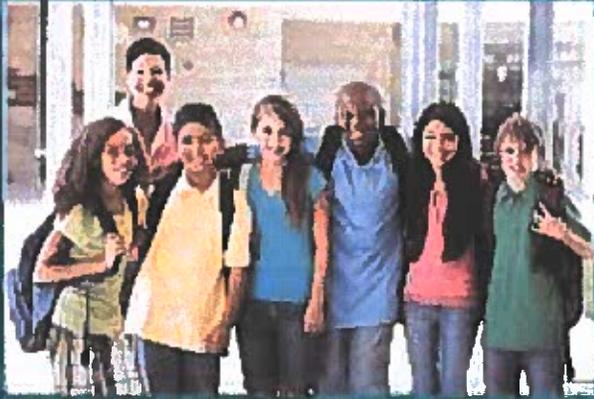




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Washington]

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

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: _____

Washington County Innovative Reopening Plan

All public schools in Washington County School District (2 elementary, 2 middle, 2 high schools and the district ESE Center school) will provide in-person instruction in a 5 day per week/180 day traditional model to ensure that all students receive their required instructional minutes.

In May of 2020, 95% of WCSD teachers participated in Florida Virtual distance learning professional development. This PD will benefit all students greatly as we move forward in uncertain situations.

District teachers will use google classroom to communicate with students, teachers and families in anticipation for extended absences. Teachers will provide their lessons and class communication on google classroom so that all students will have access to notes, assignments and the opportunity for additional support. Grades, communication logs and notes will be recorded in FOCUS and available to parents in parent portal. Full services are afforded to all students enrolled in the traditional model of instruction: ESE students, transportation services, meals, ELL students, mental health services, OT/PT, Speech and Language, access to dual enrollment, access to school counselors and career and college

counselor.

Students opting to remain at home will be provided instruction in all core academic subjects using FLVS curriculum with a school based teacher through the Innovative Learning Environment. The students enrolled in this Innovative Learning Environment (ILE) will also have access to all materials and supplemental resources as the students in the traditional model (iReady, IXL, FAIR testing, digital textbooks, Unique Learning (6-12), Teachtown (PK-5), Classlink) In some secondary elective courses, the district purchased FLVS curriculum is not available. Students in both brick and mortar and ILE will be able to use FLVS, PAEC courses or teacher generated distance opportunities. ILE students may also dual enroll in community college or technical college courses. Students in the ILE using FLVS curriculum will be assigned to a period of instruction with a certified teacher and given the opportunity to use Zoom for interaction with teachers and classmates. The students will work asynchronous but will be using the same pacing guide as the students receiving face to face instruction. The full panoply of school services will be continued for students including speech and language therapy OT/PT, mental health counseling, ELL services, multi-tiered support and after school support. A district ESE certified teacher will be assigned to provide assistance to any ESE student whose IEP indicates support services are needed.

Students in ILE will be eligible for free breakfast and lunch – as Washington County has 100% free meals due to the impact of Hurricane Michael. ILE students will also be eligible to participate in after school tutoring/academic assistance using CARES grant funds.

In order to maintain continuity of transitional services for the students, ILE students at the elementary school will return to the ILE teacher until the end of the 9 weeks/semester but participate in special areas and lunch with their peers who are assigned to the same face to face teacher. Upon the quarter break, they will then be scheduled with their face to face teacher for the remainder of the year. Students in secondary grades will return to their school and provided a schedule allowing them to either complete their course on line or move directly into the course on campus. The district grading policy will be followed for both face to face and ILE student.

Students in ILE will be afforded the opportunity to enroll in any course that is tied to an extracurricular activity as are Washington County Home School students. These students are able to earn the credit as well as participate in extra curricular activities.

Students on Access Points will be provided appropriate instruction based on their specific needs. In some cases, the teacher will record and save her instruction on a CD. The student will be provided a laptop and the CD and afforded the opportunity to view instruction and complete assignments on the laptop. In other instances there will be paper and pencil assignments provided to the student. An ESE certified teacher will oversee the instruction of the district access students.

In the event that all students are unable to return to school, Washington County School District's plan includes a license for all students to use FLVS courses for core academic, FLVS or PAEC for many electives and/or digital access for electives.

Washington County is able to provide a laptop to any student who needs one. The laptops were previously purchased using half cents sales tax funds. In some cases, jet packs can be provided with restricted access to the internet. Additional laptops and internet access hardware will be purchased with

CARES funds.

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. P

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.

Per Executive Order 20-149 and collaboration with Department of Health, all Washington County schools will open on August 10 for teachers to return and August 26 for face to face and ILE students. From August 10 – 25, teachers and staff will prepare schedules and any restructuring of their lessons to provide instruction for returning students – both in and out of the school building. In the event of any subsequent executive orders, WCSD is prepared to modify the delivery of instruction to best meet the needs of our students.

Professional Development will be provided to all teachers in areas of Covid education, safety procedures and best practices for classrooms. The Department of Health will assist in this training.

Teacher workday is from 7:30 – 3:00

Elementary 7:55-2:40

Middle 7:40-2:30

High 7:45-2:35

ESE Center School 7:40-2:30

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 families (on campus 5 days per week or enrolled in Innovative Learning Environment) will be provided the full array of services required by law included multi Tiered interventions, special education accommodations and instructional supports, speech and language services, OT/PT, mental health services and academic/career planning/school counseling. All meals served will be available for all students.

Transportation is provided for all students to the brick and mortar schools.

Students both on campus and remotely will have access to afterschool tutoring funded by the CARES grant.

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.

Progress monitoring will be administered to all students on the same schedule whether students are on campus or working remotely.

K-5 ELA and Math

iReady is used 3 times a year

Grades 6-10 ELA

FAIR-FS is used 3 times a year

Grades 7-8 Math, Grades 9-10 Algebra 1 and Geometry

District made assessments are used 3 times a year

Access students use Unique Learning and standards based assessments for progress monitoring

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.

WCSD Staffing Specialists work closely with School Counselors, our school psychologist, teachers, therapist and families to schedule IEP meetings to determine services needed for students with a disability. IEPs will be developed to reflect FAPE in traditional school settings. Contingency plans will be developed in collaboration with families and students to reflect FAPE in the ILE environment. Families choosing ILE will be assigned to an ESE teacher to provide the agreed upon educational services (daily support, weekly support, monthly consult, Zoom sessions, phone contact, email)

Assistive technology will be available for both traditional and ILE students who have an IEP or 504.

Compensatory services would be determined individually at IEP team meetings.

Progress monitoring data will be used throughout the school year to determine if an IEP needs to be amended or changed to best serve the student.

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.

For those WCS D students identified as needed ESOL instruction – their instruction would be provided by an ESOL certified teacher through either traditional or virtual instruction. ELL students have access to iReady in Spanish and Rosetta Stone as needed.

Progress monitoring data would determine if additional supplemental services were needed throughout the year.

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
Elizabeth Arnold, Director of Assessment and Accountability
Contact information: email, phone number
Elizabeth.arnold@wcsdschools.com 850-638-6222
Date submitted
7/30/20
Superintendent Signature (or authorized representative)


ADDENDUM TO WASHINGTON 2020-21 FLORIDA'S
OPTIONAL INNOVATIVE REOPENING PLAN
AUGUST 20,2020

Please add the following statements to Washington County's plan:

- On page 3, paragraph 3 - the following sentence should be added: Schools will work with families and students who are not successful or satisfied in the ILE option. These students may return to traditional school with additional supports through MTSS and/or ESE services.
- On page 7 paragraph 1 - the following sentence should replace the first sentence: All students and families, including low-income families, students of migrant workers, students who are homeless and student in foster care, (on campus 5 days per week or enrolled in Innovative Learning Environment) will be provided the full array of services required by law including Multi Tiered interventions, special education accommodations, and instructional supports, speech and language services, OT/PT, mental health services and academic/career planning/school counseling.
- On page 8 after the last sentence - the following sentence should be added: Progress monitoring data will be used to determine need for interventions, measure the success of previous interventions, intensity of interventions as well as possible need for specialized education. Additionally the data will be used to provide appropriate instructional needs for students.
- On page 9 the last sentence should read: Progress monitoring data will assist IEP teams in determining if remediation or compensatory services are needed.
- On page 10 replace the last sentence with the following sentence: Progress monitoring data will be used to determine if additional supplemental services are needed in all learning environments for ESOL students. In addition, WCSD provides a paraprofessional to assist ESOL students in both traditional and ILE models - as needed.