



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Lafayette

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: 2-6

Reopening Schools for the 2020-2021 school year:

In-person instruction will be provided K-12 in a 5-day/week 180 day/year format to ensure all students receive the statutorily required number of instructional minutes. Additional safety protocols are in place and CDC guidelines will be followed to the greatest extent feasible. For students who opt out of in-person instruction or who may be absent for a brief period (i.e. for self-quarantine), classroom instruction will be provided through an online platform via certified teachers. This online instruction will be delivered using a combination of Google Classroom, iReady, and Edgenuity and will mirror the instruction provided in the brick & mortar setting. This will also provide a landing spot for students who choose to begin the school year in an online setting or may need to transition from brick & mortar to online throughout the

year for various reasons. Those who elect to receive instruction through this online platform are affectionately referred to as Hornets at Home students.

Hornets at Home K-5 students will be served via certified teacher who will serve as a liaison between brick & mortar teachers and online students. This certified teacher is the teacher of record for the Hornets at Home students, and they will be responsible for taking daily attendance. This liaison (or Hornets at Home Helper) will issue/grade assignments and monitor the progress of online students assigned to them. Videos of teachers providing instruction to brick & mortar students, or other video covering the same standards will be uploaded to Google Classroom daily. Liaisons will be provided with lesson plans, instructional outlines, and assessments used in the brick & mortar setting to be uploaded to Google Classroom for access by online students. This will ensure the same standards taught and assessed in-person are available to those students attending online. Continuous communication between the liaison and online students is expected and will be conducted via Google Meet, Zoom, and other online communication platforms. This will provide continuous communication, support, and up to date instruction during the time students are not in the brick & mortar setting.

Students 6-12 who opt to receive instruction online are assigned to a certified teacher at the middle and/or high school level relevant to the course(s) they are enrolled in. Daily communication and progress monitoring of online students will be the responsibility of the assigned teacher. All instruction and grading of assignments will be conducted by the teacher of record the student would be assigned to if attending in-person instruction. Online students are expected to meet once per week with their teacher of record for the course(s) they are enrolled in. This meeting will take place during the teacher's planning period and will allow for additional support in the specific subject area if necessary.

Campus facilities and Lafayette District employees will be available after regular school hours so that students who are receiving online instruction may come on campus to participate in regular classroom, progress monitoring, and state assessments. Students will need to view the scheduled times available and notify the school when they plan to be on campus for assessments. This will allow for proper spacing of students and will meet additional and/or the individual needs of all online students. Circumstances that may not allow the student to come on campus to complete assessments will be discussed and accommodations provided on a case-by-case basis.

Prior to enrolling a student in Lafayette's online instruction model, parents are informed of the need and expectations are set for more frequent parent/teacher meetings. These meetings may be in-person, by phone, or other live online communication platforms. The student's success as determined through overall class/course grades, individual assessments, participation, and attendance will determine if the student will be allowed to continue receiving instruction through Lafayette's online platform. Students who are not successful through Lafayette's online instruction model will be given additional supports, and will be presented additional options available to meet student needs.

In the Event of a School Closure:

Elementary (K-5) students will have access to digital materials, instruction, and assessments in all core subjects through Google Classroom. Students will log in daily for instruction on grade level standards and complete required coursework assigned by their teacher(s). i-Ready will also be a part of daily instruction and used for progress monitoring. Teachers will monitor and verify attendance to ensure all students have adequate access to instructional materials and are participating. Students who cannot access their instruction online will be provide with paper versions of content, instruction, and assessments. Attendance for these students will be taken through a combination of phone calls and completion of assignments.

Core Curriculum:

Math

- K-5th: Ready Math
- 6th-12th: Edgenuity, Houghton Mifflin Harcourt
- K: Success for All Kinder Corner and Saxon Phonics
- 1st-5th: Houghton Mifflin Harcourt Journeys, Saxon Phonics, and Ready Reading
- 6th-12th:

Supplemental Materials:

- i-Ready
- MobyMax
- Khan Academy
- Edgenuity
- Achieve 3000
- Study Island

Middle/High school students (6-12) will access their instruction through a combination of Google Classroom and Edgenuity. Attendance will be monitored through a combination of participation in online communication, email, and assignment completions. Students will be able to access standards based instructional videos posted by the subject area teacher. These videos will be recordings of district teachers providing classroom instruction or like videos pulled from various supplemental sources. This instruction will mirror that of the brick & mortar setting to the greatest extent possible. Students will be required to complete the uploaded activities, projects, and quizzes/assessments to receive credit for the course(s) they are enrolled in.

Google Meet and other online platforms will be utilized to maintain student to teacher and student-to-student communications. Each week, students and teachers will schedule and participate in a live collaborative sessions. Students and teachers will also participate in weekly small group break-out sessions and individual sessions based on individual student needs.

Teachers will provide feedback and grading through Google Classroom and Skyward which is accessible for parents to monitor progress. Regular attendance and grading policies will be maintained to every extent possible when moving to distance learning.

Students identified as being in need of Tier 2 or Tier 3 Interventions will be supported through Google Meet sessions or live sessions with Reading Certified/Endorsed staff and Math teachers at the Middle and High School levels, as well as support from the MTSS/ESE Consult teacher.

Students enrolled in Dual Enrollment courses through North Florida College, River Oak Technical College, and Big Bend Technical College will continue their coursework online per college instructions.

Students participating in FLVS, and homeschool students will continue to receive instructions through those platforms.

Exceptional Student Education: The District will provide instructional support online, telephonically, and through paper assignment packets. Parent/Student consultation and other scheduled requirements will be

maintained to every extent possible. All related services such as speech/language therapy, OT, PT, and counseling will be provided via a virtual platform such as Skype, telephonically, and/or with paper materials that will be sent home. Staff will work with each family and student to provide services while taking into account their unique situations and needs.

Students on Access Points Curriculum may use the following Standard Curriculum Resources (Paper Packets will also be provided.)

K-5 Encore

6th-12th Teacher created Curriculum Maps of Explicit Instruction of Access Standards

Additional Resources:

- i-Ready (K-8)
- Edgenuity (6-12)
- MobyMax
- Khan Academy
- Achieve 3000
- Study Island

ESOL: The District will be providing instructional support online, telephonically with paper assignment packets, and through consultation with parents via the Spanish-language translator, digital translation, and translation dictionaries. We will work with each family and student to provide services while taking into account their unique situations and needs.

Additional Resources:

- Rosetta Stone

Pre-K: In the event of a school closure, Pre-K teachers will provide a resource packet for students to continue working on age-appropriate skills. Frog Street Curriculum

Adult Education: In the event of a school closure, individualized work packets may be picked up on Wednesdays and exchanged the next Wednesday for new material.

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: 8

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: 9

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: 10

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: 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: 12

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

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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. (N/A – no charter schools in the 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.

Subject to advice and orders of the Florida Department of Health, local health department, and Executive Order 20-148 and subsequent orders, all Lafayette District Schools will reopen in August in the traditional face-to-face manner. Teachers will return to work on Monday, August 3, 2020. Students will return Monday, August 17. To ensure the statutorily required number of instructional minutes are delivered, all schools will be in session five days per week and 180 days per year (or hourly equivalence) for all students.

Lafayette District Schools believes that the best instruction is that instruction delivered in-person by a qualified, certified teacher who has developed a positive relationship with students. However, it is also accepted that some students may be more comfortable opting for a distance learning due to underlying health conditions or for other reasons. Those students will receive instruction that mirrors the face-to-face instruction provided to students in the brick & mortar setting.

The teacher work day is as follows:

- Lafayette Elementary School: Teacher hours will be from 7:55am-3:10pm and student hours are from 8:00a to 2:50p Monday through Friday.
- Layette High School: Techer hours will be from 7:55a – 3:10p and student hours are from 8:10a – 3:00p Monday through Friday.

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.

Recognizing that the most effective instruction is that provided in-person by teachers who have developed relationships with students and families, all Lafayette District Schools will reopen in August using a 5 day/week 180 day/year model. Traditional instruction models will be infused with technology so that should a move to distance learning become necessary, both teachers and students will be familiar with and have had practice with such tasks as logging on to specific programs/platforms, uploading/downloading documents, retrieving reports, and recording attendance. This will provide the opportunity to obtain feedback, address any issues, and troubleshoot technical problems. As early in the school year as possible diagnostic assessments should be used to identify gaps in learning resulting from loss of instructional time. Data obtained from these assessments will be utilized to develop a structured plan for addressing gaps. Instructional priority must be given to vulnerable students with the greatest need. Lafayette has a high percentage of low-income families who exhibit a unique set of needs as do homeless students and those in foster care. The District employs a Homeless Facilitator and a Migrant Advocate to ensure that these students needs are being met and to remove barriers so that they can receive an education. Each school has a mental health counselor and a school counselor to provide students with mental health screening, assessment, diagnosis, intervention, treatment and recovery services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues.

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 addition to administering diagnostic assessments at the onset of the school year to identify gaps in learning, students will undergo routine progress monitoring. Progress monitoring will include the students attending in person and the district's hybrid school of Hornets at Home students as well.

K-5 ELA:

- i-Ready (diagnostic = 3 times per year; progress monitoring = frequency)
- i-Ready Standards Mastery - monthly

K-5 Math:

- i-Ready (diagnostic = 3 times per year; progress monitoring = frequency)
- i-Ready Standards Mastery - monthly

6-8 ELA:

- i-Ready (diagnostic = 3 times per year; progress monitoring = frequency)
- i-Ready Standards Mastery – monthly
- Teacher created standards based Benchmark Assessments -quarterly

6-8 Math:

- i-Ready (diagnostic = 3 times per year; progress monitoring = frequency)
- i-Ready Standards Mastery – monthly
- Teacher created standards based Benchmark Assessments –quarterly

9-12 ELA:

- Teacher created standards based Benchmark Assessments –quarterly

9-12 Math:

- Teacher created standards based Benchmark Assessments -quarterly

The District will use the Multi-Tiered System of Support method to make decisions about instruction to intervene in student progress. The schools' MTSS Leadership teams will analyze data from the first of the year's diagnostics to determine if students are on or below grade level. Decisions will be made in how to proceed with instruction in response to the data shown. For example, if the data shows that the majority of the grade level as a whole has not made adequate progress, then tier 1 instruction for all students will be adjusted to best meet the students where they are and a plan will be put in place to try to fill the gaps as quickly as possible. Again, students will be looked at in smaller groups or even individual needs that may arise for tier 2 and 3 intervention.

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.

Lafayette District Schools personnel will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams. Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, Chromebooks, or other electronic devices will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program at home. Contact with teachers and therapists/counselors will be provided to each of these students at the frequency and intensity as decided by the IEP team.

IEP teams will determine the need for compensatory services based on progress monitoring data for reading and math. Therapists and counselors will provide input to IEP teams to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations. These decisions will be made within the first month of school after valid progress monitoring data can be gathered and analyzed. If determined necessary by IEP teams, compensatory services will be provided to students. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through

interactive programs via the internet. The District will work with services providers to arrange for flexible work schedules so that SWD working from home can be served appropriately.

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.

Lafayette District Schools personnel will work with ELL Committees to identify if ELLs have regressed and determine if additional or supplemental ESOL services are needed. Progress monitoring data will be used to determine if students have suffered regression and these determinations will be made within the first month of school after valid progress monitoring data can be gathered and analyzed. Assistive technology, laptops, Chromebooks, or other electronic devices will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program. Contact with teachers and the interpreter will be provided to each of these students. If determined necessary by ELL Committees, supplemental services will be provided to students. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the internet. The District will work with teachers/interpreters to arrange flexible work schedules so that ELL students working from home can be served appropriately.

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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
Alissa Hingson, Director of Teaching and Learning
Contact information: email, phone number
ahingson@lcsbmail.net 386-294-4137
Date submitted
8/4/2020
Superintendent Signature (or authorized representative)

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<i>Robert Edmond</i>