# FLORIDA DEPARTMENT OF EDUCATION
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# 2020-21 Florida's Optional Innovative Reopening Plan

## Orange County Public Schools

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

*Due: July 31, 2020*

## 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 **Orange County Public Schools 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 Model

The OCPS LaunchED@Home Model will provide the opportunity for students to continue to learn at home while remaining registered at their enrolled school. The model, which includes instruction with the same curriculum as in-person instruction, is the same for all school types. This model is designed for families who don't feel comfortable sending their children back to school, for the first semester. Parents who select the OCPS LaunchED@Home model are choosing to keep students at home five days a week. Opportunities to combine some face-to-face days for students who have chosen this model will be considered in the future.

Based on the number of parents who choose the OCPS LaunchED@Home model, students will be scheduled into classes where all students are learning from home through the OCPS LaunchED@Home model or where a portion of the students are learning from home through the OCPS LaunchED@Home model and a portion are learning at school through the face-to-face model. When all students in a class unit are enrolled in OCPS LaunchED@Home, then the teacher can use the existing web camera on their district laptop and remain stationary while instructing students. While the intent is to create as many full units of all OCPS LaunchED@Home students within a single

grade level or course at a brick and mortar school site as possible, the district acknowledges that this will not always be the case.

**OCPS LaunchED@Home Features**
- K-12 students able to learn from home
- Students are taught virtually by an OCPS teacher streaming live from their classroom or home
- Lessons taught during standard school hours
- Grades K-5 follow standard arrival and dismissal bells
- Grades 6-12 follow traditional period-by-period bell schedule
- Stay connected with enrolled school and community
- Continue receiving the services at enrolled school or in a real-time virtual manner
- Maintain enrollment status at enrolled brick-and-mortar school with ability to transition back to face-to-face instruction at the end of the semester or when possible

**Inside the Classroom**
- OCPS Teachers will provide daily instruction utilizing web conferencing technology
- The daily student-teacher interactions will provide a structure like that in a classroom setting where OCPS teachers will facilitate and guide student learning
- The curriculum and seat time will mirror face-to-face instruction
- Students will be able to engage and interact in breakout rooms with other peers participating in OCPS LaunchED@Home model in the same class
- Students will be able to engage and interact verbally and in writing with teacher and students attending class face-to-face through teacher led discussion and questioning

**Additional Supports**

In addition to live lessons, teachers can:

- Hold online class meetings
- Respond to individual students daily
- Provide real-time support and progress monitoring virtually
- Make appointments for face-to-face meetings with students as requested
- Request student services

**Specialized Instruction for Students with an Individual Education Plan**

As students return to school and instruction, OCPS will evaluate the needs of our students and provide services as appropriate. Parents will also have the following options if they choose the OCPS LaunchED@Home model.

- Students will be able to follow a regular school day schedule and view live teacher lessons from their OCPS device

**Students with Disabilities (SWD) Following General Education Standards**

- SWD that are on General Education Standards will follow the grade level standards with any appropriate accommodations
- SWD that need academic support in their general education classrooms, will receive virtual support and instruction from their General Education Teacher and their Special Education Teacher
- The Special Education Teacher will work in collaboration with the Regular Education Teacher
- SWD that are on General Education Standards and receiving support and services in a self-contained setting will receive virtual support and instruction from their Special Education Teacher

**Students with Disabilities (SWD) Following Access Point Standards**

- SWD that are on Access Point Standards will follow Access Point Standards with any appropriate accommodations

**Support Services**

- Many disability-related modifications and services may be effectively provided online
  - These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing (USDOE, 2020)
- ESE Staff members that provide services for specialized areas (Speech/Language, Occupational Therapy, Physical Therapy, Vision, Deaf/Hard of Hearing) will review student IEP's and determine which services can be done remotely
- In the event, that a service cannot be performed virtually, online, or telephonically, the parent will have the opportunity to schedule face-to-face services at their enrolled school
- Services conducted in a face-to-face environment will use enhanced safety and health protocols

## 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 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.

> OCPS is committed to ensuring every student has a promising and successful future, including access to high-quality, technology enhanced, face-to-face instruction in brick and mortar schools. All families will have the ability to choose the face-to-face model of instruction, if desired.  Schools will open for students at all schools on August 21, 2020.

## 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.

> **English Language Learners**
>
> - Highly qualified teachers will provide instruction in alignment with the Florida State standards and may use the Curriculum Resource Materials to ensure grade-level instruction
> - Teachers will ensure ELL scaffolds and accommodations are in place according to the ELLs' proficiency level
> - Progress monitor student performance and usage of ELL supports to access curriculum, i.e. content glossaries, cognate words, and graphic organizers with word banks, sentence stems, Thinking Maps, etc
> - Engage students in meaningful dialogue and increase participation through active and purposeful communication during their classroom lessons
> - Teachers will utilize ACCESS for ELLs Can Do Descriptors to accommodate assignments and assessments per student level and language proficiency
> - Teachers will utilize unit-specific cognates, vocabulary, content glossaries, dictionaries to minimize the assignment/assessment language demands
> - Teachers will plan to focus on the essential standards to drive instruction and include intentional scaffolds and accommodations for ELLs
> - Teachers will ensure that grades reflect content knowledge, not language acquisition
> - Teachers will provide scaffolds and accommodations for graded items
>   - Supplemental Supports for ELLs

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- K-5 Newcomers Non- English speakers will use Imagine Learning for a minimum of 30 minutes a week
- K-5 Summer Imagine Learning program will be extended throughout the 1st nine weeks to all ELLs to practice English Literacy and Math skills
- For Two-Way Dual Language programs, students will have access to a minimum of 30 minutes of I-Station
- ESOL 6-12 students will access Language Tree daily for a minimum of 30 minutes
- ESOL newcomer students in Developmental Language arts (reading) will use Systems 44 or Reading Plus a minimum of 30 minutes a day
- At select High Schools, ESOL Students will use 30 minutes a week of Applerouth
- 58 Title III Bilingual Paraprofessionals will provide academic support to ELL students at selected schools
- At selected elementary and middle schools, tutoring will be offered to ELLs focusing on reading and math
- Resource Teachers and Program Assistants will be assigned to assist schools with strategies and interventions for ELLs

## Specialized Instruction for Students with an Individual Education Plan

- IEP teams will continue to meet to discuss the needs of students
- OCPS will continue to provide specialized instruction at brick and mortar schools for students following both general education and access point standards through a variety of service models including, self-contained, resource, and inclusion
- OCPS will continue to support programs for gifted, deaf/hard of hearing, and visually impaired instruction at brick and mortar schools
- OCPS will continue to provide support services at brick and mortar schools including assistive technology, early intervention, speech and language therapy, occupational therapy, physical therapy, school health services, transition services, and ESE transportation
- To ensure that medically fragile students and those with significant cognitive emotional and cognitive disabilities continue in-person instruction safely, teachers, staff, behavioral support, and crisis management teams will have access to PPE, including gloves, masks, face shields and gowns, as necessary
- PPE must be worn by medically fragile students as well as those with significant cognitive and emotional disabilities just as their general education peers and staff when social distancing is not feasible
- If physical prompting or restraint of a medically fragile or exceptional student is necessary, PPE must be worn
- If a student has a medical plan, it will be followed according to the child's individualized needs

## Title I

*Parent and Secondary Engagement Liaisons-* Liaisons are charged with fostering partnerships between the school and families to support student achievement. At the elementary level, liaisons work alongside key instructional personnel to design parent workshop that allow families to learn a new academic skill or concept, engage in a practice opportunity and receive feedback. At the secondary level, liaisons coordinate workshops that support

families in navigating the landscape of secondary education leading to graduation. Liaisons also work alongside families of students who need additional support as a part of the Multi-Tiered Systems of Support processes. Additionally, all liaisons ensure families are aware of resources and opportunities district wide.

*Engage 360: Learn Where you Live* - The purpose of Engage 360 is to provide smaller, relevant parent workshops within the community. There will be five regional sessions offered annually in each learning community, for a total of 20 workshops. Workshops will occur in September, October, January, February and April on Wednesday afternoons during early release time. Topics were selected by surveying parents and principals at Title I schools. Topics include using digital tools for monitoring and other items that support a technology rich environment.

*Parent Academy* - The purpose of Parent Academy is to empower, engage and educate families and caregivers by providing high-quality training sessions, resources and access to skills and services. Families and caregivers are provided a choice of two adult training sessions, access to childcare during the event (ages 4-18), a free lunch and access to the exhibit hall.  Three face-to-face parent academies will be provided for all families in November, January, and March, if CDC, state and local guidelines permit gatherings. If they do not, the academies will be held virtually.

## Migrant Education

District migrant recruiters and advocates will communicate with families on a monthly basis to assist with communication between schools and the family and determine individual specific needs.  Schools will provide communication in both English and Spanish to Migrant families to update them on school specific guidelines and procedures.

## Homeless

Each brick and mortar school have school homeless coordinators.  Once a family has completed a Student Residency Questionnaire and qualify as experiencing homelessness, the school homelessness coordinator will reach out to determine specific needs for individual families.  District homeless liaisons will also reach out to individual high school seniors experiencing homelessness to assist in any needs as they prepare to transition out of high school.

## Foster Care

The OCPS Office of Student Advocacy supports community-based care agencies contracted by DCF regarding children in Foster Care and serves as the main point of contact for foster care designees in the schools. During face-to-face instruction, student advocacy focuses on key things such as keeping students in foster care in their school of origin, providing transportation to from the care location to the school location and providing counseling and other mental health services. During school reopening, all caregivers have been empowered by Embrace Families to decide the instructional model for students in their care. The Office of Student Advocacy will communicate with each caregiver to explain the option available and assists them in making the best selection for children in their care. For caregivers who select the OCPS LaunchED@Home model, counseling and other mental health services will be provided virtually and all students will be provided with a laptop and hotspot.

**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.

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The District Plan for Progress Monitoring details expectations for schools to gather re-entrance instructional data and continue monitoring student progress at specific points throughout the school year. A combination of existing progress monitoring assessment tools will be used to measure performance of students in various grade levels, curriculum groups, and subgroups as specified by Every Student Succeeds Act (ESSA). All tools offer the reporting of results at the level of instructional standards and/or learning concept, allowing identification of content-specific instructional gaps for individual students. Student-matched progress monitoring data from mid- and/or end-of-year administrations during the 2019-20 school year will serve as a point of comparison to determine learning gaps experienced during the disruption in educational services.

**State VPK Assessment**

Students attending voluntary prekindergarten (VPK) programs are administered the State VPK assessment at three assessment periods during the year, assessing skills in both reading and mathematics.

**Star Early Literacy**

Students attending OCPS VPK programs are administered the Star Early Literacy test, which assesses reading and mathematics skills at the domain and sub-level. This assessment will be administered three times during the year.

**i-Ready**

The i-Ready Diagnostic and Growth Monitoring assessments will be used to measure performance in English Language Arts (ELA) and mathematics for students in grades K-8. The i-Ready Diagnostic assesses students' skills in reading and mathematics at the domain and sub-skill level and will be administered at three points during the year. The Growth Monitoring assessments are administered at shorter intervals between Diagnostic windows and serve to monitor progress on skills in need of improvement that are identified during Diagnostic administration.

**Progress Monitoring Activities (PMAs)**

The PMAs are locally created interim assessments aligned to the standards of state-assessed courses that are not monitored by i-Ready. They will be administered to monitor science standards at the elementary level and science, social studies, ELA (grades 9 and 10), Algebra 1, and Geometry at the secondary level. PMA results are reported at the standard level and allow for instructional feedback of specific misconceptions and learning gaps. The PMAs are administered at three points during the year.

**NWEA**

The MAP suite of assessments developed by NWEA (formerly Northwest Evaluation Association) is planned to be administered to OCPS high school students this fall.

High School students in grades 9 and 10 will take the **Math Growth Course-Specific Math** assessment corresponding to the course below in which they are enrolled.

- Algebra 1
- Geometry
- Algebra 2

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High School students that have not met the Algebra 1 graduation requirement and are enrolled in other math courses, such as Liberal Arts Mathematics 1 (LAM 1), LAM 2, or Mathematics for College Readiness, would take the **MAP Growth Math FL.**

High School students would take **MAP Growth Reading FL** and **MAP Growth Language Usage FL** if they are taking:

- Grade 9 ELA or related courses
- Grade 10 ELA or related courses

MAP Reading Growth and Language Usage assessments are also appropriate for students in grades 11 and 12, so having them participate is an option.

- Grade 11 Reading Growth and Language Usage (Optional)
- Grade 12 Reading Growth and Language Usage (Optional)

## Minimum Required Participation

All students are required to participate in a minimum of three progress monitoring windows for the monitoring tool aligned to the specific grade level or enrolled course.

• The i-Ready Diagnostic will be administered at two intervals for all students: beginning of the year (BOY) and middle of the year (MOY)

• An additional administration of i-Ready at the end of the year (EOY) will be required for all students in grade K-3 for reading and all students in grades K-2 for mathematics

• The PMAs will be administered at three intervals: quarter 1, quarter 2, and quarter 3

• The State VPK assessment and Star Early Literacy will be administered to VPK students at three intervals: quarter 1, quarter 3 and quarter 4

## Additional Participation for Targeted School Populations

Students at schools identified for additional support will participate in two i-Ready Growth Monitoring windows, in addition to the minimum required progress monitoring participation. The first will occur between the BOY and MOY Diagnostic windows, and the second will occur between the MOY and EOY Diagnostic windows.

Data from the BOY and MOY Diagnostic windows will be analyzed and used to identify students and/or specific schools not already designated for additional support. Students in grades 4-8 identified by prior-window results will participate in the i-Ready EOY Diagnostic administration window.

## Tiered Support

Progress Monitoring Data will be used in both Face-to-Face brick and mortar and Innovative OCPS LaunchED@Home models to address tiers of support for students. Diagnostic data and district progress monitoring activities will be used to inform instruction for Tier I and to determine supports for small group, Tier II and/or Tier III instruction. In both models, students will receive dedicated time to address specific needs during small group, Foundational Basic Skills (FBS), and/or Extended Hour.

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*Tier 1*

Teachers will provide daily whole group instruction within the 90-minute block for all students, include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. In addition, teachers will provide differentiated instruction provided in small group within the classroom. During small groups, students should maintain a safe distance and wear a mask. While students are in small groups, other students may participate in enrichment centers or independent work. Whenever possible, learning center materials should be individualized and only used by one student. Materials may be brought back to the student's desk. Progress monitoring for students receiving Tier I support is ongoing and students are assessed three times annually using i-Ready.

*Small Groups/Tier II:*

Teachers provide differentiated instruction in teacher-led small groups based on student performance on identified focus standards/skills, while the remaining students will be engaged in differentiated learning center rotations. During small groups and learning center rotations, students should maintain a safe distance and wear a mask. Whenever possible, learning center materials should be individualized and only used by one student. Materials may be brought back to the student's desk. The allocation of time will be 30-45 minutes daily based on individual school schedules. Within small groups (between 5 to 8 students), the teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and providing enrichment opportunities. Progress monitoring for students receiving Tier II support is ongoing: bi-weekly. Analysis of student performance data occurs every 6-8 weeks.

*Tier III:*

Students are homogeneously pulled (3 to 5 students per group) for intensive support to target the students' skill deficits. During small groups, students should maintain a safe distance and wear a mask. The allocation of time will be 30-45 minutes daily based on individual school schedules. Students who do not demonstrate proficiency in foundational skills will receive instruction on explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, language acquisition, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Students who demonstrate proficiency in foundational skills and are efficient decoders can focus on reading comprehension strategies. Progress monitoring for students receiving Tier III support is ongoing weekly. Analysis of student performance data occurs monthly.

**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.

The district will work with school based IEP teams to identify students who may have regressed during school closures. Data collection using OCPS approved measures, as well as classroom data, will be reviewed when making a determination regarding regression.  IEP's will be reviewed by the school team in collaboration with the district to determine if compensatory services are required.  The need for such services will be individualized and based on data.

**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.

At the beginning of the school year, Teachers will request ELL Committee meetings to ESOL Compliance Specialists as they identify the needs of English Language Learners. ELL Committee meeting participants will have the opportunity to discuss and analyze ACCESS for ELLs, academic data, grades and curriculum, and educational and linguistic regression due to COVID-19. If English Language Learners' English reading, writing, listening or speaking skills have regressed during the school closure, the ELL Committee will determine the additional or supplemental ESOL services needed to support the English Language Learner (Assurance 5).  Each school will ensure to document and monitor on the ELL plan the student's regression, and the additional ESOL services that each student will receive. The Multilingual Services department will monitor, support, and provide additional training on supplemental supports or services for ELLs.

**ELL Committee:**
- ELL committee consists of an administrator or designee, classroom teacher, parent, and ESOL Compliance Specialist
- ELL committee will review end of year grades, ACCESS 2.0 results, i-Ready, Imagine Learning, Systems 44 data, and other student data
- ELL Committee may request a review of the student's progress at any time during the COVID-19 pandemic
- The committee may recommend or adjust supports according to ELL progress
- ELL committee meetings shall be available virtually or on-site
- Additional support may include pre-teaching and front-loading vocabulary, cognates, purposeful grouping, and supporting standards.
- The district will continue to promote the use of the ELL scaffolds for assignments and assessments according to language level during grade-level instruction embedded in the Curriculum Resource Materials (CRMs)
- ESOL paraprofessionals will be trained on pre-teaching reading strategies to provide an additional layer of support for ELL Non-English Speakers (NES)
- Imagine Learning will continue to be available for newly arrived NES students to develop their English language proficiency skills

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

## Acknowledgement

The district verifies the information in this form.

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|---|---|
| **Name and title of person responsible for completion and submission of the Innovative Reopening Plan** | |
| Barbara M. Jenkins, Superintendent | |
| **Contact information: email, phone number** | |
| barbara.jenkins@ocps.net          407-317-3200 ext. 200-3209 | |
| **Date submitted** | |
| 7-20-20 | |
| **Superintendent Signature (or authorized representative)** | |
| *Barbara M. Jenkins* | |

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