



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

# FRANKLIN

APPROVED  
FRANKLIN COUNTY  
SCHOOL BOARD  
7/30/2020

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto: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](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: The Franklin County School District is utilizing the FDOE template. **The narrative is located in this document, beginning on page 3.**

## **Proposed Innovative Learning Plan**

Based on stakeholder feedback through surveys and a series of meetings with our local Health Department, Stakeholders, District Task Force, and District Advisory Council, the Franklin County School District will offer our families two options for learning for the 2020-21 school year. In both learning options, all students will adhere to the FCSD 2020-21 School Calendar and participate in state assessments.

**Option 1: On campus learning:** face-to-face instruction five days per week, for 180 days at enrolled school.

The in-person, on campus option represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions. Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience while providing effective safeguards to protect the health and safety of students and staff.

### **Public Health Actions On Campus**

- Practice safe social distancing to the greatest extent possible
- Post signage and provide lessons to strongly encourage frequent hand washing and hygiene practices
- Ensure hand sanitizing stations and hand sanitizer is available throughout the campus
- Limit group gatherings
- Require face coverings for students and staff when social distancing is not possible.
- In conjunction with the Gulf/Franklin County Health Department, ensure any staff or students who exhibit symptoms are not at school or in the workplace
- Water fountains will be retrofitted to fill water bottles
- Efforts will be made to limit/reduce transitions (student movement) where possible
- On Campus Cohort Learning Groups: Students participating in on-campus learning will be organized in small, student groups: Elementary students will stay with the same class as much as feasibly possible throughout the day.
- All quarantine orders will be issued through the Gulf/Franklin Health Department
- Temperature checks will be conducted at different entry points each day, so that all students and staff members have their temperature checked at least once each week. Expect symptom screening for all staff and students.
- All school buses will be cleaned and sanitized daily.
- Car riders will be dropped off in the car rider area; parents will not be able to walk students to a classroom or to the cafeteria.
- Procedures will be established to increase cleaning of high-touch/high traffic classroom areas during the day, including replacing air filters more frequently and the use of industrial misting machines.
- Soap, sanitizer, paper towels, and tissue will be provisioned for buildings classrooms.
- At the secondary level, passing will be structured for social distancing.
- Every effort will be made to limit sharing of personal items/supplies.
- Sharing of classroom supplies will be limited.

## **School Bus Safety**

- School bus operators, school bus assistants, and students will all be required to wear face coverings on the bus.
- Hand sanitizer will be available on all buses for students and staff use
- Students will use hand sanitizer as they board and exit the bus.
- Students will sit in assigned seats, with no more than two to a seat.
- All buses will undergo disinfection of commonly touched surfaces at least twice per day for pre and post trip.

## **Option 2: Digital e-learning**

The digital e-learning model provides families with an instructional model for the flexibility to meet their needs during these uncertain times, and reflects our District's commitment to providing a high-quality instructional experience, no matter the setting. Students enrolling in e-learning for elementary and secondary will have a daily class schedule, class meetings, and digital resources and assignments that support an at home, asynchronous learning environment. E-learning teachers will follow a similar pacing guide to the on campus learning environment.

- This option aligns with the district's school day and calendar.
- Elementary and Secondary guidelines will be developed utilizing the Google Classroom platform features for students and parents to access content, lessons, announcements, and assignments.
- Teachers will provide instructional guidance and support through the Google Classroom Platform as well as ZOOM.
- Attendance will be taken daily in FOCUS, students will log in and indicate that they are present. Attendance will be verified by the teacher or school staff designee. (Students who do not attend and make weekly progress will not be allowed to remain in Virtual Learning)
- Assignment load and grading aligned to on campus learning
- Teachers will provide "virtual" office hours and opportunities for instructional supports
- Parents/Guardians and students will have access to troubleshooting and technology support.
- Teachers will provide virtual office hours and small group sessions to meet social and academic needs
- Parents/Guardians and students will have access to a library of tutorials, trouble-shooting, and tech support
- Parents/Guardians and students will have access to tips and strategies to support students learning off campus

## 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: **p. 6-7**

**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: **p. 7-8**

**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: **p. 9-11**

**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: **p. 11**

**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: **p. 12**

**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, the FCSD reopening plan assures 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.

The Franklin County School District administration and staff have worked with our local health department and other local public health agencies since the COVID-19 Pandemic began to keep our students, staff, families, and community safe.

While returning to school is always an exciting time for our students, staff, and families we understand that we are not returning to school under normal circumstances. Our District and School Administration have planned and prepared all summer to safely reopen our campuses. However, with our teachers only returning a week in advance of students, we have determined it to be in the best interest of our students and staff that we allocate time to provide additional training for the safety measures and protocols that will take place on campus.

The plan for implementation of Assurance 1 includes modifying the school calendar to shift the four teacher professional development days to the beginning of the school year. As a result, students will not return to school until Friday, August 14<sup>th</sup> and the quarterly student holidays on the calendar will be changed to normal school attendance days.

Families who wish to educate their children in a brick and mortar school will have the opportunity to do so. Instruction will remain intact. However, if a classroom, wing, or the school should need to close we will follow our instructional continuity plan. The instructional continuity plan ensures the students will be provided a digital device, continuation of services, and instruction through the Google Classroom platform.

At the pre-school and elementary school levels, we are creating a cohort isolation model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, the media center, the playground, and other areas on our campuses. Interaction with students from other classes will be limited to the greatest extent possible. If a student displays symptoms of illness, it will likely impact their cohort classmates, and not the entire school, in terms of quarantine or other interventions.

At the secondary level, school administration will develop a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center, and gymnasiums will be significantly reduced to the extent possible. Extracurricular activities will resume and will adhere to

recommendations from the CDC and the Florida Department of Health. Alternative Education and Adult Education Programs will follow the secondary plan.

The Franklin County School District's entire student population is considered low-income as we are a 100% free/reduced lunch district. The district will continue to provide support to all families and students, regardless of their student enrollment selection, to ensure they have an opportunity to receive academic services. Our students who are considered vulnerable will be provided supplies, counseling (if needed), and an educational care plan when appropriate.

Parents and guardians were presented with a Family Resource Guide, FAQ's, and given the opportunity to complete surveys seeking feedback regarding reopening schools. Parents and Guardians were asked to choose an option through a district survey, and online enrollment will begin in the district to be completed by July 31, 2020.

With comprehensive plans in place to keep everyone safe and healthy we are excited to welcome our students back to school and back to learning on August 14, 2020.

### **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.

Parents who wish to educate their children in a brick and mortar school will have the opportunity to do so. Instruction will remain intact. However, if a classroom, wing, or the school should need to close we will follow our instructional continuity plan. The FCSD ICP ensures that students will be provided a digital device (as available), continuation of services, and instruction through the Google Classroom platform. Social distancing guidelines will be adhered to and the school district will follow the guidance of the local health department and the CDC guidelines for reopening schools as feasible. Schools will post signage with FDOH prevention guidance, and for additional preventative measures in which students and staff are required to follow. Additional cleaning and Sanitizing will be done by the custodial, facilities, and other support staff, and all school administration and staff will follow school board approved policies and procedures.

#### **Homeless, Migrant, and Foster Care Student Services**

Homeless, Migrant and Foster students are identified each school year and provided services to eliminate any barriers to equitable education. Students are provided basic educational supplies (backpacks, school supplies, uniforms), transportation to their "School of Origin" to maintain stability, priority in school day remediation and weekend food sustenance through our "Backpack Buddies" program. District homeless staff, social workers, guidance counselors and school homeless liaisons work collaboratively to address the individual needs of each student. Clothing, food, transportation, medical, social/emotional and specific educational needs are addressed on an individual one to one basis. To support remote e-learning, devices will be distributed to students with significant needs.

### **Specialized Instruction for Students with an Individual Education Plan**

- IEP teams will continue to meet to discuss the needs of students
- The FCSD will continue to provide specialized instruction at brick and mortar schools for students following both general education and access point standards through a variety of service models including, self-contained, resource, and inclusion
- The FCSD will continue to support programs for gifted, deaf/hard of hearing, and visually impaired instruction at brick and mortar schools
- The FCSD will continue to provide support services at brick and mortar schools including assistive technology, early intervention, speech and language therapy, occupational therapy, physical therapy, school health services, transition services, and ESE transportation
- To ensure that medically fragile students and those with significant cognitive emotional and cognitive disabilities continue in-person instruction safely, teachers, staff, behavioral support, and crisis management teams will have access to PPE, as necessary
- If a student has a medical plan, it will be followed according to the child's individualized needs



### **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 Plan for Progress Monitoring details expectations for schools to gather re-entrance instructional data and continue monitoring student progress at specific points throughout the school year. A combination of existing progress monitoring assessment tools will be used to measure performance of students in various grade levels, curriculum groups, and subgroups as specified by Every Student Succeeds Act (ESSA). All tools offer the reporting of results at the level of instructional standards and/or learning concept, allowing identification of content-specific instructional gaps for individual students. Student-matched progress monitoring data from mid- and/or end-of-year administrations during the 2019-20 school year and will serve as a point of comparison to determine learning gaps experienced during the disruption in educational services to plan for and identify any additional student support services necessary to.

#### **VPK Student Progress Monitoring**

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**

The Star Early Literacy test, which assesses literacy skills at the domain and sub-level will be administered three times during the year for FCSD VPK programs and K-5.

#### **NWEA**

The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment will be administered during the Fall, Winter and Spring as follows:

#### **ELA**

- Grades K-10
- Grade 11 Reading Growth and Language Usage (Optional)
- Grade 12 Reading Growth and Language Usage (Optional)

#### **Mathematics**

- Grades K-8
- Algebra 1
- Geometry
- Algebra 2

High School students that have not met the Algebra 1 graduation requirement and are enrolled in other math courses, such as Liberal Arts Mathematics 1 (LAM 1), LAM 2, or Mathematics for College Readiness, can be required to take the MAP Growth Math FL.

### **Science**

Grades K-8

As NWEA MAP is an online assessment it will be administered to our brick and mortar students at each site and remotely to students who choose to enroll in the digital learning option.

**Achieve 3000** will be administered for progress monitoring 6-10 for ELA three times a year.

### **Tiered Support**

Progress Monitoring Data will be utilized in both on campus and virtual learning models to address tiers of support for students. Diagnostic data and district progress monitoring will be used to inform instruction for Tier I and to determine supports for small group, TierII, and/or Tier II instruction.

Following the Just Read! Florida reading plan, the students will be placed in tier 2 and tier 3 interventions for ELA based on the decision tree.

### **Tier 1**

Teachers will provide daily whole group standards based instruction within the 90-minute block for all students. In addition, teachers will provide differentiated instruction provided in small group within the classroom. During small groups, students should maintain a safe distance and wear a mask. While students are in small groups, other students may participate in enrichment centers or independent work. Whenever possible, learning center materials should be individualized and only used by one student. Materials may be brought back to the student's desk. Progress monitoring for students receiving Tier I support is ongoing and students are assessed at a minimum of three times annually to determine intervention strategies. The local progress monitoring, FLKRS, Achieve 3000, STAR early literacy and STAR literacy, and NWEA MAP can be given to students in on site and remotely.

### **Tier II and III**

MTSS team (which includes District Staffing Specialist) will continuously review student progress or regression based on STAR Reading Assessment, Fall MAP assessment or other baseline standardized assessment given at beginning of year (as compared to where student was before school closure)

### **Tier II**

Teachers provide differentiated instruction in teacher-led small groups based on student performance on identified focus standards/skills, while the remaining students will be engaged in differentiated learning center rotations. During small groups and learning center rotations, students should maintain a safe distance or wear a mask. Whenever possible, learning center materials should be individualized and only used by one student. Materials may be brought back to the student's desk. The allocation of time will be 30-45 minutes daily based on individual school schedules. Within small groups (between 5 to 8 students) schools will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus

on current standards and providing enrichment opportunities. Progress monitoring for students receiving Tier II support is ongoing: bi-weekly. Analysis of student performance data occurs every 6-8 weeks.

### **Tier III**

Students are homogeneously pulled in small groups (3 to 5 students per group) for intensive support to target the students' skill deficits. During small groups, students should maintain a safe distance or wear a mask. The allocation of time will be 30-45 minutes daily based on individual school schedules. Students who do not demonstrate proficiency in foundational skills will receive instruction on explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, language acquisition, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Students who demonstrate proficiency in foundational skills and are efficient decoders can focus on reading comprehension strategies. Progress monitoring for students receiving Tier III support is ongoing weekly. Analysis of student performance data occurs monthly.

### **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.

The FCSD Director of Special Programs will work with school based IEP teams and parents/guardians to identify students who may have regressed during school closures. Data collection using district approved measures, as well as classroom data, will be reviewed when making a determination regarding regression. IEP's will be reviewed by the school team in collaboration with the district to determine if compensatory services are required. Students with disabilities, who are enrolled in e-learning will have access to support services. The need for such services will be individualized and based on data.

## 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.

● At the beginning of the school year, School Administrators, Teachers, and/or Guidance Counselors will request ELL Committee meetings with the District Staffing Specialist, to identify the needs of English Language Learners.

The ELL Committee meeting participants will have the opportunity to discuss and analyze ACCESS for ELLs, academic data, grades and curriculum, and any educational and linguistic regression due to COVID-19 extended school closures. If English Language Learners' English reading, writing, listening or speaking skills have regressed during the school closure, the ELL Committee will meet to determine the additional or supplemental ESOL services needed to support the English Language Learner.

### **ELL Committee:**

● ELL committee consists of an administrator or designee, classroom teacher, parent, ESOL instructional staff and District Staffing Specialist. ELL committee will review end of year grades and other student progress monitoring and data as follows:

- All ELL students will be administered the STAR reading and math assessment
- ELL students and non-ELL students are assessed quarterly through NWEA MAP assessment to determine progress towards proficiency level in Reading, Language Arts, and Mathematics and to determine learning gains throughout the year.
- ELL Committee may request a review of the student's progress at any time during the COVID-19 pandemic

The ELL Committee may recommend or adjust supports and instructional strategies to increase the student's learning according to individual ELL student progress. ELL committee meetings will be available virtually or on-site.

The FCSD Director of Special Programs will document, monitor, support, and provide additional training on any necessary supplemental supports or services for ELLs.

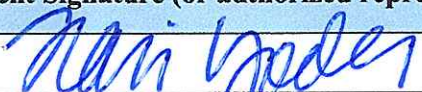
ELLs who had an interruption in ESOL services will be reassessed for English language proficiency due to an interruption of ESOL services. As a result of this reassessment of the student, a new home language survey, classification, original entry date and test date will be reflected in FOCUS and ELL student file.

All documentation shall be maintained in the ELL student file and/or electronic cumulative folder with an explanation of new data. The FCSD Director of Special Programs will hold quarterly meetings with the school based leadership teams to review the ESOL data and student performance.

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>
Traci Yoder, Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:tyoder@franklincountyschools.org">tyoder@franklincountyschools.org</a> 850-670-2810
<b>Date submitted</b>
July 30, 2020
<b>Superintendent Signature (or authorized representative)</b>


1970-1971  
1972-1973

1974-1975

1976-1977

1978-1979

1980-1981

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