



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Florida State University 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 **Florida State University Schools 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: **See pages 1-7 for information** _____

Educational Options and Dates

Distance Learning (DL): All FSUS students begin Distance Learning on August 19th.

Elementary School K-5 on Campus: On Campus Learning begins on August 31st

Elementary School Distance Learning(DL): Students who selected DL continue to learn at home.

Middle/High School 6-12 on Campus: On Campus Learning on August 31st

Middle/High School 6-12 Distance Learning (DL): Students who selected DL continue to learn at home.

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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:

Pages 1-7

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:

Pages 1, 2, 3, 4, 5, 6, 7, 15, 16, 17

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:

Pages 1, 2, 3, 4, 5, 6, 7, 15, 16, 17

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:

Pages 2, 3, 4, 5, 7, 12, 13, 15, 16

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:

Pages 2, 3, 4, 5, 7, 12, 13, 15, 16

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☒ **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.

Florida State University Schools Reopening Plan: Pages 1-19

Distance Learning (DL):All FSUS students begin Distance Learning on August 19th.

Elementary School K-5 on Campus: Opens on campus learning on August 31st

Elementary School Distance Learning: Students who select DL continue to learn at home.

Middle/High School 6-12 on Campus: Opens on campus learning on August 31st

Middle/High School 6-12 Distance Learning: Students who select DL continue to learn at home.

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.

Florida State University Schools Reopening Plan: Pages 1, 2, 3, 4, 5, 6, 7, 15, 16, 17

Vulnerable populations including low-income families, students of migrant workers, students who are homeless, and students in foster care will be provided as in previous years.

Academic Deans: FSUS Deans will continue to provide academic counseling, monitoring of grades/academic progress and achievement regardless of school learning choice.

Counselors: FSUS Counselors will be on campus and prepared to service students. Students needing support while Distance Learning will have counseling provided.

Agency Support Services: New Horizons, DISC Village, FSU Psychology Department, Appalachian Mental Health Services, TMH Mental Health Center, Lee's Place, Multi-Disciplinary Center, FSU Victim Advocates and Second Harvest Food Bank will continue to provide a full complement of services for our services. Each agency is prepared to offer distance-based support. Students on campus will receive services while following social distancing guidelines/protocols.

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ASPIRE Programming: FSU ASPIRE will provide services as follows:

- 1) Tier 1 Mental wellness screening for all students regardless of whether students are doing distance learning or on campus.
- 2) Tier 1 Prevention curriculum (High school) - Video-based prevention curriculum for high school students. Same curriculum and resources for distance learning students or those on campus.
- 3) Tier 1 Second Step curriculum for K-8 - I have not thought about what this could look like in the fall. Grades 6-8 will utilize Second Step curriculum that will begin in the spring as planned. Character Ed for Elementary students will be provided
- 4) Tier 2 (groups) and Tier 3 (individual) Counseling - All counseling be conducted via a telehealth model to provide continuation of services.

Homeless Liaison: Services will continue to be provided by our Homeless Liaison.

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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.

Florida State University Schools Reopening Plan: Pages 1, 2, 3, 4, 5, 6, 7, 15, 16, 17

Florida State University Schools will continue progress monitoring protocols that have been successfully used by FSUS teachers and Academic Deans. Our Florida State University Schools calendar is attached. Student attendance and our instructional plan assures that all students (i.e. Distance Learning or on Campus Learning) will receive 900 hours of instruction/learning as required.

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1. **Star Assessments:** For students in Grades Kindergarten through 10th Grade
 2. **Star Early Literacy:** For students in Grades Kindergarten through First Grade
 3. **Lexia:** For students in Grades Kindergarten through Fifth Grade
 4. **IReady:** For Elementary Students Grades Kindergarten through Eighth Grade
 5. **ReadingPlus:** For Grades 6-12
 6. **IXL:** For students in Grades 6-12

FSUS will administer STAR Reading and STAR Math 4 times during the school year for progress monitoring. Grades K through 10 will take STAR Reading and grades K-8 will take STAR Math. The dates are currently scheduled for the 1st administration on August 10th –September 11th. 2nd administration on October 12th -16th , the 3rd administration on January 4th -8th , and the 4th administration on March 22nd -26th . Reading Plus is used for Level 1/2 students in grades 6-12 and is used weekly in Language Arts classes. IXL is used in Algebra I and Pre-Calculus classes weekly. IXL is also used in Grades 4th-8th weekly in Math Classes. IReady is reading and math classes 90 minutes a week in Grades K-8th. Data from progress monitoring is used by teachers, team leaders, principals and academic deans to assure that all students are learning and progressing towards mastery of standards for their grade level

FSUS is establishing a testing center that Distance Learning students will use to take progress monitoring/student achievement assessments. This allows students to test in small groups or individually or virtually with health/safety protocols in place. Students who are on campus will take assessments in classes. Accommodations for vulnerable populations will be made for any student needing them.

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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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Florida State University Schools IEP Teams:

FSUS will work with IEP teams and families, face-to-face or virtually, to determine needed services for students with disabilities who have regressed, including compensatory services. The Individual Education Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), school psychologist or other specialist, Local Education Agency (LEA) representative, and when appropriate, the student. The IEP team determines Extended School Year (ESY) services for students with disabilities. The IEP team and families will work together to consider other services, including compensatory services, through consultation with families, teachers, and agencies, with the purpose of collaborating to help the student meet their goals. Special education services are defined as specially designed instruction and/or interventions to meet the unique needs of the student. Related services are defined as services required for the student to benefit from special education. Supplementary aids and services are defined as services required for the student to benefit from general education.

Florida State University Schools ESE Services:

Our goal is to provide continuity of Exceptional Student Education (ESE) services and supports in alternative ways while promoting continued progress and inclusion in the general education curriculum. To support students with an Individual Education Plan (IEP), we have been given flexibility in how services and supports may be provided through virtual participation. Such flexibility may include the provision of special education and related services through the use of instructional telephone calls, paper-pencil take-home packets, online or virtual lessons and/or therapies, and other available distance learning approaches. Small group instruction on campus will be scheduled as needed and in collaboration with families and providers. ESE teachers and ESE Director will work with individual families to schedule support sessions. Regardless of the Learning Option selected (i.e. Distance Learning or On Campus Learning), each student with a disability will be provided the special education and related services identified in the student's IEP developed under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504). IEP teams including parents and all appropriate IEP team members will meet virtually utilizing Zoom or telephone conference calls to conduct annual reviews, revisions and eligibility staffings. Any meetings that do not occur due to circumstances beyond our control shall be scheduled as soon as possible. FSUS will document circumstances and efforts to provide services and reviews in a timely manner. All supports and timely communication with parents, students and staff will be documented. Data will be reviewed regarding student progression and any regression or need for remediation will be addressed. Students not successful doing Distance Learning will be provided extra support, resources and interventions.

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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.

Florida State University Schools Reopening Plan: Pages 2, 3, 4, 5, 7, 12, 13, 15, 16

FSUS will work with our ELL Committee, face-to-face and/or virtually, to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. FSUS will use the district's universal screener as a baseline for determining any regression in the four domains of language acquisition of speaking, listening, reading, and writing domains. The ELL Committee includes the ELL Coordinator, the parent, and any other instructional personnel responsible for the instruction of English language learners. The ELL Committee will meet to review and make placement recommendations; evaluate continuation of program services to support language acquisition; determine eligibility; and provide recommendations for programs and access to additional services. (Rule 6A-6.0908, F.A.C.)

Students receiving supports through English Language Learners programming will be provided daily opportunities to speak and be formatively assessed on a regular basis throughout their virtual participation. These opportunities may be provided over the phone with the teacher, remote interactions with classmates, and other forms of communication. Small group instruction on campus will be scheduled as needed. ESE teachers and ESE Director will work with individual families to schedule support sessions. Parents will be engaged to ensure their children read, speak, write, and listen in English as well as in their native language every day. Models will be provided as needed to demonstrate clear criteria for success.

Assurances 6 and 7 do not require additional narrative.

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Acknowledgement

The district verifies the information in this form.

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