



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Okaloosa County School District]

Due: July 31, 2020

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

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: _____

The Okaloosa County School District is committed to provide its students with a rigorous education. This commitment to excellence is reflected in the *Safely Reopening Okaloosa Schools Plan: A SAFE Approach- Student-centered, Academic, and Focused on Everyone*. As our community navigates these uncertain times, no one approach will work for everyone and for this reason stakeholder feedback was essential in the development of the Reopening Plan. Stakeholder feedback was ascertained via numerous outlets:

- Parent and staff surveys
- Staff work group meetings conducted during the month of June, to include
 - Teachers and Education Support Professionals
 - Principals
 - District Staff
- Ongoing consultation with the Okaloosa Department of Health
- Principal Work Groups
- Principal and School Advisory Council Chair virtual meeting to seek input and address questions
- Community member virtual meetings to seek input and address questions
- Scheduled teacher group meetings

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The outcomes of these meetings are detailed below in the three educational options from which families can select to suit their child's educational needs for the 2020-2021 school year. Students in all options are allowed to participate in all sports and school activities at their zoned/choice school. Regardless of the option selected, all students will engage in robust progress monitoring and will be provided tiered support if they are not making adequate progress. Students who fail to make adequate progress will be provided additional support and the opportunity to transition to another teaching method.

Option 1: Brick and Mortar

Students will return to their enrolled school for the 2020-2021 school year. Each school type (elementary, middle, high, combination school) will be open 5 days a week, following each school's typical bell schedule. Students will engage in differentiated, standards-based instruction. Robust progress monitoring will occur throughout the year to ensure students are not only progressing with the expectations of the standards, but also closing any instructional gaps incurred during at the conclusion of the 2019-20 school year.

Digital Learning will regularly be integrated into classroom instruction so, in the event of a school closure, students will be accustomed to the Florida Department of Education approved learning platforms (**Elementary:** Accelerate and **Secondary:** Edgenuity). To ensure rigorous instruction continues in the event of a school closure, the current pacing guides are being realigned with the online learning platforms to guarantee all standards are taught and aligned throughout the course of the school year.

As part of safety precautions to minimize exposure during class transitions, all Middle and High Schools will adhere to Block Scheduling for the 2020-2021 school year. The charts below show examples of scheduling for each school type.

Example Middle School Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A Day Periods: 1, 3, 5	B Day Periods: 2, 4, 6	A Day Periods: 1, 3, 5	B Day Periods: 2, 4, 6	Alternating A/B Day

Example High School Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A Day • Periods: 1, 3, 5 • Daily 50 minute 7 th Period	B Day • Periods: 2, 4, 6 • Daily 50 minute 7 th Period	A Day • Periods: 1, 3, 5 • Daily 50 minute 7 th Period	B Day • Periods: 2, 4, 6 • Daily 50 minute 7 th Period	Alternating A/B Day • Daily 50 minute 7 th Period

The Okaloosa County School District will continue to collaborate with the Okaloosa County Health Department to establish and maintain appropriate health and wellness precautions.

Option 2: mySchool Online

mySchool Online, Okaloosa's Innovative Learning Model, was developed for families who do not yet feel comfortable returning to their brick and mortar school. mySchool Online allows a student to stay enrolled at their school and receive school communication and appropriate supports (e.g.: ESE, ELL) while learning from home.

Elementary mySchool Online (Kindergarten-Grade 5)

Elementary students participating in mySchool Online will remain enrolled at their school. Families who opt to participate in mySchool Online are apprised of the remote learning expectations- daily attendance, a daily learning schedule, as well as grading by their child's teacher.

Establishing and maintaining relationships is imperative in a remote learning environment. The teacher will begin the year by making both email and phone contact with each student in their class. To maintain contact throughout the year, the teacher will make weekly personalized contact with each family. Each week, the teacher will also provide a progress report to each family. Students who are not making progress will be provided with tiered interventions in accordance with the Okaloosa County Pupil Progression Plan (PPP) and MTSS Manual.

Teachers will provide daily ELA and Math live, virtual instruction. Instruction in ELA and Math will be facilitated using the Accelerate and iReady program. This allows for both engaging whole group instruction, as well as differentiated small group instruction that promotes interaction among classmates. In addition to daily live, virtual instruction, teachers will be available via video conferencing each day to provide either individual or additional small group instruction to the online class of students.

Example Schedule for an Elementary mySchool Online

8:00-9:00	ELA: Teacher Whole Group Instruction, Small Group Instruction using iReady
9:00-9:30	ELA: Student work in Accelerate
9:30-9:40	Student Restroom Break
9:40-10:10	Social Studies: Accelerate
10:10-11:00	PE/Art
11:00-11:30	Lunch/Restroom Break
11:30-12:00	Student meets with teacher for additional support as needed (ELA or Math)
12:00-1:00	Math: Teacher Whole Group Instruction or Small Group Instruction using iReady
1:00-1:30	Math: Student work in Accelerate
1:30-1:45	Recess
1:44-2:15	Science: Student work in Accelerate/Teacher support when needed
2:15-2:30	Teacher Check-in/Daily Wrap up

With the realignment of pacing guides and continuity of curriculum and resources, students can easily transition to their brick and mortar school at the end of each nine weeks.

⇒ **Elementary ESE Students Attending mySchool Online**

ESE students will be provided two options as to how services will be delivered.

Option 1: Blended mySchool Model (Student attends mySchool Online and comes to their brick and mortar school for services)

- Universal accommodations are available for virtual instruction
- School-based ESE resource teacher will provide direct specialized instruction as deemed appropriate by the IEP team at the student's brick and mortar school. The parent would be responsible for transportation. To comply with COVID-19 safety precautions, the parent would be required to wait in their car during services.
- Related services will be provided at the student's brick and mortar school. The parent would be responsible for transportation. To comply with COVID-19 safety precautions, the parent would be required to wait in their car during services.

- Students would be assigned a date/time to attend group services by the ESE teacher and/or related service provided.
- The IEP team would meet at the beginning of the year to update the student's IEP to include the services and accommodations needed.

Option 2: mySchool Online Only

- Universal accommodations are available for virtual instruction.
- Related services will be provided virtually.
- The IEP team would meet at the beginning of the year to update the student's IEP to include the services and accommodations needed. If applicable, the student's PBIP would also be updated.
- Support would be provided to parents (e.g., Accelerate ESE Parent Training, online support sessions with assigned teacher).

⇒ **Title I Services**

ELA Instruction: Based on review of 2019-20 mid-year data, and August ELA iReady scale score, and/or retained 3rd grade students with a substantial reading deficiency (as identified in the OCSD PPP/Reading Plan) are eligible students for Title I Remediation services. Students will be provided instruction by a Title I ELA Remediation Teacher through a blended learning model to provide students with individualized remediation of foundational skills in support of student success with on-grade level material in reading in order to support student learning gains. The following supplemental curriculum resources will be used:

- MaxScholar/iReady – Grades K-3
- iReady Reading – Grades 4-5

Students identified to receive ELA remediation will have a Progress Monitoring Plan (PMP) by end of 1st quarter. The PMP may be revised at any time and are updated quarterly.

Math Instruction: Based on review of 2019-20 mid-year data, and August iReady Math scale score, K-5 students will be eligible for Title I Remediation Services. Students will be provided instruction by a Title I Math Remediation teacher through a blended learning model to provide students with individualized remediation of foundational skills in support of student success with on-grade level material in reading and/or math in order to support student learning gains. The following supplemental curriculum resources will be used:

- iReady Math: Grades K-5

Students identified to receive Math remediation will have a Progress Monitoring Plan (PMP) by end of 1st quarter. The PMP may be revised at any time and are updated quarterly.

⇒ **Elementary ESOL Students Attending mySchool Online**

New Enrollees: Based on Home Language Survey responses, new enrollees will have the option to complete LAS Links English Proficiency testing online or may schedule a testing time with their zoned school. Online testing will be scheduled and facilitated by district-approved staff members.

K-2 Returning ESOL Students: All returning ESOL students in Grades K-2 will be reviewed for ESOL dismissal based on state-mandated criteria from 2020 WIDA ACCESS for ELLs test scores (Overall Score 4 or higher and Reading Score 4 or higher) and recommendation from the ELL Committee which includes at minimum the parent/guardian, teacher(s), and school counselor. The ELL Committee may

meet in person or virtually. This review will ensure a consideration of any loss of English proficiency due to the 2020 school closure and mandatory transition to online learning. Students who continue in the ESOL program must have an updated ELL Plan by September 30, 2020. The ELL Plan may be revised at any time thereafter upon request of parents or other ELL Committee members.

Grades 3-5 Returning ESOL Students: All returning ESOL students in Grades 3-5 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30, 2020. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets, as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: The Accelerate online platform provides embedded home language support in text and audio, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. An ESOL student will have access to synchronous and asynchronous support sessions scheduled by the teacher and/or ESOL interpreter as needed. The following supplemental curriculum resources are also available for intensive literacy support:

- iReady Reading: Grades K-5
- MaxScholar: Grades K-3 (ELLs at beginning level English proficiency)
- DuoLingo ABC

Home Language Support: mySchool Online ELLs will have embedded home language supports through the Accelerate platform including text and audio translations, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. ELLs will have access to a home language dictionary and/or content area glossary. Additionally, ELLs will continue to have access to their school-based interpreter or a phone-based interpreter through Zoom, Google Meets, Microsoft Teams or similar web-based platforms. Synchronous and asynchronous support may be provided as needed. The District Help Desk phone bank will also provide home language support upon request. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, Remind, Zoom, Microsoft Teams, and Google Meets.

Secondary mySchool Online (Grades 6-12)

Secondary students participating in mySchool Online will remain enrolled at their school. Families who opt to participate in mySchool Online are apprised of the remote learning expectations- daily attendance, a daily learning schedule, as well as grading by their child's teacher.

Establishing and maintaining relationships is imperative in a remote learning environment. The teacher will begin the year by making both email and phone contact with each student in their class. To maintain contact throughout the year, the teacher will make weekly personalized contact with each family. Each week, the teacher will also provide a progress report to each family. Students who are not making progress will be provided with tiered interventions in accordance with the Okaloosa County Pupil Progression Plan (PPP) and MTSS Manual.

As students engage in the Edgenuity program, teachers will provide live, virtual instruction for the subjects of ELA, math, social studies, and science. This allows for both engaging whole group instruction that promotes interaction among classmates. In addition to weekly live, virtual instruction, teachers will be available via video conferencing throughout the week to provide either individual or additional small group instruction to the online class of students.

Due to the specific requirements of select High School courses, specialty courses, such as IB, AP, ROTC, band, and chorus may have live, synchronous instruction. This will allow students to still obtain credit for the course, but participate from the safety of their home.

With the realignment of pacing guides and continuity of curriculum and resources, students can easily return to their brick and mortar school at the end of each nine weeks.

⇒ **Secondary ESE Students Attending mySchool Online**

ESE students will be provided two options as to how services will be delivered.

Option 1: Blended mySchool Model (Student attends mySchool Online and comes to their brick and mortar school for services)

- Students would be assigned to a teacher(s) at their assigned school.
- Universal accommodations are available for virtual instruction.
- Students could elect to attend face-to-face intensive reading and/or math courses at their assigned school.
- Related services provided at assigned school.
- The parent/student would be responsible for transportation.
- Students would be assigned a date/time to attend class and/or group services by the ESE teacher and/or related service provider.
- The IEP team would meet at the beginning of the year to update the student's IEP to include the services and accommodations needed.

Option 2: mySchool Online Only

- Universal accommodations are available for virtual instruction.
- Related services provided virtually.
- The IEP team would meet at the beginning of the year to update the student's IEP to include the services and accommodations needed. If applicable, update the student's PBIP.

⇒ **Middle School ESOL Students Attending mySchool Online**

New Enrollees: Based on Home Language Survey responses, new enrollees will have the option to complete LAS Links English Proficiency testing online or may schedule a testing time with their zoned school. Online testing will be scheduled and facilitated by district-approved staff members.

Grades 6-8 Returning ESOL Students: All returning ESOL students in Grades 3-5 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL

Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: Edgenuity provides embedded home language support in text and audio, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. The ESOL student will have access to synchronous and asynchronous support sessions scheduled by the teacher and/or ESOL interpreter as needed. The following supplemental curriculum resources are also available for intensive literacy support:

- ESL Reading Smart for ELLs in intensive reading
- Language Live for ELLs in Developmental Language Arts or English through ESOL courses
- DuoLingo
- BrainPop ELL
- Home Language Dictionary and/or Content Area Glossary

Home Language Support: mySchool Online ELLs will have embedded home language supports through the Edgenuity online platform including text and audio translations, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. ELLs will have access to a home language dictionary and/or content area glossary. Additionally, ELLs will continue to have access to their school-based interpreter or a phone-based interpreter through Zoom, Google Meets, Microsoft Teams or similar web-based platforms. Synchronous and asynchronous support may be provided as needed. The District Help Desk phone bank will also provide home language support upon request. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, and Remind, Zoom, Microsoft Teams, and Google Meets.

⇒ High School ESOL Students Attending mySchool Online

New Enrollees: Based on Home Language Survey responses, new enrollees will have the option to complete LAS Links English Proficiency testing online or may schedule a testing time with their zoned school. Online testing will be scheduled and facilitated by district-approved staff members.

Grades 9-12 Returning ESOL Students: All returning ESOL students in Grades 9-12 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: Edgenuity provides embedded home language support in text and audio, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. An ESOL student will have access to synchronous and asynchronous support sessions scheduled by the teacher and/or ESOL interpreter as needed. The following supplemental curriculum resources are also available for intensive literacy support:

- ESL Reading Smart for ELLs in intensive reading
- Language Live for ELLs in Developmental Language Arts or English through ESOL courses
- DuoLingo
- Inside the USA for ELLs in Developmental Language Arts or English through ESOL courses
- Home Language Dictionary and/or Content Area Glossary

Home Language Support: mySchool Online ELLs will have embedded home language supports through the Edgenuity online platform including text and audio translations, direct vocabulary support, and listening practice adaptable for the student's English proficiency level. ELLs will have access to a home language dictionary and/or content area glossary. Additionally, ELLs will continue to have access to their school-based interpreter or a phone-based interpreter through Zoom, Google Meets, Microsoft Teams or similar web-based platforms. Synchronous and asynchronous support may be provided as needed. The District Help Desk phone bank will also provide home language support upon request. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, and Remind, Zoom, Microsoft Teams, and Google Meets.

Option 3: Okaloosa Online

Okaloosa Online is the district's existing full-time virtual option in which the student withdraws from their home school. It is a K-12 home-based public school that offers several different learning platforms to fit a student's needs.

Okaloosa Online can also be a way to take an extra virtual course outside of the school day while still being enrolled in their traditional school.

Personalized Blended Options

The mode in which a student will learn during these uncertain times is an individual decision. Schools will assist families in selecting the option, or blending of options that best suits their needs.

Families can select portions from one or more options that will best suit their child's needs. Some examples of learning options are provided below:

Example #1

- Student participates in mySchool Online (Option #2).
- Student opts to receive Speech and Language services at their brick and mortar school (Option #1) instead of via online platform.

Example #2:

- Student participates in mySchool Online (Option #2) for their core courses (ELA, math, science, social studies).
- Student opts to attend their brick and mortar school (Option #1) for band and art.

Example #3:

- Student participates in mySchool Online (Option #2) for their core courses.
- Student attends their brick and mortar school (Option #1) for a CTE course.
- Student participates Okaloosa Online (Option #3) for an elective.

Additional Information On Alternate School Types

Alternative Schools

- **Related Services (i.e., speech and/or language therapy, occupational therapy):** Students choosing the brick and mortar model will receive their related services in person during the school day. Students electing the mySchool Online model will be able to receive their related services at their assigned school or virtually.
- **Specialized Instruction:** Elementary and secondary students choosing the brick and mortar model will receive specialized instruction during the school day as outlined in their IEP. Elementary students electing the mySchool Online model will be able to receive their specialized instruction by a certified ESE teacher virtually in addition to having access to an online skill remediation platform that provides individualized instruction and practice. Secondary students electing the mySchool Online model will be able assigned to a virtual ESE teacher who will be checking in with the student and parents on a regular basis and will provide virtual sessions to assist each student in making progress towards their IEP goals. mySchool Online students will also be able to choose to receive their specialized instruction at their assigned school.
- **Gifted Services:** Students choosing the brick and mortar model will receive gifted services as outlined in their EP during the school day. To the fullest extent possible, the continuum of services offered at each school will be available to students choosing the mySchool Online option. For secondary students, available Advanced Placement courses will continue to be offered online.
- **Consultative Services:** Students choosing the brick and mortar model will continue to receive to have their assigned ESE case manager consult with their teacher(s). For a student electing the mySchool Online option, the student's assigned ESE case manager will continue to consult with the student's virtual teacher(s) to discuss student progress and needed supports.
- **504 Plan Accommodations:** Students choosing the brick and mortar model will continue to receive their accommodations as outlined in their 504 Plan. Universal accommodations are available with each of the online curriculum platforms being offered for elementary and secondary students. 504 teams from students' assigned schools will meet during the first semester to update plans for students enrolled in mySchool Online. Online teachers will ensure 504 Plans are followed and will maintain regular communication with students/families.

DJJ

- **Related Services (i.e., speech and/or language therapy, occupational therapy):** Students attending a DJJ program will receive their related services during the school day, which will include the use virtual services when necessary.
- **Specialized Instruction:** Students attending a DJJ program will receive specialized instruction during the school day as outlined on their IEP, which will include the use virtual instruction when necessary.
- **Gifted Services:** Students attending a DJJ program will receive gifted services as outlined in their EP during the school day, which will include the use of virtual instruction when necessary.
- **Consultative Services:** Students attending a DJJ program will continue to receive to have their assigned ESE case manager consult with their teacher(s).
- **504 Plan Accommodations:** Students choosing the brick and mortar model will continue to receive their accommodations as outlined in their 504 Plan. Universal accommodations are available with each of the online curriculum platforms being offered for elementary and secondary students. 504 teams from students' assigned schools will meet during the first semester to update plans for students enrolled in mySchool Online. Online teachers will ensure 504 Plans are followed and will maintain regular communication with students/families.

ESE Center Schools

- **Related Services (i.e., speech and/or language therapy, occupational therapy):** Students choosing the brick and mortar model will receive their related services in person during the school day. Students electing the mySchool Online model will be able to receive their related services at their assigned school or virtually.
- **Specialized Instruction:** Elementary and secondary students being served in an ESE Center School choosing the brick and mortar model will receive specialized instruction during the school day as outlined on their IEP. Elementary and secondary students electing the mySchool Online model will be able to receive their specialized instruction by a certified ESE teacher virtually. mySchool Online students will also have access to an online skill remediation platform that provides individualized instruction and practice in addition the use of an online curriculum platform for students on Access Points.

Hospital Homebound Services

- Students receiving hospital homebound services will use the appropriate online curriculum platform. Students will have an IEP case manager at their assigned school as well as a teacher(s) for their enrolled courses. All teachers will maintain regular communication with students/families. Students will receive academic support and related services virtually as required by their IEP.
- **504 Plan Accommodations:** Universal accommodations are available with each of the online curriculum platforms being offered for elementary and secondary students. 504 teams from students' assigned schools will meet during the first semester to update plans for students enrolled in mySchool Online. Online teachers will ensure 504 Plans are followed and will maintain regular communication with students/families.

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.

The Okaloosa County School District is committed to providing a high quality education to all students. Every family has the option for their child to attend a brick and mortar school. All brick and mortar schools will be open five days a week for face-to-face instruction. Each school will follow their typical bell schedule. All learning options, including brick and mortar schools, will be open for all students beginning August 31, 2020.

The Okaloosa County School District will continue to collaborate with the Okaloosa County Health Department to establish and maintain appropriate health and wellness precautions.

Due to a tiered bus schedule, each school's schedule varies. The school's bell schedule is provided below:

School	Take-In	Dismissal
Elementary		
Antioch Elementary	8:45	3:14
Bluewater Elementary	8:50	3:20
Bob Sikes Elementary	7:30	2:00
Destin Elementary	8:25	2:55
Edge Elementary	8:20	2:50
Edwins Elementary	8:30	3:00
Eglin Elementary	8:15	2:45
Elliott Point Elementary	7:50	2:20
Florosa Elementary	9:00	3:20
Kenwood Elementary	8:40	3:10
Longwood Elementary	9:00	3:30
Mary Esther Elementary	8:30	3:00
Northwood Elementary	8:30	3:00
Plew Elementary	8:20	2:50
Riverside Elementary	8:45	3:15
Shalimar Elementary	7:50	2:20
Southside Primary	8:00	2:30
Walker Elementary	8:30	3:00
Wright Elementary	8:30	3:00
Middle School		
Bruner Middle S	7:45	2:29
Davidson Middle	7:00	1:40
Destin Middle	9:00	3:30
Meigs Middle	7:23	1:45
Okaloosa STEMM Academy	7:30	1:45
Pryor Middle	7:45	2:20

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Ruckel Middle	7:40	2:20
Shoal River Middle	7:55	2:45
High School		
Choctawhatchee High	7:00	1:57
Crestview High	7:00	1:55
Fort Walton Beach High	7:00	1:55
Niceville High	7:00	1:45
CHOICH High	7:05	1:35
Combination Schools		
Baker School	7:35	2:30
Laurel Hill School	7:20	2:15
Lewis School	7:30	2:05
N.W. Florida Ballet Academie	7:30	3:00
Richbourg School	8:00	2:00
Silver Sands School	7:55	2:30

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.

Title I

ELA Instruction: Based on review of 2019-20 mid-year data and August ELA iReady scale score, and/or retained 3rd grade students with a substantial reading deficiency (as identified in the OCSD Pupil Progression Plan/Reading Plan) are eligible for Title I remediation services. Students will be provided instruction at the school site by a Title I ELA Remediation Teacher through a pull-out or push-in blended learning model to provide students with individualized remediation of foundational skills in support of student success with on-grade level material in reading in order to support student learning gains. The following supplemental curriculum resources will be used:

- MaxScholar/iReady: Grades K-3
- iReady Reading: Grades 4-5

Students identified to receive ELA remediation will have a Progress Monitoring Plan (PMP) by the conclusion of 1st quarter. The PMP may be revised at any time and are updated quarterly.

Math Instruction: Based on review of 2019-20 mid-year data and August iReady Math scale score, K-5 students will be eligible for Title I Remediation services. Students will be provided instruction at the school site by a Title I Math Remediation teacher through a pull-out or push-in blended learning model to provide students with individualized remediation of foundational skills in support of student success with on-grade level material in reading and/or math in order to support student learning gains. The following supplemental curriculum resources will be used:

- iReady Math: Grades K-5

Students identified to receive math remediation will have a Progress Monitoring Plan (PMP) by the conclusion of 1st quarter. The PMP may be revised at any time and are updated quarterly.

Migrant Education

The district will provide phone-based language interpretation for any student or family as needed in order to communicate the arrangement of transportation and other services related to temporary housing or residency needs.

Students Who Are Homeless

A school determines a student's homeless status when the enrolling parent completes the Residency Form. The Title IX Department contacts families to determine specific needs and provide appropriate assistance. If a student was attending a school and is no longer residing in that school's zone, Title IX will arrange for transportation to the school of origin, if it is in the best interest of the child. Guidance counselors and the Homeless Liason consult with every 11th and 12th grade high school student who is identified as homeless or unaccompanied on higher education opportunities and provide homeless verification for FASFA.

Students in Foster Care

All services available by law to all students are available to foster students, in addition to free lunch benefits and transportation back to school of origin, if it is in the best interest of the foster child.

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.

State VPK Assessment

Students attending voluntary prekindergarten (VPK) programs are administered the State VPK assessment at three assessment periods during the year, assessing skills in both reading and mathematics. This progress monitoring assessment will be implemented in accordance with provided guidelines.

FLKRS: Star Early Literacy

Kindergarten students are administered the Star Early Literacy assessment within the first thirty instructional days of school. The data ascertained from this assessment assists teachers in identifying students with a substantial reading deficiency as well as identifying student skill gaps. Appropriate differentiated instruction can then be developed to remediate skill gaps. This progress monitoring assessment is available to all students, however mySchool Online and virtual students would have to be tested at the school site.

iReady

The iReady Diagnostic assessment will be used to measure student growth and performance in English Language Arts (ELA) and mathematics for students in grades K-8, to include Intensive Reading courses. The i-Ready Diagnostic assesses students' skills in reading and mathematics at the domain and sub-skill level and will be administered at three points during the year. This progress monitoring assessment is available to brick and mortar and mySchool Online students.

Achieve 3000

Achieve 3000 will be used to measure student performance in Intensive Reading (IR) classes in grades 9-12. These students will be monitored monthly using the FSA Goal Setter within the Achieve 3000 program. The FSA Goal Setter provides a Lexile reading level that allows teachers to observe a student's progress towards making learning gains on the FSA assessment. This progress monitoring method is available to brick and mortar students.

Study Island

The diagnostic assessment in Study Island will be used to measure the progression of standard mastery in grades 3-8. Students will take a diagnostic assessment twice a year. Ongoing progress monitoring occurs through the student's use of the program. Teachers use reports from Study Island to monitor standard mastery, plan, and differentiate instruction. This progress monitoring assessment is available to brick and mortar and mySchool Online students.

Quarterly Assessments

Quarterly Assessments are locally created assessments used in high school courses that do not have a digital monitoring method. Teachers in Algebra I use the pre/post assessments to obtain student knowledge of course standards and differentiate curriculum accordingly. Additionally, teachers use informal progress monitoring measures throughout each quarter. This progress monitoring assessment is available to all students.

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Semester Exams

Semester exams are used at the conclusion of each semester to officially progress monitor in English courses. Additionally, teachers use informal progress monitoring measures throughout each quarter. This progress monitoring assessment is available to all students.

The data ascertained from the above stated assessments will be used for monitoring purposes as well as determining and providing necessary interventions in accordance with Okaloosa County's Reading Plan, MTSS Manual, and Pupil Progression Plan.

Minimum Required Participation of Progress Monitoring Measures

Elementary			
Assessment	Subject	Grade	Number of Assessment Periods
State VPK Assessment	ELA, Math	VPK	3
FLKRS	ELA, Math (Early Numeracy)	K	1
iReady	ELA, Math	K-5	3
Study Island	Science	3-5	2

Middle School			
Assessment	Course	Grade	Number of Assessment Periods
iReady	ELA, Intensive Reading, Math, Intensive Math	6-8	3
Study Island	Science	6-8	2

High School		
Assessment	Course	Number of Assessment Periods
Semester Exams	English	2
Achieve 3000	Intensive Reading	Monthly
Quarterly Assessment	Algebra I	2 (pre/post)
Study Island	Biology	2

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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.

During the first quarter of the 2020-2021 school year, the district will work with ESE case managers to ensure the progress of each student with an IEP is assessed toward meeting their IEP goals and will compare the data with the last data point collected from the 2019-2020 school year. This work will begin the first week of school and will occur for both students choosing the traditional brick and mortar school or the mySchool Online option. ESE case managers will share this data with the ESE department to be used in problem solving.

IEP teams will reconvene to plan for additional supports for students found to have regressed in meeting their IEP goals. Student progress will continue to be monitored throughout the year and services will be adjusted as needed to assist students in meeting their goals.

Plan for Implementation of Assurance 5

- 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 will work with school-based ELL Committees to identify ELLs who may have regressed in English proficiency and/or academic achievement through regular progress monitoring (iReady Diagnostics for Grades K-8; subject area diagnostics and informal assessments in Grades 9-12) to ensure the appropriate interventions and supplemental instructional resources. Even though 2020 WIDA Access for ELLs test scores will be available in August, the school-based ELL Committee will review first nine-weeks progress prior to dismissing K-2 students who meet state criteria to exit the ESOL program. This measure will prevent the pre-mature exit of K-2 students who may have experienced regression during the time since the WIDA Access for ELLs assessment was administered. For Grades 3-12, returning ELLs will continue in the ESOL program, and ELL Committees will provide LAS Links testing as necessary to support any recommendation for ESOL exit. Additionally, former ELLs coded LF who have been dismissed from the ESOL program within the last two years will be monitored each quarter for indicators of any English language proficiency regression that would necessitate a recommendation for the student's re-entry into the ESOL program.

Specific ESOL plans by school level are provided below.

Elementary

New Enrollees: Based on Home Language Survey responses, new enrollees will complete LAS Links English Proficiency testing within the first 30 days of school. The test will be administered individually by a trained staff member.

K-2 Returning ESOL Students: All returning ESOL students in Grades K-2 will be reviewed for ESOL dismissal based on state-mandated criteria from 2020 WIDA ACCESS for ELLs test scores (Overall Score 4 or higher and Reading Score 4 or higher) and recommendation from the ELL Committee which includes at minimum the parent/guardian, teacher(s), and school counselor. The ELL Committee may meet in person or virtually. This review will ensure a consideration of any loss of English proficiency due

to the 2020 school closure and mandatory transition to online learning. Students who continue in the ESOL program must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of parents or other ELL Committee members.

Grades 3-5 Returning ESOL Students: All returning ESOL students in Grades 3-5 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: Instruction will be provided at the school by certified teachers through standards-based curriculum with appropriate lesson adaptation and ESOL instructional strategies according to the student's ELL Plan and specific needs based on English proficiency levels in speaking, listening, reading, and writing (inclusion method of instruction). Two elementary schools with high ELL populations will implement sheltered intensive language instruction for newcomer ELLs. The following supplemental curriculum resources are available for intensive literacy support:

- iReady Reading – Grades K-5
- MaxScholar – Grades K-3 – ELLs at beginning level English proficiency
- DuoLingo ABC

Home Language Support - Schools with 15 or more same language ELLs are allocated a bilingual ESOL interpreter to aid the classroom teacher with instructional support and to assist with interpretation for parent conferences as needed. School-based administrators develop and oversee the ESOL interpreter's schedule. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. ELLs will have access to a home language dictionary and/or content area glossary. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, and Remind.

Middle School

New Enrollees: Based on Home Language Survey responses, new enrollees will complete LAS Links English Proficiency testing within the first 30 days of school. The test will be administered individually by a trained staff member.

Grades 6-8 Returning ESOL Students: All returning ESOL students in Grades 6-8 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: Instruction will be provided at the school by certified teachers through standards-based curriculum with appropriate lesson adaptation and ESOL instructional strategies according to the student's ELL Plan and specific needs based on English proficiency levels in speaking, listening, reading, and writing (inclusion method of instruction). Two elementary schools with high ELL populations will implement sheltered intensive language instruction for newcomer ELLs. The following supplemental curriculum resources are available for intensive literacy support:

- ESL Reading Smart for ELLs in intensive reading
- Language Live for ELLs in Developmental Language Arts or English through ESOL courses
- DuLingo
- BrainPop ELL
- Home Language Dictionary and/or Content Area Glossary

Home Language Support: Schools with 15 or more same language ELLs are allocated a bilingual ESOL interpreter to aid the classroom teacher with instructional support and to assist with interpretation for parent conferences as needed. School-based administrators develop and oversee the ESOL interpreter's schedule. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. ELLs will have access to a home language dictionary and/or content area glossary. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, and Remind.

High School

New Enrollees: Based on Home Language Survey responses, new enrollees will complete LAS Links English Proficiency testing within the first 30 days of school. The test will be administered individually by a trained staff member.

Grades 9-12 Returning ESOL Students: All returning ESOL students in Grades 6-8 will continue in ESOL at their WIDA Tier Level as determined by 2020 WIDA ACCESS for ELLs assessment. No ESOL dismissals will be considered until further guidance is provided by the Florida Department of Education (FDOE).

ELL Plans and ELL Committees: ELL students must have an updated ELL Plan by September 30. The ELL Plan may be revised at any time thereafter upon request of the parents/guardians or other ELL Committee members. ELL Committees may be convened in person, over the phone, or through a virtual platform such as Zoom or Google Meets as needed. Electronic signatures will be accepted for required documents for parents/guardians who are not available to attend meetings in person.

Instruction: Instruction will be provided at the school by certified teachers through standards-based curriculum with appropriate lesson adaptation and ESOL instructional strategies according to the student's ELL Plan and specific needs based on English proficiency levels in speaking, listening, reading, and writing (inclusion method of instruction). Two elementary schools with high ELL populations will implement sheltered intensive language instruction for newcomer ELLs. The following supplemental curriculum resources are available for intensive literacy support:

- ESL Reading Smart for ELLs in intensive reading
- Language Live for ELLs in Developmental Language Arts or English through ESOL courses
- DuLingo
- Inside the USA for ELLs in Developmental Language Arts or English through ESOL courses

- Home Language Dictionary and/or Content Area Glossary

Home Language Support: Schools with 15 or more same language ELLs are allocated a bilingual ESOL interpreter to aid the classroom teacher with instructional support and to assist with interpretation for parent conferences as needed. School-based administrators develop and oversee the ESOL interpreter's schedule. Language Line Solutions, a phone-based interpretation system, is used to support families of low-incidence languages or when an ESOL interpreter is not available. ELLs will have access to a home language dictionary and/or content area glossary. Other translation and interpretation tools may include Google Translate, Microsoft Translator, Talking Points, and Remind.

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
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Date submitted
August 21, 2020
Superintendent Signature (or authorized representative)
