



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

### **The School District of Indian River County**

*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: \_\_\_\_\_

The primary instructional focus for The School District of Indian River County (SDIRC) is a safe return to brick and mortar schools for all students and staff. On July 21<sup>st</sup>, the SDIRC School Board approved the Safe at School 2020 plan which may be found as an attachment to this template. Within the plan, SDIRC provided parents with multiple instructional options to begin the year. SDIRC will work closely with families to ensure each model of instructional delivery is as expected and student academic success is maintained throughout the continued response to the COVID-19 pandemic.

At the time of submission, the majority of SDIRC students have selected to return to brick and mortar schools five days a week. These students will receive a traditional academic experience with all federal and state education requirements delivered in the manner in which they were designed and approved by FLDOE in various plans (Title I, Title III, Title IX, K12 Reading, SP&P, etc.).

For students selecting a synchronous, or asynchronous, learning experience the district will utilize certified teachers from the student's regular school of assignment to provide live classes via Microsoft Teams which will utilize the same pacing guides and instructional materials as students in the brick and mortar option. Attendance will be taken for each course daily, and student schedules will align to the level

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of service each student would regularly be assigned. For example, students who should receive reading interventions, ESE services, and ESOL support in a traditional setting will receive these services remotely as well. These courses will be delivered 5 days a week at specified times and lengths to ensure the required number of instructional minutes are provided and all required standards are covered. In order to maintain class-size, and provide as many course choices as possible requested by students, teachers may be assigned to provide instruction to students at multiple schools across the district. As with the synchronous approach, students selecting an asynchronous approach will be supervised by certified teachers from their regular school of assignment, or a shared teacher if necessary, and will complete a FLDOE approved course of study provided by an approved Virtual Instruction Provider (such as Edgenuity, Mater, Savvas, etc.) at their regular school of assignment. This will ensure students have access to rigorous grade level instruction at a pace and time which best supports the student and family. Again, this will ensure as many students as possible will be provided a schedule that would match what is provided in a regular brick and mortar setting. As with the brick and mortar option, students selecting a synchronous or asynchronous model will be provided every state and federal service they are qualified to receive.

Opportunities to move between the options at the quarter and semester are described in the Safe at School Plan, however, student progress in each setting will be monitored by school staff (teachers, counselors, and administrators) and recommendations to change instructional models before these times will be considered if it is in the best interest of 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 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: \_\_\_\_\_

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**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. 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.

All SDIRC schools will reopen on August 24, 2020 five days a week and will follow the board approved instruction calendar from that point. SDIRC will complete the required instructional hours during the 2020-2021 school year and will cover all course standards for each assigned course of study. Given that some SDIRC students are selecting to begin the year by utilizing an innovative synchronous or asynchronous approach, the ability to socially distance students in regular classrooms and other school areas will be enhanced. Safety procedures aligned to most recent CDC and FDOH guidelines will be utilized across the district and are covered in greater depth within the attached SDIRC Safe at School 2020 plan.

Elementary Schools: 8:40-3:20

Middle Schools: 8:00-2:45

High Schools: 7:10-2:05

Alternative School: 7:05-2:05

\*schedules may vary slightly due to unique transportation situations although the instructional minutes will remain the same.

**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.

From an instructional perspective, students selecting to return to brick and mortar schools will notice few differences in the classroom setting as all curriculum and services will be provided in full during a regular school schedule. However, desks will be more spaced than normal, group work will be conducted from a greater distance, the shared use of materials will be diminished, and additional safety enhancements described in the Safe at School plan will be implemented. Also, in alignment with health recommendations, SDIRC will reduce the number of student exposures using block scheduling at the secondary level and by rotating staff in certain instances at the elementary level.

As students return to brick and mortar settings all required services provided to vulnerable student populations, such as students from low-income families, students of migrant workers, students who are homeless, students in foster care, students with reading deficiencies, and students with disabilities will

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continued to be provided in the manner described in the respective plans already approved by FLDOE (Title I, Title III, K12 Reading Plan, SP&P, etc.).

For students participating in an innovative learning option, these same protections and services will be provided as ESOL and ESE support facilitators will be co-assigned to student learning management systems along with the teacher of record so that student support and progress may be maintained. In order to expeditiously progress monitor progress all student demographics, the district has created a data management dashboard which allows instant disaggregation of student achievement for each instructional model by every federal reporting category so that supports may be delivered immediately and improvements to the innovative models may occur just as they would in the brick and mortar setting. SDIRC instructional coaches will also deliver instructional feedback cycles to teachers who are providing innovative learning instruction so they may be supported and grow in their delivery of their designated form of delivery. Specific goals within the School Improvement Plans for TS&I subgroups will be monitored to assure students in all instructional models are supported throughout the year.

In accordance with the emergency order, if a determination that a change in the instructional model is needed to provide a better system of support, a student may transition from one option to another as SDIRC has aligned curriculum maps for each model to progress along the same timeframe.

### 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.

In a rapid response to the COVID-19 pandemic in the spring of 2020, SDIRC was able to deploy a laptop to every student or family that needed one. Due to this capacity, over 95% of elementary students were able to complete their I-Ready Spring Diagnostic from their own homes in May 2020. With only a limited number of students selecting to begin the 2020-2021 school year in a synchronous or asynchronous learning environment, SDIRC is confident in the ability to remotely deliver the progress monitoring programs described via the schedule listed in the SDIRC District K12 Reading Plan submitted to FLDOE in June 2020 as required by DOE ORDER NO. 2020-E0-02. As part of that plan, students will be assigned to specific courses of curriculum, and interventions provided by a teacher who is certified or endorsed in reading, as needed based on data from I-Ready and Achieve 3000. The proposed schedule is as follows:

#### I-Ready K-8 ELA and Math

Assessment Period 1- 9/7/20-9/18/20

Assessment Period 2- 12/7/20-12/18/20

Assessment Period 3- 4/19/21-5/7/21

#### Achieve 3000 9-12 ELA

Assessment Period 1- 9/7/20-9/18/20

Assessment Period 2- 12/7/20-12/18/20

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Assessment Period 3- 4/19/21-5/7/21

In addition to these national normed systems of progress monitoring, SDIRC utilizes a locally created system of Unit Assessments which are delivered in:

Science: Grades 3-8 and Biology (5-8 times a year depending on grade level)

Civics: (8 times a year)

U.S. History: (8 times a year)

Algebra: (7 times a year)

Geometry: (7 times a year)

All Unit Assessments may be disaggregated by student demographics and instruction model choice to assure equitable student progress and to provide additional layers of support such as instructional coaching or the provisions of specific services to students.

As referenced in earlier assurances, students returning to brick and mortar school will notice few instructional differences and will participate in all local progress monitoring programs and interventions as regularly delivered. Students utilizing a synchronous or asynchronous option will be assigned courses which align to their regular schedule (for example: intensive reading at the secondary level and an intervention course at the elementary level).

Additionally, SDIRC has implemented a scheduled system of Impact Reviews throughout the year. While initially designed to visit brick and mortar instruction and collect observational data, these reviews will now include observations of the innovative learning classrooms to assure that high quality instruction is being delivered via video platform as well.

| Impact Walkthrough | Impact Data Review |
|--------------------|--------------------|
| 9/28 - 10/9        | 10/12 - 10/16      |
| 1/18 - 1/29        | 2/1 - 2/15         |
| 3/8 - 3/19         | 5/24 - 5/28        |

### 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.

All IEP team meetings required to ensure faithful implementation of every federal and state law in service of our Students with Disabilities (SWD) will continue to be conducted in the manner prescribed by current policy and procedure with the addition of the ability to conduct these meetings remotely via a video conferencing platform for individuals or families who may need to reduce person to person contact for COVID-19 safety purposes.

All IEP's will be reviewed by the district to ensure students who will be returning to brick and mortar schools at the start of the year can receive their services as currently stated in the IEP. If amendments are suspected due to COVID-19 safety protocols, or other related issues, a meeting will be conducted by the IEP team to discuss these considerations and approve any necessary amendments.

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All IEP's for students selecting a synchronous, or asynchronous, option will also be reviewed to ensure the services currently agreed upon by the team are in alignment with the respective type of instruction selected. If amendments are suspected to be required of the IEP, the team will convene to determine any needed modifications to the student's IEP for the time period the student will be utilizing an innovative option.

As student progress is monitored as described in the earlier assurances, and in alignment with IEP goals, if student achievement progress is not occurring then additional IEP meetings will be held to revisit the services provided to each student and the associated method of delivery. In order to assure close monitoring of this progress support facilitators will have access to all student learning management systems to immediately observe and act as needed. Ultimately, the district gives the assurance to provide all required services to all SDIRC SWDs which includes, when necessary, compensatory services in the event the district is unable to meet the needs of our students.

### 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.

All ELL Committee meetings required to ensure faithful implementation of federal and state laws in service of our ELLs will continue to be conducted in the manner prescribed by current policies and procedures with the inclusion of the ability to conduct these meetings remotely via video and/or phone conferencing platforms for individuals or families who may need to reduce person to person contact for COVID-19 safety purposes. Individual student performance data will be reviewed as it is available, and ELL committees will meet when necessary to determine what additional services may be needed. Any teacher, administrator, parent or parent's designee may request the convening of an ELL Committee to review a student's overall progress in attaining English language proficiency and grade level content standards. The ELL Committee will make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, will be documented in the ELL Student Plan.

When schools reopen, the data-driven, Multi-Tiered System of Support (MTSS) framework will be utilized to problem solve, prioritize and plan tiered supports for all students in all instructional models. For students who return to brick and mortar schools or for those selecting synchronous or asynchronous options, progress monitoring will be conducted to ensure adequate student achievement. If regression or lack of adequate progress is observed for an ELL student, the ELL committee will convene to determine any necessary additional supports, which may include an instructional model amendment, tiered interventions, supplementary curriculum and/or alternate strategies/ accommodations.

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Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

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| <b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>    |
| Richard Myhre, Assistant Superintendent of Curriculum and Instruction   |
| <b>Contact information: email, phone number</b>   |
| <a href="mailto:Richard.Myhre@indianriverschools.org">Richard.Myhre@indianriverschools.org</a> , 772-564-3014 |
| <b>Date submitted</b>   |
| 7-31-2020   |
| <b>Superintendent Signature (or authorized representative)</b>  |
| <i>Richard Myhre on behalf of Dr. David K. Moore, Superintendent</i>  |