



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## 2020-21 Florida's Optional Innovative Reopening Plan

**St Lucie Public Schools**

*Due: July 31, 2020*  
*Submitted: July 24, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto: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](mailto: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: \_\_\_\_\_

**St Lucie Public Schools** is ready to open with a very comprehensive **Return-To-School Safely Plan**. Our families have been offered three options for the 2020-2021 school year. Families were provided the opportunity to complete a commitment form for their school choice if they are selecting the MySchool Online or Mosaic Digital Academy/St. Lucie Virtual options rather than brick and mortar. For parents selecting the traditional brick and mortar option, no action was required, and they default to option one.

**Option 1: Traditional Schedule:** All brick and mortar schools are open for face-to-face instruction, five days a week. The school calendar will be followed. Students and teachers will follow their regular course schedule. Our District has the following school types: Elementary, Middle, K-8, 6-12, High School, DJJ and Alternative Schools. All school types will continue to offer their previous instructional bell schedule and daily hours.

**Additional Characteristics:**

- Explicit lessons in healthy habits with handwashing, cough etiquette, use of masks, social distancing and staying home when sick
- Increased emphasis on Social Emotional Learning to ease transition back to school
- No assemblies, large gatherings, field trips or in person open houses

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- Open houses conducted virtually
- Breaks for handwashing/sanitizing
- Social distancing whenever possible
- Masks required when social distancing is not possible
- Creative cafeteria scheduling to allow for fewer students and adults in an area with breakfast and lunches prepacked
- Transactions in the cafeteria will be touchless by students at the point of sale
- Upon arrival, students will report directly to class or to a setting where socially distanced
- Excess furniture will be removed, and seating arranged to maximize social distancing
- One-way hallways and stairwells for travel pathways
- Signage throughout facilities such as directional arrows, face covering requirements, handwashing and social distancing
- Frequent cleaning of surfaces, e-misting and disinfecting including routine deep cleans in schools and buses
- Hand sanitizer in every classroom and on every bus
- Protocols established for arrival and dismissal of all students on campus including walkers, bikers, car riders, and bus riders
- Isolation rooms will be established at each school site for any student exhibiting symptoms
- Water fountains will only be used to fill individual water bottles
- Visitors will be limited for essential reasons only and will be temperature checked upon arrival
- Seating charts will be used to support contact tracing when necessary

Professional Development for teachers will focus on safety procedures, usage of PPE, pedagogy for online learning, technology tools, and social-emotional health of the students in St. Lucie Public Schools.

**Option 2: MySchool Online:** This Innovative Learning Option is an online instructional model meeting the seat time and instructional minutes of the traditional face-to-face model. This model includes the following characteristics:

- Students and teachers follow a virtual daily course schedule that reflects a brick and mortar schedule
- Daily synchronous lessons delivered through Teams and Canvas for both whole group and small group instruction
- Asynchronous lessons will be provided for independent practice and while the teacher is providing small group instruction
- Students will interact with their teacher and peers and the teacher will be able to check for understanding in the same manner as a traditional classroom using TEAMS and Canvas
- Lessons follow district scope and sequence utilizing the same instructional materials and district tools as the traditional schedule
- Attendance is required and will be taken each period. The same attendance code will be utilized in MySchool Online as is used in brick and mortar instruction.
- Teachers deliver instruction from the school building.

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- The District will provide 1:1 computer access to students so that each individual child has a computer. This eliminates the sharing barrier for families experienced during the spring.
- Students remain attached to their school and may return to their traditional face-to-face schedule during the school year.
- Increased emphasis on Social Emotional Learning to support students in a virtual learning environment
- All wrap-around services will be provided to students selecting the MySchool Online option including counseling/advising, ESE, ELL, and interventions.

Professional Development for teachers will focus on safety procedures, usage of PPE, pedagogy for online learning, technology tools, and social-emotional health of the students in St. Lucie Public Schools.

MySchool Online will also be used if there is a need to close a brick and mortar school for a brief time due to Covid 19. The transition will be seamless in terms of instruction with the same scope and sequence and materials being used for daily instruction. We are prepared to pivot from the traditional setting to virtual and back as needed for individual children, classes, schools or the district. Non-classroom teachers will support students in both option one and option two.

**Option 3: Mosaic Digital Academy and St. Lucie Virtual:** Mosaic Digital Academy is a FLVS Franchise and St Lucie Virtual includes our VIP options. These students follow a more flexible virtual schedule but with rigorous expectations. Parents are trained as a Learning Coach to guide the learning of younger students. Face-to-face interventions are used to provide tier two and tier three intervention. Students who enroll in Mosaic Digital Academy and St. Lucie Virtual commit to a full year of digital instruction through this platform.

### **Progress Monitoring Tools**

Students will complete district wide diagnostics in reading and mathematics to determine students' needs for instruction, remediation, acceleration, and tiered intervention. Using reports generated by diagnostics, we will data-mine the outcomes from loss of instruction from quarter 4 versus historical summer regression for instructional planning. Throughout the school year, district developed unit assessments will be used to drive instructional decisions and progress monitor mastery of standards.

### **Specialized Instruction**

Students in all three options available within our Instructional Continuity Plan will access the full array of services available to meet the needs of all students and special populations. These services include: synchronous instruction, asynchronous instruction, specialized instruction for students with an Individual Educational Plan (IEP) and 504 plans along with 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).

IEP teams will be convened to determine if students regressed in their learning during the virtual instructional period for the fourth quarter. Regardless of the instructional model chosen by the family, services will be provided in accordance with each IEP. Training on accommodations in virtual learning will be provided to every teacher teaching in option two or three.

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ELL Committees will convene to determine if any of our English Language Learning Students have regressed in their learning during the virtual instructional period for the fourth quarter. District staff will work with schools to ensure that appropriate resources are utilized for any student in need of additional intervention.

Teachers, providing both in person and online instruction, will participate in the planning process using our Collaborative Learning and Planning (CLP) protocol in order to meet the specialized needs of all students within their classrooms.

### 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: NA

**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: NA

**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: NA

**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: NA

**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: NA

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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.

Meeting the criteria for Assurance 1, St. Lucie Public Schools is set to open 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 starting Monday, August 24, 2020. The Superintendent and School Board are committed to providing a safe and caring school district that meets the needs of all stakeholders. Therefore, there were three options provided that reflect the feedback from teachers, parents, staff members, and community members to best meet the needs of all students and employees of St. Lucie Public Schools. The options are subject to change as the pandemic situation changes. Families who do not select an alternative option (MySchool Online or Mosaic Digital Academy) will be defaulted to Traditional Face to Face Learning. Regardless of modality in which students will learn, students will engage in standards-based instruction with progress monitoring embedded throughout the school year.

- **Option 1: Traditional Face to Face** – all brick and mortar schools are open five days per week for all students.
- **Option 2: MySchool Online** – synchronous and asynchronous instruction with the same curriculum as in person instruction with Microsoft Teams and Canvas used as a communication device as well as a learning management system.
- **Option 3: Mosaic Digital Academy and St. Lucie Virtual (FLVS franchises)**

**Student Attendance:**

Daily attendance protocols through Skyward will be in place for both MySchool Online and brick and mortar schools. For students in MySchool Online, attendance will be verified by teachers within the Microsoft TEAMS platform for each class period.

The student school year has been postponed and will start on August 24, 2020 rather than the original August 10, 2020 date. After the start of the students' school year, all teacher workdays and Professional Development days have been converted to school days and the end of the year has been extended through June 4, 2021. St. Lucie Public Schools will utilize a school calendar incorporating 177 pupil days. SLPS exceeds the prescribed instructional minutes and hours for all grade levels.

School hours for students have not changed. Typical school hours are during the following time frames with no variations from previous years:

- High Schools: 7:33 am - 1:40pm
- Middle Schools: 9:30 am -3:50 pm
- Elementary Schools: 8:30 am – 3:00 pm
- K-8 Schools: 9:30 am - 4:00 pm
- Lowest 300 Schools: 8:30-3:20
- DJJ/Alternative: Vary but same scheduled hours as previous years

### 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.

St. Lucie Public Schools will extend opportunities to educate all student populations including supporting students within low-income families, students of migrant workers, students who are homeless, and students in foster care. 69.5% of St. Lucie Public School students are economically disadvantaged based on the federal lunch program. Federal and state grant funding is used to help this population secure supplemental education supports for both face to face and online remediation. Based on the surveys completed in the spring of 2020, it was determined that technology access was a hardship for students within our district. Therefore, funding was secured for technology distribution to ensure students have 1:1 computer access for MySchool Online and potential school closures. Along with distribution, our Instructional Technology department offers support to families who are struggling with technology. These solutions can include fixing computers, reviewing login procedures for Canvas and Teams, as well as teaching families how to access online resources. St. Lucie Public Schools deploys wifi-enabled buses into high need communities in order to provide students internet access. Our partnerships with internet companies affords families options to purchase reduce rate internet services.

We work with community partners to provide additional support and services for homeless students, migrant students, foster students, and economically disadvantaged students. These students are identified each school year and provided services to mitigate barriers in the learning environment both online and in person with services extended to the families as well. St. Lucie Public Schools works with community organizations to provide students with GRACE packs to provide students with food during the weekends or extended breaks (i.e., Thanksgiving, Winter Break, Spring Break). Food services are also extended to all students within St. Lucie Public Schools regardless of enrollment option. Food distribution sites are established and communicated to families through multiple media channels. Current district services to homeless students, migrant families, foster children, ELL and ESE students will continue regardless of enrollment options.

District and school support staff collaborate with families to ensure seamless supports are in place if students transition between home situations and schools. Graduation coaches work with individual students and families to confirm students are attending and meeting graduation requirements with their grade level cohort regardless of the school option.

### 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.

St. Lucie Public School has progress monitoring assessments in place to support decision making on adequate progress and how interventions and tiered support are being deployed.

**State VPK Assessment:** Students attending voluntary prekindergarten (VPK) programs are administered the State VPK assessment at three assessment periods during the year, assessing skills in both reading and mathematics. Star Early Literacy Students attending SLPS VPK programs are administered the Star Early Literacy test, which assesses reading and mathematics skills at the domain and sub-level. This assessment will be administered three times during the year.

**FLKRS:** Students entering Kindergarten are administered the FLKRS assessment within the first thirty days of school. These results are used to help determine kindergarten interventions. Brick and mortar students will be scheduled within the school setting. Students within MySchool Online will be able to come to district office on designated days for testing.

**iReady:** Elementary and middle school students complete iReady diagnostics for Reading and Mathematics three times a year. These online assessments will be administered to our brick and mortar students at each site and remotely to students within MySchool Online option. Growth Monitoring assessments within iReady are scheduled each month for timeframes that do not have a diagnostic scheduled. These assessments will be used for progress monitoring for tier 2 and tier 3 students in K-8.

**Reading Plus/Achieve3000:** Reading Plus and Achieve3000 reading assessments will be administered for progress monitoring for students within grades 6-12 for ELA three times a year.

**Progress Monitoring (UAs):** Unit Assessments are local assessments administered for students in the following subject/grade levels:

- ELA grades 2-10
- Mathematics grades 2-Geometry
- Science grades 3-8, Biology, Environmental Science
- Civics, and US History

These unit assessments are standards-based assessments created for units of study based on scope and sequences. These assessments will be administered to students in our brick and mortar courses as well as our MySchool Online courses. Local assessment data is recorded in Performance Matters and is monitored by district administrators and school leadership teams. These outcomes are used to provide district support and resources to schools and teachers. Curriculum and Instructional adjustments are also made based on the data.

During the 2020-2021 school year, additional analysis will be done on each unit assessment to determine if gaps exist that may be related to the loss of instructional time due to COVID-19. Immediate adjustments will be made to compensate for these gaps.

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Following St. Lucie Public Schools' Reading plan, students will be placed in tier 2 and tier 3 interventions based on the decision tree.

DISTRICT WIDE ASSESSMENTS 2020 – 2021 SCHOOL YEAR	
<b>FALL</b>	
Kindergarten FLKRS	August 24 – October 6
Grades 1-8 iReady Diagnostic	August 24 – September 25
Reading Plus Benchmark 1 Achieve3000 Level Set	August 24 – September 22
Kindergarten iReady Diagnostic	October 12 – October 30
Grade 5 & 8 Science Pre Test	August 24 – September 22
PSAT School Day	October 14
*ELA Growth Monitoring (iReady)	Week of: November 2, December 7
*Math Growth Monitoring (iReady)	Week of: November 9
<b>WINTER</b>	
Reading Plus Benchmark 2 Achieve3000 Level Set	November 30 – December 11
Semester Exams	December 7 – December 18
*ELA Growth Monitoring (iReady)	Week of: December 7
*Math Growth Monitoring (iReady)	Week of: December 14
Grades K-8 iReady Diagnostic	January 5 – February 5
<b>SPRING</b>	
*ELA Growth Monitoring (iReady)	Week of: February 8, March 1, April 5
*Math Growth Monitoring (iReady)	Week of: February 16, March 8, April 12
Grade 5 & 8 Science Post Test	March 1 – March 31
SAT School Day	March 3
Grades K-8 iReady Diagnostic	April 1 <sup>st</sup> – June 4 <sup>th</sup> • 3 <sup>rd</sup> Grade should test 5/10 – 5/26
Reading Plus Benchmark 3 Achieve3000 Level Set	April 12 <sup>th</sup> – June 2 <sup>nd</sup>
Semester Exams	Seniors: May 10 – May 21 Finals: May 10 – June 4

Elementary Recommended Assessment Windows												
W	Testing Window	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			
		E.L.A.	M.A.	E.L.A.	M.A.	Sci.	E.L.A.	M.A.	Sci.	E.L.A.	M.A.	Sci.
1	8/26 - 9/2							U1				
2	9/2 - 9/9							U1				
3	9/9 - 9/16			U1	U1			U2			U2	
4	9/16 - 9/23			U2	U2			U2			U1	
5	9/23 - 9/30							U3			U3	
6	9/30 - 10/7	U3	U2	U2				U3	U3	U3	U3	U3
End of Quarter 1												
7	10/14 - 10/21					U2A						
8	10/21 - 10/28	U4	U3B					U4/E	U4			U2
9	10/28 - 11/4			U5/E	U2B	U4	U4				U4/E	U3
10	11/4 - 11/10			U3B								
11	11/10 - 11/20			U5				U5	U5	U4	U5	U4
12	11/30 - 12/7					U3						
13	12/7 - 12/18	U5	U4	U5				U5		U4	U4	U4
End of Semester 1												
14	1/5 - 1/13			U5		U4				U6		U5
15	1/13 - 1/20	U7	U5	U5/E	U5	U4	U7/E	U7			U7/E	U6
16	1/20 - 1/27											
17	1/27 - 2/3			U7							U7	
18	2/3 - 2/10					U6		U8	U8	U4	U8	U4
19	2/10 - 2/17			U8								U8
20	2/17 - 2/24			U7	U8							
21	2/24 - 3/3							U9		U4	U9	U8
22	3/3 - 3/12	U9				U7			U9			U9
End of Quarter 2												
23	3/22 - 3/31			U9						U10		U4
24	3/31 - 4/7	U10	U8		U8			U10/E	U10		U11/E	
25	4/7 - 4/14			U9	U10/E		U11			U10	U11	
26	4/14 - 4/21									U11		U12
27	4/21 - 4/28			U11	U10	U9		U12				U10
28	4/28 - 5/5					U11						
29	5/5 - 5/12							U11	U12			U11
30	5/12 - 5/19			U12	U11			U10				U11
31	5/19 - 5/28					U12						U11

Assessment Windows: Assessment windows are recommended for the given dates, but they are open until the end of the semester to allow for flexibility in testing. Please consult with your school's local administration if your pacing requires this flexibility.  
Survey Link: <https://survey.stlucie.org/s/17> | Survey ID: 1767767001

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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.

**St. Lucie Public Schools will continue to ensure that it provides:**

- Free Appropriate Public Education
- Appropriate Evaluations
- Individualized Education Program (Plan)
- The LEA Must consider the unique circumstances of each child
- Least Restrictive Environment
- Parent Participation
- Procedural Safeguards

Services for Students with disabilities will continue regardless of the option selected. Services provided for students must be consistent with the IEP. Related services, supplementary aids and services, as well as accommodations will be included for students with disabilities. ESE District Staff will assist with scheduling and identifying service delivery methods for students within MySchool Online.

**Child Find Screening and Evaluation:** Many components can be completed remotely with fidelity including parent interviews, observations (structured and unstructured), behavior screening facilitated by

parent/caregiver, use of standardized instruments that are normed on data from parent interview, and review of input from community sources.

**ESE Compliance During Distance Learning:** IEP meetings will be held via combination of Microsoft TEAMS and in person. IEPs will be written to meet the needs of students. Signatures on Meeting Documents will be secured through conference notes and documents sent home via email or US mail. Parents/guardians will receive Procedural Safeguards and/or an explanation of them. Notification of meetings will occur via phone, email, or US mail.

**Specialized Instruction and IEP Services:** Students will have access to live, inclusive services via district approved platforms. Lessons and activities will be posted into Canvas for asynchronous lessons. Teachers will provide synchronous lessons through TEAMS to provide instruction, accommodations, progress monitoring, materials, and accessibility features. Students will receive services and/or support based on the student's LRE indicated by the IEP. Online curriculum programs for identified needs will include Unique Learning System. ESE and general education teachers will consult and collaborate regarding accommodations, services and resources. Support for students will continue through office hours, email, phone calls, and video chats.

**Compensatory Services:** School Based IEP teams will review the present level of performance data available for all students with disabilities to determine the level of regression in academic and/or behavioral performance. A percentage of students with disabilities participated in a summer program as an extension of the regular school year. The information from this participation will also be helpful for IEP teams to review when making determinations about regression.

The IEP teams will also be charged with determining if there are needed services throughout the course of the year that can be provided through an extended school year model. The teams will continue to follow the ESY matrix when making these determinations and review the available data and input from the parent. The IEP teams will determine if these services, in conjunction with the specialized instruction and related services, provided consistent with the IEP are sufficient to recoup or recover any loss of skills or progress made toward the acquisition of skills or mastery of goals outlined in the IEP.

If the IEP teams determine that the addition of extended school services throughout the year are insufficient to close the gap or to recoup any loss of skills that may have resulted from the closure of school due to the COVID -19 Pandemic, the IEP team, in conjunction with the district office, must determine what will be proffered to the student and family in the way of compensatory services.

**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.

Services for English Language Learners will continue to be provided in the three ELL models: sheltered, collaborative, and mainstream. These models focus on oral language development through literacy and can be done through online platforms. Virtual accommodations will be documented in Ellevation (e.g., native language glossaries/dictionaries provided for home use for LYs). Supplemental tutorial options will be provided for LY and identified LF students as needed. Specific resources for supporting beginning English speakers and newcomers will be provided to schools. Usage of Imagine Learning, Insync and Rosetta Stone will continue to be used as a online language development resource. Translation services for supporting communication with students and their families will be available in both traditional and MySchool Online settings. Using Title 3 funding, schools will be able to provide for extended learning opportunities after school for ELL students in reading and math. The funding provides for one teacher and paraeducator to provide instruction twice a week for a total of five hours.

Reopening School for English Learners			
Key Priorities	Best Practices	Resources	Planning Implications
<b>Responsive Schools</b>	English learners are assets to our schools and community. Schools need to ensure they embrace what ELs bring and who they are, while providing them with the support they need to succeed.	<u>WIDA Instructional Strategies and Best Practices</u> for instruction should be implemented for English learners during distance learning and the reopening of schools. Instruction should meet the needs of students <u>English Language proficiency and grade level academic expectations.</u>	The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students within a reasonable period. To accomplish these goals all English learners must receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level and appropriate academic instruction.
<b>Family Engagement</b>	Maintain communication with families.	Families may be under stress and pressure from reduced income or the threat of losing jobs or housing. By actively listening for these concerns, schools can better help to connect families with the support and resources they need.	<u>St. Lucie County Translation Services Request</u> Written and School messenger communication provided in Spanish and Haitian-Creole <u>Multilingual Resources</u> Ask families what mode of communication works best for them to ensure active participation. Coordinate focus groups and/or empathy interviews to ensure that families of ELs have an opportunity to share their input rather than only receive information. Leverage local community partnerships to reach families.

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Students up for re-evaluation will receive extended services from March 2020 until face to face instruction continues. ACCESS for ELLs 2.0 results from the Spring 2020 administration are anticipated to arrive in late July for placement decisions to be made. ELL Plans will be updated to include distance learning options. ELL Committee Meetings and service documentation will be in Ellevation. Meetings will be held virtually using Microsoft TEAMS. Students who are exiting must have both ELP and reading assessments.

Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Dr. Helen Wild – Chief Academic Officer
<b>Contact information: email, phone number</b>
<a href="mailto:Helen.Wild@stlucieschools.org">Helen.Wild@stlucieschools.org</a> (772) 429-3913
<b>Date submitted</b>
July 23, 2020
<b>Superintendent Signature (or authorized representative)</b>
Dr. Helen Wild, Chief Academic Officer      July 24, 2020