



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

[Legacy 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: _____

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

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

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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.

Legacy will reopen school on August 24, 2020, 8:00am – 3:00pm, 5 days a week (180 days of instruction) with traditional, face-to-face instruction with protocols for health and safety in place aligned to the approved student calendar and bell times as follows:

Elementary:

8:00–8:20 Morning Meeting
8:20-9:50 ELA
9:50-10:20 Reading Intervention
10:20-10:45 Recess
10:45-11:20 Lunch
11:20-12:50 Math
12:50-1:20 Specials (Art, Music)
1:20-1:50 Writing
1:50-2:20 PE
2:20-2:45 Science
2:45-3:00 Wrap Up

Middle School

8:00-8:50 1st Period
8:50-9:10 Homeroom
9:10-10:00 2nd Period
10:00-10:50 3rd Period
10:50-11:25 Lunch
11:25-12:15 4th Period
12:15-1:05 5th Period
1:05-1:55 6th Period
1:55-2:45 7th Period
2:45-3:00 Wrap Up

HEALTH AND SAFETY

- Signage within schools to promote proper hygiene and social distancing
- Students will be required to wear masks on all school buses and will be socially distanced where possible.
- Upon arrival to campus, students will be greeted and checked for having a mask in place and for general wellness.
- If students do not have a mask upon arrival, they will be provided with a disposable mask before entering campus.
- Students who exhibit signs of illness will be sent to the school clinic. • Specific single-door entry points will be established for each mode of arrival (bus, car, bicycles and walkers), with guidance for students to enter and walk on the right-hand side of all hallways and to social distance where possible.
- Students will be provided with a Grab-and-Go boxed breakfast and will be permitted to eat in classrooms where available. •
- Staff members will be temperature checked upon arrival to each campus. • Teachers and staff members will facilitate breakfast in the classroom where possible.
- All visitors will be by appointment only.
- All visitors must wear a mask before entering school campuses. If they do not have a mask, one will be provided.
- All visitors will be screened for wellness, inclusive of a temperature check.
- School offices will limit the number of visitors in the waiting area, in compliance with social distancing. All visitors exceeding the number to safely ensure social distancing will need to wait outside of the school offices.
- Parents will be directed in proper student drop-off, and will not be permitted to walk their children to class.
- All students and staff will be required to wear face coverings, including bus riders.
- Large group gatherings will be reduced.
- Students will be trained in rituals and routines for sanitizing their work stations, common touch points, and supplies upon leaving the classroom.
- All staff will receive regular trainings, bi weekly, on safety and sanitation protocols
- Plexi-glass shields in the main office, cafeteria and classrooms, if necessary
- Sanitation stations will be placed throughout the campus
- Regular cleaning and sanitation will occur throughout the day and in the evenings after dismissal and all staff have left the building.

Sanitation, Cleaning and Disinfection Protocols

Custodians will clean the school daily, focusing on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches and soap dispensers. Custodial staff will disinfect using proper cleaning products (ADQ, Avistat-D) with microfiber cloths to spray and wipe down objects.

• **Scheduling and Routine:** Throughout the workday, the custodial staff will implement a routine of surface cleaning in the major touch point areas discussed such as restrooms. The staff will, in some cases, report at staggered times depending upon hours of operation to ensure consistent disinfection practices

while primary building employees are present. Latter custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Additional disinfecting will be performed prior to the arrival of school staff in high-traffic areas such as the front office. Custodial staff will wear face masks and gloves.

- **Deep cleaning:** If a positive COVID-19 case is determined within a school or building, school staff will use an approved chemical and fogging machine to disinfect any area deemed appropriate by contract tracing processes. The Vital Oxide sanitizer for spray or foam application is OSHA (Occupational Safety and Health Administration), WHMIS (Workplace hazardous Materials Information System) and GHS (Globally Harmonized System of Classification and Labeling of Chemicals) compliant.

Teachers and students must work together with custodial staff to promote a clean and healthy environment for everyone within each building. Each classroom will have additional sanitation stations that will include gloves and disinfectant wipes. Students and teachers shall wipe down any community or high-touch areas after each

- **School closures:** School closure due to cleaning or positive cases will be determined by the school and governing board.

Screenings

- All visitors will be screened via a symptom screening form. School administration will be responsible for cross-training appropriate support staff members to assist in visitor screenings.

- All employees will be required to sign in with a designated staff member every day for temperature checks upon arrival. The school will develop a protocol for staff who exhibit symptoms of COVID-19.

- Students shall be self-screened at home with parents or guardians to ensure absence of symptoms, as well as temperature checks when they arrive on campus.

Teachers and staff will evaluate students throughout the day, including asking students how they are feeling and observing general wellness.

- Before entering the school, staff will self-assess their wellness with the following questions:
 - Have you experienced any of these symptoms, not associated with previously diagnosed conditions, in the past 72 hours

- ~ Fever greater than 100.4F/chills

- ~ Cough/shortness of breath

- ~ New loss of taste or smell

- ~ Nausea/vomiting/diarrhea – In the last 14 days, have you:

- ~ Been in close contact with anyone who has been diagnosed with COVID-19

- ~ Been placed on quarantine for possible contact with COVID-19

- ~ Traveled abroad to an area of the country where it is recommended that you self-quarantine

- Have a COVID-19 test pending

Clinic Protocols

Legacy is committed to having a full-time health assistant to help create a safe and healthy environment. There will be two separate rooms for students with basic first aid situations, and students exhibiting symptoms of COVID-19. Students exhibiting possible COVID-19 symptoms will be isolated from others within the clinic area.

Positive COVID-19 Case Confirmation

- Communication: Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the charter office as well as the local health department. All stakeholders will be notified.

- An individual tests positive for COVID-19:

Individual should follow the recommendations of their healthcare provider for isolation protocol.

Returning to campus: At least 10 days have passed since symptoms appeared; at least 72 hours fever-free without using fever-reducing medication, and all other symptoms have subsided.

- **Contact tracing:** Legacy will collaborate with Hillsborough County Public Schools to collaborate with the Department of Health to conduct contact tracing. Upon notification of a positive case on campus, the administration will track movement of the person who tested positive and secure affected areas. Impacted individuals will be notified.

E-LEARNING

eLearning students will maintain their enrollment status at Legacy Preparatory Academy.

- eLearning students will attend school online during regular school hours and follow a standard school schedule. (Example schedule below)
- Teachers will teach “live” each day with students daily utilizing web conferencing technology • Teacher-designed lessons are delivered through Google Classroom/G-Suites
- Students can return to their school campuses second semester if they so choose. Students who are not demonstrating adequate progress before the end of the first semester, may return earlier.
- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) on campus or remotely as appropriate
- Electronic devices will be available for check out at the school site, if needed
- eLearning courses will be designed to ensure rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the traditional and eLearning model
- All assignments, activities and classroom-based assessments will be developed and facilitated by assigned by teacher
- All students will be expected to complete and submit assignments as determined by the assigned teacher
- Code of Student Conduct and all technology expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments.
- Each morning, students are expected to be present and engage in virtual instruction each day within the designated schedule (see sample schedules below)
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times
- Students will access their curriculum and assignments via QuickSchools and/or Google Classroom
- Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction

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- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on campus
- Students who need a device will be issued one to engage in digital learning
- Students will also be issued any associated materials such as textbooks.
- Students in K-5 may be issued consumables for math, science, social studies and will have access to all other content and curriculum electronically 24/7 • Students in 6-12 will have access to all content and curriculum electronically 24/7

Elementary:

8:00–8:20	Morning Meeting
8:20-8:50	ELA Direct Face to Face instruction
8:50-9:20	Independent Practice and live small group instruction
9:20-9:50	Direct Instruction Writing and Independent Practice
9:50-10:20	Reading Intervention (live)
10:20-10:45	Recess
10:45-11:20	Lunch
11:20-11:50	Math Direct Face to Face Instruction
11:50-12:20	Independent Practice and live small group instruction
12:20-12:50	Math Intervention, small group and independent, live
12:50-1:20	Specials (Art, Music-recorded lessons with some live interaction)
1:20-1:50	Social Studies, Direct Instruction
1:50-2:20	PE
2:20-2:45	Science Direct Instruction
2:45-3:00	Wrap Up

Sample Secondary Daily Schedule (Times may differ slightly from sample but will be communicated prior to the start of school.)

Live' instruction will take place four days each week: Monday, Tuesday, Wednesday and Thursday. Posted assignments (asynchronous instruction), live office hours, and small group or individual instruction will occur on Fridays. Students should expect to receive 'live' instruction at the beginning of each period. Depending on the content, after the initial 'live' instruction, students may transition to independent work, collaborative group work and/or asynchronous learning.

8:00-8:50	1 st Period
8:50-9:10	Homeroom
9:10-10:00	2 nd Period
10:00-10:50	3 rd Period
10:50-11:25	Lunch
11:25-12:15	4 th Period
12:15-1:05	5 th Period
1:05-1:55	6 th Period
1:55-2:45	7 th Period
2:45-3:00	Wrap Up

We emphasize that the financial cost to implement the stringent and rigorous processes related to COVID-19 and school reopening is astronomical, especially for a small school such as Legacy. However, we are dedicated and committed to do whatever is necessary to keep ALL of our students and staff safe. God will provide!

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.

While students will physically see and interact with their teachers and classmates, collaborative activities may look different or be lessened to ensure the safety and wellbeing of the school community.

The full array of services for families who wish to educate their children in a brick and mortar school are:

- Teachers lead and support instruction in their assigned classrooms.
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction for students.
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning.
- Teachers provide student make-up work, flexibility and support if they are out of school for any reason.
- Teachers will adjust lesson activities to maximize social distancing and minimize sharing of items.
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus.
- Classroom spaces will be rearranged to maximize social distancing and minimize any shared items
- Lunch schedules will be modified to maximize social distancing.
- Classes will remain as cohorts throughout the day to limit cross-exposure amongst other students.
- Teachers will instruct students on the proper techniques and expectations for sanitizing student stations, common touch points, and supplies.

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- Teachers will model wearing face coverings at all times and will guide students on the importance of wearing face coverings .
- Regular disinfecting of restrooms, classrooms and common areas
- Classes will be conducted outside, to the greatest extent possible, with high-contact activities reduced/eliminated.

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.

Students will engage in ongoing progress monitoring to support academic growth. As in all previous years, if based on classroom-based or formative (e.g. reading assessments, cycle assessments and exams) progress monitoring, a student needs additional supports, school teams will work alongside students and their families to provide the appropriate strategies and supports to meet their individual needs.

School created baseline assessments – within 1st two weeks of school

FLKRS - Kindergarten

Classroom based assessments – ongoing after each unit or as often as the teacher determines

Easy CBM – every quarter – Middle

I-Ready assessments - Elementary

DRA's – every quarter –all grades

Quarterly and semester exams – 3-8

The school's RTI (Response to Intervention) Coordinator will continuously review progress monitoring data and work with teachers to ensure interventions are being deployed based on the student's individual academic needs. Adjustments to instruction and interventions will be based on students' performance...

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.

Exceptional education students will continue to receive a high-quality education in alignment with a learner's Individual Educational Plans (IEPs). Legacy is committed to addressing the individual needs of students with disabilities (SWD) and will continue to participate in District trainings and utilize resources and tools to support IEP teams in determining the needed services.

For families choosing eLearning, the IEP team will meet to ensure that each IEP is individualized for each student in the eLearning environment. Special education and related services as identified in the IEP during eLearning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or virtual lessons and/or virtual therapies, and other available distance-based learning

- Teachers and administrators will review students' baseline data in order to determine present level and learning gaps.
- Educators will review student's progression toward IEP goals and objectives.
- Determine any need for additional supports or services to remediate gaps
- Ensure delivery of services and supports through extended learning opportunities as necessary. • Progress monitoring assessments may be conducted utilizing diagnostic assessments and curriculum-based measures.
- Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
- Provide ongoing communication and collaboration with parents.
- Hold IEP team meetings, including parents and all appropriate IEP team members to conduct annual reviews, revisions and eligibility staffing. These may take place utilizing Zoom or telephone conference calls.

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.

For cases in which a yearly ELL Committee meeting was not held in spring 2020 due to COVID-19, those meetings will be scheduled promptly upon return to school. Any meeting that has gone beyond the meeting due date will be prioritized. If a school observes regression in the reading, writing, listening or speaking skills of an ELL student, school staff will reach out to the family to discuss convening an ELL Committee meeting.

Legacy will establish a line of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families will be in place. Legacy will assess the accessibility needs of learning platforms and resources for ELL parents and students (language, hardware, Internet access, etc.), and provide necessary guidance, instructions, and support to students and their families in their home language as feasible.

ELL students will be provided daily opportunities to speak and be formatively assessed on a regular basis throughout the Elearning curriculum. These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means. Parents will be engaged to ensure their children read, speak, write, and listen in their native language as well as English every day. Texts, videos, and writing assignments will be strategically selected so that ELs can read, listen, and write regularly. Student agency, curiosity, and exploration will be emphasized, and parents will be provided access to quality multilingual learning resources to supplement learning via electronic, print, and video formats. Our focus will be to utilize technology to create a collaborative partnership with teachers in a digital environment. Using online platforms such as Google Voice, or Zoom, Administration will engage teachers in quality conversations about differentiation of instruction for ELLs, the implementation of appropriate ELL strategies, and providing support as the teacher takes action to systematize virtual classroom learning routines. The frequency and structure of virtual PLCs will be differentiated to meet the needs of individual teachers.

The ELL Committee, which includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, the Bilingual Education Paraprofessional, and any other instructional personnel responsible for the instruction of English language learners, will meet to

- Review and make placement recommendations;
 - Evaluate continuation of program services to support language acquisition;
 - Determine eligibility; and
 - Provide recommendations for programs and access to additional services
- Utilizing data obtained from W-APT and WIS screeners; the WIDA Model assessment; the ACCESS for ELLs assessment; report cards; teacher input and observations; semester exams; iReady assessments; progress reports;etc The placement of English Language Learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy. The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential. Instructional services are documented through the ELL student plan.

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English language learners are eligible for accommodations on all state, district and site-based assessments.

Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- Results of the W-Apt or WIS screener;
- Academic performance; • Standardized assessments and language acquisition data;
- Number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction; • The student's English language proficiency; and
- Attendance and retention data. Promotion or retention decisions may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular school formal assessment process. (Rule 6A-1.09432,

ELL Transfer Students The following placement guidance applies to students transferring to the district. At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade level. Throughout the academic year, students entering from another site in the district are placed in the concurrent grade-level. Students entering from another site in the state or from out-of-state will be screened for ELL program services eligibility and placed in the concurrent grade-level. The bilingual guidance services team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation. Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

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
Dr. Yolonda Capers, Principal
Contact information: email, phone number
(813) 253-0053 – drcapers@legacyprepacademy.org
Date submitted
July 23, 2020

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Signature of authorized representative