



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Brevard Public Schools

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

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: _____

Brevard County Public Schools (BPS) three K-12 reopening instructional options for the 2020-21 school year were developed with consideration on feedback received from the Superintendent's Reopening Task Force and community input to include teachers, parents, students, and the local Department of Health. Each of the three options are designed to ensure standards-aligned instruction by quality educators who are committed to addressing the needs of all students, and in particular students who have declined in student achievement and students from vulnerable populations who may have had multiple impacts from the COVID-19 pandemic.

The three instructional options are:

- **BPS – Brick & Mortar in person instruction**
- **eLearning at Home from School**
- **Brevard Virtual School – full-time or part-time**

Overview:

Elementary School Innovative Model:

The elementary model provides students with three options for instruction. The brick-and-mortar option where standards aligned instruction will be provided following district pacing and curriculum guides in a face-to-face format. Ongoing progress monitoring will include iREADY diagnostics in ELA and math. Student achievement will be monitored. The MTSS process will support the needs of students and comply with the state approved decision trees. ESE services will be provided dependent on IEP goals and services.

The Elementary eLearning from school @ home option provides students with live synchronous instruction virtually while mirroring the brick-and-mortar school day provided by a teacher from the home school. Standards aligned instruction will be provided following the district pacing and curriculum guides. Ongoing progress monitoring will include iREADY diagnostics in ELA and math. Student achievement will be monitored, and instruction will be adjusted based upon the student's needs. The MTSS process will support the needs of students and comply with the state approved decision trees. ESE services will be provided in a blended learning environment dependent on IEP goals and services. While the intent is to create as many full units of all eLearning students within a single grade level or course at a brick and mortar school site as possible, the district acknowledges that this may not always be the case, resulting in a hybrid model.

Both eLearning from school @ home or Distance learning following the Instructional Continuity Plan option will provide the instruction and related services utilizing the district approved virtual platform for students. (e.g. Microsoft TEAMS, Google Classroom, ZOOM).

The Brevard Virtual School option of both full time and part time provides students asynchronous, virtual instruction by the BVS teacher.

In the event brick-and-mortar school settings are closed, BPS elementary students will transition to the eLearning/Distance Learning option.

Secondary Schools Innovative Model:

In the proposed secondary model, all students in middle school or high school will be scheduled into classes based on their aspirational academic goals aligned with their four-year academic plan. BPS continues with the full complement of courses for all students to include core courses, performing arts, fine arts, Career and Technical Education, physical education, and JROTC. The full range of classes will continue to include additional opportunities for students who require remediation and support and robust offerings for students wishing to accelerate via Advanced Placement, International Baccalaureate, Cambridge, Industry Certification, and Dual Enrollment.

All secondary schools (including Brevard Virtual School) will be converted to a 4X4 Block to allow for enhanced safety and academic measures. Teachers and students will be able to focus on fewer courses, less class changes, and more contact time with each teacher. Each student will be afforded an 8th course to allow for an additional opportunity for remediation or acceleration. Through Block, each teacher will receive 90 minutes of planning compared to 47 minutes of planning in our traditional school. This time

will be used by teachers to plan for blended learning, required student accommodations, and parent contacts.

All students will have the opportunity to participate in their courses at school or at home. In the eLearning from school @ home model, students will participate in a synchronous environment alongside their classmates who are at the school. Teachers will utilize technology tools (Google Classroom platform) to work with both groups of students to increase collaboration between students at home and at school and to deliver the standards equitably. Students eLearning from school @ home may have some requirements to attend school for some CTE activities, interactive labs, complex assessments, and other activities that are required as part of the coursework. BPS will also continue to offer full and part-time enrollment in Brevard Virtual School, and eligible students will continue to participate in dual enrollment.

As we work to provide a full continuum of programs for all students in both elementary and secondary to include the Arts, Media, Music and Physical Education. Our district content specialists, who support these areas will work with qualified school-based teachers in each of these areas to provide both asynchronous and synchronous instruction for our eLearning from school @ home students. BPS' teachers will provide meaningful opportunities to engage in standard aligned content, to smoothly transition students between brick-and-mortar instruction and our eLearning from school @ home platform.

The BPS's Instructional Continuity Plan (ICP) has been updated to support a transition from brick-and-mortar to a distance learning platform should the need arise.

Additional Guidelines for School Operations:

- **In School Guidelines – Health Screening**

Parents are the first level of daily health checks. Parents are the most knowledgeable judge of their own child's health as COVID has an incubation period in which symptoms may not be evident. Schools will have touchless thermometers available at each site for a second screening, when appropriate.

- Students and staff should take their own temperature before reporting to school each day and stay home if above 100F or if experiencing other symptoms
- Teachers will have the option of using a touchless thermometer, following the guidelines established by the District, to screen students prior to entering the classroom
- Schools will identify students not equally supported in a self-assessment at home and develop a plan to screen those students upon arrival at school
- Students kept home by parents, or by school officials for health-related reasons will be considered excused
- Students who are ill should prioritize their health - the school will support individual circumstances with an academic plan

- **Responsibilities of Parents and Legal Guardians**

School and parent partnerships is critical to ensuring that all students are properly supported, and that staff have the information they need to assist students

- All parents and legal guardians should verify that their child's school has accurate information for parent and emergency contact
- Parents and legal guardians are responsible to promptly pick up or properly arrange for the pick-up of a student sent home from the clinic

2020-21 Florida's Optional Innovative Reopening Plan

- All parents and legal guardians should carefully select emergency contacts for their child and ensure that the contact information for him/her is accurate
 - All parents and legal guardians should provide complete and accurate medical information to the school
 - Any parents or legal guardians leaving their children in the care of someone else for a short-term reason such as work or family emergency, should complete a loco-parentis form prior to leaving the child in the care of others
 - All medications must be brought, in the original container, directly to the clinic by the parent or legal guardian
-
- **In School Guidelines – Handwashing and Hand Sanitizer**

Handwashing is one of the best ways to protect students and staff from getting sick.

 - All bathrooms will be cleaned and stocked multiple times throughout the day
 - Students in an elementary setting will be taught proper handwashing and regularly scheduled for handwashing multiple times throughout the day
 - Secondary students will be taught proper handwashing and be given ample time at class change and throughout the day for handwashing
 - Students will use hand sanitizer upon entering and exiting a classroom
 - Hand sanitizer will also be available in common spaces where there are not sinks such as gyms, cafeterias, and outdoor play areas
-
- **Transportation**

Transportation provides unique challenges for social distancing - parents and staff will need to work together to ensure a safe environment for riding the bus

 - Parents must provide guidance to their children on appropriate social distancing at bus stops
 - Students are expected to wear masks while on the bus - with the exception of students with documented medical or sensory conditions that would be adversely impacted by wearing a mask
 - Students will use hand sanitizer upon entering and exiting the bus
 - Students will be given an assigned seat. Students must sit in that assigned seat
 - Siblings and those sharing a household will be seated together
 - Students should allow appropriate distance between each other when entering and exiting the bus
 - Seats will be wiped down between routes
 - Windows will be open when the weather permits
 - Misconduct on the bus will result in disciplinary action that may include suspension from the bus
-
- **Food and Nutrition Services**

School cafeterias are a vital component of the educational environment and essential to the health and well-being of all students

 - All cafeteria staff will wear masks and gloves during preparation, and meal service
 - Hand sanitizer stations will be placed outside cafeteria entrances

2020-21 Florida's Optional Innovative Reopening Plan

- Families are encouraged to use MealPayPlus.com for cashless transactions
 - Touchpads will be removed, students will either scan an ID or verbally share their student number
 - Serving lines have been modified to offer more safely pre-packaged items
 - Serving lines have been rearranged for consideration of social distancing
 - School Administration and the Food Services Team are establishing additional locations for meal service and identifying seating configurations that minimize risk
 - School cafeterias will continue to provide grab and go meal packages in addition to items on the serving lines
 - All cafeteria tables, serving lines, and high touch points will be cleaned in between lunches
 - Students on eLearning will have limited access to meal service
- **School Clinics**

The school clinic serves a pivotal role bridging health care and education

 - Students and staff who are ill should stay home
 - Parents should discuss any health concerns with clinic staff at their child's school
 - Temperatures will be taken upon entering the clinic
 - If the temperature is over 100F, parent/guardian will be notified the student is too ill to remain in school
 - If students with symptoms associated with COVID-19 (loss of taste and/or smell, serious headache, nausea, diarrhea) comes to the school, they will be sent to the health clinic for evaluation
 - While waiting for parent/guardian, the student will be given a face mask and be socially isolated
 - Each school will identify a location for ill students to wait for parent/guardian pick up
 - Custodial staff will be notified when that space has been vacated, so the room can be sanitized
 - Clinic areas will be cleaned throughout the day

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.

Brevard Public School will open with all three options on August 24, 2020.
The elementary school's day begin at 8:00 and end at 2:30 PM.
Elementary Schools of Choice begin at 9:00 and end at 3:30 PM.
Middle school's schedule begins at 9:30 ending at 4:15 PM.
High school's schedule begins at 8:45 ending at 3:30 PM.
BPS will continue to follow a consistent practice, there are a small group of schools that start and end just before or just after the identified times to maximize transportation. BPS observes Friday as an early release day to support teacher planning and professional development. All students are eligible to participate full-time in a complete array of programs at their brick and mortar school. All students will have the opportunity to participate in eLearning alongside their in-person counterparts. The eLearning from home @ school day will operate the same hours while their peers attend school in person.

Student Attendance:

Student attendance will be taken daily using FOCUS for both our brick-and-mortar and eLearning from school @home students.

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.

English Language Learners (ELL)

The ESOL Parent/Family Liaison will communicate with families to provide information regarding academic support offered by the schools and support offered by community organizations and agencies. In addition, the ESOL Parent/Family Liaison will work with community organizations to construct support systems for the parents of our ELL and Immigrant students. The District ESOL/Title III Team will provide direction to schools in regard to Title III tutoring support.

Exceptional Students Education (ESE)

Exceptional student education options will mirror the district learning options provided to all students in grades K-12. These include brick and mortar, eLearning, and Distance Learning through the eLearning platform to provide equal access.

Brick and mortar is considered a traditional setting with face to face learning in the school building following the regular schedule and school calendar for 180 days. The eLearning from home @ school option follows the traditional brick and mortar schedule but in a virtual setting. If parents opt for the traditional face to face setting and it cannot be provided due to health and safety concerns, which may warrant a period of quarantine, the students will transition to distance learning through the eLearning from home @ school platform. As a result, distance learning plans may be developed by the IEP team. The distance learning plan will indicate the manner in which ESE services will be provided for the duration of distance learning through eLearning platform. Both eLearning or Distance learning through eLearning from home @ school options will provide the instruction and related services utilizing the district approved virtual platform for students with disabilities (e.g. Microsoft TEAMS, Google Classroom, ZOOM).

Exceptional student education teachers will differentiate instruction, as needed, to meet the individual needs of students. Instructional assistants may support students in the traditional setting by physically joining classrooms, while still following CDC guidelines, or joining the eLearning platform to support students learning, acquisition of new skills, or remediation of prior skills. The assessment data collected upon students returning will indicate where academic skill gaps exist to further identify supports needed and/or extended school year. When appropriate, all district provided assessments will be used. For students on ACCESS points, Brigance will be used as an alternate measure. Lessons may be adjusted to maximize social distancing while minimizing the sharing of items (e.g. manipulatives, sensory items, equipment). Visuals, videos, and social stories will further support students in all settings, including transitions to activities. Skill Streaming is a Tier 3 curriculum option that will be provided for teachers with students on behavior intervention plans (BIPs) in addition to students with Social Emotional goals on their IEP. A 2-hour training for Skills Streaming is available for teachers in self-contained classrooms for VE, VE-Behavior, VE-Social Communication, VE-Supported, VE-Participatory to meet BIP and Social Emotional IEP goals for students. Specific interventions that require manipulatives are provided in the traditional setting or may be sent home with students selecting the eLearning option so instruction may continue without disruption to learning.

Services will be provided in alignment with the student's IEP in the face to face brick and mortar, eLearning, or distance learning through eLearning platform. Delivery of instruction may occur in whole group, small group, and/or therapy sessions, according to the IEP. These may be conducted face to face or virtually, depending on the district learning model selected by the parent. The ESE teacher, support facilitator, itinerant teachers, and/or Instructional Assistants will continue to provide support in all of the learning options provided to students according to the IEP. Scheduling considerations will ensure that services are provided to support mastery of IEP goals and access to grade level curriculum. Instructional materials will be provided in accessible formats to include text to speech and closed captioning when appropriate. Students on ACCESS points will utilize Unique Learning System or Teachtown enCORE for core curriculum in both brick and mortar or eLearning from home @ school options. Itinerant teachers will communicate with content teachers to ensure all material/curriculum are accessible and provided in a timely manner following the instructional focus calendars and teacher lesson plans. Assistive Technology will support students with disabilities to ensure access appropriate to technology.

Timely access to appropriate and accessible instructional materials is an inherent component of a school district's obligation under IDEA to ensure that FAPE is made available to students with disabilities, and that, in accordance with IEPs, students have access to standards-based instruction.

Online resources will be created to support eLearning Teaching Tools for ESE teachers (e.g. Flip Grid, Immersive Reader, Snap & Read). The menu of tech tools will be an additional layer of support specific to teaching ESE students. The Educational Tech department is also creating a menu of resources for all teachers, including ESE, using district approved platforms for eLearning or Distance learning through eLearning platform. Resources will be updated, as needed, to support tiered levels of support for teachers and students navigating eLearning.

BLAST/Transition Services (ESE)

Brevard Public Schools' secondary transition programs for students with disabilities will provide options for students commensurate with options available to all students in our K-12 program.

Students participating in brick and mortar instruction will continue to receive the curriculum and services, as indicated by both the program design and student IEPs. Community-Based Instruction (CBI) and Community-Based Vocational Education (CBVE) are integral components to the program curricula and involve community participation. In accordance with CDC guidelines, strict adherence to PPE usage will be mandated. Community experiences will be small groups, masks will be mandatory, and social distancing will be expected to the greatest extent possible. By limiting the number of students participating in a single CBI or CBVE experience, the safety of students will be prioritized while also maintaining the integrity of the transition program curricula.

Students will also have the opportunity to participate in the distance learning through the eLearning from home @ school option. Distance learning through eLearning from home @ school will provide the same instruction and services as if delivered in a brick and mortar setting with face to face instruction, with the exception of the physical community experiences. Using the district approved virtual platform students will receive the same lessons and content as if they were in a brick and mortar setting through live presentations, video lessons, and progress monitoring. Community experiences will be held in a virtual environment using videos and lessons specifically focused on vocational experiences and job skill preparation.

The Transition band of Unique Learning System is the curriculum used in our transition programs. The curriculum is web-based and accessible to all students and teachers, whether instruction is being provided in a brick and mortar setting or through distance learning. Most of the students, staff, and parents are familiar with the program, which will enable a smooth transition to/from brick and mortar to distance learning.

Title I

Title I funds will provide materials/personnel to improve student achievement. The majority of each Title I school's funds will be utilized to hire instructional staff to provide supplemental support through small group direct instruction. Title I teachers will continue to provide small group instruction during e-learning from home @ school using the virtual platform consistent with the e-learning classroom teacher.

Migrant Programs

Brevard Public schools will provide all support options to any migrant student.

Homeless

Students in Transition receive the following services: uniforms, school supplies, and two hours of tutoring for each qualifying subject per week. The parameters for identifying qualifying subjects remain the same (subjects students are at risk of failing or meeting the state standards - "D" or "F" grade; or FSA/EOC assessment scores of Level 1-2) using the most recent state/EOC assessment scores. In order to offer the same level of services for e-learning from home @ school as being offered in brick and mortar, uniforms would not be needed. School supplies will be requested by the school and distributed to students via parent pick up. Tutoring will include two options: face-to-face following the social distancing guidelines or virtual. Brevard Public School teachers will serve as tutors followed by contracting with FEV Tutor should there not be sufficient teachers available to meet the tutoring needs of the students.

Foster Care

Education options for students in Foster Care will mirror the district learning options provided to all students in grades K-12. These include brick and mortar, eLearning from home @ school, and Distance Learning through the eLearning platform to provide equal access. BPS will continue to work with school-based Foster Care Liaisons and Brevard Family Partnership to ensure access to enrollment in brick and mortar schools (including school of origin). BPS will continue to communicate with school-based Foster Care Liaisons to identify any students in Foster Care in need of academic support as well as coordinate with Brevard Family Partnership for additional counseling supports.

Academic Support Program (ASP)

During this time of uncertainty for our students and teachers the Academic Support Program will provide additional opportunities to meet the academic needs of our students who may have been negatively impacted by COVID-19. Priority support will be given to students in grades K-6 who have been identified as substantially deficient or deficient in ELA, mathematics, and/or science.

Schools will have the option to deliver services through the Academic Support Program, in brick-and mortar or via eLearning from home @ school platforms such as Microsoft Teams, ZOOM, Google Classrooms approved by BPS and the school. The ASP instructional format will include differentiated interventions based on student needs, performance and support through a small group setting. Each school will clearly define the ASP plan in their School Improvement Plan on how they will provide these supports. Each school will receive additional funds, via CARES act, to enhance their ASP plans.

MTSS

Teachers will differentiate within their core academic programs, to provide the level of Tier 1 support needed for all students to be successful. Differentiation within e-Learning will involve scaffolding within small groups the same as occurs during brick and mortar instruction.

Problem solving at the supplemental (Tier 2) level will be provided within e-learning based upon the Early Warning Indicators data in the following ways: Differentiated instruction will be provided in reading and math through the required 30-45 minutes per week of iReady online instruction within a personalized lesson path based on the diagnostic. IReady instruction will be modified to better meet student needs by the teachers reteaching concepts for those Domains which have been turned off due to repeated lessons not being passed, and instructional paths being adjusted. Additional online supplemental resources will be provided to students when deficits are identified in academics (such as Lexia; varies according to school resources). Small group intervention outside of core instruction will be delivered virtually. A detailed intervention plan will be developed, and progress will be monitored so that timely adjustments can be made to the instruction or behavioral supports, based on student data.

Teams of educators working collaboratively will meet virtually with the parent included as part of the IPST team to engage in systematic planning and problem solving around Tier 3 supports to ensure that student success is achieved and maintained. This systematic team process can occur effectively via web-based meetings using platforms as supported by the school. The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational needs. Based on the progress monitoring data collected, the team problem solves individualized interventions for Tier 3 support.

Secondary Schools - students enrolled in their regular school - either in person, or eLearning will receive support commensurate with their IEP, 504, Individual Health Plan, ELL Plan, or identified interventions through the MTSS process.

Schools will maintain their full staff of service personnel to include school counselors, social workers, ESE specialists, behavior analysts, ELL staff, and associated therapists. Teachers will follow standard procedures for referring students to the Individual Problem Solving Team, whether that student is in eLearning or in person. Teachers will continue to document accommodations provided to students per their governing plan and case managers will monitor all performance at a minimum of once per 4.5 weeks. Early Warning System data will be used to refer students to the IPST and follow the procedures outlined by state statute. eLearning students will have equivalent opportunities through video conferencing to see their counselor, meet with their case manager, and receive support from instructional assistants and support facilitators. There will be no modifications made to the expectations that all teachers comply with all governing guidelines to support high needs students.

All BPS schools will ensure that all materials are available in the languages their community requires and that online material is easily translated. Each school's liaison for Students in Transition will make contact with each identified student to have a well-visit completed, especially for students in transition who elect eLearning. The liaison will ensure that students have the appropriate technology and a healthy work environment. School administration will support the well-visits.

All BPS schools will provide clear information in their School Improvement Plan on how they will provide additional support to students with complex needs. Each school will receive additional funds, via CARES act to provide additional opportunities for tutoring for students in eLearning from home @ school and brick-and mortar.

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.

Brevard's diagnostic/progress monitoring tools for ELA are iReady and Reading Plus.

Elementary Schools Progress Monitoring

The iReady ELA and math diagnostic will be administered to all elementary students during three windows of assessment.

iReady Diagnostic Windows

Initial Diagnostic:

8/31/20-9/11/20 for Grades 1-6

10/26/20-10/30/20 for Kindergarten (FLKRS/Star assessment in the first 30 days of school)

Mid-Year

11/30/20-12/11/20 for Grades 1-6

1/25/21-1/29/21 for Kindergarten

End of Year

3/22/21-4/2/21 Grades 3-6

4/19/21-4/30/21 Grades K-2

Growth Monitoring for all students performing in the lowest quartile in both subject areas, as well as students performing in ESSA subgroups scoring below 41% proficiency.

10/5/2-10/9/20 Grades 1-6

2/8/21-2/12/21 Grades 1-6

Following the initial diagnostic window, students scoring below grade level will receive strategic interventions and tiered support based on standard deficits in both brick-and-mortar and eLearning from home @ school classroom settings. Student learning will be progress monitored at the skill/standard level and intervention adjustments will be made, as needed. In addition, small group instruction will support on grade level standard and skill support for students demonstrating instructional gaps when comparing skill deficits with student data from the December 2019 iReady diagnostic. This process will follow the K-12 Comprehensive Reading Plan and the MTSS process after each diagnostic window.

ESE students can receive the following accommodations while taking diagnostic assessments within these platforms.

iReady Reading and Math:

- Diagnostic is not timed
- Assessment can be broken up into multiple sittings; small group if needed
- Much of the diagnostic provides audio supports for primary grades
- If needed, someone can read the directions for students, during the reading portion

Secondary Schools Progress Monitoring

ELA: The Reading Plus Insight Benchmark Assessment will be administered 3x/year to all students in 7th-10th grade as well as 11th and 12th grade students who have not yet met the ELA FSA graduation requirement.

Adequate progress on the subtests for Reading Comprehension and Vocabulary is assumed when:

- Students perform on or above grade level or
- Students performing below grade level show at least 4 months growth between assessment periods

Intervention decisions will be guided by a triangulation of data following the Secondary Decision Trees embedded in the K-12 Comprehensive Reading Plan and Brevard's MTSS process. Previous standardized test scores, current Reading Plus Benchmark data and Early Warning System data will be included in this process. Additional diagnostic testing will be conducted when necessary.

Math: The NWEA MAP Growth Math Assessment will be administered 3x/year to all Secondary Math students in grades 7-12 enrolled in courses leading to and required for graduation to include Grade 7 Math, Accelerated Math Grade 7, Grade 8 Pre-Algebra, Algebra 1 (and equivalent courses), and Geometry (and equivalent courses).

Student Achievement Status and Growth will be measured by MAP Growth. Results will be used to set appropriate growth targets for students and to evaluate student progress toward targets.

School-based administrators use MAP Growth data to identify students who are below grade level in achievement status and growth or are not meeting growth targets. Schools use Brevard's MTSS process to develop math interventions best tailored to the school and student population.

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.

2020-21 Florida's Optional Innovative Reopening Plan

The district will provide IEP teams with guidance for determining needed services, including compensatory services for students with disabilities. Students with disabilities will be assessed using the district approved assessments and IEP goal data collection to identify the current performance level of students with disabilities.

Schools will administer district approved assessments to identify areas of need in reading and math to identify the current levels of performance for students with disabilities. Service providers of students with disabilities will also be gathering progress monitoring data on student's Individual Education Plan (IEP) goals in the areas of curriculum and learning, social emotional, independent functioning, health care and/or communication.

Upon completion of assessments and progress monitoring of IEP goals, IEP teams will reconvene to discuss the needs for additional services or extended school year (ESY) services for the student. The determination of additional services and/or ESY services will be made based upon data collection and the individual needs of the students. The IEP team will monitor the student progress, review interventions, and meet to make adjustments as needed.

If parents indicate concerns regarding their child's participation in and progress during distance learning, the student's IEP team, which includes, the parent will reconvene to discuss and address any concerns.

Compensatory education will be considered when the IEP team determines that a Free Appropriate Public Education (FAPE) was not provided. If the IEP team determines that FAPE was not provided to a student, the IEP team will amend the student's IEP to include compensatory education services. The IEP team will monitor student progress, review compensatory education services, and meet to make adjustments, as indicated.

These activities will be conducted equally for students participating in the eLearning from home @ school or brick-and mortar instructional options.

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.

In order to remain compliant, these assurances will be provided for all delivery models:

- ESOL Contacts will review WIDA scores and second semester grades and follow-up with prior year's teachers of ELLs (2019-2020) to address academic concern and progress and conduct ELL *Committee meetings as needed.*
- ESOL Contacts will contact teachers of ELLs and provide WIDA levels and scale scores and WIDA can-do descriptors.
- Teachers of ELLs will refer to the WIDA can-do descriptors and previous years' English proficiency levels, in the four domains, listening, speaking, reading and writing, to compare past and current language and content performance.

2020-21 Florida's Optional Innovative Reopening Plan

- Teachers will scaffold lessons and provide instructional and systematic language supports to enable English language acquisition and content mastery and identify gaps in understanding and learning.
- Teachers will provide support for language and content development incorporating all components of the language domains for ELLs.
- The District ESOL/Title III Team will provide support to teachers of ELLs, ESOL Bilingual Assistants and ESOL Contacts and the various content area teachers.

Each of these services will be provided for students in eLearning and/or brick-and mortar. ESOL contacts at each school will ensure that students who are participating in eLearning have the resources that they need and are making adequate progress. Students who are struggling will be reviewed via the IPST/MTSS process to determine if the school recommends the student participate in a brick-and-mortar setting versus the eLearning from home @ school option.

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
Jane Cline, Assistant Superintendent Elementary Leading & Learning
Contact information: email, phone number
cline.jane@brevardschools.org 321-633-1000 ext. 11411
Date submitted
7/24/2020
Superintendent Signature (or authorized representative)
