



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Jackson

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: _____

The Jackson County School District's Plan for reopening includes all the required elements during a normal operational school year with added supports as a result of COVID-19. These additions are highlighted for each grade span:

Prekindergarten:

1. Early Head Start, Head Start, and ESE programs will provide distance learning options synchronous to the brick and mortar educational programs.
2. Class Dojo will be utilized as the Learning Management System.

ELEMENTARY K-5

1. Implementation of Canvas Learning Management System for standard, synchronous iJackson learning, and continued full-time virtual learning environments.
2. Utilization of FLVS Coursework to be imported into Canvas for standard, synchronous iJackson learning.

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3. Continued use of i-Ready individualized learning pathways for brick and mortar and iJackson students.
4. Continued use of core content in print and web-based applications for standard and iJackson learning environments.

MIDDLE SCHOOL 6-8

1. Implementation of Canvas Learning Management System for standard and iJackson learning environments.
2. Utilization of FLVS Coursework to be imported into Canvas for standard and iJackson learning environments.
3. Continued use of i-Ready and Imagine Learning Math individualized learning pathways for standard and iJackson learning environments..
4. Continued use of core content in print and web-based applications for standard and iJackson learning environments.
5. Each student in a standard and iJackson learning environments will be assigned a laptop for individual use for all coursework and assessments.

HIGH SCHOOL 9-12

1. Implementation of Canvas Learning Management System for standard and iJackson learning environments.
2. Utilization of FLVS Coursework to be imported into Canvas for standard and iJackson learning environments.
3. Continued use of Imagine Learning Math individualized learning pathways for standard and iJackson learning environments.
4. Continued use of core content in print and web-based applications for standard and iJackson learning environments.
5. Each student in a standard and iJackson learning environments will be assigned a laptop for individual use for all coursework and assessments.

DJJ Facility

1. Reduce class size by providing educational services in dorm houses and classrooms.
2. Access to additional supplemental online educational programs for instructional continuity.
3. Virtual or Distance Learning platforms will only be utilized in the event of a facility outbreak.

Adults with Disabilities Program- Sunland

1. Standard instruction will occur using social distancing and smaller class sizes.
2. Teachers will travel to resource centers, cottages, and classrooms to provide instruction limiting client movement.

Adult Education Program- GED

1. Continue to provide brick and mortar services with limiting number of individuals in a room to 10.
2. Plan for virtual learning options

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Students in iJackson will be taught the same content in the same scope and sequence as a standard learning environment using a highly qualified instructor. Students in a virtual setting will have scheduled learning times with the instructor to provide collaborative environments for learning with instructor and peer interactions.

Supplemental instructional services outside normal instructional day through grants will be available to standard and iJackson students for after-school tutoring in targeted subject of ELA and Math.

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 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: _____

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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.

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.

The Jackson County School District's reopening date for brick and mortar is August 24, 2020, for all K-12 students. DJJ Facility begins instruction August 14th. Campuses will be open the required five days per week (minus scheduled holidays, teacher workdays, and professional learning days). The school campus will remain open to all students selecting the on-campus learning environment following the guidelines and advice of the Florida Department of Health, Jackson County Health Department, and Executive Order 20-149 and subsequent executive orders.

ESE and Early Head Start programs begin August 24th and Head Start and Voluntary PreK begin August 24th.

Distribution of laptops to distance and virtual learning students will begin August 17, 2020, to ensure students are ready for the start of instruction August 24, 2020.

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.

All students and their families will have access to required and supplemental services including services provided through federal grant programs to assist specialized populations, services to ESE students through accommodations and various services outlines in IEPs will continue, ELL services identified in ELL plans, access to highly-qualified and effective instructional staff; support services to homeless students and students in foster care will be provided through their needs assessment. Food service will be available to iJackson students in packed meals to be picked up on Mondays. PAEC Migrant Office staff will continue to provide on-site and virtual services to migrant students and their families. Parent Engagement activities will be highlighted on the District Facebook and YouTube Channel for parents to access at their convenience in the comfort of their own home, as well as conducting smaller and targeted on-campus programs to meet the needs of parents.

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.

The district has scheduled its progress monitoring assessments for August 17-28 for grades 1-12 and Kindergarten 9/21-10/2; January 6-22; and, May 3-21. Local assessments for Jackson County School District are i-Ready Math and ELA, Imagine Math, and District-developed Secondary ELA. All other assessments are state administered following timelines established by the State Assessment Office.

Assessments will be administered in a brick and mortar setting meeting CDC guidelines while in the classroom or in a computer lab setting.

Students in iJackson learning environment will have the ability to schedule time to come to the campus for diagnostic testing and will be required to schedule time for state administered assessments. The District is considering utilizing the add-on feature in Canvas Learning Management System to lockdown the browser during assessments to allow completion of progress monitoring assessments at home.

The District is aware of the barriers present in administering diagnostic assessments to students in iJackson learning environment. The District has enough laptops to provide a one-to-one program to students, additional Wi-fi capabilities are available to deploy into communities to increase internet coverage, and software has been updated to account for the Learning Management System. Scheduling and instructor availability for on campus assessment for distance and virtual learning students will be a barrier to overcome. Additional resources are actively being researched to allow for progress monitoring completion at home.

The district will utilize progress monitoring data to generate interventions through the Response to Intervention and Multi-Tiered System of Student Supports. School sites have RTI Specialists and Tiered Interventionists that are assigned to support brick and mortar as well as iJackson students with interventions to support improved student academic achievement.

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.

To respond to the needs of ESE students during the pandemic, Jackson County School District will continue to provide students with a free and appropriate education. It is understood that the delivery of each child's special education and related services will be individualized and according to the parents chosen instructional model. For those parents seeking the iJackson modal, the District will send a meeting invitation notice to parents inviting them to participate in an IEP meeting to address the specific needs of the student and the services that can safely be provided virtually.

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The District recognizes that a seamless transition can be achieved with implementation of a communication protocol to disseminate updates and directives. Establishing a protocol also provides for points of contact for the following purposes: to answer questions and address immediate needs of school staff, to relay concerns to the Director pertaining to instructional practices, Individual Education Plans, and provision of student services, and to promote roundtable discussions to address areas of need. The IEP team will discuss the frequency of the contacts.

The Jackson County School District will remain committed to educate and graduate all students in the District with specific consideration of the following given to students who have Individual Education Plans or EPS:

1. Instruction- Temporary or Full-Time Virtual Learning Plans for each student will be created based upon goals and/or objectives found on the student's most recent Individual Education Plan and instruction will be delivered as discussed.
2. Delivery of Instruction- The District will consider technology needs and availability of devices in direct correlation to preferred learning modalities and needs of students served by the exceptional education department.
3. Evaluations and Individual Education Plan Timelines- The District will work accordingly to adhere to the 60-day timeline for initial evaluations with clear documentation if exceptional circumstances exist that cause this timeline not to be met. The district will continue to hold IEP meetings and will consider virtual IEP meetings if there are no other alternative meeting formats. All mandated participants are required to be invited and parents are still to be provided PWNs, procedural safeguards, and when possible, a draft IEP. Documentation of parent attendance should be noted accordingly on conference notes and signatures obtained through verbal consent.
4. Attendance – The district will work to contact each student daily to ensure the provision and delivery of instruction and services. Should a teacher be unable to contact a student, the teacher should then report this information to the principal for assistance.
5. Therapy – Each therapist is expected to identify their individual caseloads at each school respectively. The district advises each therapist to make personal contact with the parent to establish the mode of service delivery: teletherapy, online platform, or paper-based instructions to support the parent virtually on OT and PT physical practice items. Additional contact is to be made at least once per week and IEP services that directly relate to the goals will be provided. Guidance for implementation of teletherapy will be assessed and arranged in a viable communication format and attached documentation amended as needed.
6. Any noted deficiencies due to the time missed during the 2nd semester that result in a substantial regression over and above the regression of the general education peers will warrant a conversation regarding remediation through an extended school service.

Assessment – Assessment of students will continue in adherence to guidelines and guidance set forth from the Florida Department of Education. Detailed information on progress monitoring is provided in Assurance 3 narrative.

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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.

To respond to the needs of ELL students during the pandemic, Jackson County School District will continue to provide students with a free and appropriate education. It is understood that the delivery of each child's education model will be individualized with accommodations as aligned with the student's English Language Learner's Plan. The District will utilize local, state and federal resources to provide a robust educational program to meet the needs of English Language Learners.

The District's progress monitoring tool will provide valuable data on the performance of students. The data will be analyzed to determine the needs of all students. English Language Learners that have regressed academically will have further review through the ELL Committee to determine the best course of action. English Language Learner Plan for each student that has exhibited regression will be reviewed and amended as necessary with appropriate services proven effective in student growth. This plan will be reviewed again in January/February 2021 after the second diagnostic assessment to determine growth and any necessary amendments.

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
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Date submitted
Superintendent Signature (or authorized representative)