



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Desoto

Due: July 31, 2020

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

2020-21 Florida's Optional Innovative Reopening Plan

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:

Traditional Learning

Traditional This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions. Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience while providing effective safeguards to protect the health and safety of students and staff.

Public Health Actions on Every Campus

- Practice safe social distancing to the greatest extent possible

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- Post signage and provide lessons to encourage frequent hand washing and hygiene practices strongly
- Ensure hand sanitizer is available throughout the campus
- Increase cleaning protocols throughout each school, including replacing air filters more frequently
- Limit group gatherings
- Highly encourage face coverings on campus- masks must be provided by parent/guardian ● Expect symptom screening for all staff and students
- Ensure any staff or students who exhibit symptoms are not at school or in the workplace.

School Bus Safety

- Expect students to wear face coverings on the bus
- Clean high touch areas between runs
- Ensure hand sanitizer is available on each bus
- Disinfect each bus thoroughly at the end of each day

For K-8, we are creating a cohort isolation model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, and the media center. Interaction with students from other classes will be limited to the greatest extent possible, as students in 6-8 will attend exploratory classes with students from other classrooms. If a student displays symptoms of illness, it will likely impact their cohort classmates, and not the entire school, in terms of quarantine or other interventions.

At the secondary level, each school will have a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center, and gymnasiums will be significantly reduced. Extracurricular activities will resume and will adhere to recommendations from the CDC and the state.

DeSoto Online

DeSoto Online This model is designed for families who would like to maintain their connection to their enrolled school but don't yet feel comfortable sending their student(s) back to school in August. Students will attend school remotely, following the standard school schedule and bell times. Parents can rely on teachers to facilitate and guide student learning. Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home or school if circumstances change during the year. This learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times and reflects Desoto's commitment to providing a high-quality instructional experience, no matter what the setting.

What to expect from Desoto Online

- Students are at-home learning and will need access to a device and the internet. The school district will provide unlimited internet access and a Chromebook for students.
- Instruction is provided remotely, and students will have access to their teachers during the regular school day hours
- Elementary students can expect daily lessons with face to face connections
- Secondary students can expect daily face to face connections for every period

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- Attendance will be taken daily in each course

Additional Supports for Students and Families

- Virtual office hours and small group sessions to meet social and academic needs
- On-demand access to a library of tutorials, troubleshooting, and tech support
- Tips and strategies to support students learning off-campus
- Support from case managers and academic intervention teachers to meet student needs during regular school hours

While many courses will be available through DeSoto Online, some courses will only be offered through the Traditional option or MyDistrict Virtual School.

Desoto Online will utilize the same district approved curriculum, supplemental resources, and assessments required for each traditional course. Desoto Online will also operate on the district approved LMS, Schoology. In the event of a necessary class isolation period, or an emergency school closure, Desoto Online will be the platform in which continued instructional services will occur. Students who are required to self isolate, may be temporarily enrolled in Desoto Online in order to continue their instructional services during this period.

MyDistrict Virtual School

MyDistrict Virtual School successfully supports full-time students learning online. This full-time virtual school experience is ideal for students who wish to have more control over their learning path and pace, and for whom a flexible daily schedule is essential. In this learning model, students often work on assignments during non-traditional hours and maintain contact with a teacher using web-based class sessions, email, text messages, and phone calls.

MyDistrict Virtual School offers courses for students in kindergarten through 12th grade, supported by a team of certified teachers. Enrollment requires a semester-long or year-long commitment, as well as an adult who can partner with MyDistrict virtual teachers by serving as the learning guide for the student, especially at the elementary school level.

Because MyDistrict Virtual is a public school choice, students must participate in all required state assessments and may take part in extracurricular clubs and activities with their zoned school. MyDistrict Virtual offers accredited courses, access to academic advisement and college planning, and opportunities for advanced coursework (including dual enrollment). Graduates earn a standard high school diploma accepted by colleges, universities, and other postsecondary programs.

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.

All Desoto County Schools will open with 180 day school year calendar. Students who have enrolled in the traditional school will attend a brick and mortar setting five days per week. Desoto students will follow the same bell schedule and hours as traditional students. All students enrolled in either the traditional or online district schools, will begin school on August 24.

The School District of Desoto County Bell Schedules:

2020-2021 Bell Schedule							
	School Time	Mins per Day	Lunch	Recess/class change	Inst. Mins	Inst. Days	Ints. Hrs
Elementary	7:30 am - 2:20 pm	410	30	20	360	180	1080
Middle	8:30 am - 3:26 pm	416	30	14	372	180	1116
High School	8:35 am - 3:17 pm	402	30	24	348	180	1044
Alternative	10:10 am - 3:55 pm	345	30	0	315	180	945

The School District of Desoto County Student Calendar:

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DeSoto County School District												
2020-2021	M	T	W	T	F	School Days Q1	School Days Q2	School Days Q3	School Days Q4	Total Student Days	Teacher Days	Teacher Holiday
JULY 2020												
	6	7	8	9	10							
	13	14	15	16	17							
	20	21	22	23	24							
	27	28	29	30	31							
AUGUST 2020												
	3	4	5	6	7							
	10	11	12	13	14						2	
	17	18	19	20	21						6	
	24	25	26	27	28	5				5	11	
	31					6				6	12	
August 10 and 11- Teachers Return August 18 - 21- Teacher Pre-Week August 24 - First Day - Students - Q1 Begins												
SEPTEMBER 2020												
	1	2	3	4	10					10	6	
	7	8	9	10	11					14	20	1
	14	15	16	17	18					19	25	
	21	22	23	24	25					24	30	
	28	29	30							27	33	
September 7 - Labor Day - No School - #1 Tch Paid Holiday												
OCTOBER 2020												
	5	6	7	8	9					29	35	
	12	13	14	15	16					34	40	
	19	20	21	22	23					39	45	
	26	27	28	29	30	43				43	50	
							5			48	55	
October 22 - Q1 Ends (43 days) / October 26 - Q2 Begins October 23 - Records Day (No School)												
NOVEMBER 2020												
	2	3	4	5	6					10	60	
	9	10	11	12	13					15	65	
	16	17	18	19	20					20	70	
	23	24	25	26	27							1
	30									21	71	
Nov. 23-27 - Fall Break - No School / Nov 26 - #2 Tch Paid Holiday												
DECEMBER 2020												
	1	2	3	4						25	75	
	7	8	9	10	11					30	80	
	14	15	16	17	18					35	85	
	21	22	23	24	25							1
	28	29	30	31								
December 21-31 Winter Break - No School / Dec 25 - #3 Tch Paid Holiday												
JANUARY 2021												
					1							1
	4	5	6	7	8					40	83	
	11	12	13	14	15					44	87	
	18	19	20	21	22				4		91	1
	25	26	27	28	29				9		96	
January 1- New Year's - No School - #4 Tch Paid Holiday January 14 - Q2 Ends (44 days) / January 19 - Q3 Begins January 15 - Records Day (No School) January 18 - M.L. King Day - No School - #5 Tch Paid Holiday												
FEBRUARY 2021												
	1	2	3	4	5					14	109	
	8	9	10	11	12					19	114	
	15	16	17	18	19					23	118	
	22	23	24	25	26					28	123	
February 15 - President's Day - No School												
MARCH 2021												
	1	2	3	4	5					33	128	
	8	9	10	11	12					38	133	
	15	16	17	18	19							
	22	23	24	25	26					43	138	
	29	30	31							46	141	
March 15-19 - Spring Break - No School March 31- Q3 Ends (46 days)												
APRIL 2021												
				1	2							1
	5	6	7	8	9					5	138	
	12	13	14	15	16					10	143	
	19	20	21	22	23					15	148	
	26	27	28	29	30					20	153	
April 2 - Good Friday - No School - #6 Tch Paid Holiday April 1 - Records Day (No School) April 5 - Q4 Begins												
MAY 2021												
	3	4	5	6	7					25	158	
	10	11	12	13	14					30	163	
	17	18	19	20	21					35	168	
	24	25	26	27	28					39	172	
	31											
May 28 and 31 - Memorial Day Weekend - No School												
JUNE 2021												
				1	2					43	176	
	7	8	9	10	11					47	180	6
	14	15	16	17	18							
	21	22	23	24	25							
	28	29	30									
June 10 - Last Day - Students - Q4 Ends (47 days) June 11 - Last Day - Teachers - Graduation												

SM 1: 08/24/20 - 1/14/21 (87 days) Q1: 08/24/20 - 10/22/20 (43 days)
 SM 2: 01/19/21 - 06/10/21 (93 days) Q2: 10/26/20 - 01/14/21 (44 days)
 Q3: 01/19/21 - 03/31/21 (46 days)
 Q4: 04/05/21 - 06/10/21 (47 days)

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.

Migrant families will continue to be recruited and re-certified via phone, as described and trained by the FLMEP ID&R office. Services will continue in the brick and mortar setting. The supplemental services include school supplies, push in academic support, small group tutoring, Kajeet Wi-Fi hot spot for home use, and community resource referrals. Staff is required to wear a face covering if social distancing is not possible in the classroom setting. All services are documented and submitted monthly to the district office. Priority for Services (PFS) migrant students are considered first for all supplemental services.

All students, including student in vulnerable populations will have the opportunity to return to school full time to our brick and mortar schools. The Director of Student Services regularly participates in ESSA meeting to assist in the successful transition of student in foster care to plan for a seamless transition, including a continuation of services that are essential for student success, whether the services are ESE, 504, counseling, and/or transportation. The same holds true for student transitioning out of DJJ Facilities. The School District of DeSoto County participates in meetings with DJJ sixty days prior to release to coordinate continuing services to ensure a successful transition.

Busing services for students in foster care is coordinated if the student(s) is attending school and residing across county lines or if they are attending a school that is not in the same zone as they are currently residing to ensure consistency for the student.

The Director of Student Services meets monthly with local interagency representatives to coordinate services for students via "Youth at Risk" Meetings. We also collaborate with the Food Bank to arrange for families to obtain food should they not be able to access the services themselves.

Children and youth in this school district who experience homelessness, including those not currently enrolled due to homelessness, will have equal access to the same free, public education including a public preschool education, as provided to other children and youths, and other services needed to ensure an opportunity to meet the same challenging state academic achievement standards to which all students are held, and to fully participate in the district's academic and extracurricular activities. The District will remove barriers to identifying homeless children and youth and the enrollment and retention of homeless children and youth in a qualified school. The District will provide access to homeless children to public preschool programs administered by the district; provide appropriate credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school; and provide access for homeless children and youth to academic and extracurricular activities. Each homeless child and youth shall be provided the services that are available comparable to services offered to non-homeless students in their school, including the following:

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- A. Transportation,
- B. School supplies, clothing, and hygiene items,
- C. School nutrition programs, D. Programs for gifted and talented students,
- E. Career and technical education,
- F. Preschool programs administered by the District, and
- G. Educational services for which the child or youth meets the eligibility criteria: Title 1, ESE, educational programs for English language learners.

These services described above for students from low-income families, students of migrant workers, students who are homeless, and students in foster care will be provided by The School District of Desoto County to all qualifying students enrolled in a traditional setting or either online option.

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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.

GRADES K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	ACCESS (ESOL)	Progress Monitoring	Orally/ paper-pencil	Yearly
<i>Phonological awareness</i>	FLKRS	Screener	Computer-based	Beginning of the year
	Renaissance STAR Early Literacy	Progress monitoring Diagnostic	Computer based	4 times a year
	EL Education	Screener	Orally/ paper-pencil	Beginning of the year
	ACCESS (ESOL)	Progress Monitoring	Orally/ paper-pencil	Yearly
<i>Phonics</i>	Renaissance STAR Early Literacy	Progress monitoring Diagnostic	Computer based	4 times a year
	EL Education	Screener	Orally/ paper-pencil	Beginning of the year
<i>Fluency</i>	Renaissance STAR Early Literacy	Progress monitoring Diagnostic	Computer based	4 times per year
	FAIR Fluency Passages	Progress monitoring	Orally	Quarterly

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<i>Vocabulary</i>	Renaissance STAR Early Literacy	Progress monitoring Diagnostic	Computer based	4 times per year
	Common Lit	Progress Monitoring	Computer-based	3 times per year
	ACCESS (ESOL)	Progress Monitoring	Orally/ paper-pencil	Yearly
<i>Comprehension</i>	Renaissance STAR Early Literacy	Progress monitoring Diagnostic	Computer based	4 times per year
	Common Lit	Progress Monitoring	Computer-based	3 times per year
	ACCESS (ESOL)	Progress Monitoring	Orally/ paper-pencil	Yearly

GRADES 6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Renaissance STAR	Reading Comprehension, Fluency, Vocabulary	Diagnostic	Computer based	4 times per year
Common Lit	Reading Comprehension, Vocabulary, Writing	Formative	Computer-based	3 times per year

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Math is monitored through Renaissance STAR in grades 1-8. Benchmark assessments are also monitored to ensure math skills are able to be applied. Grades 9-10 utilize quarterly classroom standards assessments on Unify to confirm students are meeting the covered standards.

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined instruction is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The data is reviewed after each diagnostic assessment by the administrative team and then discussed with each grade level or subject area. Academic coaches are involved with this discussion as well.	The problem-solving steps include: problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans.	Data is collected at each school and then presented to each member as a school, grade level/subject and then provided to each individual classroom teacher. This is to ensure that classroom decisions can be made to impact each student.	Quarterly data meetings are set at each school to review all academic data, as well as early warning signs data. The district presents this data to all administration and administrators meet quarterly with the Superintendent to present their school data. Administration takes the information and creates a plan of action that will serve	Instructional Services Staff-Carrie Fuller and Kristie Joens, Academic Coaches.

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			<p>to monitor the data and to ensure that the plan is being met.</p> <p>If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.</p>
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Implementation and Progress-monitoring

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
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The assessments listed will be required and provided by The School District of Desoto County for all qualifying students enrolled in a traditional setting or either online option. Students in either online option will be included in the data analysis and problem solving process in order to determine additional needs. The Division of Instructional Services will monitor MyDistrict Virtual students while the Desoto Online students will be included with the school data analysis process being implemented with students in the Traditional setting.

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<p>The data is reviewed before any decisions are made. The data is used to drive instruction in the classroom. Data from the previous/current school year (lowest 25%, retainees, intervention, etc). is used to set school-wide and individual progress goals. Based upon the data, we are able to compare scores to help guide toward content mastery.</p>	<p>Concerns are addressed with the leadership team and later with the faculty. This information includes classroom and grade level trends. If it is determined that a classroom has needs, a plan is implemented to provide coaching and other teacher leader strategies.</p>	<p>Coaches will be utilized to support, administration will work with teachers on creating a plan and then follow up with observational walkthroughs.</p>
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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.

The School District of DeSoto County will provide all students with an assessment and progress monitoring tool at the beginning of the school year, such as STAR, Early STAR, and Common Lit. Students with Significant Cognitive Disabilities, whom the district assessment is deemed not appropriate, will be provided assessment and progress monitoring through tools such as TeachTown's enCORE or the Unique Learning Systems. IEP teams will review progress monitoring data prior to the school closure due to COVID and compare the results from the first assessment completed in the 20/21 school year, as well as review informal assessments and assignments in the classroom.

The team will determine what impact COVID school closures had on a student's present levels of performance, skills and current needs, if any, and how educational services may need to be adjusted

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accordingly to match current levels of performance and needs. The following sample questions will be reviewed by the IEP team:

- What IEP adjustments to present levels, goals, services are needed after analyzing collected data?
- Upon return, is the student demonstrating new concerns that would impact FAPE?
- Did the student regress significantly in critical skill areas and/or fail to make appropriate progress in the general curriculum or toward IEP goals such that "additional services" are needed beyond the multi-tiered system of support in place to close the gap?

If the IEP team feels the student needs additional supports or interventions in order to assist with closing the gap more quickly, dependent on the services already written on the IEP, the team may refer the student to MTSS, adjust the amount and type of services being provided by the ESE teacher, consider extended school year services, or determine the need of over and above compensatory services. If services are determined necessary, the IEP team will consider the following:

- What additional services may be appropriate to lessen the impact of the school closure on the student's progress?
- Will the failure to provide additional services prevent the student from making appropriate progress in light of the student's circumstances?
- Will the student be overwhelmed with the additional services that may result in diminishing returns if required?
- Does the student and/or parent agree with the additional services and are they willing to participate?

The DeSoto County School District will work with IEP teams to provide supports and interventions necessary to the recovery of student learning due to the documented deficits or learning slides from school closures due to COVID-19.

The services and procedures described above to meet the needs of ESE students will be provided by The School District of Desoto County to all qualifying students enrolled in a traditional setting or either online option.



Plan for Implementation of Assurance 5

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- 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.

The district ESOL coordinator will meet with the ESOL contacts at all schools to go over the plan to identify ELLs at each site who may have regressed. Identification will be based on the STAR Diagnostic testing conducted during the first two weeks of school and the FY20 ACCESS scores. The ESOL contacts will notify the coordinator and an ELL Committee, including stakeholders, will meet via Zoom to determine if additional services are needed for the identified ELL. ESOL staff at each school will continue to work with classroom teachers to provide effective, appropriate instructional strategies, push in academic support, as well as pull out direct English language instruction, as needed.

The services described above for ELL students will be provided by The School District of Desoto County to all qualifying students enrolled in a traditional setting or either online option.

Face to Face: ESOL students identified as demonstrating significant regression will be provided with scheduled push-in academic support by the ESOL staff and small group direct instruction, when possible. The students will also be recommended for after school tutoring.

Virtual: ESOL students identified as demonstrating significant regression will be provided with scheduled virtual academic support, which could be before school, during class, or after school. The students will also be recommended for additional virtual tutoring.

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
Carrie Fuller
Contact information: email, phone number
Carrie.fuller@desotoschools.com , 863-494-4222
Date submitted
7/30/20
Superintendent Signature (or authorized representative)
