassociates.com/) | Free during school closings | Printable at-home activity packs are designed to provide students with valuable self-directed exercises and practice during extended absences from school. Each pack is designed to reinforce key concepts for a given grade. | Teacher's can download and add lessons to e-learning platforms, or send home to students and families.  
* Pre-K teachers, please see the BRIGANCE resource in the Instructional Guide (highlighted in green). |
| Pre-K-5th | [eSpark Reading and Math](https://www.espanlearning.com/) | Free through end of school year with Teacher Registration | Differentiated instruction online in reading and math. | Teachers create a free account, and can add students to eSpark. Individual student login links can be shared via e-learning platform. Students take a placement test and instruction begins at their placement level and can be monitored through teacher dashboard. Individual lessons can also be assigned. |
| Pre-K-2nd | [Free Books for Independent Reading](https://www.americanreadingathome.com/bookshelf/) | Free with Registration while schools remain closed | ARK Bookshelf is a mobile app available on iOS, Android and available on the web. Uses American Reading at Home titles specially designed for successful reading practice. | Families can register for a free account, a brief assessment for color-coded reading practice level is offered, and families then can choose 12 Free E-books (6 in English, 6 in Spanish) |
| Pre-K-2nd | [Fluency and Fitness](https://fluencyandfitness.com/registrationschool-closures/) | Free with Registration for 21 days. | Over 500 videos that provide educational brain breaks to help students review essential literacy and math skills while getting exercise. | Teacher's share link via e-learning platform. Caregivers create their own accounts, as this is typically used in the classroom. Can be cast to TV for families to use together. |

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### Supplemental eLearning Resources for Teachers, Parents and Students

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</tr>
</thead>
<tbody>
<tr>
<td>Pre-K-5th ESE</td>
<td><a href="http://www.exercisebyday.com/">Autism Friendly Exercise System</a></td>
<td>Free 34-day trial extended throughout school year</td>
<td>Autism and Special Needs Exercise Friendly App. Supported in research. Uses evidence-based practices including visual supports, video modeling, social narratives, tech-aided instruction, and exercise.</td>
<td>Teachers register and can then add students that would benefit from visual and technological based exercise format. Teachers can share link via e-learning platforms for students to engage in cross-curricular movement and exercise activities.</td>
</tr>
</tbody>
</table>
| Pre-K-6th | [Seesaw](https://web.seesaw.me/) | Free with Registration:  
Free app available for iOS and Android | Share pre-made and teacher-added remote learning resources with families, including links to free reading, math, and science resources in English and Spanish. Families/Students can upload video, pictures, and documents to create a learning portfolio. | Teachers register for an account and give students and caregivers individual codes. Platform allows teachers, families, and students to communicate within whole group, small group, or individual messages, announcements, and upload tools that include links, videos, assignments, pictures and documents accessible to groups or to individual students/families to document teaching and learning. |
| Pre-K | [Sesame Street](https://www.sesamestreet.org/) | Always Free | Online learning games, eBooks, videos, and activities for playing and learning offline. | Teachers can assign different activities and/or share link with caregivers on their pages. |
| Pre-K-3rd | [BrainPop Jr.](https://jr.brainpop.com/) | Free with Registration while schools remain closed | Array of resources and tools that develop critical, computational, and creative thinking skills across the curriculum. | Videos and activities for science, social studies, literacy, arts, and music can be assigned to students. The accounts are available to both teachers and families. |
**Teacher Instructions for myON**

**Step 1:** Open an Internet Browser (e.g. Chrome, Firefox or Safari)

**Step 2:** Go to [myon.com](http://myon.com)

**Step 3:** Click “myON Login”

![myON Login](image)

**Step 4:** Enter School Name:

- **School Name,**
  - Hillsborough County Public Schools

**Step 5:** Enter Username:

- **Teacher’s Lawson #**

**Step 6:** Enter Password:

- **Each teacher’s is unique.**

**Step 7:** Choose “Classroom” and then “Projects”

![myON Classroom and Projects](image)

**Step 8:** Click the little cloud icon type “HCPS Pre-K” and click the magnifying glass to access lists organized by content.

**Step 9:** Click on a HCPS Pre-K Project title to access the list of assigned books.

**Step 10:** Preview the specific FELDS content standards.

**Step 11:** Click “Copy to My Projects” to begin to assign the book list to your students.
Step 12: Click “Save.”

Step 13: Click “Edit” to preview and edit the book list.

Step 14: Click the little gear icon next to the Reading Task.

Step 15: Click “Manage Books”.

Step 16: Click book titles to preview the texts.

Step 17: Click “Assign” to assign the book list to your class.

Step 18: Choose the students you would like to assign the list to using the drop-down menus and checkboxes next to student names or groups.

Step 19: Click “Apply” after marking all students who are to be assigned the project.

Step 20: Choose “Classroom” and then “Projects”

Step 21: Click File Folder icon and choose “Create New Project.”

Step 22: Enter project “Title, Description, Project Objective.” Click “Save.”

Step 23: Click “Edit.”

Step 24: Scroll to the bottom and click the “+ sign next to “Reading Task.”

Step 25: Add book list Title, Task Objective and Reader Settings.
Then click “Manage Books” to add books to the list.

**Step 26:** After using SEARCH and FILTER features, click “Find Books” to add books.

**Step 27:** After building a book list, click “Assign” to assign the book list to your class.

**Step 28:** Choose the students you would like to assign the list to using the drop-down menus and checkboxes next to student names or groups.

**Step 29:** Click “Apply” after marking all students who are to be assigned the project.

**Student Instructions for myON**

**Step 1:** Open an Internet Browser (e.g. Chrome, Firefox or Safari)

**Step 2:** Go to myon.com

**Step 3:** Click “myON Login”

**Step 4:** Enter Student’s School Name:

School Name,

Hillsborough County Public Schools
Step 5: Enter Username: Lunch #

Step 6: Enter Password: Each student’s is unique.

Step 7: After logging in, click either the Projects tab at the top or the little blue pencil icon next to the Project name your student wishes to explore.

Step 8: If you chose the Projects tab, click the specific Project card to get started.

Step 9: Finally, choose a book to read from the list and click on it to begin reading.

Step 10: Choose “Read”

Step 11: Choose “Start the Book”

Step 12: Turn Pages
MENTAL HEALTH SERVICES PLAN
MENTAL HEALTH PLAN

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, 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.

There will be a focus on a multi-tiered system of supports by providers to deliver evidence-based mental health care assessment, diagnosis, 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 mental health 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.

Student Services staff and providers are collaborating to ensure students who are in need of mental health services are referred appropriately to reduce the likelihood of at-risk students developing social, emotional or behavioral health problems, depression, anxiety disorders, suicidal tendencies or substance abuse disorders and to assist students in dealing with trauma and violence.

Roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Support</td>
<td>➢ Continue communication between district staff and contracted providers via conference call established by Central Florida Behavioral Health Network to continually evaluate services, while adhering to HIPAA requirements.</td>
<td>Daily</td>
<td>Remotely</td>
</tr>
<tr>
<td>Mental Health Hotline</td>
<td>➢ A mental health hotline (813-272-4787) will be manned by clinicians and various student services personnel to provide support to students and families.</td>
<td>Monday–Friday (8:00-5:00)</td>
<td>ROSSAC</td>
</tr>
</tbody>
</table>
| Central Florida Behavioral Health Network (CFBHN) | Collect telehealth services plans for providing support to all students and families in need and establish protocols for communication from contracted providers to students and families.  
➢ Hold conference call with contracted providers and the district mental health team each Monday to work through telehealth services plans. | Daily | Remotely |
| Central Florida Behavioral Health Network (CFBHN) | Manage voucher system for families in need of monetary support for mental health services that can be supplemented by HCPS Mental Health funds, ensuring students and families receive the services they need  
➢ Coordinate with district Student Services staff, district Health staff, and contracted providers to ensure mental health services for students and families are uninterrupted during this difficult time.  
➢ *Note: The managing entity contracts all partners to deliver appropriate services to students and families.* | Daily | Remotely |
| **The Crisis Center of Tampa Bay** | 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:  
  o Corbett Trauma Center (trauma counseling, care coordination and sexual assault survivor services)  
  o Gateway Contact Center (2-1-1: suicide prevention, crisis counseling, and information and referral services)  
  o TransCare (9-1-1 emergency and mental health ambulance services, medical van transportation, community paramedicine) | Daily | Remotely |

| **Chrysalis** | 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. | Daily | Remotely |

| **Gracepoint** | Gracepoint is a leading provider of behavioral health solutions in the Tampa Bay area. | Daily | Remotely |
| Wellness.org / | ➢ 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. |  |  |
| --- | --- | --- | --- |
➢ Spanish-speaking therapists will be available.  
➢ This organization’s Counseling Services including:  
  o individual child & family counseling  
  o group counseling  
  o specialized counseling for children ages 0-6  
  o juvenile sex offender treatment  
  o Psychiatric Outpatient Services including psychiatric evaluations, medication management  
  o on-site pharmacy services provided by Genoa Pharmacy. | Daily | Remotely |
| DACCO [https://www.dacco.org/](https://www.dacco.org/) | ➢ DACCO will provide behavioral health services and treatment for substance abuse and mental health issues. | Daily | Remotely |
| Success 4 Kids and Families (S4KF) | https://www.s4kf.org/ | 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. |
|---------------------------------|-------------------|-----------------|
| General Director, Student Services | Oversee Mental Health Needs of students
➢ Oversee Student Services Staff (Mental Health team, School Counselors, School Social Worker, School Psychologists, School Health Services staff)
➢ Ensure coverage of the MH hot line
➢ Develop Procedures as needed
➢ Coordinate procedures for Student Services team members
➢ Have periodic on line meetings with leadership team as needed
➢ Manage communication and check in plans for Supervisors to oversee their staff
➢ Continue communication with providers
➢ Keep abreast of communication from the DOE
➢ Collaborate with school based staff regarding needs
➢ Attend various on line trainings and conference calls related to services
➢ Provide any other assistance as requested or determined needed as move forward | Daily | Both at ROSSAC and remotely |
<table>
<thead>
<tr>
<th>Supervisor, Clinical Care</th>
<th>Michael Kelleher</th>
<th>Daily</th>
<th>Both at ROSSAC and remotely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Oversee daily work of the District Mental Health Clinicians, Mental Health Accountant and Secretary</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>➢ Coordinate efforts with Central Florida Behavioral Health and community providers to ensure continued mental health care for students and families, including telehealth.</td>
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</tr>
<tr>
<td></td>
<td>➢ Help develop procedures for the mental health hotline.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>➢ Create and plan to utilize mental health funds for telehealth purposes and other mental health needs.</td>
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<td></td>
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<tr>
<td></td>
<td>➢ Manage ongoing threat and suicide assessment needs as staff work with students remotely.</td>
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<tr>
<td></td>
<td>➢ Conduct a Moodle training on the online threat assessment platform.</td>
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<tr>
<td></td>
<td>➢ Continue to write the 2020-2021 Mental Health Plan for the state including projected budgets</td>
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<tr>
<td></td>
<td>➢ Collaborate with school-based student services staff to ensure that mental health services are continuing for students that have been referred.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>➢ Work directly with Central Florida Behavioral Health to continue to refer students that need mental health support.</td>
<td></td>
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<tr>
<td></td>
<td>➢ Investigate ways to work with community partners to increase</td>
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telehealth options for students and families.

- Communicate directly with families to problem-solve mental health needs of students and find the appropriate supports.
- Help develop procedures for the mental health hotline including detailed script on how community partners can assist.
- Work with schools to complete all ‘open’ threat assessments that were not finalized in the past month.

<table>
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<tr>
<th>Supervisor, Emotional Wellness</th>
<th>Oversee daily work of Coordinators, Emotional Wellness, Mental Health Accountant and Secretary</th>
<th>Daily</th>
<th>Both at ROSSAC and remotely</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Collaborate with business partner Committee for Children on ways to continue implementation of Social Emotional Learning through eLearning or online resources (Second Step K-8)</td>
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</tbody>
</table>

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](#)

- **Free Social-Emotional Learning Activities:** There are a number of Second Step activities freely available online for children ages 5–13. Many of these are adaptable for remote learning or for families to do at home with their children.
- **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 own, Mind Yeti provides a great way for everyone to practice mindfulness during this difficult time.

  - Mind Yeti on Vimeo: [English](#) | [Spanish](#)
  - Mind Yeti on YouTube: [English](#) | [Spanish](#)
  - Mind Yeti Podcast: [RSS Feed](#) | [Spotify](#) | [Stitcher](#)

- **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.

- **Student Services Staff will have the option to conduct Second Step SEL lessons through Zoom by:**
  - Pre-record your student lessons;
  - Live-stream and simultaneously record your student lessons;
  - Upload a recording of each student lesson to a password-protected environment; and
  - Use password-protected recordings for any student lesson in your school that is permitted under your Second Step® license with CFC.

- Communicate through email with Student Services Staff and Supervisors on how to continue implementation of SEL curriculum Second Step K-8 through eLearning

- Continue to utilize and plan for expenditure of SEDNET/USF funding for mental health awareness materials, texts trainings, and creation of trainings

- Reschedule and plan for additional course offerings on Youth Mental Health First Aid training

- Continue to collaborate with USF to pilot mental health screening tool (SABERS) for a possible online training and completion of screening students online
➢ Collaborate with business partners Why Try, NewELA, and Sandy Hook Promise to ensure initiatives continue through online resources
➢ Continue to write the 2020-2021 Mental Health Plan for the state including projected budgets

COORDINATOR, EMOTIONAL WELLNESS

➢ 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
➢ Continue for Summer Professional Development schedule, training, and contracts with mental health speakers
➢ Prepare for Mental Health Awareness Month for May, 2020
➢ Complete Mental Health Awareness training for parents
➢ Assist Mental Health Clinicians as needed for threat assessment follow-up with schools, threat assessment training, and meeting mental health needs of students and parents.

Daily
Both at ROSSAC and remotely

SCHOOL SOCIAL WORK SERVICES eLEARNING PLAN

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
</table>
| School Social Work (Supervisor) | ➢ Provide support and ongoing communication to staff to assure services are being provided to students and families  
➢ Provide support and ongoing communication to Principals to assure services are being provided to students and families  
➢ Communicate with community providers to stay up to date regarding services for families | Daily  | Both at ROSSAC and remotely                |
- Process faxes each day related to the Children’s Crisis Stabilization Unit discharges, FLDE Missing Children’s notifications, and Child Abuse removal information by sending them to appropriate student services school staff and administrators.
- Continue to work on normal responsibilities including Evaluation Input, Assignments for 2020-2021 school year, updating policies and procedures, developing Standard Operating Procedures, Title I Narrative and Budget for Homeless and Foster Care set asides.

<table>
<thead>
<tr>
<th>School Social Work (Coordinator)</th>
<th>Provide support and ongoing communication with staff to assure services are being provided to students and families.</th>
<th>Daily</th>
<th>Both at ROSSAC and remotely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide specific support/training to new staff.</td>
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<td></td>
<td>Continue to work on Professional Development including inputting training data and creating new staff trainings.</td>
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<tr>
<td></td>
<td>Continue meeting requirements of Title VI grant based on federal guidance.</td>
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<table>
<thead>
<tr>
<th>School Social Worker (Site based)</th>
<th>Social Workers will be available to school personnel through email, phone, and video conferencing – each social worker will communicate with Principal and teachers best contact method.</th>
<th>Daily</th>
<th>Remotely and at sites as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In order to assess needs and provide resources, Social Workers will contact 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,</td>
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<td></td>
</tr>
</tbody>
</table>
➢ Social Workers will follow up with families for students identified by teachers or administrators as needing assistance with basic needs (housing/food/financial assistance) and/or any other community resources as well as families with barriers to online learning
➢ Social Workers will stay abreast of available resources in their school communities, update existing resource maps, and share this information with Principals, teachers, parents, and students
➢ Communication and collaboration with student services teams will continue in order to streamline services and not duplicate efforts
➢ Serve on CST, MTSS, IEP, 504, and other appropriate meetings via phone or other telecommunications
➢ Social Workers will continue completing evaluations and writing reports to the extent feasible
➢ Social Workers will continue to engage in online professional development opportunities to stay in compliance with Certification requirements
➢ Documentation of all activities will continue in Accelify and/or EdConnect

<table>
<thead>
<tr>
<th>School Social Worker (Attendance Team)</th>
<th>The District Attendance Team will contact families with pending hearings and arraignments</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Individual contact will be made with families to follow up on 72-hour notices served</td>
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</tbody>
</table>

| Designated sites as needed and remotely |
| School Social Worker (Homeless Team) | The team will assess the needs of students identified as McKinney-Vento eligible  
Indirect contact will be made to Middle/High students/parents and parents of elementary students.  
Parent needs will also be assessed  
Services will be provided through phone and/or video conferencing.  
The team will be available to school sites through the online HELP Alert system as well as email  
Documentation will continue through Office 365  
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) | In collaboration with Eckerd the team will assess the needs of students residing in licensed foster care homes including group homes  
Indirect contact will be made to Middle/High students  
Foster care parent needs will also be assessed  
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 | Daily  
Designated sites as needed and remotely |
➢ Documentation will continue through Eckerd system

School Social Worker (Bilingual Team)

➢ Bilingual Team Social Workers will continue completing evaluations and writing reports to the extent feasible, prioritizing IPEEPS and Initial Evaluations
➢ The team will be available through email to assist with communication to Spanish speaking families

School Social Worker (Child Find, Head Start, School Readiness)

➢ Social Workers on the Early Childhood Teams will work with their program supervisors to provide support to students and families specific to their individual needs.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
</tr>
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</table>
| Administrative Team: Coordinators and Supervisor | ➢ Check and respond to emails from parents, staff, and others  
➢ Develop Standard Operating Procedure document  
➢ Review and revise departmental practices and protocols in writing  
➢ Develop new protocols (ongoing throughout the spring and summer) validation of, and use of, external psychoeducational evaluation reports; termination of evaluations; address requests for evaluation from medical doctors and other private practitioners; develop guidelines for current HCPS personnel who privately practice; create best practices document for the reevaluation of students based on various criteria. | Daily | Both at ROSSAC and remotely |
disability categories and use of newer versions of instruments; streamline process of academically evaluating students for SLD consideration to promote efficiency; restructure the process of evaluating ELL students to include additional training for monolingual staff and revised service delivery for bilingual staff; update response letters and practices for CIT call-outs; collaborate with Supervisors of the Gifted Program and Elementary School Counselors to develop reference guide regarding gifted screening/referral/testing/staffing process; collaborate with the Supervisor of Speech/Language Programs to develop processes in writing for evaluation of students for LI and SLD

➢ Update departmental handbook

➢ Review and graph various departmental data: assessment summary information (referral rates, testing rates, staffing rates, ESE qualifying rates, number of parental requests); various district crises requiring CIT consultation or call-out and the forms of support; recruitment and retention of employees; Accelify data; number of staff trained in YMHFA; historical Indicator 11 data

➢ Recruit and interview school psychologist applicants
| School Psychologists: Traditional and Charter (as appropriate) | ➢ Complete psychoeducational evaluation reports for recently evaluated students  
➢ Write background section for students with pending referrals but not yet evaluated  
➢ Provide rating scales as appropriate to teachers and parents as part of pending evaluations  
➢ Deliver counseling services via telephone or videoconferencing  
➢ Serve on CST, MTSS, IEP, 504, and other appropriate meetings via phone or other telecommunications  
➢ Create professional development modules on various topics  
➢ Assist schools with review of student data for educational planning  
➢ Assist schools with PBIS, CHAMPS, and other tier 1 planning activities for the 2020-2021 school year  
➢ Document services in Accelify | Daily | Designated sites as needed and remotely |
|---|---|---|---|
| School Psychologists: Pre-K Team | ➢ Request records, conduct record reviews, schedule and hold meetings to review procedural safeguards and obtain parental consent, conduct portions of screenings and/or evaluations via phone, write developmental reports, attend Part C to B transition meetings via phone, enter data into statewide data platforms (i.e., CHRIS and BDI manager), draft IEPs, generate MO-19s, create staffing packets for in/eligibility meetings  
➢ Document services in Accelify | Daily | Designated sites as needed and remotely |
| School Psychologists: Bilingual Team | ➢ Write psychoeducational evaluation reports  
➢ Write background section for students with pending referrals but not yet evaluated  
➢ Provide rating scales as appropriate to teachers as parents as part of pending evaluations  
➢ Score Woodcock-Munoz protocols  
➢ Interpret during parent phone calls  
➢ Translate IEPs written in Spanish  
➢ Create professional development modules on various topics for educators  
➢ Create modules on various mental health topics (including anxiety and coping strategies) for students  
➢ Review/revise the bilingual school psychologist delivery model, in light of shortages  
➢ Document services in Accelify | Daily | Designated sites as needed and remotely |
| Interpreters/Translators | ➢ Interpret during parent phone calls  
➢ Translate district documents | Daily | Designated sites as needed and remotely |
| Psychological Interns | ➢ Complete psychoeducational evaluation reports for recently evaluated students  
➢ Complete various tasks assigned by the administrative team (e.g., salary study, recommendations bank) | Daily | Remotely |
| Psychological Externs and Fellows | ➢ IEP counseling | Daily | Remotely |
# School Counseling Services eLearning Plan

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
</table>
| School Counseling Supervisor | ➢ Establish communication channel for counselors and administration access  
➢ Maintain ongoing communication with the General Director of Student Services, School Counseling Services Supervisors, and Student Services Supervisors  
➢ Collaborate with other departments to ensure continuity of support  
➢ Establish plan of action for counselors (by 3/23)  
➢ Provide support to counselors as needed  
➢ Provide resources and tools  
➢ Provide PD support to counselors as needed via webinar trainings  
➢ Problem solve for individual counselor needs  
➢ Trouble shoot concerns from counselors or administrators  
➢ Set up a weekly zoom support meeting –for counselors with questions, etc.  
➢ Adjust plans as necessary based on feedback and need  
➢ Continue other assigned duties, unrelated to COVID-19 including, planning for the 20-21 school year, summer trainings, completing standard operating procedures, etc. | Daily   | Both at ROSSAC and remotely          |
| School Counselor          | Establish communications tools for students, parents and staff to access services. Platforms to consider:  
➢ Google Voice line - check at least 3x a day  
➢ Email – check at least 2x a day | Daily (8am-4pm) OR as designated | Remotely and at sites as needed |
| ➢ Edsby email – check at least 2x a day  
➢ Zoom - video conferencing (as needed) |  

**Collaborate with Administration and Student Services Staff to discuss roles/responsibilities including:**

- Monitoring student attendance
- Providing counseling services
- Providing resources to students/families
- Collecting data on supports provided to students
- Serve on CST, MTSS, IEP, 504, and other appropriate meetings via phone or other telecommunications

**Review student academic performance and intervene if necessary:**

- Review students referred from teachers (throughout the workday)
- Review Edsby of students identified at risk and follow up with students and parents as necessary (throughout the workday)

**Social/Emotional Supports – Provide Tier 2 / Tier 3 Support:**

- Follow up with students and/or parents referred by teachers (as needed throughout workday)
- Offer virtual support (via phone, email/text, zoom) to students as needed

**Mental Health Related Services – Provide Tier 2/Tier 3 Support:**

- Send information to students and parents about availability and when to self-refer (initially on 3/25 and weekly reminders)
- Inform teachers on when and how to refer students (initially on 3/25 and weekly reminders)
- Provide short term counseling throughout the day as needed (via email/text, phone, zoom)
- Triage the need for more intensive mental health support
- Refer for intense / crisis situations to mental health clinicians and/or the following agencies: 211

*If there is an immediate threat of harm or danger to oneself or others call 911 immediately.

Cases should be referred when student is experiencing or exhibiting:
- Deep depression
- Acute Anxiety
- Self-Harm Behavior
- Threatening Behavior
- Suicidal Ideation

**General Academic and Career Advisement:**
- Share academic and career planning resources with students via Edsby
- Communicate information regarding promotion/graduation assignments
- Share instructions on how to access FloridaShines and MyCareerShines – to complete career exploration and academic and career plan (middle and high school counselors and CCC’s)
### Continue working on projects that don’t require in person access to students, parents or teachers, such as:

- Promotion reviews (i.e. senior credit checks, monitor students’ academic progress)
- SSD completion (middle and high school counselors)
- FLVS approvals (middle and high school counselors)

### District Bilingual School Counselors

- Check email daily
- Communicate via email and text with the School Counseling Services Supervisors and with each other
- Set up Google Voice account to communicate with families if necessary (i.e. if referred by schools)
- Work on projects (as much as possible) planned for the upcoming school year (i.e. Pasos al Futuro, etc.)
- Evaluate the academic records of international students enrolling in Hillsborough County Public Schools

Daily
Both at ROSSAC and remotely

### College and Career Counselors

**Review:**
- Bright Futures Evaluations
- Community Service Hours
- Free Application for Federal Student Aid (FAFSA)
- Scholarships
- **Focus will be on Seniors**

Daily (8am-4pm) OR as designated by principal
Remotely and at sites as needed
### Student Success Coaches

- Review Student Success Plans
- Be accessible to staff and site administration
- Be accessible to parents and students and follow up as needed

Daily (8am-4pm) OR as designated by principal
Remotely and at sites as needed

### School Health Services eLearning Plan

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
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</table>
| Supervisor of Health Services          | - 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.  
- Continue to conduct interviews, and prescreens with applicants via zoom, gotomeeting and/or telephones with Coordinator of School Health Services.  
- Participate in CCNE accreditation site visits with University of South Florida, University of Tampa, and South University.  
- Continue to plan pre-planning and post planning with University of South Florida College of Medicine, Nursing and Public Health, USF Health, Tampa General, Baycare and Advent Health for staff development continue education training.  
- Continue to work on PowerPoints for staff training  
- Continue staff evaluations                                                                 | Daily | ROSSAC and remotely                         |
➢ Continue to work with assigned district committee/projects (Forms Committee, etc.)
➢ Work with health care providers and families to assist with barriers for students and/or their families
➢ Oversee Coordinator, Secretary and Accountant for School Health Services, Medical Doctor, Advanced Practice Registered Nurses, School/Registered Nurses (RNs), Licensed Practical Nurses (LPNs) and Health Assistants
➢ Establish on line meetings with MD, APRNs and RNs as needed
➢ Continue communication with all School Health Services staff via email
➢ Keep up with webinars from DOH and CDC
➢ Oversee work of Coordinator, RNs, APRNs and MD on School Health Service Manual
➢ Attend online trainings and conference calls related to School Health Services and staff development
➢ Respond to emails and cell phone calls
➢ Oversee work on New Staff Orientation
➢ Oversee work on staff underperforming check-offs
➢ Develop PowerPoints
➢ Continue to work on staff assignments for 2020-2021 school year
➢ Review and sign medication error forms
➢ Review and sign 911 transport of students and staff forms
➢ Review DOH disease report forms
| Coordinator | Continue with interviews, and prescreens with applicants via telephones, gotomeeting and/or zoom.  
Continue to contact Principals regarding applicants  
Continue staff evaluations  
Work with health care providers and families to assist when there is barrier to students and/or their families  
Oversee Advanced Practice Registered Nurses, School/Registered Nurses (RNs), Licensed Practical Nurses (LPNs) and Health Assistants  
Attend on line meetings with Supervisor, MD, APRNs and RNs as needed  
Continue to work with RNs, APRNs and MD to update School Health Service Manual  
Update New Staff Orientation  
Continue to develop remediation check lists for staff underperforming  
Continue to work on PowerPoints for staff training  
Continue to work on staff assignments for 2020-2021 school year  
Respond to emails and cell phone calls  
Attend online trainings and conference calls related to School Health Services as needed | Daily | ROSSAC and remotely |
| APRN’s | When able, work at assigned designated sites.  
Complete Physicals and certify immunization records on students new to county or not in compliance. | Daily | At assigned sites and remotely |
- Provide health services consultation to students and staff with acute or chronic illness.
- Triage phone calls as needed and maintain general information hotline as needed.
- Provide direct or indirect services (e.g. telemedicine) as needed by our school district or school district partners (e.g. Department of Health, Tampa General Hospital, Advent Health or Baycare)
- Work with coordinator to complete School Health Services Manual.
- Work with coordinator to complete New Staff Orientation check-offs.
- Work with staff to complete remediation check-offs for staff underperforming.
- Work on PowerPoints for training.
- Provide information to Supervisor or Coordinator of School Health Services on staff resigning or transferring.
- Update area assignments and students acuity and diagnosis.

<table>
<thead>
<tr>
<th>RN’s</th>
<th>When able, work at assigned designated sites.</th>
<th>Daily</th>
<th>At assigned sites and remotely</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The 13 school nurses employed through Department of Health, Hillsborough have been fitted with their masks and PPE equipment and onboarded with COVID-19 training this week. They are assigned to work at COVID-19 designated screening sites throughout Hillsborough county beginning starting next week. Their names are: Natalie Gomillion, RN, Mellissa Casillias, RN; Rosalie Loos, Tara Gunter, RN, Suzanne Forbes, RN, Timothy Thomson, RN; Liza Hart, RN, Leslin James, RN, Glorida Duroyaiye, RN,</td>
<td></td>
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</table>
**Inellys Perez, RN, Josefina Liz DeGonzalez, RN, Lana Ramsingh, RN, and Elizabeth Jean Simmon Suttle.**

- Remaining RN’s will continue training check-offs, sending letters and contacting parents of students that failed vision, scoliosis or are in the overweight or obese categories.
- RNs will provide exclusion forms to LPNs and Health Assistants for students out of compliance with immunizations.
- Will contact parents to pick up medication, equipment and supplies.
- Update or create Individual Health Care Plans (IHCP) and Emergency Action Plans (EAP)
- Update emergency student 911 lists
- Update 504 conditions lists
- Update state reports including immunization
- Complete medication survey
- Triage phone calls and man general information hotline as needed.
- Work with coordinator to complete School Health Service Manual.
- Work with coordinator to complete New Staff Orientation check-offs
- Work with coordinator to complete remediation check offs for staff underperforming
- Provide information to Supervisor or Coordinator of School Health Services and area APRN on staff resigning or transferring

<table>
<thead>
<tr>
<th>LPN’s</th>
<th>When able, work at assigned designated sites.</th>
<th>Daily</th>
<th>At assigned sites and remotely</th>
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<tbody>
<tr>
<td></td>
<td>When able, work at assigned designated sites.</td>
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<tr>
<td></td>
<td>Will contact parents to pick up medication, equipment and supplies.</td>
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</tbody>
</table>
➢ Will send exclusion forms for students out of compliance with immunizations.
➢ Work with RNs on delegated tasks
➢ Provide direct supportive services as needed by our school district or school district partners (e.g. Department of Health, Tampa General Hospital, Advent Health or Baycare) under the supervision of an RN

Health Assistants
➢ When able, work at assigned designated sites.
➢ Will contact parents to pick up medication, equipment and supplies.
➢ Will send exclusion forms for students out of compliance with immunizations.

School Support Services Delivery Plan during School Closings due to COVID-19

<table>
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<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>When</th>
<th>Where</th>
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<tbody>
<tr>
<td>Secretary 3</td>
<td>➢ Check emails</td>
<td>Daily</td>
<td>Both at ROSSAC and remotely</td>
</tr>
<tr>
<td></td>
<td>➢ Check departmental voice mail and returning phone calls</td>
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<tr>
<td></td>
<td>➢ Complete payroll</td>
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<tr>
<td>Accountants</td>
<td>➢ Check emails</td>
<td>Daily</td>
<td>Both at ROSSAC and remotely</td>
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<tr>
<td></td>
<td>➢ Continue to process accounting tasks as needed</td>
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<td></td>
<td>➢ Available to Supervisors as needed</td>
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<tr>
<td>Systems Analyst</td>
<td>➢ Check emails</td>
<td>Daily</td>
<td>Both at ROSSAC and remotely</td>
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<tr>
<td></td>
<td>➢ Be prepared to work remotely</td>
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<tr>
<td></td>
<td>➢ Be available to staff when needed</td>
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<tr>
<td></td>
<td>➢ Provide tech support when needed</td>
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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, during the school closure, we will continue providing nutritious meals to our students every weekday.

Grab-and-Go Meals

Since school is closed, students who qualify for free or reduced-price lunch will be supported through Grab-and-Go meal locations.

Starting Monday, March 23, our Student Nutrition Services team will be providing breakfast and lunch for all students 18 and younger, at 23 of our school sites. The pickup hours are 9 a.m. to 1 p.m., weekdays.

For locations and additional details about nutritious breakfast and lunch at no cost for children 18 and under, visit: Grab and Go Meal Information

Because of federal emergency feeding rules, students must be present when picking up the grab-and-go meals.
TECHNOLOGY ACCESS
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 researching how many of our students do 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 51,000 devices that are primarily used as student devices in schools that may be loaned to students in the event of a school and/or district closure.

Action Steps to Provide Mobile Devices

- Families of students in grades K-12 will be surveyed, by ParentLink telephone call, to determine if they have a need for a mobile device at home to access eLearning. That survey will be in English and Spanish.
- Upon school and or district closure, all students will receive a message about the availability of mobile devices for checkout.
- 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’re 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 Check-out before receiving a device.
➢ Families will only receive one device until we make sure we meet the need of as many households as possible.

**Student Device Form**

![Student Device Form](image-url)
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. That survey will be in English and Spanish.

➢ 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:** Through our partnership with Spectrum, we are able to provide free WiFi access for 60 days to households with K-12 and/or college students who do not already have a Spectrum broadband subscription at any service level up to 100 Mbps. To enroll, call 1-844-488-8395. Installation fees will be waived for new student households.

➢ **Xfinity from Comcast:** If you are not a current customer and live in an area where Comcast Internet Service is available, you may be eligible for Internet Essentials. If you are eligible for Internet Essentials, apply by April 30, 2020, and are approved, you will automatically receive a two-month free promotion. After the promotion, regular rates apply. 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](https://www.xfinity.com/learn/offers). To enroll, call 1-855-8-INTERNET (1-855-846-8376).
Spectrum has opened up its Wi-Fi hotspots for free around the county. This map highlights the locations.

TEACHER CHECKLIST

Follow these steps to ensure our educators are prepared for the eLearning Contingency Plan

- Ensure our teachers are encouraging students and families to know their Edsby and Clever log-in credentials. For parents without an Edsby account, teachers should encourage them to create an Edsby account through the mySPOT portal: [https://myspot.sdhc.k12.fl.us/public/login/](https://myspot.sdhc.k12.fl.us/public/login/)
- Distribute step-by-step videos to help all our teachers become familiar with using and uploading assignments and instruction on Edsby: [Edsby Videos for Teachers](#)
- Create and communicate Edsby face-to-face sessions, which will also have the capacity to be livestreamed. Check FirstClass for the dates and times of those trainings.
- Ensure our teachers are updating their instructions and assignments in Edsby on a regular basis.
➢ Ensure our teachers have a 2-week plan of instruction ready to place on Edsby in the event of a school and/or district closure.

➢ Encourage our teachers to come up with creative, supplemental plans to entice their students to continue their learning in the event of a school and/or district closure. Incorporate accommodations for students with disabilities and any who have an IEP or 504 plan.

➢ Site administrators should ensure that teachers without devices at home are able to check one out in the event of a school and/or district closure.

➢ Ensure that teachers have electronic access to students’ IEPs and 504 plans, which are available through EdConnect.

PLAN COMMUNICATION

Our district understands the eLearning Contingency Plan is meaningless if it is not communicated properly and widely. In the event of a school and/or district closure, continuation of learning will be a top priority for our students and families. We must make sure communication of our plan, as well as communication of how to implement the plan, is made evident.

Action Steps for Communication of eLearning Contingency Plan

➢ In the event of a school and/or district closure, a ParentLink email, phone call and text will be sent to all families communicating the e-Learning Contingency Plan.

➢ Included in that communication will be information on how to access Edsby and Clever and begin eLearning.
➢ Hold a press conference to communicate our plan for continued instruction through the eLearning lessons.

➢ A link to the e-Learning Contingency Plan will be available on our website, HillsboroughSchools.org, with a link to a new page which outlines the eLearning plan in detail and provides easy-to-follow links to Edsby and Clever.

➢ A video demonstrating step-by-step instructions for accessing the eLearning Contingency Plan will be sent to families via email and text message, as well as posted prominently on HillsboroughSchools.org.

➢ Post links to the eLearning Contingency Plan on social media along with the recommendation that schools share it from their individual accounts.

➢ Post links to the new eLearning webpage on each of our schools’ own websites.