2020-21 Florida's Optional Innovative Reopening Plan

[TAYLOR]

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: _____

Taylor County School District (TCSD) is providing three re-opening options for the 2020-2021 school year. These options are based on feedback from the Superintendent's Task Force, teachers, parents, staff members, local health department officials and community members. Each option is designed to ensure that students receive standards-based instruction provided by quality instructors. Each instructor will work with site administrators, instructional coaches, ESE staffing specialists, and the Supervisor of ESE and student services to ensure that each student's individual needs are met, regardless of the educational option that is chosen. The following options will be provided and are further broken down by corresponding grade levels: face to face; Taylor E-learning through CANVAS (Taylor's Innovative Learning Option) or Taylor County Virtual School. These options are outlined by grade levels below:

Taylor County Elementary Options (Grades K-5)
❖ Option One: Face-to Face Instruction
  ➢ Brick and Mortar, 5 days per week
  ➢ CDC and local health department guidelines implemented
❖ Option Two: Taylor E-learning through CANVAS (TEC)
  ➢ Connected to school of enrollment

- ➢ Virtual learning provided by school site instructors using same curriculum and resources
- ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Core Course Offerings include ELA, Math. Science, Social Studies, Physical Education, and Computer Science

Taylor County Middle School Options (Grades 6-8)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ Opportunity to interact with teacher and other students
  - ➢ Core courses provided in ELA, Intensive and Regular, Math, Science, Social Studies, Algebra 1, PE, HOPE, Keyboarding, and Digital Information Technology
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

Taylor County High School Options (Grades 9-12)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ All Core Course Offerings necessary to meet graduation requirements as well as Intensive Reading, Spanish 1 & 2, AP English Language and Composition, AP Human Geography, Digital Information Technology, Anatomy and Physiology, and Journalism
  - ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

Taylor County Accelerated School (Grades 6-12)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ All Core Course Offerings necessary to meet graduation requirements
  - ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

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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: _____

☒ **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.

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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 Taylor County School District (TCSD) believes in the strength and resilience of our nation, state, and county. We believe that students and parents, along with the community, must resume the new school year with as much normalcy as possible, as we all learn to live in the Coronavirus (COVID) world. Life for students, families, community, and the school district must move forward, as the education of our citizens of tomorrow is of paramount importance in our ability for us to thrive as a community. Over the last few weeks, the Taylor County School District COVID Taskforce has met with officials from the Taylor County Department of Health, the Taylor County Emergency Management Department, site-based school leadership teams, district administrators, teachers, and other support staff to develop best practices for re-opening schools. As a collective group, we have developed several enrollment options for Taylor County School District students.

Taylor County Elementary Options (Grades K-5)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Core Course Offerings include ELA, Math. Science, Social Studies, Physical Education, and Computer Science

Taylor County Middle School Options (Grades6-8)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ Opportunity to interact with teacher and other students
  - ➢ Core courses provided in ELA, Intensive and Regular, Math, Science, Social Studies, Algebra 1, PE, HOPE, Keyboarding, and Digital Information Technology
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

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Taylor County High School Options (Grades 9-12)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ All Core Course Offerings necessary to meet graduation requirements as well as Intensive Reading, Spanish 1 &2, AP English Language and Composition, AP Human Geography, Digital Information Technology, Anatomy and Physiology, and Journalism
  - ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

Taylor County Accelerated School (Grades 6-12)
- ❖ Option One: Face-to Face Instruction
  - ➢ Brick and Mortar, 5 days per week
  - ➢ CDC and local health department guidelines implemented
- ❖ Option Two: Taylor E-learning through CANVAS (TEC)
  - ➢ Connected to school of enrollment
  - ➢ Virtual learning provided by school site instructors using same curriculum and resources
  - ➢ All Core Course Offerings necessary to meet graduation requirements
  - ➢ Opportunity to interact with teacher and other students
- ❖ Option Three: Taylor County Virtual School
  - ➢ Full-time and part-time options
  - ➢ Considered a single school site

Taylor County School K-12 Sites	Start Time	End Time
Steinhatchee Elementary School	8:00 am	2:30 pm
Taylor County Primary	7:55 am	2:25 pm
Taylor County Elementary	7:55 am	2:25 pm
Taylor County Middle	8:00 am	2:30 pm
Taylor County High	7:55 am	2:25 pm
Taylor Accelerated School	8:00 am	2:20 pm

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Taylor County School District
School Calendar
2020 - 2021

July
30– Teachers First day
31 New teachers only report

August
24 - First day for students

September
7- Labor Day Holiday
28– Staff development/Student holiday

October
9 - Last day of 1st nine-weeks (43)
12- Inservice Day/Holiday for students

November
11-Veteran's Day Holiday
23-27 - Thanksgiving Holidays

December
17-Early Release
18– Last day of 2nd nine-weeks (43) /
Last day before Christmas Break/Early Release

January
4 - Inservice Day / Student Holiday
5 - First day back for students
18 - Martin Luther King Day Holiday

February
12– Holiday
15 - Presidents' Day Holiday

March
12- Last day of 3rd nine-weeks(45)
15-19- Spring Break

April
2– Good Friday/Holiday
5– Holiday

May
27- Early Release
28-Last day of 4th nine weeks (48)/Last day for
Students/Early Release
31- Memorial Day Holiday

June
1- Last day for teachers

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.

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Taylor County School District will extend multiple outreach opportunities in order to meet the needs of our students, particularly those vulnerable populations which we serve. Being a Community Educational Provision (CEP) district allows every student in our district to receive free breakfast and lunch throughout the school year. Additional federal and state funding is used to target supplemental academic instruction involving remediation based on progress monitoring throughout the year. This progress monitoring and data analysis is conducted a minimum of three times per year so that timely supports can be put into place.

All students within the Taylor County School District have been afforded the option to choose their academic delivery model for the 2020-2021 school year. Homeless, migrant, and foster student subgroups will receive additional support as their educational needs assessment indicates a necessary for successful school participation. All students and their families will be able to select the educational model that they feel will best meet their students' academic needs during the pandemic….brick and mortar, CANVAS TEC, or virtual.

Ongoing Progress Monitoring allows TCSD to provide the right supports at the right time to identified students. This data is analyzed to identify students in need of additional instructional supports, to provide timely interventions, and to monitor student growth. This data coincides with our district's reading plan, as well as our Multi-Tiered System of Supports (MTSS). The identification of these students' needs, along with those who have a current IEP or 504 documentation will allow each school site to provide the full array of services needed to meet each child's learning needs. Based on the aforementioned details, services such as speech, occupational and physical therapy will be provided, along with mental health services, and of course, supplementary academic instruction such as tutoring based on such identified needs.

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.

The Taylor County School District is in the process of providing training for instructional personnel on protocols to use during the administration of progress monitoring assessments virtually. Students enrolled in the CANVAS TEC and Virtual innovative options will receive progress monitoring assessments through virtual proctored sessions.

In grades K-8, I-Ready will be used as our primary progress monitoring system for both Math and ELA. Writing progress monitoring tracks text-based writing progress through three assessments spread out across the academic year utilizing various writing monitoring software programs: Write Score at Steinhatchee and Graide in grades 6-12.

AP-1 takes place within the first two weeks of school, AP-2 in late Fall, AP-3 in early Spring and AP-4 for grades K-2 only at the end of the year. Grades K-5 will use STAR on a monthly basis for ELA as a way of monitoring and comparing MTSS instructional impacts. FLKRS is used for Kindergarten and Standards Mastery is used as a standard specific progress monitoring piece for grades 2-5.

I-Ready is used to measure learning gains for each student. The cut scores provided by the Taylor District Reading plan are used to determine initial placement for intensive reading courses as well. Student data is also honed for MTSS purposes, gathered from the sources listed above and tracked on a monthly basis. While incremental adjustments to Tier II/Tier III instruction are made daily as necessary, student support systems are formally evaluated and modified each month using quantitative as well as qualitative data.

Grades 9-12 will use USA Test Prep for progress monitoring. The window for students to take these progress monitoring assessments will be during the regular school day, regardless of learning option chosen (brick and mortar or TEC). Progress monitoring assessments will occur three times during the school year. Students will also work on online programs that assess, on a weekly basis, students' progress.

In grades 9-12, attendance data, classroom grades, progress monitoring, and discipline data is used to determine adequate progress. Interventions are made in the classroom by differentiating instruction for those targeted students. For those students who need additional support, tutoring is offered during lunch by grade level. In addition, pull outs with the MTSS coordinator is scheduled during non-core academic hours.

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.

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IEP teams, led by LEA representatives, will be provided guidance from the Taylor County School District administrative team regarding the <mark>three</mark> available learning environments (brick and mortar, TEC, and Taylor County Virtual School) and the documentation of services in the IEP. Guidance will also include progress monitoring tools that are used to identify and monitor student performance toward curriculum expectations and IEP goals/objectives.

Parent concerns and/or requests for IEP meetings regarding the student's performance and progress during the recent school closure/distance learning or during current placement, will be addressed in a timely manner. The IEP team will convene to review progress monitoring and student performance data. The team will consider amending the student's IEP based on this review. Revisions may include adjustments to goals, increased services and/or the addition of extended school year services. Student progress will be closely monitored, and continued adjustments will be made as necessary as determined by the IEP team.

IEP's will continue to be implemented as written for the brick and mortar setting, prior to and during the pandemic. If a student exhibits regression, based upon progress monitoring and other levels of performance, the IEP team will reconvene to consider amending the student's IEP. Amendments may include adjustments to goals/objectives, increased services and/or the addition of extended school year services. Student progress will be closely monitored, and continued adjustments will be made as necessary, as determined by the IEP team.

IEP team meetings will be scheduled in a timely manner, if necessary, for students who choose to attend school virtually through the options listed above, to address the student's needs, in relation to the new educational environment. Student's progress will be closely monitored and as data is collected, teachers, <mark>parents,</mark> and case managers will assist in determining if an IEP team reconvene is necessary to provide additional/different supports and services. In addition, based on data, the team will then consider necessary revisions to the student's IEP, which may include adjustments to goals, increased services, and the addition of extended school year services.

During data review and subsequent IEP team meetings, if it is determined by the IEP team that a Free Appropriate Public Education (FAPE) was not provided to a student, the IEP will be amended and compensatory education will be provided. The student's progress will be closely monitored, and further adjustments will be made as determined necessary.

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.

ESOL parents/guardians may choose to participate in Face-to-Face, TEC, or Taylor County Virtual Academy. At the beginning of each academic school, the English Language Learners (ELL) committee convenes to discuss ESOL services, including student academic data, school academic grades, program models and educational background. At this time, the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ESOL services each student needs. Each school will submit its plan for addressing ELL students who regressed to the ESOL coordinator for review. The ESOL coordinator and his team will review the plans to ensure the additional support and services are provided.

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
Alicia Y Beshears
Contact information: email, phone number
Alicia.beshears@taylor.k12.fl.us
Date submitted
Superintendent Signature (or authorized representative)