



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Holmes County School District

Due: July 31, 2020

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

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: _____

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

This option is for students in grades K-12 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 virtually from August through December 2020. A student's learning and instruction will take place online with a teacher via web conferencing technology. The student will be able to interact with their teacher and their peers while being taught using the same curriculum as students who are 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 synchronized real-time interaction with a teacher(s) each school day for every class and asynchronous time to complete assignments and receive individual help as needed. All core subjects grade K-12 will be available; however, because not all electives can be provided through an online environment, elective offerings are limited.

2020-21 Florida's Optional Innovative Reopening Plan

Students' success in our Innovative Learning Digital Academy 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 Learning Environment agree to monitor academic progress and coursework.

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

- Monitor student progress and contact the teacher(s) with any concerns
- Ensure student keeps pace within his/her courses and completes all assignments weekly
- Ensure student's daily participation in classes and adherence to the daily class schedule

Students with Individual Educational Plans (IEP) and English Language Learner (ELL) Plans will be given special consideration to ensure that their IEPs and ELL plans are being followed and will have access to certified or endorsed teachers in our district daily. Teachers will continue required IEP/504 Plan documentation for all services, supplementary aides/services, and accommodations as if in traditional school. VE Teachers, Support Facilitation Teachers, Gifted Teacher, Speech and Language Pathologists, Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired/Orientation & Mobility Specialist, Behaviorists, etc. will provide services identified on student IEP's in order to provide FAPE.

All students will be provided devices, when needed, to access their classrooms 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 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 and teachers will hold live synchronous and asynchronous instruction daily using Blackboard Collaborate and Google Classroom. Students will be able to interact with their teacher and peers during whole group lessons, in small group work, and one-on-one as needed throughout the daily lessons. Students will be given asynchronous time daily to complete their work and request assistance from their teacher when they need it.

6-12

Students and teachers will hold live synchronous and asynchronous instruction daily using Canvas. Students will be able to interact with their teacher and peers during whole group lessons, in small group work and one-on-one as needed throughout the daily lessons. Students will be given asynchronous time daily to complete their work and request assistance from their teacher when they need it.

2020-21 Florida's Optional Innovative Reopening Plan

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.

Traditional, virtual, and innovative schools in Holmes will open on August 19, 2020. Schools 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 schools 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.

Our traditional schools will offer all instructional and extra-curricular programs in person that were offered prior to distance learning last spring. Our virtual and innovative students will be allowed to participate in all extra-curricular programs in our district at our traditional schools.

- Due the lower number of identified vulnerable student populations (students from low-income families, students of migrant workers, students who are homeless, and students in foster care) in our school district, our schools will be able to reach out to each of our student's families or guardians prior to our return to our traditional and innovative school environments. During this initial contact we will explain each of our reopening educational options and assist our families' in making the best decisions for their returning students. Families that indicate they will need additional support in returning their students to the brick and mortar school will be provided services from our school district or will be assisted in receiving services from outside agencies prior to schools opening.
- All brick and mortar and innovative students will continue to receive free breakfast lunches through Community Eligibility Provision.
- Foster care and homeless students will be able to attend their out of zone school regardless of their reported home address.
- Vulnerable students will receive all services and interventions including but not limited to therapies, academic tutoring, social services typically provided our counseling providers – social emotional, and mental health therapies.
- In addition to extended academic supports, each of our schools has at least one school counselor and assigned mental health facilitator to provide students with mental health screening, assessment, diagnosis, interventions, and services needed to support students coping with matters

2020-21 Florida's Optional Innovative Reopening Plan

related to the pandemic or with other social/emotional/ behavior issues that may have been escalated due to extended school closures.

- We will continue to provide our students with all tiers of MTSS in traditional, innovative and virtual instruction.

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 is completed three times yearly (August, January, and May), to receive baseline, mid-year and final data on each student. All K-8 students are progress monitored in ELA and Math using i-Ready. Students enrolled in high school reading programs are progress monitored using Achieve 3000 and students enrolled in Algebra 1 and Geometry are progress monitored using Imagine Math.

All progress monitoring assessments are computer-based assessments that provide instant results for our students. The results are analyzed by our school-based curriculum coordinators and classroom teachers to determine any extra help that is needed for students and to help with placement in instructional groups.

All of our progress monitoring programs set individual online learning paths in their programs for our students. Students are required to work in their curriculum paths weekly in class. Curriculum coordinators and classroom teachers monitor students' work in the programs to ensure that progress is being made between monitoring assessments and readjust instructional groupings.

Intervention and tiered support for our students will be offered in each of our instructional options. Students who need additional help will be assigned individual and group instruction daily with their certified teacher in math and their reading certified or endorsed teacher in ELA. Teachers will continue to follow the guidelines in our Holmes County School District Multi-Tiered Support System (MTSS) manual to ensure our students needs are met. Parents will be given an option of a face-to-face or online meeting, using Blackboard Collaborate, as their student moves through the MTSS phases.

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.

2020-21 Florida's Optional Innovative Reopening Plan

IEP teams will convene IEP reviews virtually using Blackboard Collaborate to determine current needs of each student. Each school will collect and analyze data from various sources such as performance/progress data before school closure, performance/progress data shared by parents, performance/progress data collected during a reasonable period of time after school reopens and instruction resumes, etc. Compensatory services will be based on appropriate and sufficient data. Therefore, IEP reviews will be prioritized according to needs of each student and the IEP teams will determine the need for compensatory services, if needed. If the IEP determines the need for compensatory services to lessen the impact of the COVID-19 school closure on the student's progress, then it will be written into the IEP document.

- Students learning through Access Points 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, iPads, or other electronic devices, as well as internet hot spots, will be provided to students whose parents choose innovative learning.
- Students whose families select innovative learning or virtual will continue to receive all of their IEP services through Blackboard Collaborate with a certified ESE teacher or licensed therapist.

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.

After the completion of the baseline progress monitoring, our district ELL coordinator will review the data with each school's ELL team and the student's ESOL endorsed teacher(s) to determine if the student has regressed or needs additional support. If so, the district ELL coordinator and school team and teachers will develop an instructional plan for the student and monitor the student's weekly progress using Imagine Learning's ELA for ELLs online curriculum.

- District ELL team will continue to support school-based ELL Committees with analyzing student's scores from standardized assessments including progress monitoring, FLKRS, ACCESS and FSA to determine if they are continuing to make expected progress.
- District ELL team will work with school based ELL Committees to review core academic performance in core academic subjects in all three educational options each nine weeks to make sure ELL students are making satisfactory progress.
- District ELL team will support teachers and students with strategies to ensure student receive interventions to address regression and proficiency needs throughout the school year.

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

2020-21 Florida's Optional Innovative Reopening Plan

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
July 30, 2020
Superintendent Signature (or authorized representative)
