



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **Spring 2021 Education Plan and Assurances**

### **Florida School for the Deaf and the Blind**

*Due: December 15, 2020*  
Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

### Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

### Directions

Districts shall complete this form and email to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org) no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

### District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

**Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.*** The district will continue to assure that all brick and mortar schools must continue to be 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 and subsequent executive orders.

**Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.*** The district agrees to continue to 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 full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.



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☒ **Assurance 3: Continue progress monitoring and interventions.** *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Continue charter school flexibility.** *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

**District Spring 2021 Education Plan**

**Directions:** The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have thoroughly and clearly answered each required area and sub-component below prior to submission.

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district’s plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district’s progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

1.a. As 100% of FSDB students have IEPs, students are expected to make progress each year based on their past individual growth models. FSDB has built in additional instructional time into the school year to exceed the required 900 hours. If the IEP Team determines the COVID closure severely impacted student progress and there is a significant regression/recoupment need, the IEP team will determine what additional services or supports (COVID Impact Services & Supports) are necessary for reasonable progress. Weekly scheduled tutoring is available as well as Night Library (high school), which is an option for students to receive drop-in tutoring support. FSDB will offer 3-week camps during the summer for Pre-K and K-2 students. A third grade reading camp will also be provided as determined by student data. Science, Technology, Engineering, Arts and Math (STEAM) camps will also be offered for students in grades 4-8. Students who are struggling learners have intervention periods built into the school day. This intervention time can be used to focus on reading or math skills or to fill in any gaps that may have been caused by pandemic closures.

1.b. Teachers hold data chats monthly to discuss student data and progress, including but not limited to progress monitoring data. Literacy and Math specialists attend these meetings to support discussions and assist with data analysis. If there are concerns, students are brought up to the MTSS team. The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data driven, prevention based, framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced based practices and systems. MTSS is a three-tiered system that focuses support intensity based on levels of student need. All schools must have regularly scheduled meetings of the Multi-Tiered System of Supports (MTSS) which includes administrators, psychologists, guidance counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the MTSS team is to review student progress and identify students needing intervention. The MTSS team is responsible for developing and designing targeted interventions aligned with the data which assess student growth and acceleration.

In addition to academic supports, each school has a team (social worker, mental health counselor, psychologist, etc.) to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with

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social/emotional/behavior issues that may have been escalated due to extended school closures or a change in learning modality.

1.c. Students who are transitioned out of the innovative learning modality will have additional supports and interventions as determined by the MTSS and/or IEP team. Students may be scheduled for weekly tutoring, as appropriate. Students are scheduled into intervention classes, as appropriate, in addition to their normally scheduled classes. Students will use computer-based support programs to target skill areas of need.

Specialized instruction, related services and/or accommodations will be provided. The IEP Team, including the parent will review progress monitoring and student performance data to monitor student progress and will consider amending a student's IEP based upon this review. If, based upon progress monitoring data, a student has exhibited regression unable to be recouped, the IEP Team will also reconvene to determine whether additional services or supports (COVID Impact Services & Supports) are necessary for reasonable progress.

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
  - a. Offer the innovative learning modality only to students who are making adequate academic progress.
  - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2.a. 100% of FSDB students have IEPs. Students are expected to make progress each year based on their previous individual growth models. Every IEP case manager will monitor student progress and refer a student to the Multi-Tiered System of Supports (MTSS) team if there are concerns regarding progress.

FSDB students in need of additional academic support, as determined by the MTSS team or IEP team and regardless of modality, will receive interventions and targeted instruction that fosters student progress and success. Parents will be invited to discuss interventions as they have a great responsibility for the innovative learning modality students including their support, monitoring, and oversight.

2.b. If the IEP team determines that a student participating in the innovative learning modality is not making adequate academic progress, even with additional support and interventions, the parent will be informed that the student must transition back to face-to-face learning. In addition to notes in the IEP, the parent will be provided with written notice of the student's inadequate progress and the potential educational impacts of the student continuing in that modality.

The parent will be required to acknowledge the receipt of the written notice and indicate their intent to remain in the innovative learning modality despite the potential implications. If the parent/guardian fails to return the written acknowledgement within 5 days and/or expresses intent for their student to remain in the innovative learning modality despite the risks, FSDB will require the student to transition to face-to-face instruction in the brick-and-mortar environment. Failure of the student to return to school places the student at risk for truancy. FSDB policies and procedures for attendance and truancy will be followed including but not limited to holding an IEP meeting to determine if FSDB continues to be the least restrictive environment (LRE). The conclusion of the IEP meeting could lead to a recommendation that there are concerns that the student may no longer meet FSDB eligibility criteria.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
  - a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
  - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.



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3.a. Federal law, state law and FSDB rules require that students, and especially those in Exceptional Student Education (ESE), must be in regular attendance to stay enrolled at FSDB. All enrolled students are expected to participate in coursework, complete class assignments, and make progress toward meeting their annual IEP goals and course standards – this applies to all students whether they attend classes on campus or participate in the ILE. FSDB follows current policies regarding ongoing instruction and related services, student absenteeism and school eligibility. Student attendance (for students attending classes on campus as well as students participating through the ILE modality) is taken each day and logged into the student information system (Skyward) daily.

As outlined in our 2020-21 Parent-Student Handbook, if a student is absent from school, FSDB will follow up within one business day with families to identify the cause of the absence. The administrator of Allied Health and Related Services will be contacted immediately if there is a concern of COVID-19 exposure.

If a student withdraws temporarily and is served by the local education agency (LEA) school district due to COVID-19 concerns, the student will be able to reapply to FSDB once the health concerns are resolved.

Every IEP case manager will monitor student progress/attendance and refer a student to the Multi-Tiered System of Supports (MTSS) team if there are attendance concerns or the student demonstrates a pattern of absences. Social workers are assigned to follow up with students and families who are struggling to attend school.

The MTSS team will determine if an IEP review needs to be held to discuss additional supports needed for the student to be successful regardless of instructional modality. If appropriate, the team will discuss with the parent the need for the student to transition out of the innovative learning environment modality.

3.b. Enrolled VPK and Kindergarten students are monitored closely to ensure progress and growth during the school year. Staff are in frequent communication with parents and families.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- a. Innovative and virtual learning modalities;
  - b. Interventions to support students in various learning modalities; and
  - c. Technology needs (especially new learning management systems).

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4a. FSDB offers professional development in a variety of formats to meet the needs of teachers and leaders. Professional development is offered through face-to-face, hybrid and virtual methods. Tips, information and support is also provided through online collaborative information sharing and discussion using Microsoft Teams. The same platforms teachers use with students are used for professional development to model the best practices and features of the different learning management systems.

4b. Professional development sessions are provided to specialists, related services providers and all other staff who provide direct instruction, interventions and related services to students. Sessions support the use of Microsoft Teams for scheduling meetings, presenting content, and engaging with students.

Additionally, tip sheets on many of the topics which we provide training for teachers and leaders are developed for parents are shared through school newsletters and on our FSDB website.

4c. Topical sessions have been and will continue to be offered to support the use of online learning platforms FSDB uses including Google Suite, Microsoft365 and best practices in using these tools collaboratively between teacher and students and students with their peers. Sessions will also be provided on other educational applications which provide access for students to engage with content such as Flipgrid, Book Creator and Smart Learning Suite. It is expected that teachers will use their virtual learning platforms with all students on campus and learning through the innovative learning modality to ensure students have the practice they need to use the systems in the event they must be quarantined at some point over the course of the school year.


With 100% of the student population having an IEP, sessions will be scheduled to develop teacher and leader skills in making sure their content and presentations are accessible. Sessions will be offered on accessibility features within Google, Microsoft Outlook and Teams, video recording and editing (to include voiceover and captioning), and other products specific to the unique learning needs of our students needing magnification, braille, voiceover, and captioning.



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### Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Scott Trejbal, Administrator of Instructional Services
<b>Contact information: email, phone number</b>
<a href="mailto:trejbald@fsdbk12.org">trejbald@fsdbk12.org</a> , 904-827-2542
<b>Date submitted</b>
December 15, 2020
<b>Superintendent Signature (or authorized representative)</b>


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Dear Parent/Guardian of: \_\_\_\_\_ Date: \_\_\_\_\_

We are contacting you regarding your student's lack of adequate academic progress in the Innovative Learning Environment (ILE) at the Florida School for the Deaf and the Blind (FSDB) and to notify you that your student is at educational risk. It is the responsibility of the Florida School for the Deaf and the Blind to ensure that your student has every opportunity to obtain a high-quality education. The Florida School for the Deaf and the Blind's ILE students are expected to complete appropriate tasks to stay on pace in their courses, respond to communications, participate in interventions, and complete all coursework on time with passing grades. After reviewing your student's comprehensive record, there is substantial evidence that your student is failing to make adequate progress in this learning environment. A Multi-tiered System of Support Team (MTSS) and/or IEP team has determined that your student is at educational risk. The data reviewed by the team(s) include:

Student Name:	Grade Level:	Prior Retentions:
Additional Supports	<input type="checkbox"/> IEP	<input type="checkbox"/> ELL Plan
		<input type="checkbox"/> MTSS Intervention Plan
Course Name:	Course Grade	Curriculum Based Measures:

**Teacher Contact and communication Records (attached)**

Academic Data (Measures of Academic Progress-MAP, Florida Standards Assessment-FSA, Acheive3000, etc.)			
Year	Subject	Assessment	Score

The Florida School for the Deaf and the Blind has determined that the associated educational risks of continued participation in the Innovative Learning Environment (ILE) will have a significant negative long-term impact on your student's academic progress including, but not limited to, course failure and grade retention.

Pursuant to DOE Order No. 2020-EO-07, this document serves as written notice that your student is not making adequate progress. **If you fail to return this written acknowledgement and express intent for your student to remain in virtual school despite the risks by (Insert Date), the Florida School for the Deaf and the Blind will require your student to transition to face-to-face instruction in a brick-and-mortar environment. By signing and returning this document, you verify receipt of this information.**

- My student will return to face-to-face instruction in brick and mortar.
- My student will remain in the Innovative Learning Environment (ILE) and I fully understand the academic risks associated with this choice.

Parent/Guardian Name (Print): \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

FSDB Designee (Print): \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

