



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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

## **School District of Lee 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 **School District of Lee County 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: **Pages 11-15**

The School District of Lee County's (SDLC) Safe Reopening Plan was created with the help of the PK-12 Education Response Task Force made up of health professionals, business and community leaders, law enforcement, principals, teachers, support staff, parents and students.

The School District of Lee County has 4 options for students:

1. **Face-to-Face Instruction:** The School District of Lee County (SDLC) plans to reopen schools with the full array of services for the benefit of our students and families. The Face-to-Face model will be an option for all students (PreK-12<sup>th</sup>). The District is committed to providing the safest environment possible for our students that choose the in-person instructional experience. **Pages 12-13**
2. **Lee Home Connect:** All students (Pre-K-12<sup>th</sup>) will have the option to select a school-based virtual option. Students are assigned to a teacher from their school for at home, full-time online live synchronous learning that mirrors a brick and mortar student schedule. This model is different from the Distance Learning that occurred at the end of the 4<sup>th</sup> quarter. This model allows families to elect to return to their brick and mortar school after one grading period, or at the Principal's

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discretion. Students who receive ESE, ELL, Gifted Services or have a 504 Plan will continue to receive these services through Lee Home Connect. **Page 14**

3. Lee Virtual School: All students (Pre-K – 12<sup>th</sup>) will have the option to select a full-time virtual based option through Lee Virtual School. Students receive synchronous and asynchronous instruction. This model allows families to elect to return to their brick and mortar school after one semester. **Page 15**
4. Home School: All students are enrolled in the District's full-time Home Education Program, where the parent or guardian teaches the child at home. **Page 15**

The Task Force's guiding principles in creating each option were safety for students, staff and families as well as equitable education.

No matter the option selected, all students will engage in robust progress monitoring and will be provided tiered support if adequate progress is not met; including the opportunity to transition to a different instructional model. District and school level administrators will review the progress monitoring data to determine which students are falling behind and create a plan of action/support. This is accomplished through Quarterly Data Chats.

Multiple district departments, such as ESE, MTSS, ESOL as well as Academic Services, will have regularly scheduled meetings to discuss data and help schools and teachers determine appropriate targeted interventions.

### ESE

All students PK-12<sup>th</sup> grade with Individual Education Plans (IEPs) have the opportunity to attend brick and mortar schools. Parents who choose this option for their child, will be choosing to receive all services on their current IEP in person. This includes their specialized instruction, therapies, assistance, accommodations and modifications. Upon return to learning, students will take an assessment in order assess specific skills. In cases where students have regressed, IEP teams will ensure that regression or compensatory services are offered to remedy learning deficiencies.

### ELL

ELL students will have the opportunity to receive instruction from highly-trained teachers and receive additional support from ESOL Paraprofessionals. Supplemental software will be made available to support classroom instruction and state-adopted English language proficiency standards and benchmarks for ELLs. Extended learning opportunities after school will be offered at different schools to assist ELLs in meeting the expectations for acquiring English language skills and academic proficiency. District ESOL Specialists will visit schools regularly and support student achievement through lesson modeling and instructional coaching of ESOL instructional strategies to help increase ELLs achievement in all content areas. ELL Teams will review the progress of students and intervene to provide additional services and targeted interventions to students in need.

### Vulnerable Populations

For students of low-income families and any other students that attend a Title I school will continue to receive the same benefits of the Title I, Part A funds allocated to the school since they are all operating

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under a schoolwide program. The funds/resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to directly raise student achievement.

### Migrant Students

For students of migrant workers, the focus will continue to be the identification of educational needs of migrant children and their families and ensure that migrant students who move between states/cross county lines are not at disadvantage because of differences in curriculum, graduation requirements, and academic standards. Services are provided to eligible migrant students based on the availability of funds, priority for services, and need. The School District of Lee County's Migrant Education Program will continue to employ highly qualified and trained PreK teachers and paras, secondary/transitional advocate, migrant support services aides/recruiter to provide the level of services needed to ensure the best educational experience possible for migrant students.

### Homeless and Foster Care Students

Psychological and Social Work Services will provide in person evaluation for the initial identification of students with disabilities and re-evaluations, consultation, counseling, and other services with PPE and physical distancing guidelines. For students who are homeless and students in foster care, the district homeless and foster care liaisons will support the timely transportation of students to remain in their school of origin and support access to tutoring services at local shelters. Social workers work directly with school teams, students and families to assist in removing barriers and providing resources to support students regular school attendance.

### Alternative Programs

Alternative programs such as the Success Academy will be afforded the same instructional models outlined above. Students in DJJ participate in face-to-face as well as virtual live instruction.

The School District of Lee County's school year will begin on August 31, 2020 and end on June 17, 2021, incorporating 180 student days which follows Florida Statute: 1001.42(12)(a).

We look forward to welcoming our students on August 31<sup>st</sup> in the manner that best fits their health, safety and educational needs.

## 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: **Pages 11-15**

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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: **Pages 11-15 & 39-42**
- ☒ **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: **Please see attached Progress Monitoring Calendar**
- ☒ **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: **Pages 39-41**
- ☒ **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: **Pages 12-13**
- ☒ **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.

Not Applicable as the SDLC chose Option 1.

**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.

Not Applicable as the SDLC chose Option 1.

**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.

Not Applicable as the SDLC chose Option 1.

**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.

Not Applicable as the SDLC chose Option 1.

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### 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.

Not Applicable as the SDLC chose Option 1.

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>
Lauren Stillwell, Chief of Staff and Dr. Jeffrey Spiro, Chief Academic Officer
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<b>Date submitted</b>
July 30, 2020
<b>Superintendent Signature (or authorized representative)</b>
