



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Santa Rosa County

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: [Pages 2-3](#)

Santa Rosa County will delay the start of school for two weeks. Teachers will report on August 17, 2020 and students will report August 24, 2020. A revised calendar will be developed to provide the required 900 hours of instruction for all students.

We will provide the following choice options for students and parents for attendance at elementary, middle, high, combination, and alternative schools:

1. **Brick and Mortar** schedule following the regular bell schedules and revised board approved school calendar for pre-kindergarten, elementary, middle, high, combination, alternative, and DJJ education programs 5 days per week.. All instructional opportunities found in the Student Progression Plan will be available. **This selection requires a 1 semester commitment unless it is determined by a school principal, our MTSS process, an IEP Team, a 504 Team, or an ESOL Team that academic progress of a student would improve on another learning option.**

Infused in the regular Brick and Mortar instruction will be digital learning days for all students. Students will attend as normal, but teachers will deliver instruction through digital resources. The district's schools will provide COVID 19 precautions as feasible and will partner with our local Department of Health as we develop safety practices and policies.

2. Remote Learning Option following the regular bell schedules and revised board approved school calendar for pre-kindergarten, elementary, middle, high, combination, alternative, and DJJ education programs 5 days per week. This Remote option will provide teachers from a student's zoned school and the using the curriculum content from Florida Virtual School (FLVS) along with their Educator instructional Learning Management System. (LMS) For courses not available from FLVS, teachers will develop their own remote curriculum when possible. **This selection requires a 1 semester commitment unless it is determined by a school principal, our MTSS process, an IEP Team, a 504 Team, or an ESOL Team that academic progress of a student would improve on another learning option.**

Below is a list of key components of our Remote learning Option plan.

Remote Learning Orientation

- Parents of Remote Learning students will be expected to attend a Remote Learning Orientation.
- The orientation should be administered virtually through Microsoft Teams and should review information found in the remaining slides of this document.
- The orientation will allow an opportunity for parents to test and ensure their device can connect to Microsoft Teams and the FLVS website.
- Parents needing troubleshooting with their devices may need to bring them to their school for assistance.

Live Instruction

- SRCSD teachers will use Microsoft Teams to connect with students daily for live instruction.
- Teachers are expected to provide remote instruction **from their Brick and Mortar school site**. Telework is not permitted.
- This instruction will not be synchronous with face-to-face classes except when approved by the school administrator.
- Students are expected to log into Teams at the scheduled time to be counted as present for the class.
- Teachers can use a combination of webcam and screen sharing to facilitate instruction.

Curriculum

- FLVS is the curriculum to be used in grades 1-12, when coursework is available.
- Kindergarten will use K-12 Curriculum which comes with kits and materials
- Courses that do not have a companion in FLVS will use an alternate curriculum
- Teachers should sequence instructional topics in remote learning to mirror their brick & mortar instruction.
- The Remote Learning classroom will run as much as possible like the Brick and Mortar classroom with the same rigor and high expectations for learning and student performance with the understanding that the Remote Learning Teacher sets the tone or climate of the classroom.
- AP courses with an online curriculum can be taught remotely. If the AP course does not have an online curriculum, the AP teacher will use their Brick and Mortar curriculum. The class will be taught remotely. If a remote section is not feasible and the teacher is willing, the course can be taught synchronously with live Brick and Mortar instruction.

Classroom Management and Behavioral Expectations

- Good, frequent communication between the Remote Learning Teacher and the parent/learning coach is of essential importance.
- Should the Remote Learning Teacher have concerns related to a parent/learning coach not engaging with the teacher, not attending online lessons, not completing, work, etc., he/she should first talk to the parent/learning coach about their concerns and then talk to their administrator if improvement is not seen.
- Inappropriate behavior in remote learning settings will be addressed by parent contact accompanied with a referral. For secondary students, future violations of expectations will result in a "Ripple Effects" assignment that addresses their specific behavior.
- Zero-tolerance violations will be referred to the district for a disciplinary hearing.

2020-21 Florida's Optional Innovative Reopening Plan

PE/Electives

- In elementary, students will receive PE instruction from their Remote Learning teacher. The teacher will give assignments through the FLVS PE curriculum.
- For secondary, students will have a dedicated instructor as long as the course is offered remotely. The offering of elective courses is dependent on the number of students enrolled for the course. Some electives offered in our Brick and Mortar schools will not be able to be offered through remote learning.
- Remote students may participate in co-curricular courses such as band, ROTC, chorus. They must attend the course remotely (if offered) OR Brick and Mortar if it is not offered remotely.

Assessment

- Kindergarten students will be assessed at the school site for FLKRS during the start of the school year and for progress monitoring assessments throughout the year.
- For grades 1-12, all progress monitoring assessments will be taken remotely.
- Elementary students who attended Summer School in July must be assessed first so that data may be reported to the state.
- State testing and certain diagnostic tests will be facilitated at school sites only.

Elementary Intervention

- Tier 2 Intervention – 15 minutes 3 times per week minimum to 30 minutes 5 times per week
- Delivered by the Remote Learning Teacher, Paraprofessional, or UWF Tutor
- Tier 3 Intervention – 15 minutes 3 times per week of Tier 2 **and** 30 minutes 5 times per week of Tier 3
- Delivered by Reading-Endorsed Teacher
- Gifted Enrichment Services
- Delivered by Gifted Teacher
- ESE services Delivered by ESE Personnel based on ESE Reopening Plan (found on the ESE website)

Secondary Intervention

- Teachers will deliver interventions in accordance with the district's Literacy Plan and/or the MTSS Plan.
- Gifted Enrichment Services
- Delivered by Gifted Teacher
- ESE services
- Delivered by ESE Personnel based on ESE Reopening Plan (found on the [ESE website](#))

Attendance

- Teachers will take attendance at the beginning of each online class.
- Students who are not present for the first period class will be marked excused or unexcused based upon the same excused/unexcused criteria in the Student Progression Plan.
- If a student arrives to the session late for the first class of the day, the student will be marked with an excused/unexcused late-to-school.
- If a student who was marked present in the first session of the day is not present for subsequent sessions, the student will be marked with either an excused/unexcused early checkout.
- Three accumulations of unexcused late-to-schools or early checkouts will convert to one unexcused absence on the day of the third accumulation just as in the Brick and Mortar classroom.
- Truancy and Attendance policies as stated in the Student Code of Conduct are in place just as they are in the Brick and Mortar classroom.
- Parents seeking an excused absence should contact their school within 3 days of an absence.

Student Services

- Mental health supports will be available for students who are receiving their education in a remote learning environment. Certified School Counselors/Guidance Department should be contacted for any student concerns. If you feel at any time that a student is in crisis, please contact your school administrator immediately.

CDAC Behavioral Health Services

- If a student received services last school year, contact the school counselor for follow-services as necessary.
- If you need to refer a new student for CDAC services, contact your school counselor.
- Students at the secondary level can self-refer. If CDAC support is requested by a student, please contact your school counselor immediately for referral.
- Remote teachers can reach out to the CDAC counselor assigned to their school to assist in providing wellness tips and strategies for students.
- Once a student is referred for services, the CDAC counselor will initiate the referral process and services remotely.

Military Family Life Counselor Services

- MFLC counselors will be available to provide telephonic/telehealth services to students in military families.
- If MFLC services are requested by parents or students, please contact the MFLC Counselor assigned to your school or reach out to the school counselor.
- Remote teachers can reach out to the MFLC counselor assigned to their school to assist in providing wellness tips and strategies for students.

3. **Full-Time Virtual** through our three state approved providers: FLVS, Pearson's Connection Academy, and K-12 Fuel Education. These providers cover grades K-12 and offer adequate coursework for a large percentage of our students' needs. The students will be required to make this election for one semester at a time. The full-time virtual school will follow the same school calendar as our brick and mortar schools. **This selection requires a 1 semester commitment unless it is determined by a school principal, our MTSS process, an IEP Team, a 504 Team, or an ESOL Team that academic progress of a student would improve on another learning option.**

4. Home Education, Charter School, or Private School

A detailed look at our full re-opening plan can be found at:

<https://tinyurl.com/reopeningplan2020>

2020-21 Florida's Optional Innovative Reopening Plan

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: [Page 9](#)

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: [Page 10](#)

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: [Page 11](#)

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: [Page 12](#)

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: [Page 13](#)

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.

Santa Rosa County will provide three public options for families for the 2020-21 school year. Those options detailed in the Proposed Innovative Model description above.

School will begin August 17th for staff and on August 24th for all students. A revised calendar providing at least 900 hours of instruction for all students will be developed based on this start date.

Santa Rosa County School District operates on a three-tier bus system that provides for all student school days to last the same amount of time. Each student school day is currently 374 minutes from start to finish. This school allows 318 instructional minutes per day for grades K-5 and 313 instructional minutes per day for grades 6-12.

2020-21 Florida's Optional Innovative Reopening Plan

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.

As detailed for Assurance 1, all families will have the option to attend in-person classes at a brick and mortar school 5 days a week.

Santa Rosa County provides a robust MTSS process that monitors student academic performance in several ways. Additional supports are provided to students in Tier 2 and Tier 3 as specified in our MTSS plan. A link to that plan can be found in Assurance 3. This process will be applied to all students regardless of the method of instruction.

ESE, 504, and ELL students are served in accordance with all applicable state and federal laws. Links to those plans can be found in Assurances 4 and 5. These services will be delivered to all students regardless of instructional method.

In addition, services will be provided to students from low-income families, students of migrant workers, students who are homeless, and students in foster care through existing district grants and programs. These programs and grants include but are not limited to:

Low income Families- These families will be served through various programs and staff funded by our federal Improving the Academic Achievement of the Disadvantaged, Title I, Part A grant.

Migrant Worker Families- These families will be served by our federal English Language Learners, Title III, Part A programs and staff. If these families also qualify in one of the other categories, the appropriate connections will be made to provide all necessary services.

Homeless Families- These families will be served through our federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Title IX grant as well as any existing local services. Our Director of Federal programs has a staff set aside to connect with these families and determine what specific services are needed.

Foster Care Families- These families will be served by staff within our Student Services Department, Federal Programs, and the Grade Level Directors. Coordination of the necessary services will be the responsibility of the Student Services department.

For information of how required services will be delivered to those families choosing the Remote or Full-Time Virtual, link to the document below.

<https://tinyurl.com/srcFamilyGuide>

This document is being updated for 2020-21 and the new document will be posted after board approval.

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.

The Santa Rosa County School District has a robust and well developed MTSS program which includes progress monitoring. The district uses Renaissance STAR assessments for Reading and Math. We use Performance Matters Unify assessments for Science and Social Studies.

The district School Improvement Calendar indicates the dates of all MTSS trainings, meetings, assessments, and schedules. This calendar may be accessed using the link: <https://tinyurl.com/2021ciCalendar>

The school district MTSS processes may be accessed using the link:
Elementary MTSS Guidelines: <https://tinyurl.com/srcElemMTSS>
MS MTSS Guidelines: <https://tinyurl.com/srcMiddleMTSS>
HS MTSS Guidelines: <https://tinyurl.com/srcHighMTSS>

The MTSS Flowchart may be accessed using the link: <https://tinyurl.com/srcFlowchart>

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.

Parents/Guardians will make the selection for their students learning option. The Santa Rosa County School District will work with IEP teams to determine the appropriate services and placements for all students with disabilities regardless of the learning option chosen.

For ESE students in Brick and Mortar schools, we will follow our Department of Education approved ESE Policies and Procedures Manual. The document can be accessed using the link:

<https://tinyurl.com/eseBrickMortar>

For ESE students choosing the Remote Learning Option, the Remote ESE teacher will work with the Remote content teacher to support instruction. A plan to deliver these services can be found below in the ESE portion of the Instructional Continuity Plan:

<https://tinyurl.com/ContinuityParentGuide>

<https://tinyurl.com/ContinuityPlanOverview>

For ESE students who are medically fragile or need virtual ACCESS courses, the ESE department will use provide a digital instructional model. Parents will work One on one with the ESE department to set this up.

For ESE students in Full-time Virtual school, an ESE teacher will work with the content teacher to support instruction and provide accommodations in accordance with the IEP and the ESE Policies and Procedures Manual.

The ESE department and teachers will work with Parents/Guardians to determine if compensatory services are necessary to offset student regression due the COVID crisis. The MTSS process will aide in this determination as beginning of the year progress monitoring and diagnostic assessments are administered.

2020-21 Florida's Optional Innovative Reopening Plan

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.

For ELL students in Brick and Mortar schools, we will follow our Department of Education approved ELL Learners Plan. The document can be accessed using the link:

<https://tinyurl.com/srcELLplan>

For ELL students choosing the Remote Learning Option, the Remote ELL teacher will work with the Remote content teacher to support instruction. A plan to deliver these services can be found below in the ELL portion of the Instructional Continuity Plan:

<https://tinyurl.com/srcESOLplan>

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
William S. Emerson, Assistant Superintendent for Curriculum, Instruction, and Assessment
Contact information: email, phone number
EmersonW@santarosa.k12.fl.us , 850-983-5040
Date submitted
July 30, 2020
Superintendent Signature (or authorized representative)
