



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

### **Dixie District Schools**

*Due: July 31, 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: \_\_\_\_\_

Dixie District Schools has chosen to implement blended learning course codes throughout the school district in all courses, K-12. Teachers in grades K-5 have received training on the use of Google Classroom, while teachers in grades 6-12 have received training on the use of Canvas. Teachers are required to implement blended learning instruction weekly as part of their regular curriculum, so that both teachers and students are prepared to utilize the learner management systems in the event of another school closure. Students will be able to access the same curriculum and instruction through the LMS whether they are in the regular brick-and-mortar classroom or at home if they are deemed to be of the vulnerable population. Google Meets allows teachers to offer live, synchronous instruction opportunities that allow for interactions between teachers and students. Teachers can also record instruction and post them via the LMS to offer asynchronous instructional opportunities for those who are unable to participate live. Due to Dixie County having one of the poorest internet infrastructures in the state of Florida we have designated 7 Wi-Fi hotspots strategically placed throughout the county that will allow approximately 90% of our students and their parents to travel no more than 10-15 miles to reach an area with Wi-Fi capability. Upon connection to these Wi-Fi hotspots students can download recorded videos of lessons and assignments, then view/access them from home.

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### 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:   4  

**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:   4  

**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:   5  

**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:   5  

**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:   6  

**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.

Dixie District Schools will reopen for all students K-12 on August 10, 2020 in a brick-and-mortar setting on a normal, 5 day per week schedule, per the Dixie District Schools' 20-21 calendar [http://www.dixie.k12.fl.us/SM%20Documents/Calendar/District%20Calendar%202020%20-%202021%20SB%20Approved%202-11-20%20\(4\).pdf](http://www.dixie.k12.fl.us/SM%20Documents/Calendar/District%20Calendar%202020%20-%202021%20SB%20Approved%202-11-20%20(4).pdf)

We are resuming school with a complete staff prepared to deliver in-person instruction via blended learning course codes utilizing Google classroom and Canvas learner management systems. We will adhere to the most current advice and order of the Florida Department of Health, local departments of health, Executive Order 10-149 and any subsequent executive orders.

**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.

Dixie District Schools will provide instruction as well as a full array of services to all students, including students from low-income families, students of migrant workers, students who are homeless, and students in foster care, as required by law just as we would in any normal school year. Instruction will be delivered in-person in a brick and mortar setting to all vulnerable populations, unless they choose to participate in virtual school. Students who are vulnerable due to specific health reasons will be provided masks, shields, and any other PPE equipment as necessary. Students will be able to access the same curriculum and instruction through the LMS whether they are in the regular brick-and-mortar classroom or at home if they are deemed to be of the vulnerable population.

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### 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 3 times per year, just as in any normal school year. I-Ready will be used K-8 as the primary progress monitoring tool. Students in grades 9-12 take Commonlit assessments, STAR Reading assessments or Achieve3000 assessments 3-4 times per year. All of these assessments are given electronically on school issued Chromebooks. The initial diagnostic will identify student skill level at the onset of the school year, and determine any deficiencies students may have so that teachers can offer intervention and tiered support as needed. Once students take the 2<sup>nd</sup> diagnostic, the data from diagnostic 1 and 2 will be examined to determine if adequate progress is being made, and will be analyzed again to determine student deficiencies so that intervention and tiered support are supplied as needed. Progress monitoring is also available in the innovative option.

### 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.

Students with IEP's will continue to receive the most appropriate services aligned with the student's current IEP in light of the circumstances, including speech and language therapy, occupational therapy, physical therapy, behavior support and counseling services. Remedial and compensatory services will be identified in the IEP for regression. These services may include 1) face-to-face instruction on the school campus 5 days per week with ESE services as written on the current IEP, 2) full time virtual instruction through Dixie District Schools virtual school with NEFEC provided teachers, with ESE services as written on the IEP provided by ESE certified teachers, 3) virtual instruction provided by certified general education teachers with services as written on the IEP provided by ESE certified teachers. Student progress will be monitored on a weekly basis allowing for teams to convene IEP meetings to make adjustments to the plan as necessary. The IEP team will use data and progress monitoring to determine what, if any additional services, including after school services, are needed to ensure students continue to receive a Free and Appropriate Public Education (FAPE). Annual IEP meetings and re-evaluation considerations will continue as required by law. These meetings may be in person, by phone or held virtually as mutually agreed upon by all members of the team, including the parents. Based on the option selected by parents the IEP's will reflect the services.

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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.

When schools reopen the district will use a Multi-Tiered System of Supports to determine the present level of ELL students with the use of district progress monitoring assessments. The data collected from these assessments will be compared to the results of the last assessment given, to determine if any regression has occurred. Students will be placed in the appropriate tier based on the results. Any identified gaps will be addressed in student ELL plans, with possible interventions to include appropriate tiered interventions and/after school tutoring. Based on the option selected by parents ELL plans will reflect the services.

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>
Buddy Schofield
<b>Contact information: email, phone number</b>
<a href="mailto:buddyschofield@dixie.k12.fl.us">buddyschofield@dixie.k12.fl.us</a> 352-541-6250
<b>Date submitted</b>
08/04/2020
<b>Superintendent Signature (or authorized representative)</b>
