



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Martin County School District



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.

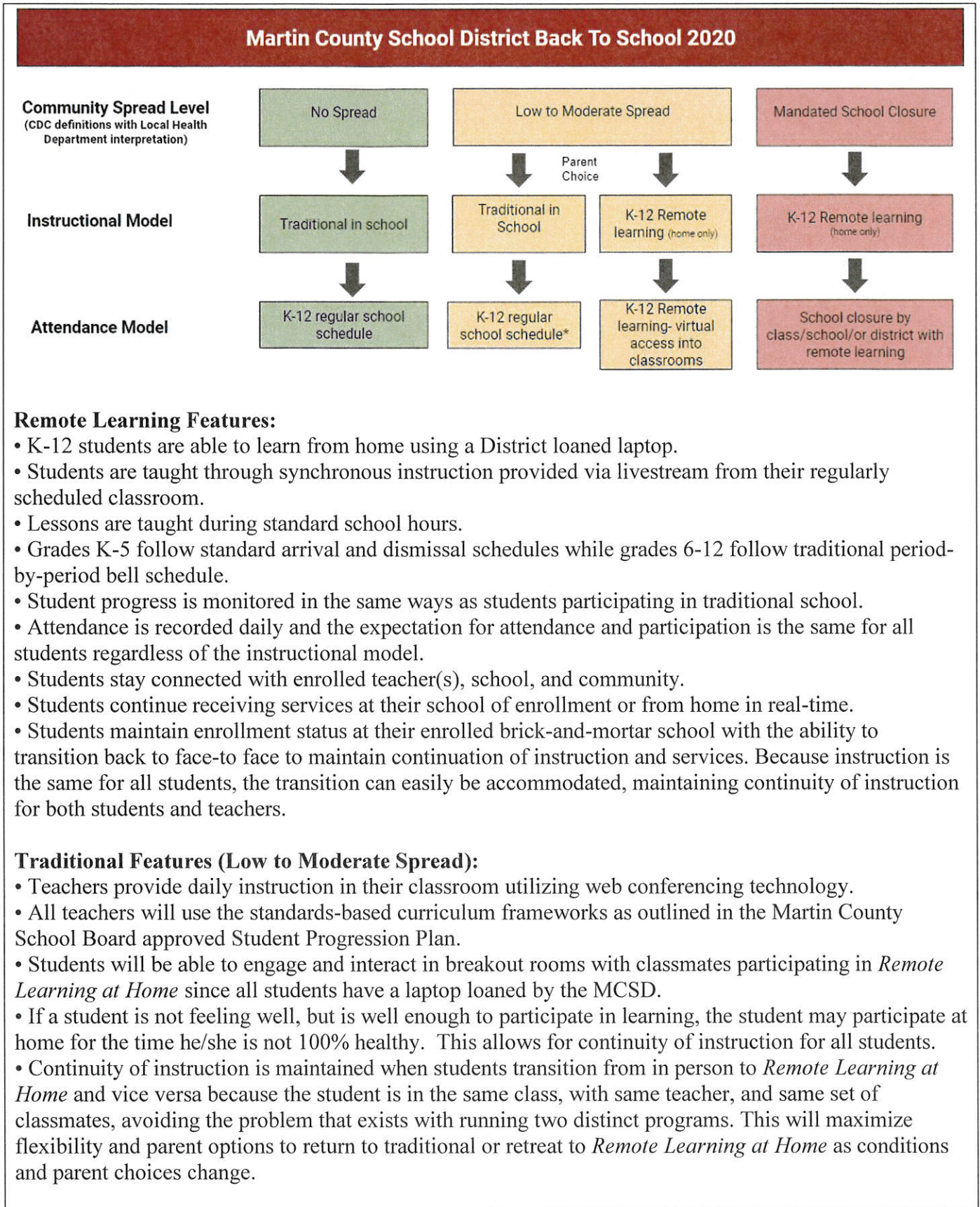
Proposed Innovative Model (Required for Option 1 and Option 2)

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: pages 2-5.

Based on stakeholder feedback, and in collaboration with the Martin County School Board, the Martin County School District (MCSD) is offering a traditional in school attendance model and also an innovative learning option to those families who prefer to learn at home through our *Remote Learning at Home* option. Through *Remote Learning at Home*, students receive the same instruction, at the same time, using the same curriculum, from the same teachers of those learning in the traditional face-to-face/brick and mortar setting.

All district run schools are scheduled to open on August 11 following 4.5 days of instructional staff planning, professional development and preparation.

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Additional Supports

Technology tools and professional development will be provided to teachers and students to ensure strong implementation and instructional practices. Teachers will be given additional professional development on closing achievement gaps, providing interventions, and curriculum standards. In addition to live lessons, teachers are able to:

- Hold online class meetings;
- Respond daily to small groups and individual students;
- Provide real-time support and progress monitoring;
- Request student services and supports.

Specialized Instruction for Students with an Individual Education Plan

As students return to school, the MCSD will evaluate the needs of our students through the IEP team process and provide services as appropriate.

Students with Disabilities (SWD) Following General Education Standards

- SWD who are on General Education Standards follow the grade level standards with accommodations specified in the IEP.
- SWD who need academic support in their general education classrooms receive support and instruction from their General Education Teacher and their Special Education Teacher. These supports are available in person or remotely.
- The Special Education Teacher works in collaboration with the Regular Education Teacher.
- SWD who are on General Education Standards and receiving support and services in a self-contained setting receive support and instruction from their Special Education Teacher. These supports are available in person or remotely.

Students with Disabilities (SWD) Following Access Point Standards

- SWD who are on Access Point Standards will follow Access Point Standards with any appropriate Accommodations specified in the IEP.

Support Services

- Many disability-related modifications and services may be effectively provided remotely. These include: extended time, accessible reading materials, and speech or language services through video conferencing.
- ESE staff who provide specialized services (Speech/Language, Occupational Therapy, Physical Therapy, Vision, Deaf/Hard of Hearing) review student IEPs and determine services can be offered remotely.
- In the event a service cannot be performed remotely or telephonically, the parent will have the opportunity to schedule face-to-face services at their enrolled school. Services conducted in a face-to-face environment use enhanced safety and health protocols.

A matrix will be used to determine the need for temporary closure due to COVID-19 of a school, classroom, or the district. The Department of Health Martin, MCSD Crisis Response Team, and MCSD Pandemic Response Team have collaborated to determine the criteria for local school/classroom/district closure and move to temporary *Remote Learning at Home* for all. This matrix will be used for the identification and determination of potential change in instructional delivery models.

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Level of School Spread based on upon State and Local Public Health	Class Level Response	School Level Response
Low Spread: 2 or less staff or students in one classroom or 2-4 cases per 100 staff/students/school	Transition <u>impacted classroom(s)</u> for 14 days (minimum) to <i>Remote Learning at Home</i>	All affected students transition to <i>Remote Learning at Home</i> . Enhanced cleaning protocols implemented.
Moderate Spread: 5-11 cases per 100 staff/students/school	Transition <u>multiple classes</u> for 14 days (minimum) to <i>Remote Learning at Home</i>	All affected students transition to <i>Remote Learning at Home</i> . Enhanced cleaning protocols implemented.
Severe Spread: 12 or more cases per 100 staff/students/school	Transition <u>entire school</u> for 14 days (minimum) to <i>Remote Learning at Home</i>	School transitions to <i>Remote Learning at Home</i> . Enhanced cleaning protocols implemented.

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: page 7.

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: pages 7 and 8.

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided

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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: pages 9 and 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: page 10

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: page 11.

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.

The Martin County School District is scheduled to open all district-run brick and mortar schools for five days a week to provide a full array of services to students as required by law. Families who wish to educate their children in a brick and mortar setting have the opportunity to do so on a full time basis with transportation, food service, mental health service, counseling, and other supports traditionally provided in the MCSD. The Martin County School District is working with the local department of health to ensure health and safety guidelines and safeguards are followed.

Opening day for all schools in the Martin County School District is August 11, 2020. All students participating in *Remote Learning at Home* or in the traditional school setting will follow their traditionally scheduled day:

Elementary Schools—7:30am-1:50pm

Middle Schools—9:10am-3:55pm

High Schools—8:20am-3:00pm

According to F.S. 1022.61, instruction in a standard school should comprise not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3. In the 2020-2021 school year, students in the Martin County School District will complete more than the statute required.

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.

All students in the Martin County School District will have access to a full array of services required by law. All students have access to in-person instruction as well as an innovative option with identical curriculum and instruction. Families who choose to participate in *Remote Learning at Home* will have access to the same teaching and instruction as students in the brick and mortar setting.

Students from vulnerable populations, such as students from low income, students of migrant workers, students who are homeless, and students in foster care are confronted with a range of challenges and disadvantages exacerbated by the pandemic. All students in the Martin County School District will continue to receive services via coordinated action plans with available services. Closing achievement gaps will be a top priority of the Martin County School District.

Working with our local service agencies such as United Way, the school district is able to provide individual packets of school supplies to each student to assure that everyone has basic school supplies at

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home or in school. A District owned laptop is provided to each student to allow access to *Remote Learning at Home* if/when necessary. The District is also providing Wi-Fi services to those students who need it to access remote learning.

Students of migrant parents will be given priority for services; action plans will be implemented and monitored via progress monitoring criteria per program and evaluation measures of the Title I Part C Education of Migratory Children Grant serving identified Migrant students aligned to Assurance 3 below.

The absence of a stable living arrangement for homeless students creates a devastating impact on educational outcomes. For many students who are homeless and change schools frequently, it is difficult for educators to correctly identify their needs and ensure proper placement. Covid-19 creates additional barriers for these students and has the potential to increase the number of homeless students as families are forced out of their current living situation due to job loss and other factors created by the pandemic. The Martin County School District will ensure:

- Each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children, and youth.
- Homeless children and youth have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.
- Students are able to attend the school they last attended before they lost their housing (school of origin), if that is the parent/guardian's choice and is in the child's best interest, or the school which is zoned for their temporary residence.
- Students are enrolled and attend classes immediately while the school arranges for the transfer of school and immunization records and other required enrollment documents.
- Students receive transportation to the school of origin (if a parent/guardian requests such transportation).
- Students are given the opportunity to participate in any school programs and receive any school services for which they qualify.

Students in foster care function from a place of trauma. The current pandemic may have increased the number of students in foster care and will have added additional stressors to these students. With educational continuity as a priority, the Martin County School District will ensure that:

1. Students in foster care continue to receive services that will keep their educational environment as stable as possible: agency collaboration, continuation of support services, transportation to school of origin (when in the best interest of the student and not an unreasonable burden on the district),
2. Students can access in school and community supports to meet social-emotional needs.

Title I schools provide Family Liaisons to foster partnerships between the schools and families to support achievement. Title I district staff supports the needs of schools and students through additional outreach and communication.

English language learners (ELLs) are supported through school site and District initiatives and staff. Teachers use the *Can-Do* Descriptors to ensure ELL scaffolds are in place according to the student's proficiency levels. Students are provided word-to-word dictionaries to assist with language supports.

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 order to ensure a robust progress monitoring system, the following assessments will be administered:

State VPK Assessment

Students attending voluntary prekindergarten (VPK) programs are administered the State VPK assessment at three assessments during the year to assess skills in reading and mathematics.

iReady

Students in grades K-5 take progress monitoring tests during the first month of school, in December, and in April/May in ELA and mathematics.

Progress Monitoring Tests (PMTs)

PMTs are locally created interim assessments aligned to the standards of state-assessed courses that are not monitored using iReady. Using the Performance Matters testing platform:

- Students in grades 6-10 and students retaking Grade 10 FSA ELA take a diagnostic test during the first month of school in ELA and mathematics including Algebra I and Geometry.
- Students in grades 3-5 take progress monitoring tests after each cluster or related units up to four times during the school year in science.
- Students in grades 4-10 take a writing progress monitoring test during the fall.
- Students in grades 6-10 and students retaking Grade 10 FSA ELA take progress monitoring tests after the 2nd and 3rd nine weeks in ELA
- Students in grades 6-8 taking mathematics and science and students in Algebra I, Geometry, Biology, Civics, and US History take progress monitoring tests after the 1st, 2nd, and 3rd nine weeks.

The following assessments will be administered using paper and pencil:

- Students in grade 9-10 will take in October the PSAT/NMSQT.
- Students in grade 8 will take in April the PSAT 8/9.

The progress monitoring data will be analyzed in conjunction with other metrics, including attendance, course history grades, and prior assessment data so that appropriate interventions can be implemented depending on individualized student needs. Progress monitoring results will be analyzed by teacher, subject, school, and standard to ensure that support is given at all levels so that any achievement gaps can be closed as efficiently as possible. The district has an assessment platform that will be used to administer most of the progress monitoring assessments and all users, including teachers, easily disaggregate results. School leadership and MTSS teams will meet regularly to review the data and convene necessary meetings to deploy any interventions deemed appropriate for the student(s) given the

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data. School Improvement Plans are used to support schools and their greatest needs. District leadership supports this work through data dialogues, instructional leadership meetings, and support to schools and teachers.

Students who participate in the *Remote Learning at Home* option will take the same assessments in the same time period as their peers in the brick and mortar instruction. The district has convened a task force that includes administrators, teachers, and parents to assist in the development of a Remote Assessment Plan to consider the intricacies of administering assessments to students *Remote Learning at Home*. There is a need to ensure that the data obtained from the assessments is accurate and reliable as it will be used to inform decisions as well as be used for some teachers' student learning growth scores for their evaluations. Having stakeholder input and feedback is important to the development of a comprehensive plan as the Martin County School District continues to educate all students for success.

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.

In collaboration with parents, IEP meetings will be held either in-person or via telephone or video conferencing, ensuring that all CDC and district guidelines for safety and well-being of students and staff are observed.

Students with IEPs and 504 Plans will continue to receive services and accommodations identified in the student's individual plan (IEP or 504 Plan) whether the student attends a brick and mortar setting, or to the greatest extent feasible in the *Remote Learning at Home* option.

If, for some reason, a service or accommodation is not possible to deliver while the student *Remote Learning at Home*, an IEP or 504 meeting will be held with the parent to discuss alternatives, as necessary, so that the student can continue to have access to and to progress in his/her educational program. The IEP or 504 plan will be revised to reflect any changes determined as necessary by the child's individual team.

Assessments of students (formative and observational) will be completed to determine current functioning in the first few weeks of reopening school. This data will be compared to the student's individual data prior to the pandemic to ascertain regression relative to IEP goals and objectives. Based upon the data, including teacher and parent input, the IEP team will consider whether there is a need for additional services to recover regression in functioning caused by the COVID 19 pandemic. Changes made will be documented in the individual student's IEP or 504 plan.

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.

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Federal and State requirements for brick and mortar setting as well as the *Remote Learning at Home* setting will allow for the following provisions:

- The Martin County School District will provide instruction for ELLs that is comprehensible at the students' level of English language proficiency.
- The Martin County School District will provide instruction that is equal and comparable in amount, scope, sequence, and quality to that provided to native English speaking students in accordance with the Florida META Consent Decree.
- The Martin County School District will ensure ELLs can participate meaningfully and equally in educational programs in accordance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- The Martin County School District will ensure the District ELL Plan 2019-2022 is followed which includes all Florida Statutes and State Rules pertaining to ELLs and ESOL Programming (in District operated schools, charter schools, private schools, and DJJ/Alt Ed sites).

Providing Services for ELLs

- English language development services are provided in all models: sheltered, collaborative, and mainstream.
 - In all models, focus on oral language development through literacy via online platforms.
 - Specific guidance for ESOL Services and ESOL Funded Positions for schools.
 - Accommodations will be documented in Ellevation (e.g., native language glossaries/dictionaries provided for home use for LYs).
 - Supplemental tutorial options provided for LY students (and LF students as needed).
- Specific resources for supporting beginning English speakers and newcomers provided to schools.
- Online language development resources through Title III: Imagine Learning, Nearpod, Co-Writer and Snap and Read.

Compliance & Student Reporting for ELLs

- Students up for re-evaluation will automatically extend services from March 2020 until a return to face-to-face instruction (per DOE No. 2020-EO-02).
- ACCESS for ELLs 2.0 results from Spring 2020 anticipated to arrive in late July in order for placement decisions to be made. ELL Plans will be updated to include remote learning options.
- LY and LF monitoring will continue via the Ellevation Education platform.
- ELL Committee Meetings and service documentation will be located in Ellevation (adding 2021; Meetings will be held remotely following current procedures.
- Automatic Exiting: must have both ELP and reading assessment for 3-12 (per FL SALA Office).
- Awaiting guidance on "reasonable measures" for reading assessment.

Assurances 6 and 7 do not require additional narrative.

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Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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millert@martinschools.org , (772) 219-1200 Ext. 30140
Date submitted
7/29/2020
Superintendent Signature (or authorized representative)
