



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Gilchrist County School District]

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 following Innovative Model would be used in the Gilchrist County School District in the event that for the safety of students a traditional, face-to-face educational environment is not an option due to extraneous situations such as Covid-19, severe weather conditions or a catastrophic event. The GCSD would provide educational services through distance learning using the Canvas Learning Management System via REACH (Remote Educational Access to Children at Home).

Instructional Delivery Mode: REACH (Remote Educational Access to Children at Home)

Information about weekly assignments will be posted on the district website home page under REACH. Our plan includes a primarily online based delivery mode with the availability of paper assignments if we exhaust avenues to assist a family to receive online instruction. The instruction would follow the curriculum maps also used for brick and mortar, face-to-face instruction. It includes asynchronous learning strategies

Elementary (PK-5) Schools will post assignments in Canvas (learning management system). A paper-based assignment option will be generated for all online assignments to accommodate anyone without internet access. Students will sign-in to Canvas from home to receive each week's assignments.

Assignments will be generated by each individual teacher in an effort to continue education from the point of separation from the face-to-face, traditional model for the duration of the separation with a continued focus on delivery of instruction and mastery of the standards associated with the course.

Middle/High Combination Schools (6-12) will post assignments in Canvas (learning management system). A paper-based assignment option is to be generated for all online assignments to accommodate anyone without internet access. Students will sign-in to Canvas from home to receive each week's assignments.

Assignments will be generated by each individual teacher in an effort to continue education from the point of separation from the face-to-face, traditional model for the duration of the separation with a continued focus on delivery of instruction and mastery of the standards associated with the course.

Electronic devices, Internet Hot-Spots and free Wi-Fi: The goal of the Gilchrist County School District is to check-out devices and internet hot-spots to those in need in order to serve as many students as possible in an online option. In addition, free Wi-Fi is available in the front office parking lot of all GCSD schools.

All students are issued a student laptop in 9th grade that remains with the student throughout high school that will be available for use by associated students with REACH.

Help Desk: A help desk is established when REACH is activated to provide parents and students one location to ask questions and express concerns.

A full panoply of school services is provided in REACH to include speech and language therapy, occupational therapy, physical therapy, mental health counseling, school counseling, and accommodations. In addition, attendance is taken weekly based on student interaction with their courses, bullying investigations are completed, and FortifyFL continues to be monitored.

Teachers will determine assignments that will be graded and entered in their gradebook when creating the assignments for the week allowing for a final grade to be produced, if needed.

Skyward Family Access, GCSD's parent portal, is available for students and parents to monitor progress in each course while REACH is instated. Progress reports and 9-week report cards are published for view by the student and parent in Skyward Family Access to ensure the educational progress is easily monitored from home.

Ability to interact with student's teacher and peers:

- All teachers in grade PreK-12 will establish office hours and will notify all of their students of when they are available to assist with questions and concerns.
- All teachers in grade PreK-12 will establish a mode of communication with their students and will notify all of their student of the mode (Canvas, Remind, Email, Text, etc.).
- Canvas, learning management system provides the avenue for students to interact with their teacher as well as students and peers. In addition, all students have a school email address that would allow for additional interaction with their peers.

District's primary mode of communication with students and parents when implementing REACH:

2020-21 Florida's Optional Innovative Reopening Plan

- Gilchrist County School District Facebook Page
- Gilchrist County School District's Website www.gilchristschools.org
- School Messenger Phone Home System

Attendance in REACH:

Attendance will be reported once a week. Each teacher will sign into Skyward and take attendance on the designated day, marking absent any student who have not completed any work for the week to include students the teacher has not been able to contact. The teacher will use this list to make additional, individual contact. Administration will also use this list to assist in engaging the student in the assigned work and remove any barriers for the student.

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 student's 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

2020-21 Florida's Optional Innovative Reopening Plan

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. - DOES NOT APPLY; There are no charter schools currently established in the Gilchrist County School District.

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 Gilchrist County School District's teachers/staff will return to work on August 3, 2020 in preparation for the first day of school on August 10, 2020. All four of the Gilchrist County School District's schools will open and provide a traditional, face-to-face teaching and learning format in our brick and mortar schools from 8:15 a.m. to 3:10 p.m. on Monday through Friday following a school board approved calendar.

Bell Elementary School: School Start Date of August 10, 2020, PreK-Grade 5 Elementary School
Bell Middle/High School: School Start Date of August 10, 2020, Grades 6-12 Combination School
Trenton Elementary School: School Start Date of August 10, 2020, PreK-Grade 5 Elementary School
Trenton Middle/High School: School Start Date of August 10, 2020, Grades 6-12 Combination School

If a family decides that returning to traditional school is not a safe or viable option, then Gilchrist Virtual Instruction is being offered as an alternative educational model. This option involves a commitment of interaction for at least one semester. The Gilchrist County School District will closely monitor student performance for students electing to participate in Gilchrist Virtual School Instruction. Gilchrist Virtual is a contractual service provided by the North East Florida Education Consortium.

In the event that a traditional, face-to-face educational environment becomes an environment that is not a safe option due to extraneous situations such as Covid-19, severe weather conditions or a catastrophic event, the GCSD would provide an additional educational option known as REACH (Remote Educational Access to Children at Home). This is a form of distance learning using the Canvas Learning Management System. Teachers design lessons in REACH using the same curriculum map used by brick-and-mortar school with the flexibility to complete assignments over the course of the week or by a teacher instated due date, depending on how the lesson is designed. It includes asynchronous learning strategies. Equal or equivalent assignments are provided to meet the needs of mastery of the standards using Canvas, a learning management system that can be accessed by students at home. REACH may be used in the event that an entire classroom, or entire school is temporarily closed due to an extraneous event, such as Covid-19.

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.

2020-21 Florida's Optional Innovative Reopening Plan

All families will continue to be provided a full array of services as required by law regardless of the GCSD option selected for educational services.

A full array of services is provided in REACH to include speech and language therapy, occupational therapy, physical therapy, mental health counseling, school counseling, and accommodations. Related services have their own link in Reach to provide information to students/parent and it serves as a location to post assignments, much like a teacher, in order for the related services to extend into the home. In addition, attendance is taken weekly based on student interaction with their courses, bullying investigations are completed, and Fortify FL continues to be monitored.

District and school driven services provided in our brick and mortar option are extended to REACH that involve connecting students with migratory services and meeting the needs of our identified homeless and foster care students. Needed support and assistant is provided regardless of the GCSD option a parent chooses to include connecting them with agencies to meet their needs.

Feedback will be provided to parents and students while being provided educational services in REACH. Teachers will determine assignments that will be graded and entered in their gradebook weekly allowing for a final grade to be produced, if needed. In addition, Skyward Family Access, GCSD's parent portal, is available for students and parents to monitor progress in each course while REACH is instated. Progress reports and 9-week report cards are published for view by the student and parent in Skyward Family Access to ensure the educational progress is easily monitored from home.

Free breakfast and lunch are provided throughout the school year in GCSD to include full-time REACH. Electronic devices and hotspots are available when needed and available until resources are depleted to allow access to online educational services as well as teletherapy.

The programs and activities offered will meet the diverse needs of all students and be equal-access as designed in accordance with the Gilchrist County School Board Policies and Procedures. Equitable participation in and access to programs is ensured and provided for all populations. Barriers such as gender, race, national origin, color, disability, and age will not inhibit equitable access or participation. The following plans, policies, and procedures are in effect to assure equitable access to and participation in programs for students, teachers, and other program beneficiaries with special needs. This information is disseminated to teachers and students on an annual basis.

- School Board Policy – “Non-Discrimination” Sections 2.16 & 5.02
- School Board Policy – “Equal Employment Opportunity” Section 6.43
- School Board Policy – “Title IX” Section 5.02
- School Board Policy – “Grievance Procedures” Section 6.50
- Section 504 – Policies and Procedures
- Annual Equity Review and Report
- Gilchrist County School Board English Proficiency Plan
- Gilchrist County School Board ADA Plan

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

2020-21 Florida's Optional Innovative Reopening Plan

addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

Students in Kindergarten through Grade 8 will be administered an iReady diagnostic for reading and mathematics (3) times per year with the first round being administered within the first two weeks of school. Students in Grades 9 and 10 will be assessed using Achieve 3000 for reading and using Pearson digital resources to assess math. Once the data is obtained, each of our (4) schools will conduct a review of the data and each teacher will design a plan in response of the data to remediate and/or enrich to ensure all students grow and regain any losses uncovered in the data. This diagnostic data will be used to identify small groups and needed tiered interventions, and assist us as we monitor ESSA subgroup performance, lowest quartile students, etc. Comparisons will be made using Performance Matters between the August diagnostic data and the prior-prior state summative data when relevant. Trend data on each student will also be examined in this process to include grades, attendance, comprehensive posttest performance, and MTSS data in an effort to develop a comprehensive view of the student's current performance level. Each teacher will create and submit an improvement plan to their school-based administrator for consultation and review. School-based administrators will then identify any needed resources and report them to district leadership at the September District Instructional Team meeting.

A second round of iReady assessments will be administered mid-year to determine if adequate progress is being made. The close the gap process will be repeated using the new mid-year data and comparing mid-year data with all data collected in the first round of the close the gap process described above.

A third round of iReady assessments are administered in the areas of reading and mathematics at the end of the school year which are then compared with state / district summative data.

MTSS meetings will take place bi-weekly at all (4) GCSO schools to monitor students performing below grade level or have emotional/behavioral concerns interfering with the learning process. Each school principal will bring a summary of the MTSS meetings to a monthly instructional team meeting with district level instructional staff to ensure the needs of all struggling students are addressed.

Parents/students choosing the Gilchrist Virtual School or REACH are being informed that there is an expectation that they also participate in the iReady diagnostic testing for reading and mathematics (3) times a year. The district and school will monitor student performance after each of the (3) rounds of progress monitoring, at progress and report card time, and after administering post-tests in relevant course to ensure the progress of all GCSO students. Parents will be contacted for collaboration and for assistance in the creation of a plan to remove barriers and assist the student in an attempt to close their achievement gap.

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.

2020-21 Florida's Optional Innovative Reopening Plan

The Gilchrist County School District will always rely on the IEP teams to determine needed services to include compensatory services for students with disabilities. The IEP teams will meet either face-to-face or through a form of technology conducive for collaboration (Microsoft Teams, etc.). The IEP team will determine the most appropriate services for the child based on the student's needs for the delivery model the parent selects. Regardless of the delivery model selected, the IEP determined services would be provided either in person or virtually.

Compensatory education will be considered when the IEP determines that FAPE (Free Appropriate Public Education) was not provided. The IEP will determine the impact, if any, that school closures had on a student's performance level and determine any needed adjustments to the student's educational services to ensure the student with a disability can recoup what was lost as quickly as possible.

The Gilchrist County School District would ensure that a child participating in REACH would have their IEP services implemented unless the IEP team meets to review and revise for temporary services. When distance learning is instated, students will receive communication from therapists to schedule virtual services. All required evaluations and IEP meetings will be held virtually to the greatest extent possible. Although the services may look different under these circumstances, our commitment to student success remains the same.

In addition, teachers of students with disabilities will create an improvement plan based on how the SWD students they serve performed on the iReady diagnostics in reading and math. This improvement plan addresses the steps the teacher will take to remediate identified deficits. Progress made by the teacher would be reviewed at the subsequent IEP meeting.

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.

The Gilchrist County School District closely monitors ELL student performance regardless of the educational option a GCSD parent makes. All ELL students participate in iReady progress monitoring for reading and math (3) times per year. Teachers of ELL students create an improvement plan based on how the ELL students' they serve performed on the iReady diagnostics in reading and math. This improvement plan addresses the steps the teacher will take to remediate identified deficits.

The ELL's teacher's plan will be reviewed by the ELL Committee (consisting of ELL teacher, school-based administrators, reading coach and guidance counselor) to identify any additional or supplemental ESOL services that are needed based on the data.

MTSS meetings are held every two weeks to discuss the progress of identified ELL students not on grade level. In addition, GCSD has two, full-time employees on staff that provide support to our ELL students and families regardless the GCSD option, to include REACH.

Computer assisted instruction is also made available to ELL students when appropriate.

2020-21 Florida's Optional Innovative Reopening Plan

--

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
Superintendent Robert G. Rankin
Contact information: email, phone number
rankinr@mygcsd.org , (352) 463-3200
Date submitted
July 30, 2020
Superintendent Signature (or authorized representative)