



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Flagler Schools

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: __ __

To meet the needs of all Flagler students and families, when Flagler Schools opens on August 24, 2020 we will offer three instructional choices for students. Parents are currently notifying the schools of their choices. All three choices are available at the elementary, middle, and high school levels. There are no DJJ or alternative schools in Flagler County.

Option #1: Face-to-face on-campus traditional instruction five days a week at all five elementary, two middle, two high schools, and one charter school

Option #2: Virtual asynchronous instruction through iFlagler, Flagler's franchise of FLVS

Option #3: Remote synchronous instruction for students to follow their daily class schedule and participate in traditional classes over the Internet while at home (Flagler's Innovative Learning Environment)

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#1 Option: Traditional (Synchronous)	#2 Option: Virtual through iFlagler (franchise of FLVS) (Asynchronous)	#3 Option: Remote Innovative Learning Environment (Synchronous)
Face-to-face on-campus traditional instruction 5 days a week following daily schedule, state standards, common district curriculum maps, common district pacing guides, and common district assessments	Some live lessons, but students work according to their own schedules as long as they maintain required pace. iFlagler teachers regularly communicate with and assist students	Remote synchronous instruction 5 days a week using the district learning management system following same daily schedule, state standards, common district curriculum maps, common district pacing guides, and common district assessments as face-to-face traditional model
Students and teachers on-campus	Students home/ Teachers on campus	Students home/ Teachers on campus
Students adhere to Flagler Schools safety guidelines while on-campus	Students adhere to Flagler Schools safety guidelines while on-campus for pre-arranged activities and services	Students adhere to Flagler Schools safety guidelines while on-campus for pre-arranged activities and services
State and national assessments on campus	State and national assessments on campus	State and national assessments on campus
Traditional school-based teacher	iFlagler local teacher	Traditional school-based teacher located at student's school of enrollment and instruction
Attendance taken daily	Attendance taken weekly which reflects enough work to reflect regular engagement	Attendance taken daily
Students follow daily schedule	Students work independently, but engage in designated Zoom sessions with teachers and peers, and designated phone conversations with teachers	Students follow synchronous daily schedule
Students actively engaged in face-to-face classes	Students engaged in classes through independent work and interactions with teachers using FLVS learning	Students actively engaged in synchronous classes using the district learning management systems and district-issue device

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	management system and district-issued device		
Ability for students to interact with their teachers and peers	Ability for students to interact with their teachers and limited opportunities to interact with peers	Ability for students to interact with their teachers and peers	
Identified special services provided face-to-face on campus	Identified special services provided face-to-face on campus of home-zoned school or iFlagler offices or using virtual platforms as appropriate	Identified special services provided face-to-face on campus of home-zoned school or using virtual platforms as appropriate	
Opportunity for students to participate in appropriate on-campus activities	Opportunity for students to participate in appropriate on-campus activities	Opportunity for students to participate in appropriate on-campus activities	
Opportunity for students to participate in after-school tutoring	Opportunity for students to participate in after-school tutoring through online conferencing platform	Opportunity for students to participate in after-school tutoring through online conferencing platform	
Option to enroll in iFlagler Virtual at end of first 2020 semester	Option to return to school at end of first 2020 semester	Option to return to school at end of first 2020 semester (exceptions will be made if necessary for student success)	
Breakfast provided to all students and lunch provided to students who qualify for FRL	Lunch provided at central location for parent/student pick-up to students who qualify for FRL	Lunch provided at central location for parent/student pick-up to students who qualify for FRL	
District-issued device (either iPad or MacBook depending on grade)	District-issued device MacBook and "hot spot" for Internet connectivity if needed	District-issued device (either iPad or MacBook depending on grade) and "hot spot" for Internet connectivity if needed	
School of instruction and enrollment	School of instruction and enrollment	School of instruction and enrollment remains the traditional home-zoned or choice school	

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Flagler Schools' Innovative Learning Model Details:

The district's remote synchronous innovative model will allow K-12 students the option of staying connected to their brick-and-mortar schools by participating in remote instruction that mirrors traditional instruction. Teachers of remote students will teach from their brick-and-mortar classrooms using Zoom as the teleconferencing tool, and Schoology or Seesaw as the learning management systems. Teaching from their brick-and-mortar classrooms enables teachers to continue to collaborate with their colleagues to ensure alignment with like-courses and grade levels. Books, iPads or MacBooks, and needed materials will be distributed through a parent pick-up procedure.

Students in the remote synchronous innovation learning model will participate in all regular progress monitoring, required local assessments, and state assessments. At the high school level, they will be given the option of participating in PSAT, ACT, and SAT assessments.

Remote students will have the opportunity to participate in after-school tutoring to ensure adequate progress and the opportunity to return to the traditional school if it is determined by parents that the remote option is not meeting their needs.

Students with unique needs (those with IEPs, EPs, or 504 plans; students in foster care and/or homeless; and students in low-income families) who opt for the remote live option will receive services either virtually or face-to-face at their home-zoned schools, as determined in collaboration with parents and school teams.

Each school will call its remote synchronous innovative model by the name of the school mascot along with the word "live." (e.g., Bulldogs Live, Panthers Live)

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: _____

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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 Flagler’s elementary, middle, and high brick-and-mortar schools will reopen on August 24, 2020 for five days of face-to-face instruction subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. All schools will follow local health department and CDC safety guidelines.

School Schedules

	Time
Elementary	9:00 a.m. – 3:30 p.m. 9:10 a.m. – 3:40 p.m. 8:55 a.m. – 3:25 p.m.
Middle	7:25 a.m. – 1:40 p.m. 7:30 a.m. – 1:40 p.m.
High	8:00 a.m. – 2:15 p.m.

	Number of Instructional Days	Number of Instructional Hours
Elementary	179	909.9
Middle	179	984.5
High	179	963.6

To accommodate one-way hallways at the high schools to increase safety, the high school bell schedule will reflect additional passing time, if necessary.

Faculty and staff will receive training during the week before students return to school on August 24, 2020 so they are prepared to implement the safety guidelines described in the below chart:



RETURN TO SCHOOL GUIDE

RETURN TO EDUCATING AND LEARNING IN A SAFE AND HEALTHY WAY

Flagler Schools provides this information to help parents/guardians make the decision regarding sending their student(s) back to school on August 24, 2020. Our plan is to have our schools open and following our traditional bell schedules and school calendar. If conditions require campus closures, our plan will change.

A variety of safety measures are being implemented to decrease the possible spread of Coronavirus on our campuses. However, our schools were made for social interaction, not social distancing. Schools are designed to bring people together, creating shared learning spaces. We want our teachers to connect with students in-person, empower our students to collaborate, and increase the value of a shared educational journey. This creates a considerable challenge, which will require us all (students, parents, educators, and other school district employees) to work together to keep each other safe and healthy.



COMING TO SCHOOL

- Prior to sending your child to a bus stop or school, the parent/guardian will conduct a daily health screening.
- Schools are developing new procedures for pickup & drop off that limits the number of students gathering in one location.
- **(updated 7/14/20)** Face coverings required when social distancing is not feasible. (See *Are Face Coverings Required?* section for more details.)
- Hand sanitizer will be available on all buses.
- Buses will be disinfected daily.

COMMON AREAS

- Hallway traffic will be one way, where feasible, with directions visibly posted.
- Hand sanitizing stations will be available in hallways and common areas.
- Students are discouraged from gathering in common areas.
- The number of students in restrooms will be limited.
- Restrooms will be routinely disinfected throughout the day.
- Common touch points will be cleaned throughout the day.

ARE FACE COVERINGS REQUIRED?



- **(updated 7/14/20)** Face coverings (when social distancing is not feasible)
 - Required for all staff and visitors.
 - Required for students in 3rd grade and up.
 - Strongly encouraged for students in grades Pre-K through 2nd.
- **(updated 7/14/20)** Individuals with an underlying health condition which prevents them from wearing a face covering would be medically exempt.
- **(updated 7/14/20)** While individuals are encouraged to bring their own face covering, one will be provided to them when needed.



SCHOOL CLINICS

- All clinics are staffed by RNs or LPNs.
- Clinic Staff will wear personal protective equipment as appropriate for the treatment or screening being administered.
- Enhanced sanitation will occur after each student visit.
- Designated areas for parent pick-up due to COVID-19 symptoms and other reasons of concern will be established.
- Those entering clinics must wear face coverings, unless not viable medically.
- Procedures are being implemented to separate symptomatic individuals from standard clinic operations.

MEDICALLY VULNERABLE

- All medically vulnerable students & those students who live with medically vulnerable family members should consult with their family doctor & develop a medical care plan to facilitate the student's safe participation in school.
- For medically vulnerable students who come to school, medical care plans will be enhanced with additional guidance pertinent to COVID-19.

STUDENTS WITH DISABILITIES



- Individual Education Plans and Medical Care Plans outline supports for your child.
- If you have additional concerns, contact your healthcare provider to discuss. After this consultation, collaborate with your school to develop the appropriate medical care plan for your child.
- Supports and accommodations will continue to be captured through your child's Individual Education Plan. If adjustments are necessary, your child's school-based IEP team will work with you to facilitate necessary changes.

THIS PLAN MAY CHANGE AS STATE, LOCAL, AND CDC GUIDELINES ARE UPDATED

RETURN TO EDUCATING AND LEARNING IN A SAFE AND HEALTHY WAY



CAFETERIA

- Every effort will be made to maximize the distance between students.
- Hand sanitizer stations will be available at the entryway.
- The menu will be simplified to serve wrapped food items.
- There will not be self-service bars.
- We will use pre-packaged cutlery & disposable trays.
- Food service workers will wear face coverings.
- Student IDs will be scanned, eliminating the need to manually enter their numbers.
- **(updated 7/14/20)** Each school has increased outdoor eating areas to help accommodate social distancing.

GROUP SPACES

- **(updated 7/14/20)** Face coverings required when social distancing is not feasible. (See *Are Face Coverings Required?* section for more details.)
- Gym equipment will be disinfected after each use.
- Hand sanitizer stations will be available in the gym, locker rooms, and fine arts areas.
- Non-contact sports will be utilized in physical education classes.
- The fine arts rooms will be arranged to maximize physical distancing.
- Protocols for disinfecting instruments will be implemented.
- In Pre-K through 6, recess will be designed to minimize physical contact between students.

EXTRACURRICULAR



- Athletes will be screened & their temperature checked before each practice/event.
- Locker rooms will be sanitized after each practice/event.
- Equipment will be sanitized after each practice/event.
- **(updated 7/28/20)** Flagler Schools and the FHSAA have postponed the official start of Fall sports until further notice. School and District Administration will continue to reevaluate this decision on a regular basis.



CLASSROOMS

- Every effort will be made to space seating as much as possible, in accordance to CDC recommendations.
- Hand sanitizer will be available in all classrooms.
- Classrooms will be sanitized and surfaces disinfected daily.
- Elementary cohorts of students will remain together throughout the day, reducing the number of student interactions.
- The sharing of classroom materials will be limited.
- Non-essential items will be removed prior to the start of the school year to help accommodate social distancing.

COVID-19 RESPONSE

- If an individual is confirmed positive for COVID-19, he/she will not return to work or school until cleared by a physician with a doctor's note reflecting the day of return.
- If an individual is confirmed positive for COVID-19, the Health Department will be notified and contact tracing conducted by the Health Department.
- In consultation with the Health Department, a decision will be made regarding which individuals should quarantine and for how many days.
- Students who test positive or who are sent home to quarantine due to exposure will be provided a plan for learning while under quarantine.

OTHER PREPARATIONS



- The district has purchased large quantities of hand sanitizer, hand sanitizing dispensers, & stations for all schools.
- Disinfecting machines for classrooms, buses, and public spaces have been purchased and will be used by trained staff.
- **(updated 7/14/20)** Signage encouraging hand washing, wearing face coverings, social distancing, & staying home when sick will be prevalent.
- The district will continue to build up its supplies of PPE (personal protective equipment).
- Field trips will not be allowed until further notice.
- Plans for open houses and meet-and-greets are currently under development.
- Non-essential guests will not be permitted on campus until further notice.



THIS PLAN MAY CHANGE AS STATE, LOCAL, AND CDC GUIDELINES ARE UPDATED

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.

Flagler Schools will provide five day face-to-face instruction for all students, thus maintaining the opportunity for families who wish to educate their children in a brick and mortar school 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.

Support services will be provided, as needed, based on individual student needs as identified by the classroom teacher, MTSS plan, ELL instructional plan, ELL committee, and/or ESSA educational determination plan.

The district will maintain all areas of the Foster Care MOU to support the educational stability, seamless transition between schools, school readiness, and full participation in the school experience, including transportation to the school of origin as determined by the ESSA educational determination committee. Support will include coordination of services for onsite, remote, and/or virtual learning.

The district will maintain support for homeless and unaccompanied homeless youth by providing for educational stability, seamless transition between schools, school readiness, and full participation in the school experience, including transportation to the school of origin. Support will include coordination of services for onsite, remote, and/or virtual learning.

The district will maintain support for ELL students by providing for educational stability, seamless transition between schools, school readiness, and full participation in the school experience, including coordination of services for onsite, remote, or virtual learning. Instructional services will include continuous progress monitoring, instruction from an ESOL endorsed or certified teacher, and provision of ELL instructional strategies and scaffolded supports for meeting the needs of English language learners in all content areas.

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.

Schedule and process for administering local progress monitoring assessments:

Flagler Schools has utilized several tools to aid teachers in progress monitoring student learning. This system will continue for the 2020-21 school year with the following provisions for the synchronous innovative learning environment:

- Students who participate in traditional instruction will take all appropriate progress monitoring at their school. Flagler Schools students have a district-issued device for testing and instructional material access. Teachers will coordinate with their literacy coaches and school-based administration to determine when students will test within the district-set administration window.
- Students who participate in synchronous remote instruction will take all appropriate progress monitoring at their school. Students at Flagler Schools have a district-issued device for testing, instructional material access, and synchronous participation with teachers and peers. School staff will coordinate with parents and students to ensure there is access to these assessments and a within their normal, district-set administration window and will develop a procedure.
- Students who attend asynchronous instruction through iFlagler will use already-embedded progress monitoring tools within each course.

The following tools will be used for progress monitoring:

- Reading (ES/MS) – iReady Diagnostic
- Reading (HS) – Renaissance Star
- Non-EOC Mathematics (ES/MS) – iReady Diagnostic
- EOC Mathematics (MS/HS) – District created progress monitoring (PM) assessments

Assessment tools used by school and grade level:

All students in the following grade levels or subject areas will take the progress monitoring tools listed below if they are utilizing synchronous instruction models (traditional and remote):

Grades K-8 (Belle Terre ES, Bunnell ES, Old Kings ES, Rymfire ES, Lewis E. Wadsworth ES, Buddy Taylor MS, Indian Trails MS, iFlagler)

- Reading – iReady Diagnostic (3 times per year, Fall / Winter / Spring)
- Non-EOC Mathematics – iReady Diagnostic (3 times per year, Fall / Winter / Spring)

Grades 9-10 (Flagler-Palm Coast HS, Matanzas HS)

- Reading – Renaissance Star Assessments (2 times per year, start of course / mid-course)

EOC Mathematics (Buddy Taylor MS, Indian Trails MS, Flagler-Palm Coast HS, Matanzas HS)

- Algebra 1 / Geometry – District created PM assessments (2 times per year, start of course / mid-course)

How the data are used to determine if adequate progress is made:

Adequate progress is determined by the following:

- iReady - student relative placement is on or above grade level by mid-course.
- Renaissance Star – student grade-level equivalent is on or above grade level by mid-course.
- District PM Assessments – students earn an unweighted average score of 70% or higher by mid-course.

How intervention and tiered support are deployed:

Intervention and tiered support for students who are not making adequate progress, as described above, will follow Flagler Schools' multi-tiered system of supports and Flagler Schools' Reading Plan.

Students who are not making adequate progress are identified using a combination of progress monitoring and state assessment data. At the start of school after performance data analysis, students are placed into an MTSS tier as follows:

- one year below grade level have their academic needs addressed within core instruction (Tier 1),
- two years below grade level receive targeted intervention (Tier 2), and
- three or more years below grade level receive intensive intervention (Tier 3).

In general, the supports and practices for each tier are outlined below. There may be additional supports, strategies, or practices in use on a case-by-case basis.

Tier 1 is core instruction (provided by the classroom teacher) that

- is standards-aligned
- builds background and content knowledge, motivation
- provides print rich, systematic, scaffolded, and differentiated instruction
- incorporates writing in response to reading
- includes accommodations (IEP, ESOL or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities

Tier 1 instruction and Tier 2 interventions (provided by the classroom teacher and/or personnel)

- are standards-aligned
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students
- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive interventions (provided by an additional, highly qualified certified teacher)

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

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- additional time allotted is in addition to core instruction and tier 2 interventions

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 district will work with its IEP Team in order to support them in determining needed services, including compensatory services, for students with disabilities. IEP Team will review student services and accommodations on current IEP plans, determine if substantial regression has occurred through progress monitoring, and adjust the incoming IEP to reflect needed services and accommodations moving forward. If it is determined that additional services in the form of compensatory services are needed, the Team will note such additional services in the IEP.

Parents/guardians of students with disabilities may choose one of three options offered by Flagler School District. A face to face traditional setting, a virtual setting through the district FLVS franchise of iFlagler, or via our synchronous remote setting. Staffing Specialists will work with families and School based ESE administrators to determine if there is an identified need to reconvene prior to determining the appropriate educational setting for the 2020-21 school year. Requests for virtual or synchronous remote learning will be reviewed by the student's 504 or IEP team to determine if the model preferred by the family is an appropriate option for the student and to discuss Flagler School District's offer of a free and appropriate public education (FAPE).

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.

Flagler schools will review all WIDA Access 2.0 spring 2020 assessment data, annual extension of services assessment data using the IPT (listening, speaking, reading, and writing), and beginning of the year progress monitoring data in order to determine individual student needs and any regression and/or remediation needs. Students will be provided core instruction with ELL strategies from an ESOL endorsed or certified teacher and Tier 2/Tier 3 supports as identified through progress monitoring and MTSS/ELL Committee meetings. Students will also be provided an opportunity to participate in after school tutoring onsite and virtually through Titles I and III.

The District ESOL staff will provide technical assistance to schools to support annual extension of services assessments, transition between schools, progress monitoring data review, and instructional supports. The District will provide teachers with the ELLevation online platform to support data review, progress monitoring, and access to instructional strategies to support English Language Learners.

ELLevation's Instructional Strategies is a resource of effective classroom activities for content teachers to use throughout instruction to improve language acquisition and content learning. This framework organizes the activities into six instructional practices for meeting the needs of English language learners: building background, clarifying input, fortifying output, fostering interaction, developing academic language, and assessing language and learning. Based on accepted best practices, available activities are organized into a meaningful framework of practices and strategies that resemble a common lesson cycle and guide teachers on how to teach a classroom of linguistically diverse students. Activities allow teachers to put strategies into action, helping students to focus on particular language skills while engaging with subject-area content.

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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
7/28/2020
Superintendent Signature (or authorized representative)
