



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Gulf

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: _____

Upon Re-Opening Schools:

At both the K-6 elementary schools and the 7-12 high schools, in-person instruction will be provided in a 5-day/week 180 day/year format to ensure all students receive the statutorily required number of instructional minutes. Additional safety protocols will be implemented and CDC guidelines followed to the greatest extent feasible. For students with underlying health conditions or who otherwise opt not to attend in person or who may be absent for a brief period (i.e. for self-quarantine), instruction will be provided via asynchronous recordings of the regular classroom teachers providing instruction. For that purpose, the Google Classroom platform will be utilized so that the instruction provided to those students will mirror the instruction provided in the brick & mortar setting. This will also allow transition from the brick & mortar setting to the home setting (or vice versa) to be smoother. Google Meet will be utilized to allow teachers to stay connected with and keep students connected with one another. Each week, classes (students and teacher) will schedule and participate in a Google Meet live collaborative session together. (see In the Event of a School Closure below)

In the Event of a School Closure:

Elementary students will have access to digital materials and instructional activities in all core subjects through Clever and Google Classroom. Students will log in daily for instruction on grade level standards and complete required coursework assigned by their teacher(s). i-Ready will be a part of daily instruction and used for progress monitoring. Teachers will monitor and verify attendance to ensure all students have adequate access to instructional materials and are fully participatory.

Core Curriculum:

- ELA-Harcourt Florida Journeys
- Math-Pearson Envision
- Science-HMH Florida Science
- Social Studies-Florida Studies Weekly K-5/Social Studies Weekly- World History (6th grade)
- PE-Exercise Log

Supplemental Materials:

- i-Ready
- Accelerated Reader
- Write Score
- Reflex
- Generation Genius
- Scholastic News

High school students will access their instruction through the Google Classroom platform. Each school day, each student will mark his/herself present in each class. Attendance will be verified by the teacher. Students will be able to access standards based instructional videos posted by the subject area teacher. These videos will be recordings of district teachers providing classroom instruction so instruction mirrors that of the brick & mortar setting to the greatest extent possible. Students will complete the uploaded activities, projects, or quizzes/assessments.

Google Meet will be utilized to allow teachers to stay connected with and keep students connected with one another. Each week, classes (students and teacher) will schedule and participate in a Google Meet live collaborative session together. Google Meet will be used to schedule small group break-out sessions and individual sessions based on student needs.

Teachers will provide feedback and grading through Google Classroom, which syncs with FOCUS Portal accessible to parents. Traditional grading policies will apply.

Students who are identified as being in need of Tier 2 or Tier 3 Interventions will be supported through Google Meet sessions or live sessions with Reading Certified/Endorsed staff and Math teachers at the Middle and High School levels, as well as support from the MTSS/ESE Consult teacher.

Students enrolled in Dual Enrollment courses with Gulf Coast State College will continue their coursework online per college instructions.

Students already established in FLVS, A+, the USI drone curriculum, and/or Apex courses will continue to use those online platforms.

Exceptional Student Education: The District will be providing instructional support online, telephonically, with paper assignment packets, and through consultation with parents. All related services such as

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speech/language therapy, OT, PT, and counseling will be provided via a virtual platform such as Skype, telephonically, and/or with paper materials that will be sent home. Staff will work with each family and student to provide services while taking into account their unique situations and needs.

Students on Access Points Curriculum may use the following Standard Curriculum Resources (Paper Packets will also be provided.)

Additional Resources:

- Unique Learning System (6-12)
- i-Ready (K-6)
- IXL (7-12)
- My Career Shines (6-12)
- Teachtown (K-5 Select Classes)

ESOL Program: The District will be providing instructional support online, telephonically with paper assignment packets, and through consultation with parents via the Spanish-language translator, digital translation, and translation dictionaries. We will work with each family and student to provide services while taking into account their unique situations and needs.

Pre-K: In the event of a school closure, Pre-K teachers will provide a resource packet for students to continue working on age-appropriate skills.

Adult Education: In the event of a school closure, individualized work packets may be picked up on Wednesdays and exchanged the next Wednesday for new material.

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.

Subject to advice and orders of the Florida Department of Health, local health department, and Executive Order 20-148 and subsequent orders, all Gulf District Schools will reopen in August in the traditional face-to-face manner. Teachers will return to work on Monday, August 3, 2020. Students will return Monday, August 10. To ensure the statutorily required number of instructional minutes are delivered, all schools will be in session five days per week and 180 days per year for all students.

Gulf District Schools believes that the best instruction is that instruction delivered in-person by a qualified, certified teacher who has developed a positive relationship with students. However, it is also accepted that some students may be more comfortable opting for a distance learning due to underlying health conditions or for other reasons. Those students will receive instruction that mirrors the face-to-face instruction provided to students in the brick & mortar setting.

The teacher work day for all schools is 7:45am-3:15pm.

Student day:

PSJES	7:45-2:45
PSJHS	7:54-2:37
WES	7:50-2:45
WHS	8:00-2:55

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 Gulf 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. Gulf has a high

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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 CARES ESSER funding will be utilized to pay one teacher at each school in grades K-6, one middle school math teacher, one high school math teacher, one middle school ELA teacher, and one high school ELA teacher for their regularly scheduled planning periods. That time will be used to provide additional instruction in a small group setting to close gaps. Teachers selected for this purpose will be veteran teachers with a proven track record for successfully instructing students working below grade level. ELA teachers with reading certification or endorsement will be given preference.

Each school has a mental health counselor and a school counselor 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-6 ELA:

- i-Ready (diagnostic = 3 times per year; progress monitoring = monthly for Tier 1, biweekly for Tier 2, weekly for Tier 3)
- Harcourt Journeys benchmark assessments (upon completion of unit)

7-10 ELA:

- Write Score Standards Based Reading Program (monthly for Tier 1, bi-weekly for Tier 2, Weekly for Tier 3)
- FAIR-FS (3 times per year)
- REWARDS Plus Word Attack, Fluency, Comprehension (weekly for students receiving interventions)

K-6 Math:

- i-Ready (3 times per year)

7, 8, Algebra I, Geometry:

- Coach Digital Standards Based Assessments (3 times per year)

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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Gulf District Schools personnel will work with IEP teams (including parents) to determine needed services, including compensatory services for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams (including parents). Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, 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 at home. Weekly, or more frequent, contact with teachers and therapists/counselors will be provided to each of these students.

IEP teams will determine the need for compensatory services based on progress monitoring data for reading and math. Therapists and counselors will provide input to IEP teams (including parents) to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations. These decisions will be made within the first month of school after valid progress monitoring data can be gathered and analyzed.

If determined necessary by IEP teams (including parents), compensatory 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 services providers to arrange for flexible work schedules so that SWD working from home can be served appropriately.

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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.

Gulf 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, laptops, 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 the 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/interpreters to arrange flexible work schedules so that ELL students working from home can be served appropriately.

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	
Lori Price, Assistant Superintendent for Instruction	
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Date submitted	
Superintendent Signature (or authorized representative)	