

November 30, 2020



Guidance of Florida Department of Education Order No. 2020-EO-07

Applicability

- Districts and schools that submit an approved Spring 2021 Education Plan, will be provided the benefits of this Order.
 - Financial stability for spring 2021.
 - Direction for students who are not making adequate progress must be transitioned to face-to-face learning, the most effective educational model.
 - Parents/guardians have ability to make informed choices regarding their students' progress and learning modality.

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.

District Assurances

1. All schools remain open.
2. Continuing full panoply of services.
3. Continuing progress monitoring and interventions.
4. Continuing charter school flexibility.
5. Ensuring student success in the innovative learning modality with parental involvement.
6. Enhanced outreach - truancy/attendance of students.
7. Continue professional development.

1. All Schools Remain Open

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.

2. Continue Full Panoply of Services

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 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.

3. Continue Progress Monitoring and Interventions

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 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.

4. Continue Charter School Flexibility

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.

5. Innovative Learning Modality with Parent Involvement

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 parent/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

6. Enhanced Outreach - Truancy/ Attendance of Students

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.

7. Continue Professional Development

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.

Spring 2021 Education Plans

- 1. School districts** must submit an education plan that satisfies the requirements of this Order to the Department.
 - **DJJ schools** must be included in a district's education plan as they are operated and funded as public schools, pursuant to s. 1003.52, F.S.
 - **Charter school governing boards** must submit an education plan to the sponsoring district.
 - **Private schools that accept scholarship students** must submit an education plan to the Department.

Plan format and the review and approval process is outlined by the Department in the template.

Four Key Areas of the Spring 2021 Education Plan

1. Spring Intervention Plan
2. Innovative Learning Modality
3. Enhanced Outreach - Truancy/
Attendance of Students
4. Professional Development

1. Spring Intervention Plan

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 afterschool, 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.

2. Innovative Learning Modality

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.

3. Enhanced Outreach - Truancy/Attendance of Students

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 student 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.

4. Professional Development

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).

Intensive Reading Interventions

- Allows teachers who are not yet fully certified or endorsed in reading to provide intensive reading interventions out-of-field until June 30, 2021.



Financial Continuity to Ensure High-Quality Educational Services

Florida Department of Education Assurances to School Districts

- School districts experiencing FTE growth in the Spring semester, when compared to the GAA forecast, will be funded for the growth.
- Recognizing the challenges with operating student transportation fleets, student transportation funding will remain as funded in the General Appropriations Act.

Financial Continuity to Ensure High-Quality Educational Services

- Funding for the Fall 2020 semester was set by DOE Order No. 2020-EO-06, which allowed districts to receive funding for the first half of the school year, based upon the General Appropriations Act (GAA) forecast. School districts receive this funding without regard to the results of the October survey.
- Funding provided to school districts and charter schools with an approved Spring 2021 Education Plan is designed to continue the financial continuity provided in DOE Order No. 2020-EO-06, with modifications to ensure districts with increased full-time equivalent (FTE) students following surveys 3 and 4 as set forth in Rule 6A-1.0451, Florida Administrative Code, are funded for that increase.

Financial Continuity to Ensure High-Quality Educational Services (cont.)

- The Department will use annualized FTE following surveys 3 and 4, and Add-on FTE from 2019-20 survey 5, to identify all “growth districts.”
- For the Spring semester, each district will receive the greater of:
 - The forecast appropriation, less the cost to fund the growth districts; or
 - The funding generated after surveys 3 and 4, and Add-on FTE from 2019-20 survey 5, less the cost to fund the growth districts. The funding generated by surveys 3 and 4, and Add-on FTE from 2019-20 survey 5, shall be equal to one-half of the Second FEFP Calculation plus one-half of the FEFP calculation following surveys 3 and 4.

Financial Continuity to Ensure High-Quality Educational Services (cont.)

- If the cost of growth FTE exceeds the appropriation, the cost to fund the increase in growth districts will be proportionately spread across all school districts.
- For charter schools with an approved Spring 2021 Education Plan, school districts must fund their FTE students in the same manner that the state funds districts with enrollment growth or decreases.



Questions?