



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

GLADES SCHOOL DISTRICT

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: _____

Glades County School District (GCSD) has offered parents three learning options. Those learning options reflect feedback from the Superintendent's Reopening Task Force, School Board, teachers, parents, staff members, health and safety experts and community members. Each of those three options are designed to ensure standard-based instruction by quality educators who are committed to addressing the needs of all students, and in particular students who have regressed. Glades County School District families may choose from the following options:

- (1.) Traditional Face to Face
- (2.) Glades e-Learning
- (3.) MyDistrict Virtual

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Regardless of the options selected, all students will engage in robust progress monitoring and be provided tiered support if they are not making adequate progress. Students who fail to make progress will be provided additional support and the opportunity to transition to a different instructional method.

Option 1: Traditional Re-Opening

- Reopen schools on August 17, 2020 with health and safety procedures in place on campus.
- All students will begin their first day of school on August 17, 2020.
- All traditional setting services, procedures, and policies will continue as normal.
- Students and teachers will receive training on Google and be prepared to transition to Glades e-Learning should it become necessary.

Option 2: Glades e-Learning

- The Glades e-Learning Option is available to all GCSD students in traditional public school.
- Families must notify the District by Monday, July 27 th. if they intend to utilize this option.
- Families will have the option of transitioning their child from one option to another option during the first ten days of school.
- Families must notify school administrators as soon as a decision is made by parents to transition their child back to assigned traditional school.
- Students are formally enrolled in their option and will be assigned to a GCSD teacher.
- Students receive daily online instruction following a normal bell schedule.
- Standards-based live-streamed and prerecorded lessons are provided by a GCSD teacher.
- Assignments will be accessed and submitted in Google Classroom.
- Students and teachers will communicate via Google Classroom, video-conference, email, and/or phone calls.
- Every effort will be made to maintain student schedules when students transition back to a traditional school environment.
- Students will be required to come in for diagnostic and state testing as scheduled. Accommodations will be provided as needed. Testing accommodations in the Glades e-Learning format that differentiate support may include time, audio, and visual questions, videos, and headphones. Other testing accommodations will include format tools such as highlighter, strikethrough, underlining, bold, and inserting comments for note taking.

Option 3: MyDistrict Virtual

- All Virtual Instruction Programs utilize Florida Certified teachers.
- All students, including home education and private school students, are eligible to participate in school district operated part-time or full-time kindergarten through grade 12 virtual instruction programs.
- Families have the ability to influence their child's schedule; however, students are expected to be working each school day.
- All full-time programs must operate on the traditional school calendar and students are required to have all coursework completed on or before the last day of school.
- Teachers, guidance, and administration will be monitoring student pace regularly.
- The deadline to apply is August 28, 2020.
- Families can enroll in MyDistrict Virtual by contacting the Director of Academic Services at (863)946-2083 extension 120 to schedule an "in person", phone, or video conference appointment.

Guiding Tenets for Decision Making

- Social distancing will be enforced wherever possible.
- The wearing of a face covering is not mandatory for all staff and students. The District, at this time, will strongly encourage all students to wear a mask to and from their classroom, at arrival and dismissal, moving about the campus, and on the bus. Secondary students and staff will be strongly encouraged to wear masks at all times, unless social distancing is possible.
- All elementary students in a given class will create a cohort group and not physically interact with other classes of students in the building, to the extent possible.
- School buildings will be cleaned thoroughly after school and during the day. Ongoing cleaning protocols will be implemented between runs on buses.
- Sick employees and students will be required to remain at home.
- Large gatherings will be limited to numbers that allow for social distancing.

All aspects of the Glades County School District Student Progression Plan and all state mandates will be adhered to including.

- All subjects will be taught for the required number of instructional minutes
- Students will attend school for the number of required hours per school year.
- The attendance policy will be adhered to regardless of option chosen for the child(ren).
- The grading policy will be adhered to by the teachers and the school.

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

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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.

Meeting the criteria for Assurance 1, the Glades County School District plan assures that all brick and mortar schools are open at least five days a week for all students subject to advice and orders of the Florida Department of Education, Florida Department of Health, Hendry Glades Health Department, Executive Order 20-149, and subsequent executive orders. Implementation of each option is addressed below.

Traditional Option

- Return to campuses five days per week where students will interact directly with teachers and classmates.
- School day will follow the standard bell times and standard schedule that includes all core classes and specials.
- Provide safeguards to protect everyone's health and safety during arrival and departure times, and during all transitions.
- Students will be in cohorts that will be isolated from other cohorts to the greatest extent possible.
- All nonessential furniture will be removed from classrooms.
- We will convert major areas to classrooms such as cafeteria, gymnasium, and library.
- Meals will be delivered to classrooms.
- NO sharing supplies.
- Every student brings their own water bottle and hand sanitizer.
- Second clinic - isolation room for sick employees and students.
- No large gatherings of students in hallways and common areas.
- Use clear communication and signage to reinforce the message.
- 1:1 Chromebook Rollout.
- Face Masks will not be mandatory in classrooms, but will be strongly encouraged on buses, during transitions, and arrivals and departures.

Glades e-Learning Option

- Designed for families who are not ready to send their students back to campuses
- Glades e-Learning Curriculum– GCSD curriculum
- Ten-day Grace Period
- Virtual/Live instruction provided during daily scheduled time with a school-based instructor
- Students will log onto Google Classroom for live instruction.
- Structured learning
- 1:1 Chromebook Rollout

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MyDistrict Virtual

- Designed for families who are not ready to send their students back to campuses
- FLVS Curriculum
- Semester commitment
- Flexible daily schedule
- No contact with school campuses
- 1:1 Chromebook Rollout

With comprehensive plans in place to keep everyone safe and healthy, we are excited to welcome our students and teachers back to school and back to learning on Monday, August 17, 2020.

The schedule by school by school type is as follows for the 2020-2021 school year:

West Glades School hours are 8:00-2:40pm

Moore Haven Elementary School hours are 7:55-2:45pm.

Moore Haven Middle High School hours are 7:55-3:01pm.

Pemaytev Emahakv Charter School hours are 8:00-3:00pm.

Glades County School District will utilize a modified school calendar incorporating 175 student days. However, in compliance with Florida Statute:1001.42(12)(a). Glades County School District exceeds the prescribed instructional minutes and hours at all grade levels.

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.

Recognizing that the most effective instruction is that provided in-person by teachers who have developed relationships with students and families, all Glades District Schools will reopen in August using a 5 day/week 180 day/year model. Traditional instruction models will be infused with technology so that should a move to distance learning become necessary, both teachers and students will be familiar with and have had practice with such tasks as logging on to specific programs/platforms, uploading/downloading documents, retrieving reports, and recording attendance. This will provide the opportunity to obtain feedback, address any issues, and troubleshoot technical problems. As early in the school year as possible diagnostic assessments should be used to identify gaps in learning resulting from loss of instructional time. Data obtained from these assessments will be utilized to develop a structured plan for addressing gaps. Instructional priority must be given to vulnerable students with the greatest need. Glades has a high percentage of low-income families who exhibit a unique set of needs as do homeless students and those in foster care. To address these needs Title I, Part A funding will be used to hire remedial teachers and paraprofessionals to provide additional instruction time in a small group setting to close achievement gaps. The migrant advocate/recruiter will work closely with migrant families to provide access to services related to the pandemic.

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Each school has a school counselor and access to mental health counselors to provide students with mental health screening, assessment, diagnosis, intervention, treatment and recovery services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues.

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.

In addition to administering diagnostic assessments at the onset of the school year to identify gaps in learning, students will undergo routine progress monitoring.

K-2 ELA:

- i-Ready Diagnostic Assessment - 3 times per year
- STAR Early Literacy - 3 times per year
- Saxon Phonics and Spelling - completion of each unit
- Reading Street benchmark assessments (upon completion of unit)
- Waterford Early Learning

3-5 ELA:

- i-Ready Diagnostic Assessment - 3 times per year
- STAR assessment - 3 times per year
- Reading Street benchmark assessments (upon completion of unit)

6-10 ELA:

- i-Ready Diagnostic - 3 times per year
- STAR assessment - 3 times per year
- Achieve 3000 - 3 times per year
- Collections unit assessments

K-8 Math:

- iReady Diagnostic - 3 times per year

Algebra 1, Geometry:

- Prepworks - 2 times per year

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The chart above shows what will be utilized for progress monitoring reading and math. Two to three diagnostics will be given. Diagnostic 1 will take place within the first four weeks of school. Those students choosing the e-Learning option will make appointments to come to school to take the diagnostics. Diagnostic 2 will take place in December 2020, and Diagnostic 3 will be given in late early April. Once the diagnostic is given, profiles are created within the assessment tool to show where deficiencies are for each student. Accommodations will be made for medically fragile students or students who have other needs. Teachers can use these profiles to group students for interventions and/or to reteach in order to ensure adequate progress. In addition, tiered supports will be planned based on the data and recommendations from the teacher toolbox containing resources for all learning styles, instructional approaches, and differentiated supports.

For grades 9-12, progress monitoring is based on quarters and semesters, and will include a diagnostic that will take place within the first four weeks of school.

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 Glades County School District will assess all students with a progress monitoring tool at the beginning of the school year. Students with Significant Cognitive Disabilities, whom the district assessments are deemed not appropriate, will be progress monitored using the following tools: iReady, STAR, STAR EL, STAR Math, Saxon Phonics, PrepWorks, and core curriculum assessments. IEP teams will review progress monitoring data prior to the school closure due to COVID-19 and compare the results from the first assessment completed in the 20/21 school year, as well as review formal assessments and assignments in the classroom.

The team will determine what impact COVID-19 school closures had on a student's present levels of performance, skills and current needs, if any, and how educational services may be adjusted accordingly to match current levels of performance and needs. The following sample questions will be reviewed by IEP teams:

- What IEP adjustments to present levels, goals, services are needed after analyzing collected data?
- Upon return is the student demonstrating new concerns that would impact FAPE?
- Did the student regress significantly in critical skill areas and/or fail to make appropriate progress in the general curriculum or toward IEP goals such that "additional services" are needed beyond the multi-tiered system of support in place to close the gap?

If the IEP team feels the student needs additional supports or interventions in order to assist with closing the gaps more quickly, dependent on the services already written into the IEP, the team may refer the student to MTSS, adjust the amount and type of services being provided by the ESE teacher, consider extended school year services, or determine the need of over and above compensatory education. If services are determined necessary, the IEP team will consider the following:

- What additional services may be appropriate to lessen the impact of the school closure on the student's progress?

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- Will the failure to provide additional services prevent the student from making appropriate progress in light of the student's circumstances?
- Will the student be overwhelmed with the additional services that may result in diminishing returns if required?
- Does the student and/or parent agree with the additional services and are they willing to participate?

IEP Related Services will be provided in a comparable manner regardless of learning platform.

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.

Glades County School District is committed to continuing to identify and serve English Language Learners. Whether in-person or an alternative format, ESOL strategies will continue to be implemented by instructional support staff to address the academic and language needs of ELL students. In addition, ESOL teams will continue to partner with families and schools to provide resources and tools to ensure the academic success of ELL students. Whether the students are in Traditional School, Mydistrict Virtual or Glades e-Learning, we are committed to providing instruction that will allow students to reach their maximum potential.

Glades District Schools personnel will work with ELL Committees to identify if ELLs have regressed and determine if additional or supplemental ESOL services are needed. Progress monitoring data will be used to determine if students have suffered regression and these determinations will be made within the first month of school after valid progress monitoring data can be gathered and analyzed.

Assistive technology, Chromebooks, or other electronic devices, as well as internet hot spots, will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program. Weekly, or more frequent contact with teachers and an interpreter will be provided to each of these students.

If determined necessary by ELL Committees, supplemental services will be provided to students either during the school day or during after-school programs. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the internet.

The District will work with teachers to arrange flexible work schedules so that ELL students working from home can be served appropriately.

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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
Kim Jordan, Superintendent of Glades County School District
Contact information: email, phone number
Kim.jordan@glades-schools.org (239)339-3876
Date submitted
July 31, 2020 Revised August 13, 2020
Superintendent Signature (or authorized representative)
<i>Kimberly A. Jordan</i>