



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Jefferson K-12: a Somerset School

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support charter schools and charter school networks in the development and submission of their Innovative Reopening Plan for the Fall 2020 school semester. This document will assist schools in aligning their plan with required assurances, or serve as the actual template for schools without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Charter schools and charter school networks shall complete this form and submit it electronically to their sponsoring school districts for review and approval *by the time specified by the district* (All plans are due to the Department by July 31). Charter schools have **two options** in the submission of an Innovative Reopening Plan:

Option 1: The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. (*Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.*)

Option 2: The charter school or charter school network completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The charter school or charter school network 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: _____

Jefferson K-12: A Somerset School has developed a comprehensive plan for reopening school this August. The plan provides flexibility to our school communities and ensures continuity in all facets of a student's education. The plan provides for the same curriculum and instructional hours whether in-person or through remote-live instruction (synchronous); addresses equity for all types of learners; and focuses on narrowing achievement gaps, especially for low-income, ESE, ELL and struggling students.

The plan and Innovative Model apply to all school.

The Innovative Model maintains high-quality instruction and services for the 2020-21 school year. It is aligned with guidelines established by the Florida Department of Education in DOE ORDER NO. 2020-EO-06.

Brick and Mortar Reopening – Students will receive instruction on campus where an in-person reopening is feasible, and subject to advice and orders of the Florida Department of Health, local department of health, Executive Order 20-149 and subsequent executive orders.

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The health and safety of everyone in the school is paramount. Reopening in-person will follow CDC and other local, state and national government agency guidelines, such as social distancing.

Innovative Model:

Remote Live Instruction – Instruction would take place primarily online with live, real-time synchronous instruction. This was available to students during the Spring. Students may be invited on campus in small groups or individually for assessments and targeted instruction. Once the selection for this model is made by the parent/guardian it must remain in place until the start of the following semester where parents/guardians may elect to change to traditional school.

Flexible-Combined Learning (FCL) – A combination of on-campus and Remote-Live Instruction. This model will allow for reduced density on campus and improved social distancing. The school will design the FCL model based on facility capacity and parent feedback.

In all cases, students receive the same high-quality instruction and the ability to interact with a student's teacher and peers is preserved. In addition, schools will provide the full array of services that are required by law. Robust progress monitoring practices continue to be in effect including for students receiving instruction through innovative models.

Based on the parent surveys, at least one third of our parents have selected RLI, or synchronous, options to best serve the needs of their students. This opens up opportunities to continue with strong social distancing on the traditional campus. An additional third of parents requested a blended model initially. This is to be kept as an option in case the situation changes and we are required to limit face to face interactions.

Attendance will continue to be taken with our SIS (Focus School Software) on a regular basis. Students will be accounted for as they log in. If a child is late, a tardy shall be recorded. The same state statutes will be adhered to for students electing the Synchronous option. The attendance clerk will continue to follow up with students marked "Absent". Students are expected to be logged in, in school uniform, and ready to work at the start of the first bell, and remain connected until the end of the last bell.

Technology procurements are already in place to bolster our already highly technological school environments. Jefferson K-12: a Somerset School has implemented an extensive SSO (single sign-on) with over 100 available core and supplemental tools and programs for student use. This is coupled with a surplus of computers for students that may need to check out for home use. Additionally, we are adding classroom cameras, and talkback mics for educators to use to communicate with the students electing Synchronous learning.

Grading – Students will all be grade the same, regardless of educational model choice. Technological restrictions and preventative measures are in place to ensure equity of assessments in a synchronous environment. *Please refer to the student progression plans for grading guidelines.*

Staffing: All schools will be staffed in accordance to certification guidelines for Jefferson K-12: a Somerset school and all class size regulations. Educators will also follow CDC guidelines and be empowered to enforce safe and healthy learning environments.

Professional Development: Preplanning week will encompass distance learning BEST practices for all educational staff; updates on technological opportunities; updates on ethics of distance learning; updates on efficacy of distance learning; updates on classroom management in a blended setting; updates on flipped classrooms; updates on maintaining clean and safe classrooms meeting CDC guidelines.

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Communication: Jefferson K-12: a Somerset School will continue to ensure regular and appropriate communications are occurring between the school and home. We will continue to utilize our mass callouts, social media, website, teacher to parent contact, parent liaison, administrative home visits, letters, Zoom parent/guardian meetings, and any new modes of communication that become available. We were able to utilize all of the above options to close out the 2019-2020 school year and had great success with most families. Our wireless mi-fi devices are equipped with content management software to limit what they can be utilized for.

Reopening Plan Assurances (Required for Option 1 and Option 2)

The charter school or charter school network must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the charter school or charter school network 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 charter school or charter school network 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 charter school or charter school network 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 charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools 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: _____

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Assurance 5: The charter school or charter school network 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. Charter schools 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 charter school with its sponsoring school district, in a manner prescribed by the Department.

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 charter school's reopening date and schedule.

Where reopening brick-and-mortar schools in August is feasible (and subject to advice and orders of the Florida Department of Health, local department of health, Executive Order 20-149 and subsequent executive orders) on-campus learning would reflect at least five days of school per week. Students will be in attendance for 180 days, ending June 12th, with the re-addition of two previous scheduled school holidays. Students are in school for 1880 minutes per week in the Elementary 0111, with 1925 minutes per week in Middle 0021, and the High 0024.

Teachers will report on August 10th and Students will report on August 31st.

Schools will implement several strategies to maintain healthy environments, safe learning spaces and encourage behaviors that reduce the spread of disease. The protocols have the wellbeing of our school communities in mind. Sanitization will be a priority. Schools will maintain an inventory of critical supplies and Personal Protective Equipment (PPE), as needed.

The plan for reopening is flexible, allowing schools to modify as need.

Families will have the option to engage in the Innovative Model which takes advantage of on-campus instruction, remote-live instruction, or a combination of the two.

Students will be working on the same curriculum whether they are learning in a brick-and-mortar or virtual synchronous setting. Students will receive educational instruction and enrichment that is equivalent to five days a week, regardless of what path families choose; this offers flexibility whilst preserving quality of education in a safe manner.

- **Meeting Guidelines**

- Frequent hand washing
- Avoid large group settings where social distancing is not possible.
- Movement in hallways and courtyards monitored
- One Way Marked walking routes (where possible)
- Disinfectants and hand sanitizers will be available in common areas, including buses
- Temperature checks for all staff and students upon entering school, school properties (i.e. buses), and a One Entry checkpoint to eliminate accidental misses of persons to be tested.
- Dedicated Isolation room for students that show symptoms on campus . The health department will advise the school and students and their families on any issues concerning isolation and clearance from isolation to return to school. Only the health department can clear a student to return to school.
- Classroom arrangements will be structured accordingly to safety measures. Desks should all face the same direction; no small groups; implement clear desk shields in computer and technology labs; meet social distance guidelines of 6 feet in each direction and/or American Academy of Pediatrics *which suggests 3 feet for students that are*

asymptomatic and wearing face coverings. Taken from COVID 19 Planning Considerations: Guidance for School Re-entry.

- Addition of Air Scrubbers to clean the air in all of the pavilions where a single air mover handles multiple classrooms/offices/storage.
- All students, faculty and staff will be required to wear face masks. If CDC relaxes guidelines, then students would only wear them in common areas (hallways, cafeteria, playground, buses, etc).
- **Masks are required to be worn on buses and in any common area or while transitioning to a different location on campus and these protocols apply to all Jefferson K-12: a Somerset School properties. At this time, students will be required all day as local, state, and federal guidelines recommend it.**
- *A break schedule is being designed to give students the opportunity to go outside and get fresh air in designated places. During these times social distancing is still enforced. We will lift the mask protocol as soon as the CDC guidelines allow for it.*
- To the extent families cannot provide masks, masks will be available for students. We think we will be able to continue to provide washable masks. Students may also opt to wear a personal sewn mask. **Full face masks are not allowed. Bandanas are NOT allowed. No Logos except Education/School Logos.**
- Restrooms are HIGH TOUCH areas. There is a regular cleaning schedule to be completed three times a day for HIGH TOUCH areas. Students should wear masks practice safe distancing, and wash hands well while in the bathrooms. When possible, we will monitor students going in and out of bathrooms to preempt crowding.
- All classrooms are set up to maximize spacing to the extent possible; we are exploring the use of barriers in certain classrooms as well to minimize air movement and potentially add air cleaners in pavilions; pathways and walkways will be marked for the safest routes for movement about the campus.
- Water fountains will be shut off at this time; Students may bring a clear water bottle; or Gatorade; we are looking at safe refill stations.
- Students should not share any items including bags, books, pens/pencils, food/drink, paper, PE equipment, etc. Much of our curriculum is consumable so students should not need to share.
- Hand Sanitizer will be available for each classroom and hallway
- Signed notifications of all new protocols to parents are required.
- As CDC recommendations and state and federal guidelines change, Jefferson K-12: a Somerset School will adapt its policies to reflect those of the guiding entities.

Drop Off and Dismissal

- This year all students will be immediately reporting to their classrooms upon arrival. No students will report to the cafeteria for any reason.
- Staff must be in place by start of school to accept students into their classrooms.
- Drop off times will be firm, and students will not be allowed onto campus prior to the drop times. TBD.
- Food is NOT allowed to be delivered (this has always been the rule in the Student Parent Handbook)

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- Students will drop off at the front entrance to a single point of entry in the administration building and will have their temperatures taken (bus riders see below).
- Parents will not be allowed onto campus without prior approval and a temperature check unless there is an emergency.
- Parent Pickup will be in the same location as prior years, in the back near the cafeteria. For those picking up early, please report to the front and remain in your vehicle. Your student will be escorted to you by security. K-2 students may park directly in front of Pavilion 2 (Elementary Administration) once cleared at the gate.

Transportation:

- All students riding buses will be required to have their temperature taken each day before they enter the bus.
- Students that either fail their temperature check, or do not have a mask on will not be allowed on the bus. There will be masks available on buses, however, we will track dissemination. Parents/Guardians please be prepared to stay with your students at the bus stop until the bus arrives in case of a failed temperature check.
- ALL students must wear masks if riding the bus including PreK-2
- At bus stops, all students not living in the same residence should remain at least 6 feet apart in accordance with CDC social distancing guidelines.
- All buses are to be sanitized EVERY day after students are dropped off at the school. A log will be kept and signed off by the head of transportation.
- **No bus passes** will be given at this time, but this is subject to further review based on additional guidance from health authorities including the CDC. Students must find alternative rides if they are not riding to their set locations.
- Some routes are **subject to change** - when possible we will rearrange routes and pick up times to minimize the student close contact.
- We encourage parents to drop off students if contamination is a concern.

Breakfast and Lunch:

- Students will pick up breakfast on their way into their classrooms in the morning. Students are not allowed to move about the campus.
- All students will be eating in their rooms. Food will be delivered via cafeteria staff. And trash will be removed immediately after lunches are over via the custodial staff.
- As always, no outside food is allowed to be delivered and the front gates will be locked down all day.
- We plan to still be in compliance with National School Lunch Program Guidelines. (We are ordering special delivery carts for meals, and milks).

Cohorting:

- For the 2020-2021 school year we are moving to a 6 period day in 6-12.

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- ALL students in K-7 will be Cohorted (kept together with very limited contact with students not in their class) and will not leave their class. Teachers will rotate to them; elective classes will still occur, however, special elective requests will not be granted.
- 8-12 will also be in cohorts, however, due to graduation requirements it is a bit more difficult and certain students may mix cohorts ONLY if it is a graduation requirement best suited for their pathway.
- If a student were to become ill and test positive we will consult with health authorities, but it is likely the entire cohort will be required to have a doctor's release to return to school or self-quarantine for 14 days. The health department will advise the school and students and their families on any issues concerning isolation and clearance from isolation to return to school. Only the health department can clear a student to return to school. Absences will be unexcused unless a health department or doctor's note is provided.
- **This is very serious and the best known way to reduce mass infection rates. Full cohorts may be sent home for the 14 day waiting period.** The health department will advise the school and students and their families on any issues concerning isolation and clearance from isolation to return to school. Only the health department can clear a student to return to school. **All of this is to do everything in our power to avoid a school wide shut down. If infections cannot be contained to cohorts, after consultation with health authorities, there is a danger of the entire campus being closed for a period of quarantine. UNLESS STUDENTS ARE MASKED AND CONSTANTLY FOLLOWING SOCIALLY DISTANCING GUIDELINES. This would mean that only the symptomatic student would have to be sent home.**
- If a student has siblings that live together and becomes infected, all students living in the household, or exposed to the infected individual at any time must also receive a clearance to return to school. Only the health department can clear a student to return to school.
- Students in 8-12th grade will also be cohorted. However, there may be potentials for splitting these students as well. Teachers will rotate to their rooms. During the 1st semester, no special course requests will be granted outside of graduation requirements. We will re-evaluate for second semester scheduling.
- Dual Enrollment will still be an option and students will have access to Laptops or Labs.

Isolation Rooms for Symptomatic Persons:

- In the event a student becomes ill, or shows symptoms throughout the day, or has been in contact with an infected individual, they will receive an additional temperature check. Even if the temperature check does not disclose a fever, the student will complete a consultation with the health department nurses, the student may be required to remain in an isolation room and parents will be notified to pick up the student. If necessary, the nurses may ask that all students in the home are picked up at this time.
- These rooms will have access to bathrooms and those bathrooms will be fully disinfected after the student is picked up.

Jefferson County Health Department:

- The Jefferson County Health Department will work with the Administration, LEA, and School board to ensure the safest learning environment possible for students, staff, and visitors.

Cleaning and Disinfection:

- Cleaning and Disinfection: [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical

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education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.

- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#). Busses are to be decontaminated at the end of each route; a minimum of twice a day.
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children. Use products that meet [EPA disinfection criteria](#).
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

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.

Schools will 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 setting have the opportunity to do so. These include tutoring, access to digital platforms, and the ability to interact with a student's teacher and peers.

- Our schools will continue to offer core courses and electives in all our educational innovative models.
- Special Education ESE teachers will plan and deliver instruction aligned with IEP goals. They will use specially designed instruction and supplementary aids using state adopted curriculum materials.
- Teachers will provide services that can be incorporated via the digital platform.
- Gifted teachers will follow the EP Plans and deliver lessons that differentiate and enrich the educational experience.
- ELL teachers will plan and deliver lessons that incorporate strategies to enhance second language acquisition in accordance to their student LEP Plans and using state adopted curriculum materials.
- Mental health counseling and social emotional lessons will be provided to reduce stress, nervousness, fear or anxiety using Sanford Harmony approved curriculum.
- General Education teachers will provide accommodations identified on IEPs/504 Plans.
- Jefferson K-12: A Somerset School will continue to provide individualized instruction through pull out, push in and before and after school tutoring to all of our vulnerable populations.

Students who are medically vulnerable, English language learners, migrant students, low-income, or experiencing homelessness will have access to resources including direct communication with school

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staff, meals, peer-to-peer learning, and counselors available to assist with any questions or concerns. Parents/guardians that feel comfortable with sending their children to school for any extra support needed will be able to do so (per local, state, national guidelines).

We have purchased Mi-Fi devices to provide internet access to our most vulnerable populations, along with staffed positions and contracted services that will allow for home site visits, or meetings on neutral sites when required. Neutral sites have been identified as the Somerset Success building located in the center of the county for easy commute, as well as the Jefferson County Public Library. When necessary a neutral site could also be the Jefferson County School Board offices. Customized clear PPE such as plexi-glass dividers, clear face shields and clear masks will be provided to assist with Occupational Therapy Sessions, Speech Therapy sessions and Social-Emotional counseling sessions where facial cues are required for learning.

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 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.

Students' academic achievement will be measured by means of checkpoints that align with the school's academic calendars and in accordance with dates for local/state examinations (baseline, mid-quarter check-in, etc.).

Progress will be measured through assessments as well data aggregated from engagement and performance with learning platform tools, such as iReady, Renaissance (STAR), IXL, and others. Analytics will be developed to track student progress, learning gains, and their alignment in learning with local and state statutes and expectations. This data will be made available to the District and FDOE.

Progress monitoring will occur 3 times a year for Tier 1 students (whole group) and when necessary based on student intervention and accommodation needs as stated in an Individualized Education Plan, 504, or other Intervention plan as agreed upon by the Student Services Team.

After each assessment, data chats will be conducted with all stakeholders. This data will be used for targeted instruction.

Students will be tested through the appropriate measurement programs (i.e STAR, iReady, USA Test Prep, etc.). The data will be analyzed and students will be identified in need of remediation and enrichment. Interventions will be provided for students who are not making academic progress from the prior year or throughout the year, teachers will facilitate dynamic and specialized learning programs that enable students to meet in smaller groups with educators by means of office hours during hybrid instructional time or in person learning. Teachers will be able to assess student needs in the scope of the classroom and work with them to better their understanding of content, testing strategies, and more.

The compensatory process

In cases of remote-live instruction, digital proctoring tools will be implemented to preserve academic honesty through extensive monitoring and supervision. The tool serves for exam creation and secure testing, monitoring and proctoring. This parallels an in-person testing environment and builds on it, allowing teachers to serve as proctors during exam, leverage artificial intelligence to track student engagement with the screen of exam, and communicate to the student during classroom in case of security or technical issues.

Plan for Implementation of Assurance 4

- In the box below, describe how the charter school will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

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Special Education teachers will plan and deliver specially designed instruction focusing on the IEP goals to ensure students have access to their Free and Appropriate Public Education (FAPE). This will include supplementary aids and services that can be incorporated via the digital platform. Data will be taken to monitor academic/behavioral progress.

The Individualized Education Plan teams will meet in person, or virtually, to review and revise IEP's, as required. IEP teams will continue to test using researched based and normed testing and evaluation practices to bring to the team and evaluate whether additional students qualify for additional student services. This process will continue to follow all state guidelines and requirements.

Parents/Guardians will continue to be involved in this process whether via video conferencing or in person. We will ensure that all of the stakeholders and the necessary team members are present and are providing the necessary components for each IEP. For students who choose to engage in Remote-Live Instruction, we will be offering several different ways to schedule yearly IEP meetings or for new IEPs. In all cases, teachers will still have the ability to offer their thoughts and ask for students to be evaluated by the team or counselor. Since students will either be engaging in Remote-Live Instruction (synchronous learning) or in-person learning, the teacher will be able to see how a student is developing and whether the student will benefit from additional services provided through an IEP.

Students will be tested through the appropriate measurement programs (i.e STAR, iReady, USA Test Prep, etc.) to determine if, or any regression is present. The initial benchmark for the 2020-2021 school year will be measured against their last data point from 2019-2020. SWD will also look at progress of IEP goals from last data set from the 2019-2020 school year and their IEP progress reports. In the event compensatory services are required, the following process is required to assess need: review state and local guidance in regards to ESE services, collect and analyze new data upon return to school setting (either RLI or Traditional Setting), prioritize IEP Reviews, convene IEP Meetings, determine current need services through previously listed benchmarking and comparisons to new data, determine need for recovery services, document additional or recovery services on addendum to IEP and services added to a collaboration log, in order to ensure access to FAPE.

The IEP services will be conducted the same way in both the in-person and Remote-Live Instruction setting. Students who chose to attend in-person classes will receive the extra services in-person. These students will either be pulled out or will be offered pull-in support. The same goes for Remote-Live Instruction students. Students will have the opportunity to be pulled into different breakout rooms where they will receive additional support, or a team member will be able to push into one of the Remote-Live Instruction setting if needed.

General Education teachers will provide accommodations identified on IEPs/504 Plans to ensure equal access to course instruction, materials and evaluation. The implementation and documentation of accommodations will level the playing field and minimize the impact of the student's disability on their academic performance via digital platforms.

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Plan for Implementation of Assurance 5

- In the box below, describe how the charter school 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 new parent/guardians have been provided the Home Language Survey as part of their registration packet in order for the school to identify students in need of services.

Throughout the school year, every student, regardless of whether they are on campus or joining synchronously through Remote-Live Instruction, will be taking several assessments per class where the teacher will measure how much a student has either improved or regressed. These assessments will be proctored with a special assessment proctoring tool (referenced in Assurance 3) to protect the academic honesty and reliability of each test. Through these assessments, including the WIDA, the ELL committee will be able to see if an ELL student is progressing accordingly.

This will allow for the ELL Committee to better understand how much a student has grown throughout the year, what kind of additional services they need in place for the following year, and whether a student can be exited from the ESOL program.

Teachers of ELLs will plan and deliver lessons that incorporate strategies to enhance second language acquisition and assist students in making progress towards their yearly language development goals.

Schools will continue to provide individualized instruction through pull out, push in and before and after school tutoring to all ELL students who have regressed and/or are not meeting learning expectations.

The ELL Committees will meet to discuss the ELLs, update the LEP plans for each student, and discuss these plans and services to the parents or guardians of every student. Throughout this process, teachers will be involved to help them understand what services students are receiving and what additional services they can advocate for the students who seem to either not be increasing as much as they should be or regressing. This is in addition to monitoring the assessment scores and grades of the ELLs.

Students who attend school in-person will receive ESOL services as normal. There will be both pull-out and pull-in support to ensure that students are continuing to grow socially, emotionally, and academically. Students who attend school through Remote-Live Instruction will also receive the ESOL services to help them achieve their goals. The Remote-Live Instruction students will choose to either receive these additional services in-person (by coming to campus on specified days and times) or through Remote-Live Instruction. Students who choose to receive the support through Remote-Live Instruction will join different breakout rooms where they will receive personalized instruction with an ELL Committee member, and they will also be able to get extra support while in class.

Assurance 6 does not require an additional narrative.

Acknowledgement

The charter school or charter school network verifies the information in this form.

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| Name and title of person responsible for completion and submission of the Innovative Reopening Plan |
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| Contact information: email, phone number |
| |
| Date submitted |
| |
| Signature of authorized representative |
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