



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[CALHOUN]

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **[Calhoun] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: ____

Innovative learning Environment (distance learning at home with enrollment in your current school; daily asynchronous interaction with an instructor and time for asynchronous practice five days a week).

This option is for students in grade K – 8 who wish to continue their education full-time through an innovative learning environment but still maintain their connection to their enrolled schools. This option is intended to occur from August through December 2020. A student's learning and instruction will take place online with a teacher from their school Google Classroom. The student will be taught using the same curriculum that students are using in a traditional setting. This option provides a leaning model that reflects the district's commitment to providing students with high-quality instructional experiences with asynchronous time to complete assignments and have receive individual help as needed. All core subjects grade K – 8 will be available; however, because not all electives can be provided through an online environment, elective offerings are limited.

Students' success in our Innovative Option is dependent on both the student and parent's investment in this learning environment, and parents who elect to have their child participate in our Innovative Hybrid

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Option agree to monitor academic progress and coursework.

Parent and student responsibilities include, but are not limited to:

- Monitor students progress and contact the teacher(s) with any concerns
- Ensure student keeps pace within his/her courses and completes all assignments weekly

Students with Individual Educational Plans (IEP) and English Language Learner (ELL) Plans will be given special considerations to ensure that IEPs and ELL plans are followed and students will have access to certified and/or endorsed teachers as indicated in the students' plans. Teachers will continue to provide identified IEP/504 Plan documentation for all services, supplementary aids/services, and accommodations as if in traditional school as indicated in IEPs, ELL plans to the extent possible. ESE Teachers, Teachers of the Gifted, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Teachers of the Visually Impaired and Behaviorists, etc. will provide services identified on students' IEPs in order to provide FAPE.

All students will be provided devices, when needed, to access their classroom daily. Since the same curriculum is being taught in both our traditional and innovative options a student will be able to return to our brick and mortar schools when they their families feel comfortable. If a student is enrolled in our brick and mortar school and needs to move to innovative learning environment during the first semester, they will be able to do so at any point in the semester.

K – 5

Students will participate in asynchronous instruction daily using Google Classroom. A teacher will monitor the student's progress. Students will be given asynchronous time daily to complete their work and request assistance from a teacher when they need it.

6 - 8

Students will participate in asynchronous instruction daily using Google Classroom. A teacher will monitor the student's progress. Students will be given asynchronous time daily to complete their work and request assistance from a teacher when they need it.

Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

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Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: ____

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

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

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

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

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

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

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

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

Traditional, virtual and innovative schools in Calhoun will open on August 12, 2020. School will open with complete daily schedules, five days a week. Students will be required to attend school daily, for the full day of instruction. All School will offer all core curriculum and elective programs on all traditional campuses. All afterschool and extra-curricular programs will also begin at that time, following guidelines from the CDC and our local health department.

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

The Calhoun County School District will offer a full array of services for students as required by law to give parents options based on their needs while doing our part to help mitigate the spread of COVID-19. Three distinct options will be offered to students in Calhoun County which include Traditional, Virtual, and Innovative.

In the traditional option students will return to typical instruction on brick and mortar school campuses. All classes are taught by Florida certified teachers employed by the Calhoun County School District and all learning occurs in traditional classrooms with modifications provided promoting social distancing to the extent possible. Instruction is teacher led along with district led pacing guides which offer a full range of courses in grades PK-12. In addition to in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs) are provided, as appropriate for students with documented medical conditions.

In the virtual option, students will participate in online instruction away from school campuses. All

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classes are taught by Florida certified teachers with a full range of courses for grades K-12. If school campus closures become necessary, all students enrolled in the Calhoun Virtual Instructional Program would not be affected. Instruction in a full-time virtual environment offers more flexibility where students are self-paced based on their individualized schedule and learning preferences. Students who choose to enroll in the Calhoun Virtual Instructional Program must remain enrolled in virtual school for a complete semester unless a student's Individual Educational Plan Team determines otherwise.

The Innovative option is for students in grade K – 8 who wish to continue their education full-time through an innovative learning environment but still maintain their connection to their enrolled schools. This option is intended to occur from August through December 2020. A student's learning and instruction will take place online with a teacher from their school Google Classroom. The student will be taught using the same curriculum that students are using in a traditional setting. This option provides a learning model that reflects the district's commitment to providing students with high-quality instructional experiences with asynchronous time to complete assignments and have receive individual help as needed. All core subjects grade K – 8 will be available; however, because not all electives can be provided through an online environment, elective offerings are limited.

Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

Kindergarten students will be assessed using the *FLKRS/STAR Early Literacy Assessment* as well as the *iReady* diagnostic assessment within the first 30 days of school. Kindergarten students that score below 500 on the *FLKRS/STAR Early Literacy Assessment* will be placed in a six week intervention program to help get them caught up with their peers. *Letterland Intervention* curriculum will be used in the six week intervention program. *iReady* data will be used by teachers in the classroom to provide individual/small group instruction. After the completion of the six week intervention program kindergarten students will be reassessed using the *STAR Early Literacy Assessment* to determine if there is need for additional intervention support or if they are ready for release with no support. Kindergarten students will take the *iReady* diagnostic as well as the *STAR Early Literacy Assessment* in September, January, and April.

The *iReady* Assessment will be administered to students in first through eighth grade in August, January, and April. Data from each of these administrations will be used by classroom teachers to plan instruction based on strengths and weaknesses of each student.

The *STAR Early Literacy/STAR Reading* will be administered to students in first through eighth grade in August and then again the last week of each 9 week grading period. Data from each of these administrations will be used in conjunction with *iReady* data to plan classroom instruction. Adequate progress will be determined based on data points described in the K-12 Comprehensive Evidenced-Based Reading Plan. Classroom teachers will provide Tier 2 support to students in the classroom using evidenced based reading materials. Tier 3 students will receive intervention support from Title I Resource teachers outside the classroom using the *S.P.I.R.E.* program in first through fifth grade. Students in sixth through eighth grade will receive Tier 3 intervention support 3 to 5 days a week for 30 minutes outside the regular reading block. Teachers will use *Rewards*, *Focus on Reading*, and *S.P.I.R.E.* to deliver instruction.

The *STAR Reading Assessment* will be administered to all students in ninth and tenth grade. Tier 2 and Tier 3 students in ninth and tenth grade will receive additional support using the *LevelUp* piece found inside the *Collections* reading series as well as *Teengagement* to provide intervention and support. Students in eleventh and twelfth grade that scored a Level 1 or a Level 2 on the FSA and do not have a concordant score to graduate will also take the *STAR Reading Assessment*. Students in eleventh and twelfth grade that scored a Level 1 or a Level 2 on the FSA will be placed in an Intensive Reading class. The *STAR Reading Assessment* will be administered in August and the last week of each 9 week grading period. Data will be analyzed and used by classroom teachers to plan instruction.

Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

Calhoun County School District personnel will work with IEP teams (including parents) to determine needed services, including compensatory services for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams (including parents). Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, Chromebooks, or other electronic devices, as well as internet hot spots, will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program at home. Weekly, or more frequent, contact with teachers and therapists/counselors will be provided to each of these students. IEP teams will determine the need for compensatory services based on progress monitoring data for reading and math. Therapists and counselors will provide input to IEP teams (including parents) to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations. These decisions will be made within the first month of school after valid progress monitoring data can be gathered and analyzed. If determined necessary by IEP teams (including parents), compensatory services will be provided to students either during the school day or during after-school programs. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the internet. The Calhoun County School District will work with services providers to arrange for flexible work schedules so that SWD working from home can be served appropriately

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Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

ELLs will be administered assessments on the same schedule as non ELL students. Upon completion, of initial beginning of the year progress monitoring assessments, data will be compared to last year's data as well as the results of the WIDA Assessment given in the spring to determine areas of growth or regression. The committee will determine next steps based on review of the data.

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Dr. Debbie Williams

Contact information: email, phone number

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Date submitted

Superintendent Signature (or authorized representative)