



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2020-21 Florida's Optional Innovative Reopening Plan

[Baker County School District]

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto: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](mailto:reopeningplan@fldoe.org). This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] 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: \_\_\_\_\_

Baker County School District strongly feels that the best instruction offered is face to face in class instruction. Elementary, Middle and High school students will receive instruction in a traditional format of 5 days per week with 180 school days to meet the instructional minute requirements. The district will work hand in hand with the local health department to assure that the latest safety protocols are followed to the best of our ability. Cleaning of the facilities and safety protocols will be based on recommendations from the CDC and the Health Department. A major focus will be on teaching our students personal safety and hygiene habits.

For parents who do not feel that this is an option for their child, online virtual education through NEFEC My District, or FLVS are options. Also, Baker County is creating for grades K-12, a new virtual option, "***Baker County Virtual Classroom***", in which teachers from the district will be instructing through this platform. This will be synchronous instruction where students will be required to log in at the same time as the regular classroom. Google Classroom and Google Meets will be use as the virtual platform. Virtual students will see and hear the same instruction, have opportunities to interact with the teacher and classroom, and practice the same content (in digital form), as the brick and mortar classroom. Using this

## 2020-21 Florida's Optional Innovative Reopening Plan

model, in the event that a classroom or entire school is shut down, education can continue without major setbacks. If possible students may come to school for assessments, if not accommodations will be made.

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

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

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

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

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

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

**Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that

## 2020-21 Florida's Optional Innovative Reopening Plan

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.

Baker County School District is planning to continue traditional brick and mortar school. Students choosing the “Baker County Virtual Classroom” will follow the same daily schedule as traditional students.

Instruction will begin on August 10, 2020 and end on May 26, 2021.

The following is the daily (Monday- Friday) beginning and ending schedule by school:

BAKER COUNTY HIGH SCHOOL (259-6286)

7:00 A.M. .... Cafeteria Opens for Breakfast
7:25 A.M. .... First Bell
7:29 A.M. .... Tardy Bell
2:30 P.M. .... Dismissal Bell

BAKER COUNTY MIDDLE SCHOOL (259-2226)

7:00 A.M. .... Cafeteria Opens for Breakfast
7:25 A.M. .... First Bell
7:29 A.M. .... Tardy Bell
2:10 P.M. .... Dismissal Bell

KELLER INTERMEDIATE SCHOOL (259-4244)

8:30 A.M. .... Cafeteria Opens for Breakfast
8:45 A.M. .... Warning Bell
8:50 A.M. .... Tardy Bell
3:15 P.M. .... Walkers& Bus Dismissal
3:15 P M. .... Car Riders Dismissal

MACCLENNY ELEMENTARY SCHOOL (259-2551)

8:35 A.M. .... Cafeteria Opens for Breakfast

## 2020-21 Florida's Optional Innovative Reopening Plan

8:35 A.M. .... First Bell  
8:55 A.M. .... Warning Bell  
9:00 A.M. .... Tardy Bell  
3:10 P.M. .... Car Riders  
3:18 P.M. .... 1<sup>st</sup> Load Bus Students Dismissal

### WESTSIDE ELEMENTARY SCHOOL (259-2216)

8:35 A.M. .... Cafeteria Opens for Breakfast  
8:35 A.M. .... First Bell  
8:55 A.M. .... Warning Bell  
9:00 A.M. .... Tardy Bell  
3:10 P.M. .... Car Riders Dismissal  
3:18 P.M. .... Bus Students Dismissal

### PK/KINDERGARTEN CENTER (259-0405)

8:30 A.M. .... First Bell/Student Drop-offs Begin  
8:35 A.M. .... Breakfast  
8:55 A.M. .... Warning Bell  
9:05 A.M. .... Tardy Bell  
2:50 P.M. .... Car Riders  
3:10 P.M. .... Bus Dismissal

### CAREER ALTERNATIVE TEACHING SKILLS ACADEMY (259-0486)

7:30 A.M. .... Tardy Bell  
2:15 P.M. .... Bus Dismissal  
2:20 P.M. .... Dismissal Bell

**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.

Baker County School District believes that daily face to face instruction, with highly effective teachers, is the best opportunity for students to learn and grow and our focus will be on a traditional brick and mortar school schedule. All services and supports will be accessible to meet the needs of our students and stakeholders. Just as in years past, these services include but are not limited to: Bussing, ESE, Facilitation, Homeless, Mental Health, Guidance Counseling, Food Services, Health Services (Dental, Vision, School Nurses etc.), ELL, etc.

Students who chose virtual instruction will still be able to access services. Teachers and counselors will be in contact with students to facilitate services.

**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.

Baker County School District will continue, as in previous years, with progress monitoring at each grade level in Reading, Math, and Science. The LEA uses Renaissance STAR Early Literacy (Grades K,1, and 2), Renaissance STAR Reading and Math (Grades 1,2,3,4,5,6,7,and 8), IXL ELA and Math(Grades 3,6,7,8, and 9-12), iReady Reading and Math(Grades 4,5, and 7), Fast ForWord(Grades 1-5), Reading Assistant(Grades 1-5), Edmentum Reading, Math, and Science(Grades 1-5), MobyMax Reading, Math, and Science(Grades 1-12), USA Test Prep (Grades 6,7,8, and 9-12), and teacher created common benchmark assessments (all grades). These assessments are given quarterly to assess adequate progress and to adjust instruction or provide interventions based on student need. The LEA also monitors student progress through our Early Warning Systems in Skyward and Performance Matters. The School-based MTSS Leadership Team will review school-wide progress monitoring data and Early Warning Signs to determine what tiered student services will be offered for identified struggling students.

Students participating in the Baker County Virtual Classroom will have remote progress monitoring options. The options may include paper-based versions of web-based assessment products, one-on-one virtual assessments with their instructor, uploading video demonstration of a skill or task, or completing written assignments that show application of a learned skill.

If possible students will come to school for assessments if not accommodations will be made.

**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.

Baker County School District will provide guidance to IEP Teams to include identifying progress monitoring instruments for students with disabilities on both standard and access points. Upon reopening of school, immediately assessments will be used to identify the current performance levels of students with disabilities. For those students who show regression, the IEP team will meet to consider the student's current performance/critical skills/needs and what revisions are necessary, if any, to the student's IEP.

The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and continue to meet to make adjustments, as indicated. For those students for whom the parents have indicated concerns regarding the student's participation in and progress during distance learning, the IEP team will meet to consider the parent's concerns.

## 2020-21 Florida's Optional Innovative Reopening Plan



**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.

Upon re-opening of school, the district will provide each school with a list of all English Language Learners that have the data element codes LY (The student is an ELL and is enrolled in classes specifically designed for ELLs), LF (The student is being followed up for a two year period after having exited from the ESOL Program), or LA (The student has completed the two year follow up period after exiting the ESOL Program and is reported in this category for the next two years for the purpose of student subgroup reporting per the state ESSA Plan.) These English Language Learner data elements will alert the schools of all second language learner students that may have regressed during school closure.

The types of criteria schools will review for ELL students will include past grades history, past state assessment data, and past progress monitoring data compared to current school work and current progress monitoring data. Any ELL students of concern, will be referred to the school level ELL Committee to consider English for Speakers of Other Languages services (ESOL) that may require amending goals, increasing current services or adding additional services.

**Assurances 6 and 7 do not require additional narrative.**

**Acknowledgement**

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Everett Murphy Director of Teaching and Learning
<b>Contact information: email, phone number</b>
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<b>Date submitted</b>
7/27/2020
<b>Superintendent Signature (or authorized representative)</b>
<i>Everett A. Murphy</i>

