



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

**[Bay District Schools]**

*Due: December 15, 2020*

*Submitted: December 10, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

### Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

### Directions

Districts shall complete this form and email to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org) no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

### District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

- ✓ **Assurance 1: All schools will remain open.** *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be 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 and subsequent executive orders.
- ✓ **Assurance 2: Continue the full panoply of services.** *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The district agrees to continue to 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 full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

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- ✓ **Assurance 3: Continue progress monitoring and interventions.** *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.
- ✓ **Assurance 4: Continue charter school flexibility.** *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.
- ✓ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.
- ✓ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.
- ✓ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district's plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

- a. School based problem solving teams have and continue to strategically monitor the progress of all students in all learning modalities. Schools will work to identify students who may have regressed during school closures or during the fall term. To address learning loss, schools will continue to have intervention time built into master schedules to ensure remediation, acceleration, and/or enrichment is provided for all students, especially those who have exacerbated learning loss.
  - After School: Schools have been and continue to offer tutoring sessions for students failing to make adequate progress before and/or after school.
  - Weekends: Weekend credit recovery sessions have been and will be offered as needed.
  - Summer Programs: Summer Programs are provided for elementary, middle, and high school students to address learning deficiencies. Bay District Schools will also provide Summer Reading Camp for third grade students as determined by data.
  - BDS will use an accelerated learning approach in order to focus on closing achievement gaps, minimizing learning loss and accelerating students back to grade level. Teachers will focus on using evidence-based instructional strategies that can help all students grapple with grade appropriate content by providing just in time remediation to close achievement gaps.
- b. School based problem-solving teams will continue to frequently review Early Warning System data to identify struggling students in need of targeted interventions. Problem solving teams and grade level/content area PLCs also review progress monitoring and common assessment data to make informed decisions about students demonstrating a decline. Teachers and problem solving teams will continue to engage in targeted outreach with parents/guardians, regarding their students' progress, educational risks, and will direct them to the appropriate learning modality.
- c. As students transition out of the innovative learning model, they are individually evaluated by qualified instructional staff and student services professionals to determine the specific additional interventions and supports that will be provided based on their needs. Targeted, evidence-based interventions will be delivered during dedicated times throughout the instructional day as well as offered before/after school, weekends, and during the summer.

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
  - a. Offer the innovative learning modality only to students who are making adequate academic progress.
  - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

Beginning Spring semester 2021, Bay District Schools will no longer offer BayLink as the innovative learning model and DJJ remains included in the district plan. Bay Virtual School will be the online learning option for BDS students.

- a. Students who are making adequate academic progress are eligible to utilize Bay Virtual School as the innovative learning modality.
  - Requires parent/guardian support, monitoring, and oversight.
  - Students are required to meet pacing requirements and complete all coursework with passing grades.
  - A Bay District School diploma awarded for seniors who meet graduation requirements.
- b. Bay Virtual School will provide written notice to the parent/guardian that the student is not making adequate progress based on the data, describe the associated educational risks, and prescribe the most appropriate learning modality. The district will obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in Bay Virtual School. (Letter Attached)
  - If parent/guardian fails to return the written acknowledgement and express intent for their student to remain in virtual school despite the risks within 3 days, Bay District Schools will require the student to transition to face-to-face instruction in a brick and mortar environment. Failure to return to school places the student at risk for truancy. Attendance protocols will be enacted.

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3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
  - Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

BDS has implemented a strategic and collaborative approach to supporting students and families who have been considered or are in danger of becoming habitually truant.

- BDS has an established team of district administrators and social workers who identify vulnerable students, including those that have not enrolled or have not attended school in person or virtually. The team works with school staff, parents and families to identify and eliminate barriers to attendance and participation in learning. This team has connected parents to school and district staff who can help families identify the most appropriate learning modality for their student(s).
  - BDS created a mental health team for each school site consisting of a licensed and masters mental health professional, and a bachelors level support person to address the individual needs of struggling students. The mental health team members assigned to each school location call and make home visits to identify the barriers to school success and to problem solve with the students and parents/guardians. Based on ascertained needs, assistance ranges from basic services to being a conduit to the BDS homeless division and/or connecting families to outside providers through the community of care referral process.
  - BDS has established a Truancy Task Force including community partners such as DCF, Children's Advocacy Center, the State Attorney's Office and our managing entity to leverage all resources to provide wrap-around services and support to parents, guardians and families whose students are not regularly attending school and/or participating in learning.
  - BDS created a new position and is currently onboarding a Truancy Officer as part of our district Safety and Security Department. The Truancy Officer will collaborate with newly hired district social worker teams to find students, and help families eliminate barriers to attendance. This officer will be starting at the second semester to help address truancy issues related to Covid.
- VPK staff continue to collaborate with partners through Early Learning Coalition (ELC) and Early Education and Care (Headstart - EEC) to ensure maximum exposure to families of students that are VPK eligible and encourage in-person enrollment and participation in school. Additionally, the BDS VPK coordinator serves on community lead action teams with the focus on early intervention to support long-term achievement starting with our youngest learners. An enhanced summer VPK program will also be offered to engage any VPK eligible students in face-to-face instruction over the summer break to increase school readiness for Kindergarten. ESE PreK students could be eligible to receive ESY services or meet criteria for Summer VPK participation to focus on school readiness.

As VPK and kindergarten students return to brick and mortar, they are reevaluated and receive specialized support based on current progress monitoring data. To close achievement gaps, spiraled standards-based instruction focusing on foundational skills from the first semester will be provided in an individualized and/or small group setting.

BDS will continue to facilitate a "Kinder Academy" to engage parents and families of incoming kindergarten students, conduct kindergarten readiness screeners, and provide parents with resources to ensure success for their students. Ongoing data analysis will drive decisions for additional services and resources needed to maximize readiness for learning to support long-term achievement.

Student acquisition of foundational skills is regularly evaluated using district data. This data will be used to inform the development of comprehensive summer programs to address the needs of students in primary grades. Students will be identified based on initial screeners and ongoing progress monitoring data.

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4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
  - b. Interventions to support students in various learning modalities; and
  - c. Technology needs (especially new learning management systems).

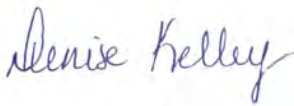
Professional development modules and courses on innovative and virtual learning modalities, interventions, and technology needs were developed and facilitated during pre-planning and continued through the first semester, and will continue during the second semester for school leaders, instructional and support staff along with district staff.

The following opportunities are available for district/school leaders, instructional, and support staff:

- a. BDS will continue to offer data informed professional development to address best practices for core content instruction through self-paced Canvas online courses and through live virtual sessions. Teachers receive support through individual coaching and small group in-person sessions on classroom management, instructional practices, distance learning strategies, etc.
- b. BDS will continue to offer data driven professional development focused on interventions to support students in various learning modalities by utilizing MTSS staff training specialists, accelerated learning in the content areas, and evidence-based intervention programs. Professional development sessions are available through self-paced online courses and live virtual sessions.
- c. BDS will continue to provide professional development to address technology focused on utilizing Canvas, the district learning management system, and best practices to support student achievement. Professional development sessions are offered through live virtual sessions and the District YouTube channel for self-paced short video sessions. After school workshops are also provided for small groups and a help desk is available 24 hours a day / 7 days a week to answer questions. Teachers are offered individualized and PLC level support from the instructional technology teachers on special assignment.

### Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Denise Kelley, Assistant Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:kellecd@bay.k12.fl.us">kellecd@bay.k12.fl.us</a> , 850-767-4114
<b>Date submitted</b>
December 10, 2020
<b>Superintendent Signature (or authorized representative)</b>


Dear Parent/Guardian of: \_\_\_\_\_ Date: \_\_\_\_\_



We are contacting you regarding your student's lack of adequate academic progress in the Bay Virtual School learning environment and to notify you that your student is at educational risk. It is the responsibility of Bay District Schools to ensure that your student has every opportunity to obtain a high quality education. Bay Virtual School students are expected to complete appropriate tasks to stay on pace in their courses, respond to communications, participate in interventions, and complete all coursework on time with passing grades.



After reviewing your student's comprehensive record, there is substantial evidence that your student is **failing** to make adequate progress in this learning environment. A student study team has determined that your student is at educational risk. The data reviewed by the team include:

Student Name:		Grade Level:	Prior Retentions:
Course Name	Current Course Grade	Current Course Completion Percentage	Acceptable Course Completion Percentage <i>(based on the date of this letter)</i>
1.			
2.			
3.			
4.			
5.			
6.			

**Teacher Contact and Communication Records** (attached)

Academic Data (MAP, FSA, EOC, etc.)			
Year	Subject	Assessment	Score

Additional Student Support: <small>(check box)</small>	<input type="checkbox"/> IEP	<input type="checkbox"/> 504 Plan	<input type="checkbox"/> ELL Plan	<input type="checkbox"/> MTSS Intervention Plan
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Bay District Schools has determined that the associated educational risks of continued participation in Bay Virtual School will have a significant negative long term impact on your student's academic progress including, but not limited to, course failure and grade retention.

Pursuant to DOE Order No. 2020-EO-07, this document serves as written notice that your student is not making adequate progress. **If you fail to return this written acknowledgement and express intent for your student to remain in virtual school despite the risks by (Insert Date), Bay District Schools will require your student to transition to face-to-face instruction in a brick and mortar environment.** By signing this document you verify receipt of this information.

- My student will return to face to face instruction in brick and mortar, effective immediately.
- My student will remain enrolled in Bay Virtual School and I fully understand the academic risks associated with this choice.

<b>Printed</b>	<b>Signature</b>	<b>Date</b>
Parent/Guardian Name:		
BDS Designee Name & Title:		
Other:		