



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Hamilton County School District]

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 **[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: P. 16-22_____

This model will be used by all students in grades PK – 12 in the Hamilton School District excluding the district's DJJ facility. It is outlined in the attached plan approved by the school board on July 14, 2020. In summary, students will be assigned to a brick and mortar teacher who will teach students physically in the classroom along with other students who chose to remain at home through one of the district's live computer platforms. Students in this option may remain at home or attend school on a basis that meets their needs with the intent to help the student move back to a full-time attendance at the school site. Students in this model will receive the exact instruction given to the students in the classroom and opportunities will be given for interaction with other students as deemed possible and to stay in compliance with any privacy policies that may be applicable. Instruction will be recorded and made available at times other than the normal schedule should a student need that option. Time is built into the daily schedule for intensive instruction that students using this model will have access to as indicated by their academic data.

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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: ___P. 7-15__

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

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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.

The Hamilton School District Schools will open for full time 5 day a week students on August 10th. This would only change should there be guidance from the Department of Health or the Governor's office that a delay in the opening date should be made. Hamilton County Middle / High School and Hamilton County Elementary School and will operate on a traditional school day schedule at the elementary school and a 7-period day at the high school.

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.

As mentioned previously, the brick and mortar schools will operate on the normal schedule used prior to the COVID-19 closure. All services that have been provided previously will be continued in the daily schedule. Student data is evaluated and needed services are provided by staff. Services for students with an IEP will receive assistance through the ESE department and their staff. ELL and migrant students will have access to staff the work with these students including bilingual services to ensure their ability to have access to the same instruction as other students. Hamilton County has a 100% free and reduced rate which indicates a low socio-economic living environment for most of the students. Staff have received professional development in working with low income students and the issues faced on a daily basis by these students. The Coordinator of Federal Programs oversees the homeless program and provides a parent liaison that works directly with families to provide materials and needed services to ensure student success at school. Each student in grades K – 9 are scheduled for an intensive instruction class that focuses on areas needing improvement as well as opportunities for acceleration. These grouping of student is fluid and changes as the data indicates.

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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.

Progress monitoring data is vital to the instructional program in the district. There is a well-defined schedule for progress monitoring using both summative and formative assessments. I-Ready is used in grades K – 8 at the beginning of the year and then quarterly to chart student progress and make necessary adjustments to student services and to curriculum maps. Formative assessments are given throughout the grading periods which have been constructed in the format of the FSA and EOC assessments targeting specific standards that students have completed. Instruction is adjusted based on these results and the grouping of the intensive instruction periods are adjusted as targeted instruction is developed to remediate or accelerate students. Other grade levels will use district developed assessments in the format of the FSA and EOC assessments using the Performance Matters program to distribute the assessments to the students. Results of these assessments are shared with the grade level teams by the school administration along with district level support to develop the plan for the next grading period and to determine the focus for strategies to be used, especially with our special populations whose data may not have shown adequate progress. We have been using this process for the past three years and have seen our academic performance increase with the focus on the most up to date data for student performance. Targeted instruction is the basis for our academic program and the data collected from these progress monitoring assessments are the key to student success.

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.

Parents are provided information on the Hamilton County Instructional Service Options available to all students. ESE services will be determined by the IEP team on an individual basis according to the needs of the student(s).

The IEP team will determine the most appropriate services, based on student's needs for the service delivery model chosen by the parent, and may include speech and language therapy, occupational therapy, physical therapy, behavioral support and counseling service.

The IEP team will make an individualized determination as to whether 1) compensatory services are needed under applicable standards and requirements. The team will determine the impact, if any, that COVID school closure had on a student's present levels of performance, skills and current needs and how educational services may need to be adjusted accordingly, to match current levels of performance and student needs, and 2) what additional or compensatory services if any, will be appropriate to help a student more quickly close the gap caused by the COVID pandemic. IEP teams will determine student need based on the analysis of data collected before school closure occurred, during distance learning/school closure period, during summer, parent collected data and other data collected.

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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.

As the data of our various subgroups of students is reviewed, an improvement plan is put into place to meet the needs of specific students or group of students. ELL students are reviewed with the same level of rigor that all the district students receive. ELL teachers and paraprofessionals are available at both of the district's schools to allow for intensive interventions should they be needed. Computer assisted instruction is also made available to ELL students when appropriate. Being a small district it is very easy to identify the students individually regardless of their subgroup to deliver intensive remediation for targeted skills.

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
Rex L. Mitchell
Contact information: email, phone number
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Date submitted
Superintendent Signature (or authorized representative)