



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Putnam 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: _____

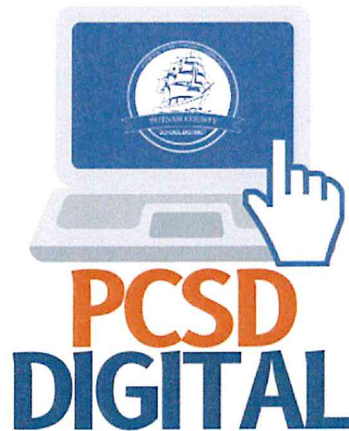
Through collaboration with school district and community stakeholders and aligned with the recommendations of the School Reopening Taskforce, the Putnam County School District has developed three 2020-21 school year options for parents and students. These options are outlined in our *PCSD Student and Parent Guide for School Reopening* publication.

Option 2, called PCSD Digital, is our digital learning option. It is our district's innovative model for meeting the needs of parents and students who want to stay enrolled in their neighborhood schools, but do not feel safe returning to the brick and mortar school building because of the current community spread of COVID-19.

As stated in the *PCSD Student and Parent Guide for School Reopening* publication:



Digital Learning: I plan for my child(ren) to start the school year with digital learning at their assigned school, and return to the traditional classroom when a vaccine is available or conditions further improve. I understand this option requires a 9-week commitment, consistent Internet connectivity, and a supervised structured environment. It may also require a student to participate in on-site specialized services and progress monitoring. ***Digital learning will follow the traditional daily schedule with synchronous, live and/or recorded sessions.*** I will register for this option online at www.putnamschools.org by July 16, 2020.



This digital learning option is available to students in Grades K-12.

Curriculum

All students and teachers participating in PCSD Digital will follow the curriculum pacing and utilize the same curriculum resources as those attending brick and mortar schools. Our district has created course shells in Canvas, our learning management system, that include Year at a Glance documents outlining pacing and resource expectations. Students will be provided with the same printed student workbooks as students choosing the brick and mortar option and will also have access to all of the individualized, online learning platforms and digital textbooks.

Synchronous Instruction

PCSD Digital will follow a traditional daily schedule with the expectation that students are online during school hours. The teacher of record will be responsible for teaching from his/her classroom using a combination of live streaming technology and recorded instruction. Students will securely login to Canvas through Clever, our single sign-on portal, and will then join their digital classrooms using a secure link to Google Meet and/or Zoom.

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Assessment

All students participating in PCSD Digital will complete the assessments outlined on our district's 2020-21 uniform assessment calendar. Students may be required to participate in on-site assessment and progress monitoring to ensure assessment validity.

On-site Specialized Services and Progress Monitoring

Our digital learning option states that students may be required to participate in on-site specialized services and progress monitoring. The intent of this requirement is to ensure all students are provided a full array of services based on need. The importance of identifying achievement gaps and providing intervention requires us to seek valid progress monitoring for students. Teachers and leaders will work with parents to ensure safety is a priority when students are required to visit their assigned school site. Safety protocols may include scheduled drop-off and pick-up times, mandatory face coverings, and the use of empty classrooms to avoid interaction with adults and students.

Attendance

Students participating in PCSD Digital will be expected to be present for daily instruction. The district's attendance and truancy policies will still apply and students will be marked absent if they do not login and interact with the teacher during synchronous learning.

Intervention

Students participating in PCSD Digital will receive additional support if they fail to make adequate progress and are coded for reading intervention based on our K-12 Reading Plan Decision Trees. The assigned teacher of record will be responsible for providing academic intervention based on student diagnostic and progress monitoring results. Students enrolled in schools identified as Lowest 300 will receive the additional reading instruction in a similar manner as those attending the brick and mortar building.

Exceptional Student Education

The IEP team will meet to provide services that align with the parent/student option of brick and mortar or PCSD Digital. The Putnam County School District will make a reasonable and good faith effort to provide students participating in PCSD Digital with services outlined in their Individual Educational Plans (IEP) through a Digital Learning Plan developed by the IEP team. Our digital learning option states that students may be required to participate in on-site specialized services and progress monitoring. Part of a reasonable and good faith effort to provide services may require students to safely participate in some on-site specialized services.

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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: _____

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

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan:

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

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

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

Through collaboration with school district and community stakeholders and aligned with the recommendations of the School Reopening Taskforce, the Putnam County School District has developed three 2020-21 school year options for parents and students. These options are outlined in our *PCSD Student and Parent Guide for School Reopening* publication which can be found at <https://www.putnamschools.org/>.

Option 1 is our traditional brick and mortar option. Students will return to a traditional classroom setting following our board approved district student calendar that is being revised to reflect a delayed start to the school year. The original calendar was approved with a start date for students of August 10, 2020 and an end date of May 27, 2021.

The district's new reopening date for students is August 24, 2020. The district student calendar has been revised and the last day of school for students will now be June 10, 2021.

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.

Students who return to a traditional classroom setting as part of selecting our brick and mortar option as well as those who choose PCSD Digital will have access to the full array of services as required by law. Our district approach to serving students and families from vulnerable populations is outlined for each group.

Students from low-income families

To meet and monitor the academic needs of all students, the LEA implements strategies and programs to meet Florida's challenging standards and provide a well-rounded education to all students. The LEA provides professional development opportunities for teachers and administrators to ensure the level of instruction and support for teachers is rigorous and effective in meeting student needs. The LEA's Novice Teacher Initiative supports novice teachers through the critical first stages of their professional career positively impacting student achievement and teacher retention. Professional development and district instructional coaches support all teachers in improving instructional practices through professional learning communities and side-by-side coaching. The LEA offers 21st CCLC after school learning and

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enrichment at 11 schools in the district supplementing classroom instruction and providing high interest STEM activities for students. The Jobs for Florida Graduates program and graduation support personnel are supplemental services implemented at each high school impacting student on-time graduation through targeted support for at risk students. Cambridge or acceleration opportunities are available at all schools for students requiring advanced curriculum to meet their academic needs. STEAM labs, maker spaces, distance learning classrooms at schools improve the academic achievement and digital literacy of all students. The LEA's Caring Schools Community resource teacher works with school personnel to train staff and implement the Caring Schools Curriculum at all schools creating a healthy and safe learning environment for students. Federal Programs supports the effort to provide a well-rounded program of instruction for all students through collaboration with district leadership and supplemental funding where appropriate.

The LEA identifies students who may be at risk for academic failure through formal quarterly progress monitoring reports assessing student data in the following areas: Reading, Math, Behavior, and Attendance. Student data is provided to the District Management Team by school principals during semester data presentations and modifications are made as needed upon review of the data. Graduation coaches access the LEA's Early Warning System to identify and support students who have been identified through early warning indicators.

Students identified as needing additional educational assistance to meet Florida's challenging academic standards are provided with additional supplemental support. Support staff hired specifically as tutors, teachers, and paraprofessionals provide tutoring opportunities for students needing additional academic support. In addition, the 21st CCLC program at 11 schools provides tutoring after school. Middle and high schools provide instruction and coursework that enable students to recover credits for graduation or avoid retention in their current grade.

To identify and monitor instructional and other strategies needed to improve school conditions for student learning, district staff and school administrators examine data including state test scores, grades, attendance, behavior and teacher effectiveness. Data is compiled within each school's Comprehensive Needs Assessment (CNA). CNA data is reviewed each semester ensuring instructional strategies and decisions impacting student learning are data driven and progress monitored as an ongoing process. All instructional strategies are researched based, supported by the highest tiered research available, and monitored by school and district staff to ensure implementation is consistent and to fidelity.

Students of migrant workers

Migrant students will be provided the following array of services in Putnam County Public Schools: Advocacy and outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services;

Professional development programs, including mentoring, for teachers and other program personnel; Family literacy programs;

The integration of information technology into educational and related programs; and

Programs to facilitate the transition of secondary school students to postsecondary education or employment

The Putnam County School District will enroll any Migrant students demonstrating additional academic need in ELA in Imagine Learning intervention. Instructional assistants will assist Migrant youth in small groups with ELA needs identified via the Imagine Learning diagnostic.

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Students who are homeless

The Putnam County School District has measures in place to ensure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in Title IX, Part A, section 722(g)(1)(6)(A);
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.

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- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

The Homeless Coordinator identifies the students and completes the identification paperwork. The Homeless Coordinator determines eligibility for services through homeless recertification or when advised of a student in a possible homeless situation through school or community contacts. The homeless coordinator notifies the Executive Secretary of Federal Programs who coordinates a meeting between the Federal Programs Director or designee, Director of Transportation or designee, school principals or designees, and the parent or guardian of the student. School of origin considerations are given to the Director of Federal Programs for committee consideration to discuss school placement if a change is considered. The committee determines school placement based on the best interest of the child and provides for transportation recommendations.

Stakeholders and partners work together to identify potentially eligible students in our school system. The Homeless Coordinator provides a PowerPoint and other materials for staff training purposes to the Federal Programs Department for distribution and coordination. All schools and departments are provided with folders that have NAECHY briefs regarding homeless students' enrollment, rights, residency questionnaires and best -practices. Through community meetings (PIDAC) information is distributed to the community

The LEA's homeless program supports the academic achievement of students. The Homeless Coordinator and HEP Student Success Mentor will deliver academic intervention to students in small groups based upon the priority for services data analysis completed by the Homeless Coordinator. The two individuals will work with the classroom teacher to deliver academic tutoring through a push-in model while keeping the students in the classroom. The materials will be created by the classroom teacher so that the Homeless Coordinator and Student Success Mentor can work in small groups with the students in need using the regular classroom materials.

Students in foster care

Students in foster care will be afforded the same opportunities as all other students in our Putnam County School District.

Students who are English language learners (ELL)

During school tutoring on an as-needed basis will continue to increase English proficiency of current and former ELL students as measured by Access for ELLs. Evidence-based software such as OdysseyWare and i-Ready will continue to be used to support language acquisition and mastery of state content standards. In addition, Imagine Learning Language and Literacy, a PreK-8 curriculum to build core reading and academic language skills with first language support will be purchased for implementation in elementary and middle schools with high numbers of ELL students. One year of professional development which includes teacher training, planning, data review meetings, modeling, and parent engagement will be purchased by the District to assure fidelity of implementation. An instructional assistant will work with Imagine Learning Language and Literacy materials with students in a small group setting in and out of the classroom. Professional Development is offered to teachers on ELL instructional strategies and how to use Imagine Learning Language and Literacy as a supplemental resource to provide targeted instruction and/or intervention to ELL students who need additional support. Parent involvement

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and/or workshops will be offered throughout the year to parents on how they can provide support at home for our ELL students in various content areas and/or graduation requirements.

The Putnam County School District will enroll any ELL students demonstrating additional academic need in ELA in Imagine Learning intervention. Instructional assistants will assist English Language Learners in small groups with ELA needs identified via the Imagine Learning diagnostic.

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.

The Putnam County School District has a progress monitoring system with formative and summative assessments that are predictive of statewide assessment outcomes and provide valid data for use by teachers and leaders when making decisions about student intervention and acceleration.

Reading

For students in Grades K-8, we use the i-Ready Diagnostic, Standards Mastery, Oral Reading Fluency, and Dyslexia Screening assessments to provide teachers with actionable insight into student needs. The i-Ready Diagnostic is administered three times during the school year. In Grades 9-11 we use the Renaissance Star Reading program for quarterly screening, progress monitoring and goal setting with students.

Mathematics

For students in Grades K-8, we use the i-Ready Diagnostic and Standards Mastery assessments to provide teachers with actionable insight into student needs in mathematics. The i-Ready Diagnostic is administered three times during the school year. In addition, students in Grades 6 through Geometry utilize the Assessment and LEarning in Knowledge Spaces (ALEKS) program to instruct students on the mathematics topics they are most ready to learn. Progress monitoring in ALEKS occurs monthly.

Science

Our students are assessed using district-created and curriculum resource-based assessments in Grades K-12. We use the USA Testprep platform for administering our district science assessments in Grades 3 through Biology. These assessments occur every 5-7 weeks at the end of each standards-based unit.

Social Studies

Students in Grades K-5 are assessed using the curriculum resource platform Studies Weekly. Students are assessed using district-created and curriculum resource-based assessments in Grades 6-12 including use of the USA Testprep platform for Civics administered every 4-5 weeks and U. S. History courses which have quarterly district assessments.

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Tiered support (MTSS)

Our district's Multi-Tiered System of Support (MTSS) involves a continuum of evidence-based practices matched to student needs. Tiered support for students is outlined in district plans like our K-12 Comprehensive Evidence-Based Reading Plan and each school's Positive Behavioral Interventions & Supports (PBIS) plan. All tiered academic supports are tracked in a cloud based platform called BrightBytes. This ensures that students who participate in brick and mortar school as well as PCSD Digital can have interventions tracked and continuously monitored by teachers and leaders.

Students participating in PCSD Digital will receive additional support if they fail to make adequate progress and are coded for reading intervention based on our K-12 Reading Plan Decision Trees. The assigned teacher of record will be responsible for providing academic intervention based on student diagnostic and progress monitoring results. Our district will work with students and families to transition students between instructional options when appropriate and necessary.

Most of our interventions have digital components available. We use our district's learning management system, Canvas, to ensure continuous instruction and adapted interventions for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meet, and Zoom in addition to student platforms such as i-Ready Instruction, Systems 44, and Read 180. We will also send materials home with students for interventions requiring multisensory components.

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.

Our district has already partnered with our diagnostic assessment providers to gain access to enhanced reporting for initial diagnostic data that will significantly inform the analysis of student regression. The IEP team will collaborate with teachers, consult teachers and service providers once initial diagnostic assessments from different district approved progress monitoring tools have been administered. This beginning of the year data will then be compared to previous district progress monitoring assessment results given to the individual student. The IEP team will use this comparative data to determine if the individual student regressed prior to entering the new school year. The individual student learning needs identified during this analysis process will be used by the IEP team to determine if compensatory services are necessary.

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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In the occasion that the ELL committee makes an entry (placement) of a student, the following documentation is used to support these decisions: classroom performance (formal, informal, authentic assessments, etc.), district universal diagnostic information, report cards, periodic assessment data, and reading diagnostic and placement screeners.

When a parent requests ELL placement, the data mentioned above as well as parent input, is taken into consideration to make a decision based on the student's needs.

In addition to the entry assessment and the documentation listed above, the committee also uses the following items to determine if a student should be an English Language Learner:

- a.) written recommendation and observation by current and/or previous instructional teacher or support staff
- b.) extent of prior educational and social experience and a student interview
- c.) Previous and current school grades
- d.) Test results
- e.) Level of mastery of basic skills in English

The school ESOL contact and the Language Arts teacher or other classroom teachers and an administrator (or designee) develops the student's ELL plan for each active ELL student upon entry or continuing students in the ESOL program. The school ESOL contact ensures that the ELL data reporting elements are updated. The plan is updated annually at the beginning of the year or when a student's schedule changes, accommodations are changed, and/or the student transfers schools.

The elements of the student ELL plan includes: assessments, instructional strategies, classroom and state assessment accommodations, tier placement, and the students' schedule is attached to the ELL plan. There is a signature section where the parent/guardian signs if in attendance along with the teacher, administrator, and the ESOL contact.

All ELL students in Kindergarten-12th grade receive instruction through the mainstream-inclusion instructional model for all core/basic subjects and computer literacy with both Ells and non-Ells. ELL strategies are used in classrooms to provide effective differentiated instruction to meet the needs of the ELL students. ELL students are placed in classes where the instruction is delivered by an ESOL certified or endorsed teacher when possible. The LEA and administrators monitor schools to ensure that instructional models are implemented.

The LEA determines if the instructional models are positively affecting student performance by analyzing data collected for Ells. The District reviews and analyzes a multitude of data sources such as: i-Ready, FSA, Access for Ells, student grades, EOCs, and data from periodic assessments. Teacher input is also used when available.

The LEA reviews data bi-annually for the ELL subgroup. The data is analyzed for students who are in need of acceleration, remediation and/or intervention. The data provides information to make decisions based on the student's needs for the most comprehensible instruction as possible.

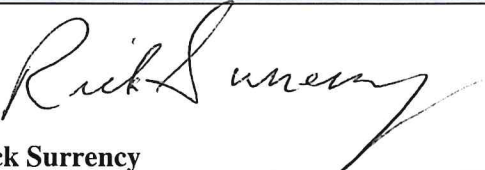
The Putnam County School District will enroll any ELL students demonstrating additional academic need in ELA in Imagine Learning intervention.

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
Jonathan Hinke, Director of School Improvement
Contact information: email, phone number
jhinke@my.putnamschools.org 386-329-0532
Date submitted
July 21, 2020
Superintendent Signature (or authorized representative)
 Dr. Rick Surrency