



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

GADSDEN

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 Gadsden County School District will offer the following Innovative Model to ensure quality and equitable services to all students, Kindergarten through Grade 12. The District will continue to utilize our approved instructional materials, which includes digital resources.

In-person Instruction: Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs "**in person**" and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and or Canvas to make learning seamless. The District is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by using masks when social distancing is difficult.

Remote Learning: The District will offer **Remote Learning** for students whose parents elect to have their students learn in their home environment. Instruction will be a combination of synchronous and asynchronous activities. In order to ensure quality and equitable services, classroom teachers may provide

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both in-person instruction and remote learning instruction simultaneously. This model will allow all students access to the same curriculum, instructional activities and resources as their classmates whose parents have elected to return to the brick and mortar program.

Utilizing the model where classroom teachers are providing in-person instruction and instruction for remote learners will ensure continuity of instruction for all learners. Synchronous instruction will provide an inclusive environment and will facilitate student engagement. When interventions and additional supports are required, the selected LMS solutions will accommodate learners. For example, students can be placed in small group environments through Google Meets or Zoom break-out rooms. Small group (workshops) or individualized instruction can be implemented through remote means.

Whether the students is enrolled in **In-person Instruction** or **Remote Learning**, they will have a schedule that includes required coursework, instructional supports (IEPs, interventions, etc.) and will be included in the schools' master schedules. Assignments traditionally known as homework will be posted in the Google Classrooms and or Canvas for both in-person and remote learners. Students will access the assignments and return as directed by the classroom teachers. This practice will allow Gadsden to ensure that students, teachers and families can effectively navigate online resources should circumstances move the district back to remote learning.

Professional development on effective use of the Google Suite will be provided for all teachers at both the elementary and secondary levels. Training dates for the LMS, Canvas, are being scheduled. Since the Google Suite is already a part of the learning environment, all persons will be trained so that there is no delay in remote learning.

Parent engagement opportunities will be scheduled and will include virtual sessions to reduce face-to-face contact, in compliance with CDC and local health department guidelines.

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.

The Gadsden County School District (District) is scheduled to reopen for students August 31, 2020. The brick-and-mortar buildings will be open Monday through Friday, as required by the Florida Department of Education. The District’s Crisis Response Team is working with the local health department to ensure that all precautions are taken to ensure a safe environment. All schools will open on August 31st. Classroom teachers are scheduled to return to their classrooms on August 24, 2020. The Director of Transportation is in constant communication with state leaders to ensure the safe transport of students whose parents rely on district-sponsored transportation. Parents will be encouraged to transport their students so that we can safely ensure healthy learners.

The District established a Re-opening Task Force that included members representing the school board, the schools, the families and the community. A survey was conducted to leverage the reactions of parents and families on students returning to school. With 1,332 respondents, roughly 47% indicated that they would elect remote learning as their mode of education for their children. To this end, the District has decided to offer the following options for the re-opening of schools.

OPTION	DESCRIPTION
OPTION 1: FACE TO FACE	Mirrors traditional school life, where students are receiving instruction, in the school building with the teacher physically onsite. Brick-and-mortar buildings open five days a week with full array of services. In addition to the district’s state-approved instructional resources, coursework provided through Edgenuity will be available for students requiring credit recovery.
OPTION 2: REMOTE LEARNING	Students are engaged in real-time, live, synchronous and asynchronous instruction. Students in the remote environment will receive the same instruction, at the same time as the students who are face to face in the brick-and-mortar, using the district’s state-approved core instructional materials and interventions and courses through Edgenuity for students requiring credit recovery. Support services will be available and will follow the established IEPs.

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OPTION 3: HOME SCHOOL

Students will have the option to enroll in district’s home education program (HSE). Parents may elect to provide instruction through their own curriculum or enroll in the district’s curriculum offered through My Virtual Franchise through PAEC.

The chart below indicates the schedule by school type.

GRADE SPAN	START TIME	END TIME
ELEMENTARY (K – 5)	9:00 AM	4:00 PM
MIDDLE (6 – 8)	9:00 AM	4:00 PM
HIGH (9 – 12)	8:25 AM	2:35 PM

The following measures are being instituted at all Gadsden County School District facilities as to comply with CDC guidelines and to follow the recommendations of Florida Department of Health and local health departments.

- All individuals are required to wear facemasks/coverings in school buildings and other district facilities.
- There will be no-contact temperature checks at the beginning of each school day.
- Staff and students with temperatures at or above 100.4°F will be required to return home.
- Staff and students exhibiting the following COVID-19 symptoms will be required to return home.
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Social distancing will be practiced to the extent that it is necessary and practical.

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- Hand sanitizer will be present in classrooms, throughout school and district facilities; however hand-washing will be emphasized as the preferred method of cleansing.
- Frequently touched areas and instructional items will be sanitized between classes.
- All areas in which the public has contact will be sanitized at the end of each school day. This includes buses used for transporting students.

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.

The Gadsden County School District will offer the following Innovative Model to ensure quality and equitable services to all students, Kindergarten through Grade 12. The District will meet all established mandates, including but not limited to required instructional minutes, physical education requirement and mandated recess for elementary students. All communal activities will be adjusted so that there is a reduction in the number of students congregating and to reduce the likelihood of student contact. We will continue to offer breakfast and lunch for all campuses; however, as determined by the school climate, meals may be served in classrooms, in open areas or in staggered lunch periods.

The physical buildings will bear signage that remind students of safe health practices and will include directional information to facilitate “clean” transitions when entering and or exiting the buildings. Each school campus will reduce the movement of students to the extent practical.

In-person Instruction: Students will receive in-person instruction. **In-Person learning**, occurring in the brick and mortar, is any form of **instructional** interaction that occurs “**in person**” and in real time between teachers and students. An electronic device, such as a laptop or Chromebook will be assigned to each student. All elementary schools will utilize the Google Suite as a learning management system, while the secondary schools will utilize Google Classroom and or Canvas to make learning seamless. The District is committed to following the CDC recommendations and will take all precautions to ensure the safety of our students and staff by using masks when social distancing is difficult.

Each school site will adjust their campus activities to accommodate their populations who elect to return to the brick-and-mortar. There will be no reduction in the level of services available for any population such as students from low-income families, students of migrant workers, students of families in transition or those in foster care. When there are services that must be provided in a situation where social distancing is not possible, **all persons are required to wear masks** in order to mitigate the spread of COVID-19. Special accommodations are being investigated to accommodate those learners where masks cannot be used due to their disability.

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The District recognizes and embraces the fact that school is more than an academic institution. It also serves as support for the students socially and mentally. We will continue to enlist the support of our community members; however, the following adjustments are being made.

- Family members and visitors are not allowed on the school premises, except in case of an emergency.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if face-to-face events are held. Limit group size to the smallest size possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, and county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and pep rallies, if possible.
- Parent conferences will be conducted virtually when feasible. When it is absolutely necessary to have a face-to-face meeting, parents will be escorted to a designated conference room, where participation will be limited to mandatory team members, while social distancing. Masks will be required and meeting time will be shortened to address essential business.
- All visitors will have temperature and wellness checks upon entry to the campus.

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 will follow the schedule determined by the Florida Department of Education for all state assessments.

The following plan is proposed for progress monitoring for ELA and Mathematics. The district will utilize the activities established by the teacher leaders in the Gadsden Science Institute to address the annually assessed standards in Science.

GRADE LEVEL	SUBJECT	TOOL	FREQUENCY
Kindergarten – Grade 1	ELA	Star Early Literacy, iReady, curriculum-based assessments	Quarterly and based on curriculum map
	Mathematics	Acaletics, curriculum-based assessments	Quarterly and based on curriculum map
Grade 2 – Grade 5	ELA	Star Reading, iReady, curriculum-based assessments	Quarterly and based on curriculum map
	Mathematics	Acaletics, curriculum-based assessments	Quarterly and based on curriculum map
Grade 6 – Grade 8	ELA	Star Reading, iReady, Ready, curriculum-based assessments	Quarterly and based on curriculum map

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	Mathematics	Acaletics, i-Ready curriculum-based assessments	Quarterly and based on curriculum map
Grade 9 – Grade 12	ELA	Star Reading, Achieve 3000, curriculum-based assessments	Quarterly and based on curriculum map
	Mathematics	Star Math, Curriculum-based assessments	Based on curriculum map

Star Early Literacy and Star Reading data will be analyzed after each assessment. The District will follow the goals established in the District’s Strategic Continuous Improvement Plan. Weekly data chats will be held at each school, led by the schools’ leadership teams. Monthly Principal Leadership Team meetings will be held and will include progress monitoring discussions where district goals are reviewed. The district instructional specialists for ELA and mathematics will support the two schools who are listed on the Lowest 300 Elementary Schools by serving on the instructional leadership teams, modeling effective practices and guiding instruction. When data indicates that changes in instructional practices are necessary, such changes will be made. Monthly meetings with the district specialists and the assistant principals of curriculum will ensure that data is being shared and being used to inform instruction. Weekly updates will be provided to the District Educational Management Team (EMT) by the Area Directors of Elementary and Secondary Instruction.

For students who are enrolled in Remote Learning, access to Star Early Literacy, Star Reading, i-Ready and Acaletics will be provided. As an attempt to ensure validity, the district will explore mobile assessment units that will allow us to administer assessments in an environment that accommodates students whose parents have elected remote learning. This solution may include mobile learning, specific testing sites and or specific testing schedules.

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.

Each school site will adjust their campus activities to accommodate their populations who elect to return to the brick-and-mortar. There will be no reduction in the level of services available for any population such as students from low-income families, students of migrant workers, students of families in transition or those in foster care. When there are services that must be provided in a situation where social distancing is not possible, **all persons are required to wear masks** in order to mitigate the spread of COVID-19. Special accommodations are being investigated to accommodate those learners where masks cannot be used due to their disability.

Required IEP team meetings will be hosted virtually for students whose parents have elected remote learning, if the parent agrees. If the parent would prefer a face to face meeting, the meeting will be scheduled and hosted. Based on students' current levels if regression has been identified, compensatory services for students with disabilities will continue to be delivered, adhering to all safety recommendations. The district provided virtual support during the summer and the Department of Exceptional Student Education plans to discuss the impact of the virtual program as to inform how we will respond during the 2020-2021 school year.

The district will continue providing safety measures to students with special needs with consideration of their Individual Education Plans (IEPs) or 504 Plans. Any additional safety protocols specific to a child with a disability that go beyond what is normally being provided to students during the COVID-19 pandemic should be documented on the student's IEP or 504 plan, and provided so that the student can continue receiving adequate access to services, support and resources.

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.

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The District recognizes the likelihood of regression by all populations served. The ELL Committee facilitated by ESOL coordinator will work with district and school leaders to assess student regression. Students identified as ELL will be enrolled in classrooms whose teachers are ESOL certified or endorsed. Instructional practices will be provided to reduce the gap in learning and increase the opportunities for growth. When it has been determined that students have regressed, instructional support will be tiered based on the students' needs. Additionally, to the extent possible, additional support through additional personnel will be secured. The District will work to include parent engagement opportunities in order to provide support for the families and reduce any language barriers.

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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Superintendent Signature (or authorized representative)