



FLORIDA DEPARTMENT OF
EDUCATION
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2020-21 Florida's Optional Innovative Reopening Plan

[Everglades Preparatory Academy]

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support charter schools and charter school networks in the development and submission of their Innovative Reopening Plan for the Fall 2020 school semester. This document will assist schools in aligning their plan with required assurances, or serve as the actual template for schools without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Charter schools and charter school networks shall complete this form and submit it electronically to their sponsoring school districts for review and approval *by the time specified by the district* (All plans are due to the Department by July 31). Charter schools have **two options** in the submission of an Innovative Reopening Plan:

Option 1: The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. *(Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.)*

Option 2: The charter school or charter school network completes the Department's template provided later in this document.

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

The charter school or charter school network 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: _____

Everglades Preparatory is an Alternative Education site located in the rural community of Pahokee, Florida serving students in grades 9-12. Everglades Preparatory Academy will re-open school with a delayed start date of August 31, 2020. Instruction will be provided via the brick and mortar classroom and available to students via synchronous and asynchronous platforms. Teachers and students will engage with each other through Google Classroom, APEX Learning, Zoom/Google Meet and other software that allows for sustained learning and progress monitoring.

Reopening Plan Assurances (Required for Option 1 and Option 2)

2020-21 Florida's Optional Innovative Reopening Plan

The charter school or charter school network must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the charter school or charter school network 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 charter school or charter school network 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 charter school or charter school network 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 charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools 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 charter school or charter school network 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. Charter schools 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 charter school with its sponsoring school district, in a manner prescribed by the Department.

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 charter school's reopening date and schedule.

Subject to the advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent orders; Everglades Preparatory Academy will open with a delayed start on August 31, 2020. This delayed start will allow for additional teacher training on the use of synchronous and asynchronous learning platforms and other requirements; distribution/redistribution of virtual learning devices such as laptops and mobile hotspots to students, faculty and staff; coordination with food service and transportation; additional negotiation of contracts for online learning platforms and tools; re-evaluation of personalized student learning plans; and any possible required COVID-19 testing of faculty and staff. Everglades Preparatory Academy will remain with this model for the first three months of school* and re-evaluate the model regularly.

Attendance will be taken daily using the Student Information System (SIS). Students who choose to participate in class virtually, must participate during their scheduled class time. Tardies and absences will be marked. All class instruction will be recorded and available to students after the scheduled class time. In the event that a student who has chosen to learn virtually is not able to attend the scheduled class time for a given day, the student must review the recording and submit any follow-up assignment/exit ticket/product required to document their review and participation of the lesson. Additionally, the parent must document that the student was unable to participate at the scheduled class time.

Instructors will ensure daily engagement with students and parents. Instructors will use the REMIND software to notify parents and students of class times, assignments, and other important information. Parents will be notified if their child was not in attendance during the scheduled class time.

Each student will be assigned a faculty and/or staff mentor. This mentor will also follow-up with students and their parents/guardians if the student becomes truant. Students who are habitually absent and/or tardy will be referred to the School-Based Team for problem-solving.

Everglades Preparatory Academy will take all measures and precautions to ensure that students and employees are safe while on campus. Faculty and staff will be required to have temperature checks every day upon entering and exiting the campus. These temperature checks will be documented on a log.

All teachers will be required to submit emergency lesson plans for a period no less than 14 days that can be used in the event of quarantine or illness. Plans should include opportunities for students to engage in independent learning both in-person and via synchronous online learning formats. A Master Teacher will be designated to provide support to the students for the teacher of record during their absence.

2020-21 Florida's Optional Innovative Reopening Plan

Attachments:

Bell Schedule- Attachment A

*Subject to the advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent orders.

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.

Everglades Preparatory Academy will provide innovative synchronous and asynchronous learning opportunities that mirrors the brick and mortar experience as best as possible. This includes maintaining tiered support services for vulnerable populations such as students from low-income families, students of migrant and/or farm workers, ELL and ESE students, homeless education students and students in foster care.

The School-Based Team will meet regularly to problem-solve, design tiered interventions and monitor the needs of students referred for review by faculty, staff, parent/guardians and/or mandatory referrals.

The Child Study Team will ensure that students with documented services and accommodations on an IEP or 504 plan are contacted to schedule a review meeting prior to the expiration of their plan and/or the first day of school; whichever comes first. Student IEP plans that have expired review dates from the summer break will be prioritized. Parents/Guardians were informed prior to summer break that there would be no interruption of services during this period. Parents/guardians and students were surveyed formally and informally prior to the closure of school in regards to their comfort level and readiness to engage with the school using online meeting platforms such as ZOOM, etc. All available methods will be used to ensure proper parental notification of all meetings including but not limited to email, U.S. mail and phone. The unique needs of each child will be considered to ensure compliance with all requirements of IDEA; ensuring a Free and Appropriate Public Education in the Least Restrictive Environment regardless of the child's physical learning space (virtual or brick and mortar).

Everglades Preparatory Academy will provide mental health/counseling services through community partnerships such as the Jerome Golden Center. Administration and instructors will implement mindfulness and social emotional strategies into their daily practice.

Everglades Preparatory Academy will coordinate with the Food Services Department to ensure that "grab and go" meals are available on campus daily for students.

Everglades Preparatory Academy owns one private school bus and will continue to provide transportation services for students who choose to learn on campus. Everglades Preparatory Academy will also ensure that parents/families/students are aware of free Palm Tran services currently available due to COVID-19.

2020-21 Florida's Optional Innovative Reopening Plan

Everglades Preparatory Academy faculty and staff will participate in on-going professional learning opportunities which include but are not limited to:

- Any required health and safety trainings related to COVID-19
- Threat Assessment training
- Inquiry of best practices through Professional Learning Communities (PLCs)
- Universal Design for Learning (UDL) for both synchronous and asynchronous online learning instruction, along with in-person instruction.
- APEX Learning, Reading Plus, and other online software
- Google Classroom Training, ZOOM, Google Meet, etc.
- Child Abuse - Mandatory Reporting Training
- Beginning Teacher Assistance Program
- Additional trainings as needed based on student achievement data, school climate data, and HR compliance

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 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.

Everglades Preparatory Academy will utilize all available data sources as a baseline to begin instruction for the 2020-2021 school year which includes but is not limited to FSA ELA and Math data from the 2018-2019 school year, APEX Learning progress monitoring reports, EOC reports and other district-provided diagnostic reports.

The Principal and Academic Coach will meet regularly with instructors to review their student data and provide instructional feedback. Instructors will conduct data chats with their students on a regular basis and provide progress monitoring reports, feedback and grades in a timely manner to parents and students.

Each faculty and staff member will be assigned a cadre of students that they are responsible for mentoring. Mentors will monitor the progress of their assigned group and provide evidence of this monitoring through mentoring logs.

Instructors will differentiate instruction based on the needs of their students utilizing Universal Design for Learning Strategies, Marzano Strategies, and other research-based strategies and best practices designed to promote student achievement through both in-person and online learning platforms.

The Academic Coach will provide on-going support to instructors to ensure that fidelity of implementation.

2020-21 Florida's Optional Innovative Reopening Plan

Plan for Implementation of Assurance 4

- In the box below, describe how the charter school will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

The Everglades Preparatory Academy School-Based Team will meet regularly to problem-solve, design tiered interventions and monitor the needs of students referred for review by faculty, staff, parent/guardians, and/or mandatory referrals.

The Everglades Academy Child Study Team will ensure that students with documented services and accommodations on an IEP or 504 plan are contacted to schedule a review meeting prior to the expiration of their plan and/or first day of school; whichever comes first. Student IEP plans that have expired review dates from the summer break will be prioritized. Parents/Guardians were informed prior to the summer break that there would be no interruption of services during this period. Parents/guardians and students were surveyed formally and informally prior to the closure of school in regards to their comfort level and readiness to engage with the school using online meeting platforms such as ZOOM, etc. All available methods will be used to ensure proper parental notification of all meetings including but not limited to email, U.S. mail and phone. The unique needs of each child will be considered to ensure compliance with all local, state and federal requirements under IDEA; ensuring a Free and Appropriate Public Education in the Least Restrictive Environment regardless of the child's physical learning space (virtual or break and mortar).

Plan for Implementation of Assurance 5

- In the box below, describe how the charter school 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.

Everglades Preparatory Academy has a small ELL population. The ELL Committee will meet individually with each ELL student and their parents/guardians via ZOOM, Google Meet, or other available online meeting platform to ensure a review of their ELL plan and the integration of any unique supports, accommodations and interventions that are deemed necessary to support synchronous and asynchronous distance learning and in-person instruction.

Assurance 6 does not require an additional narrative.

Acknowledgement

The charter school or charter school network verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan	Linda J. Earsley, Principal
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Date submitted	7/20/2020
Signature of authorized representative	Linda Earsley, Board Chair