



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Alachua County Public Schools

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: _____

Based on parent survey results, Alachua County Public Schools plans to offer families three options for educating their children beginning in the fall of 2020. Families were given until July 20th to choose the option that best met the needs of each of their children. Each plan was developed with protocols and procedures in place to keep all students engaged and learning, while also ensuring the safety of our students and staff. The three options are:

- **Traditional** - Students return to school and receive face-to-face instruction at their assigned schools with health and safety measures in place, five days a week.
- **Alachua Digital Academy** - Students receive individualized instruction at home, five days a week, with live synchronous and asynchronous instruction with the same curriculum as in-person instruction. Students will maintain connection to their assigned school, making the transition back to the traditional model more seamless. Students will be able to interact with their teachers and

peers. If students are not successful in the Digital Academy model, additional supports will be put into place, including an option to move to another learning environment to better meet their needs.

- **Alachua eSchool** - Students receive individualized instruction from eSchool teachers utilizing technology, in a format allowing flexibility of time, location, and place.

How will the Alachua Digital Academy fulfill the requirements of the Optional Innovative Model?

Progress monitoring:

In order to ensure that we address the achievement gaps that may have been exacerbated by the COVID-19 slide, baseline assessments will be utilized to quickly identify any gaps that must be quickly addressed so that all students can access current grade level standards. There will be a heightened focus on progress monitoring and accelerating student learning. There will additionally be a focus on the social and emotional wellness for all students. Rating scales and SEL curriculum will be provided to all teachers. In addition to the normal formative and summative assessments teachers use to drive instruction, there will be district-wide progress monitoring eight times a year utilizing iStation and Mentoring Minds for elementary students, and Mentoring Minds for secondary students. These district results will drive the support provided by the district to schools and teachers via professional development and the teacher resource portal.

Specialized support for unique populations:

Accommodations and related services will be provided to ESOL students participating in the Alachua Digital Academy, although they may manifest a bit differently due to the distance learning aspect of this option. In addition to the assessments used for non-ESOL students, teachers will also review the most current ACCESS for ELLS 2.0 in order to develop each student's English language acquisition goals for this school year. Students with IEP's 504 plans or those with EP's will receive their services from a designated certified instructor no matter which model they participate in. The district will provide devices to those who do not have them, and will work with families on obtaining internet access if needed.

Learning Management Portal:

Canvas will be the primary platform utilized to manage curriculum materials and content. All teachers will be trained to utilize this for announcements, links to resources, assignments, and assessment so that all are ready to provide quality distance learning should the situation arise. Digital academy teachers will utilize Canvas, web conferencing, and the equipment in their classrooms including projection systems, computers and other necessary hardware to provide synchronous and asynchronous instruction to their students in the distance format. In addition to live lessons, teachers can utilize the web conferencing function to differentiate instruction for small groups, or individual conferencing during the class period for the students learning from home, while other students are completing independent work.

Continuity of Instruction:

Based on the number of parents who choose the Alachua Digital Academy, students will be scheduled into a course where all students are learning from home, or in a class where some of the students are learning

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in a traditional school setting and they will participate via live stream of that class. There may also be some classes where all the students are learning from home. The teacher will utilize the existing web cameras, or use additional hardware, so that all students can view the live instruction whether they are at home or in the classroom with the teacher. Our intent will be to create consistent classes, so that when Digital Academy students return to the brick and mortar, they join the class and teacher they have been learning with already. This may not always be possible, and as in a regular school year, some schedule changes may be necessary to meet the scheduling needs of the students and the class size expectations for the teachers. As we limit teacher changes when students elect to return to school at the end of the quarter, instructional continuity can be preserved.

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: _____

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- 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.

Alachua County Public Schools will be open for all students on August 24, 2020. The parents choosing Traditional or Digital Academy will receive live instruction five days a week during regular school hours. Attendance will be recorded daily. Those families selecting the eSchool option have more flexibility in time and pace.

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.

Beginning August 24, 2020, all families will have the option of choosing a brick and mortar option with instruction delivered in person by a certified teacher in a regular or special education classroom, as appropriate to each student's needs. Safety measures will be put in place to include additional cleaning and disinfecting of all areas where students would be present. Social distancing will be practiced in all areas. All subjects will be taught to each attending student as dictated by the district's grade-level standards and pupil progression plan and in accordance with Florida statutes. Students from vulnerable populations will receive full support from district staff as was customary prior to school closing due to the Coronavirus. The district will provide access to all of these supports, no matter which learning model students participate in. Advocates from the district's Migrant Education Program and the district's homeless education liaison will work with migrant families and homeless students to assure enrollment and engagement in the education process. Every school has access to a school counselor and part time social worker to provide support to students with mental health screening, referral for assessment, intervention, treatment and recovery services needed to support students coping with pandemic related

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matters or with other trauma and resulting mental health issues. There will be a link on the district's website for parents to initiate a mental health referral for their child. In regards to the specialized instruction for students with an Individualized Educational Plan, please see Assurance 4.

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.

All students in grades K-10 (Digital Academy and Traditional Model) will participate in monthly progress monitoring assessments in core subject areas. These include ELA (K-10), Math (K-8, Algebra and Geometry), Science (Grades 3-8, Biology), and Social Studies (Civics, U.S. History).

The progress monitoring assessments are district-created AIMS (Alachua Instructional Monitoring System). Items in these probes are aligned to the standards and include test items from the IBTP and Certica test item banks. Students in grades K-5 will also participate in Istation's Indicators of Progress (ISIP) in ELA and Math. Data will be stored in our district's progress monitoring platform, Mentoring Minds, as well as in Istation's data reporting software. For ESE students using modified curriculum materials, assessment instruments included within the curriculum may be used for progress monitoring, as may teacher developed assessments reflecting a student's IEP goals, if more appropriate.

K-5 assessments are paper-based, and 6-10 assessments are computer-based. Students enrolled in the Digital Academy will receive digital versions of the paper-based assessments and input their responses directly into the Mentoring Minds system.

Adequate progress is determined by decision trees outlined in our district MTSS Plan and K-12 Comprehensive, Evidence-Based Reading Plan, and determination of progress towards goals as outlined in a student's IEP. Alachua County Public Schools uses the Four Step Problem Solving Model developed by the Florida Problem Solving/Response to Intervention Project. The MTSS data review team at each school determines the effectiveness of instruction and interventions, as well as outlines plans to provide further support to teachers and students based on data. Similarly, the district MTSS Team meets monthly to engage in district-wide problem solving discussions.

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.

Families of students with disabilities will have the same choices for educational options as non-disabled students: Traditional 'brick and mortar', Alachua Digital Academy and Alachua eSchool. IEP meetings can be held virtually or in-person, as the parent prefers, and teams will consider individual student needs based upon present performance levels, regression/recoupment of IEP goals and educational setting. Baseline assessment data will be collected upon the reentry to school to identify skill deficits and areas of need. Students demonstrating a need for remediation will be provided with additional opportunities to build skills and recoup losses in regards to IEP goal language. Progress monitoring will be provided eight times during the year and used to inform instruction and progress towards IEP goals.

Digital Academy ESE Services will include:

- Virtual instruction by the general education teacher, ESE teacher, or a team consisting of both, as outlined in the student's IEP.
- Virtual small group and/or individualized instruction, as documented on the IEP, provided within the Canvas platform.
- Documented accommodations to be implemented, as appropriate, through the digital format.
- OT, PT and Speech/Language therapies provided virtually through a teletherapy model, or students may 'walk in' to their school for in-person therapy.
- Evaluations and reevaluations held in-person at the student's school, with health and safety protocols in place. Some (not all) elements of this process may be able to be done virtually, if requested.

Alachua eSchool ESE Services will include:

- Individualized instruction from general education eSchool teachers utilizing technology. The virtual format allows flexibility of time, location, and pace.
- Learning accommodations as documented on a student's IEP, and an eschool ESE teacher can provide consultation to general education teachers to benefit students.
- Speech/Language therapies can be provided virtually through a teletherapy model, or students may 'walk in' to their school for in-person therapy.
- IEP meetings held virtually.

Traditional Instructional Model (Brick and Mortar) ESE Services will include:

- In-person instruction by the general education teacher, ESE teacher, or a team consisting of both, as outlined in a student's IEP
- In-person small group and/or individualized instruction, as documented on the IEP
- Related Services and supports to be provided according to the current IEP language, including OT, PT and S/L therapies.
- Remediation opportunities will be available for students demonstrating a need based upon regression and recoupment data from the baseline assessments and progress monitoring tools.
- IEP meetings can be held virtually or in-person, as the parent prefers.
- Evaluations and reevaluations held in-person at the student's school.

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.

When ELL students return to school, no matter which option they choose, the teachers will work in collaboration with the ELL Committee to identify the needs of the English Language Learners. They will discuss and analyze ACCESS for ELL's results, review academic data, and use baseline assessment to determine the effects of the COVID slide as it relates to linguistic regression. In collaboration with the ELL Committee, the teacher will determine what additional supports and services may be needed to support the student and update the ELL plan. The district will provide schools with training and support so that the ELL plans are implemented and monitored with fidelity.

ELL Committee Responsibilities

Each school in Alachua County is required to have a functioning ELL Committee. An ELL Committee is a "group composed of ESOL teacher(s) and an administrator or designee ... plus other educators as appropriate for the situation. (State Board Rule 6A-6.0901) The role of the ELL Committee may include the following:

1. To determine entry of students into the program who did not meet entry criteria.
2. To determine if a student who qualified for ESOL on achievement scores only should receive ESOL services.
- *3. To determine exit of a student from the program who has not met exit criteria.
- *4. To develop and review ELL Student Educational Plans.
- *5. To assess the need for additional categorical programs for ESOL students.
6. To review programming for former ESOL students who are under-performing.

* Pertains only if there are LEP/ESOL students enrolled and in attendance at your school.

Participation of the parent(s) is required. If parents are not present, documentation must be provided that parents were invited to attend the ELL Committee meeting. Parents are not necessarily required to attend the meeting if the purpose of the meeting is a regular review and updating of the ELL Student Education Plan.

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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
Jennifer L Wise
Contact information: email, phone number
wisejl@gm.sbac.edu
Date submitted
7-29-2020
Superintendent Signature (or authorized representative)
<i>Karen Clarke</i>

