



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

**Florida A&M University  
Developmental Research School**

Submit to the following email address: [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org)

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

*Due: July 31, 2020*

## 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: \_\_\_\_\_

Though, through the implementation of this plan, we would strive to keep COVID-19 off of our campus, it is imperative that it is understood that because Florida Agricultural and Mechanical University Developmental Research School (FAMU DRS) is a K-12 lab school and district, any instances of COVID-19 found on our campus could have a devastating impact on our extremely small population. Unlike larger districts, because all of our facilities are on a singular campus in close proximity and because we have such a relatively small student population and relatively small faculty, regardless of safety measures such as social distancing initiatives, masks, etc., our risk of outbreak is significantly higher in comparison to larger districts.

As such, FAMU DRS will begin the 2020-2021 school year in August 2020 and parents/guardians will have the opportunity to choose between three different instructional/learning options for their child(ren): Hybrid Option, Distance Learning Option, and 5-Day In-Person Option.

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### Hybrid Option

The Hybrid Option will adhere to social distancing guidelines and FAMU DRS is recommending 15 or fewer students for each physical, in-person class. Students will be on campus, physically in classes two days a week, will be required to Zoom into classes two days a week at their scheduled class times, and will be online for progress monitoring on Fridays [with the exception of those students who request to be on campus for the 5-Day In-Person Option and students identified to be on campus for face-to-face instruction and/or student-related services (i.e., ESOL/ELL students, students with IEPs, etc.)].

Each school – elementary, middle, and high schools – will be divided into two alternating groups (as detailed below).

#### Group A

- Grades K-5 (half of the Hybrid and 5-Day enrolled elementary students)
- Grades 6-8 (all Hybrid and 5-Day enrolled middle school students)
- **Monday, Wednesday: Students are on campus, physically in classes (Middle School – Grades 6-8; Elementary – Group A, Grades K-5)**
- Tuesday, Thursday: Students are required to Zoom into class **at their regularly scheduled class times** from home; attendance will be taken on these days. (Zoom links and recordings will be posted in Google Classroom as a resource for students and parents.)
- Friday: Each Friday, students will participate in progress monitoring activities in the classes in which they are enrolled. Students may be on campus or digitally/virtually participating in progress monitoring activities. (The campus will also go through a deep-clean, within the constraints of students and faculty being on campus.)

#### Group B

- Grades K-5 (half of the Hybrid and 5-Day enrolled elementary students)
- Grades 9-12 (all Hybrid and 5-Day enrolled high school students)
- **Tuesday, Thursday: Students are on campus, physically in classes (High School – Grades 9-12; Elementary – Group B, Grades K-5)**
- Monday, Wednesday: Students are required to Zoom into class **at their regularly scheduled class times** from home; attendance will be taken on these days. (Zoom links and recordings will be posted in Google Classroom as a resource for students and parents.)
- Friday: Each Friday, students will participate in progress monitoring activities in the classes in which they are enrolled. Students may be on campus or digitally/virtually participating in progress monitoring activities. (The campus will also go through a deep-clean, within the constraints of students and faculty being on campus.)

#### Groups A & B

- School Hours: 8:00 am – 3:00 pm (Students are to report directly to their class upon arrival; there will be no loitering in the courtyard or in any other areas on the campus.)
- No students will be allowed on campus prior to 7:30 am and all students must be picked up by 3:20 pm.
- Students are required to wear the official FAMU DRS uniform while on campus; please visit the *All Uniform Wear* store at **1989 Capital Circle NE #4** for official FAMU DRS uniforms.
- Students are required to wear masks at all time while on campus.
- When Zooming into class, students are required to adhere to proper Zoom/Digital Meeting etiquette
- Breakfast/Lunch – On-Campus Days:
  - Breakfast: Bagged – Students will have the opportunity to obtain a bagged breakfast as they enter campus. They are to then take their breakfast immediately to their 1<sup>st</sup> period/homeroom class to eat their breakfast. Clean-up time for breakfast will be incorporated into all teacher's 1<sup>st</sup> period/homeroom scheduled.
  - Lunch: Bagged – Students will receive bagged lunches.
- Breakfast/Lunch – Off-Campus/Zoom Days: Students are able (and encouraged) to pick up a bagged breakfast and lunch each morning from 7:30 am – 8:30 am (Pick Up Location: Orange Avenue breakfast/lunch distribution station)

### Distance Learning Option

The Distance Learning Option will entail enrolled students participating in all their FAMU DRS classes exclusively through the FAMU DRS Distance learning platform. Students will synchronously Zoom into classes (at regularly scheduled class time) and participate in their classes with their teacher and peers.

#### Distance Learning Students

- School Hours: 8:00 am – 3:00 pm
  - Teacher availability: 7:30 am – 3:30 pm, Monday – Friday
  - Students will have schedules and teachers will provide course requirements and expectations.
  - Students will attend regularly scheduled classes through Zoom and will be responsible for all assignments, activities, and assessments.
  - Attendance will be taken daily, Monday – Friday and students are expected to be in class (through Zoom) 8:00 am – 3:00 pm. Students not in attendance will be marked absent.
- When completing live lessons and video conferences, students are required to adhere to proper Zoom/Digital Meeting etiquette.

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- FAMU DRS Distance learning students will be loaned a Chromebook (one per student) for the time they are FAMU DRS Distance Learning students.
- Breakfast and Lunch: Students participating in the FAMU DRS Distance Learning platform are able (and encouraged) to pick up a bagged breakfast and lunch each morning from 7:30 am – 8:30 am (Pick Up Location: Orange Avenue Breakfast/Lunch Distribution Station)
- Distance learning students are eligible to participate in FAMU DRS athletics/sports and extracurricular activities (i.e., clubs and organizations).
  - Distance learning students participating in athletics/sports are only able to go on campus for practices and games. (Students are not allowed to go to classrooms, buildings, the courtyard, or anywhere else on campus other than the practice/game locations.)
  - Distance learning students participating in extracurricular activities are only able to go on campus for planned, scheduled meetings; however, virtual meetings are encouraged.
- Distance learning students participating in the FAMU DRS Distance learning option are considered official FAMU DRS students.
- E-books and online supplemental materials and resources will be utilized when available. When not available, physical textbooks (or comparable resources) will be available for check-out.
- All FAMU DRS administrators and teachers will be in on-going distance and virtual learning professional development throughout the year to ensure we meet the needs of all students.

### 5-Day In-Person Option

The 5-Day Option will adhere to social distancing guidelines and FAMU DRS is recommending 15 or fewer students for each physical, in-person class. Students will be on campus, physically in classes five days a week and will participate in progress monitoring in class on Fridays.

- School Hours: 8:00 am – 3:00 pm (Students are to report directly to their class upon arrival; there will be no loitering in the courtyard or in any other areas on the campus.)
- No students will be allowed on campus prior to 7:30 am and all students must be picked up by 3:20 pm.
- Students are required to wear the official FAMU DRS uniform while on campus; please visit the *All Uniform Wear* store at **1989 Capital Circle NE #4** for official FAMU DRS uniforms.
- Students are required to wear masks at all time while on campus.
- Breakfast/Lunch:
  - Breakfast: Bagged – Students will have the opportunity to obtain a bagged breakfast as they enter campus. They are to then take their breakfast immediately to their 1<sup>st</sup> period/homeroom class to eat their breakfast. Clean-up time for breakfast will be incorporated into all teacher's 1<sup>st</sup> period/homeroom scheduled.
  - Lunch: Bagged – Students will receive bagged lunches.

### School-wide Considerations

- **Athletics/Sports:** TBD – FAMU DRS will adhere to FHSAA and CDC requirements and guidelines.
- **After School Services:** Students not picked up by 3:30 pm must be in registered, approved afterschool care.
- **Extracurricular Activities:** Clubs and organizations may continue to operate with social distancing guidelines met. Virtual meetings are recommended.
- **On-Campus Visitors:** Extremely limited visitors on campus (including volunteers and guest speakers); parent conferences may be held virtually or with social distancing requirements met.
- **Field Trips:** There will be **no** in-person field trips; virtual field trips are recommended.
- **ALL STUDENTS & STAFF MUST BE OFF CAMPUS BY 5:00 PM.** (All programs must end by 4:30 pm.)
- **Health/Safety Measures:** Temperature checks will be completed **DAILY** as students arrive at school. (Students will not be allowed to exit their cars/transportation or enter any buildings or classrooms if they are running a temperature or exhibiting any type of illness). **ONLY** those students who are walking to school or riding the bus will stop at the main office gate temperature check station prior to being allowed to come on campus. All other students will utilize the Orange Avenue entrance for drop off, parking, and temperature checks. [Students may **NOT** enter the main office for any reason other than dual enrollment, documented appointments (scheduled during on-campus days only), or emergencies. Students may **NOT** come on campus after 8:30 am for any reason; late students (after 8:30 am) will have to return on their next scheduled on-campus day.]
- While on the FAMU DRS campus, students and staff are **required** to wear masks and practice social distancing at all times.
- Each time a student is found to have a temperature of 100.4° or above will be required to remain home and Zoom into classes for 72 hours.

## 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.

District Reopening Date: August 19, 2020

District End Date: May 28, 2021 (Students); June 2, 2021 (Teachers)

For the 2020-2021 school year, parents/guardians will have the opportunity to choose between three different options: 1. the Hybrid Option, 2. the Distance Learning Option, and, 3. in accordance with Executive Order 20-149, the 5-Day In-Person Option.

#### 5-Day, In-Person Option

The 5-Day Option will adhere to social distancing guidelines and FAMU DRS is recommending 15 or fewer students for each physical, in-person class. Students will be on campus, physically in classes five days a week and will participate in progress monitoring in class on Fridays.

- School Hours: 8:00 am – 3:00 pm (Students are to report directly to their class upon arrival; there will be no loitering in the courtyard or in any other areas on the campus.)
- No students will be allowed on campus prior to 7:30 am and all students must be picked up by 3:20 pm.
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- Students are required to wear masks at all time while on campus.
- Breakfast/Lunch:
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  - Lunch: Bagged lunches – Students will receive bagged lunches.

#### School-wide Considerations

- **Athletics/Sports:** TBD – FAMU DRS will adhere to FHSAA and CDC requirements and guidelines.
- **After School Services:** Students not picked up by 3:30 pm must be in registered, approved afterschool care.
- **Extracurricular Activities:** Clubs and organizations may continue to operate with social distancing guidelines met. Virtual meetings are recommended.
- **On-Campus Visitors:** Extremely limited visitors on campus (including volunteers and guest speakers); parent conferences may be held virtually or with social distancing requirements met.
- **Field Trips:** There will be **no** in-person field trips; virtual field trips are recommended.
- **ALL STUDENTS & STAFF MUST BE OFF CAMPUS BY 5:00 PM.** (All programs must end by 4:30 pm.)
- **Health/Safety Measures:** Temperature checks will be completed **DAILY** as students arrive at school. (Students will not be allowed to exit their cars/transportation or enter any buildings or classrooms if they are running a temperature or exhibiting any type of illness). **ONLY** those students who are walking to school or riding the bus will stop at the main office gate temperature check station prior to being allowed to come on campus. All other students will utilize the Orange Avenue entrance for drop off, parking, and temperature checks. [Students may NOT enter the main office for any reason other than dual enrollment, documented appointments (scheduled during on-campus days only), or emergencies. Students may NOT come on campus after 8:30 am for any reason; late students (after 8:30 am) will have to return on their next scheduled on-campus day.]
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#### Hybrid Option

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classes two days a week at their scheduled class times, and will be online for progress monitoring on Fridays [with the exception of those students who request to be on campus for the 5-Day In-Person Option and students identified to be on campus for face-to-face instruction and/or student-related services (i.e., ESOL/ELL students, students with IEPs, etc.)].

Each school – elementary, middle, and high schools – will be divided into two alternating groups (as detailed below).

### Group A

- Grades K-5 (half of the Hybrid and 5-Day enrolled elementary students)
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- Friday: Each Friday, students will participate in progress monitoring activities in the classes in which they are enrolled. Students may be on campus or digitally/virtually participating in progress monitoring activities. (The campus will also go through a deep-clean, within the constraints of students and faculty being on campus.)

### Group B

- Grades K-5 (half of the Hybrid and 5-Day enrolled elementary students)
- Grades 9-12 (all Hybrid and 5-Day enrolled high school students)
- **Tuesday, Thursday: Students are on campus, physically in classes (High School – Grades 9-12; Elementary – Group B, Grades K-5)**
- Monday, Wednesday: Students are required to Zoom into class **at their regularly scheduled class times** from home; attendance will be taken on these days. (Zoom links and recordings will be posted in Google Classroom as a resource for students and parents.)
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### Groups A & B

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### Distance Learning Option

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### Distance Learning Students

- School Hours: 8:00 am – 3:00 pm
  - Teacher availability: 7:30 am – 3:30 pm, Monday – Friday
  - Students will have schedules and teachers will provide course requirements and expectations.
  - Students will attend regularly scheduled classes through Zoom and will be responsible for all assignments, activities, and assessments.
  - Attendance will be taken daily, Monday – Friday and students are expected to be in class (through Zoom) 8:00 am – 3:00 pm. Students not in attendance will be marked absent.
- When completing live lessons and video conferences, students are required to adhere to proper Zoom/Digital Meeting etiquette.
- FAMU DRS Distance learning students will be loaned a Chromebook (one per student) for the time they are FAMU DRS Distance Learning students.
- Breakfast and Lunch: Students participating in the FAMU DRS Distance Learning platform are able (and encouraged) to pick up a bagged breakfast and lunch each morning from 7:30 am – 8:30 am (Pick Up Location: Orange Avenue Breakfast/Lunch Distribution Station)
- Distance learning students are eligible to participate in FAMU DRS athletics/sports and extracurricular activities (i.e., clubs and organizations).



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- Distance learning students participating in athletics/sports are only able to go on campus for practices and games. (Students are not allowed to go to classrooms, buildings, the courtyard, or anywhere else on campus other than the practice/game locations.)
- Distance learning students participating in extracurricular activities are only able to go on campus for planned, scheduled meetings; however, virtual meetings are encouraged.
- Distance learning students participating in the FAMU DRS Distance learning option are considered official FAMU DRS students.
- E-books and online supplemental materials and resources will be utilized when available. When not available, physical textbooks (or comparable resources) will be available for check-out.
- All FAMU DRS administrators and teachers will be in on-going distance and virtual learning professional development throughout the year to ensure we meet the needs of all students.

### 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.

In accordance with Executive Order 20-149, the 5-Day In-Person Option is available for all students.

#### 5-Day, In-Person Option

The 5-Day Option will provide 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.

Students enrolled in the 5-Day Option will be on campus, physically in classes five days a week and will participate in progress monitoring in class on Fridays.

Regardless of instructional platform chosen, all students will receive documented services in adherence to any IEP, 504, or ELL plans.

All students, regardless of instructional platform chosen, will have the opportunity to receive breakfast and lunch and will have the opportunity to participate in all prescribed activities.

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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.

**NWEA MAP Growth** will be administered by the district in September 2020, January 2021, and April 2021. Students in Grades K-12 participate in this progress monitoring assessment. The NWEA MAP Growth results are utilized by teachers and administrators in determining students' academic standing and academic progress in English/Language Arts/Reading, Math, and Science and to determine intervention, maintenance, and acceleration services, as necessary. The Student Support Services Department, including our ESE, Gifted, and ESOL/ELL Departments, review the results to ascertain students' academic standing and progress, provide necessary services, and potentially revise plans as necessary based upon results and consultations. Student Support Services personnel will provide services through in-person and virtual consultations, meetings,

**FAIR-FS** will be administered by the district in September 2020, February 2021, and April 2021. Students in Grades 3-10 participate in this progress monitoring assessment. The FAIR-FS results are utilized by teachers and administrators in determining students' academic standing and academic progress in English/Language Arts/Reading – specifically in alignment with Florida Standards Assessment categories – and to determine intervention, maintenance, and acceleration of services, as necessary. The Student Support Services Department, including our ESE, Gifted, and ESOL/ELL Departments, review the results to ascertain students' academic standing and progress, provide necessary services, and potentially revise plans as necessary based upon results and consultations.

### 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 school district uses a multi-tiered system of supports to make K-12 data-based decisions about the intensity and duration of behavioral and academic supports and services necessary for students. At Tier I, teachers implement the General Education curriculum, the Florida Standards, and strategies that are aligned with the school-wide behavioral discipline policy, class-wide behavioral plan, and the character education curriculum. Academic success and progress are measured using teacher assessments, FAIR scores, NWEA MAPS benchmark assessments, and others as they are available. Behavioral success and progress are monitored using the Classroom Dojo, a behavioral monitoring database that is accessible to administrators, teachers, and parents. If adequate progress is not made, identified students are considered for Tier II supports and/or services. However, in order for Student Support Services personnel to rule out classroom management and/or instructional concerns, school and class-wide data are analyzed to determine frequency of concerns in relevant classroom(s). If classroom management and/or instruction is ruled out, then the IEP team meets to determine the scientific research-based interventions received by the student at Tier II. In addition to the General Education and character education curriculum, the frequency and duration of supports are increased and progress monitoring occurs bi-weekly using various tools, such as curriculum based assessments and Classroom Dojo. If adequate progress is not made at Tier II, Tier III supports and/or services for the student are considered by the IEP team. At Tier III, the student receives scientific research-based interventions, as determined by the IEP teams, at a greater intensity (frequency and duration). It is determined that the student is not making adequate progress if academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups. Also, if the student continues to need interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress. The IEP team also takes into consideration if the student has been provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled. Our IEP team will review regression data and provide compensatory services to students as needed.

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To maximize individual student success, parents are invited in to participate as part of the RTI decision making team and IEP team. Parents are encouraged and given opportunity to give input and offer feedback in developing interventions for their student. Parents who attend the meeting, or are unable to attend, are given notification and asked for a signature of consent for intervention activities. The mission of the interventions are established at that time, which are to identify the learning needs of the student and provide the academic, emotional, behavioral and social support needed to succeed in school by implementing interventions within the classroom as needed. Student progress data is shared with the parents on a regular basis. Teachers set up times to meet/talk with parents to discuss progress monitoring as the interventions are being implemented.

Parents are trained and encouraged to utilize the following tools for daily access to their student's progress: (a) Classroom Dojo (behavior); (b) Focus (academic & behavior); and (c) Google Classroom (academic). On-going communication with parents about student academic and behavioral progress is made mid-nine weeks on academic progress reports and at the nine-week mark with quarterly report cards. An additional progress report for students with IEP's is sent with the quarterly report card to update parents on the IEP goals mastery.

During progress monitoring, teachers collect and prepare a variety of data about student learning which includes, but is not limited to, classroom assessments, district/school assessments, annual state assessments, curriculum based tests, classroom projects, teacher-made tests, beginning, interim and final benchmarking, behavioral observation tools, as well as student responses to interventions. Teachers examine evidence from multiple data sources in order to reveal and compare patterns of student achievement and determine areas of student strengths and weaknesses among same grade/age level peers.

The school uses a multi-tiered system of supports to make data-based decisions about the intensity and duration of behavioral and academic supports and services necessary for our students. If adequate progress is not made for any tier (Tier I, Tier II, or Tier III), identified students are considered for appropriate supports and/or services, regardless of whether the student is participating in the 5-Day In-Person, Hybrid, or Distance Learning Instructional Platform.

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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.

The district continues to work with the ELL Committee to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Using progress monitoring tools and measurements including teacher assessments, FAIR scores, NWEA MAPS benchmark assessments, and others as they are available, the ELL Committee identifies ELLs who have regressed, determines if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed, and implements plans to provide services as they are deemed necessary.

In conjunction with district and school personnel, the ELL Committee will convene to make the following determinations regarding the identification of ELL students, instructional, behavioral, and social/emotional plans of ELL students, and the academic progress – including evidence of regression – of ELL students:

- Initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary.

**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>
Mr. Micheal D. Johnson, Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:micheal.johnson@famu.edu">micheal.johnson@famu.edu</a> , 850.412.5939
<b>Date submitted</b>
July 31, 2020
<b>Superintendent Signature (or authorized representative)</b>

