



FLORIDA DEPARTMENT OF
EDUCATION
fldoc.org



2020-21 Florida's Optional Innovative Reopening Plan

[Wakulla]

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 **Wakulla 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: _____

Wakulla County School District is pleased to be able to provide options for their students for the 2020/2021 school year. The District will follow the school calendar as seen in Assurance 1. Teachers will return to work on Thursday, August 6, 2020. Students will return on Thursday, August 13, 2020.

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

2020-21 Florida's Optional Innovative Reopening Plan

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.

This plan was developed considering ever-changing circumstances and guidance from community health partners and safety and risk management professionals. It is a dynamic plan which we will modify when the need arises. The reopening plan and safety guidelines are available on the district website at wakullaschooldistrict.org. The plan includes information about what returning to school will look like and what protocol are in place for student safety while reopening during the COVID-19 pandemic.

Our district has created this parent guide which outlines the district educational options families can choose from for the 2020-2021 school year: Traditional Classroom Instruction at their school's site and distance learning through Wakulla's Innovative Educational Approach program. The new Wakulla Innovative Educational Approach program is focused on remote learning for K-12 students. The information below can all be found in the School Reopening Plan.

Three options:

- Option 1: The Wakulla Innovative Educational Approach-specialized instruction five days per week, through video conferencing, one-on-one meetings for instruction between teacher and student without exposure to other individuals, asynchronous instruction with the same curriculum and pacing guide as in-person instruction, and the ability to interact with teachers and peers. Students choosing this option will be able to participate in all co-curricular and extra-curricular opportunities provided by their enrolled school. Students will also be able to seamlessly transition from this option to face-to-face due to the following the same pacing schedule, curriculum maps and school calendar as brick/mortar students.
- Option 2: Face-to Face instruction at an assigned school-all brick and mortar schools are open five days per week for all students.
- Option 3: Virtual Learning through an approved virtual provider.

Option 1: The Wakulla Innovative Educational Approach

- Distance Learning students will be placed in Wakulla County's Innovative Education program upon receipt of the distance learning agreement and will maintain enrollment in their brick and mortar schools;
- Distance Learning students will attend school online following Wakulla County Schools weekly pacing, they will follow a standard school schedule, will use their school site as a touch stone and may participate in school extracurriculars and events.
- Teachers will teach asynchronously with students utilizing the district learning management system Canvas;
- Electronic devices will be available for students by contacting the Wakulla County Schools District Office, if needed.
- Distance Learning courses are designed to ensure standards and pacing matches the traditional classroom setting;
- The course offerings will cover those required for student progression.
- Student progress monitoring will mirror that of face-to-face instruction

What's Expected of Students Who Choose the Innovate Option

- All students will be expected to complete and submit assignments as determined by the assigned teacher;
- All students will follow the assessment calendar and participate in all local and state assessments;
- Each week, students are expected to complete course content and engage in virtual instruction within the designated schedule and pacing;
- All students will be expected to demonstrate responsible attendance, log in, and attend to class content and assignments;
- Students will access their curriculum and assignments via the Canvas Learning Management System;
- Students will utilize Microsoft Teams for viewing any teacher scheduled live-lessons, meetings, or small group instruction.
Parents are expected to serve as the learning coach and to facilitate the learning schedule;
- Typically, elementary students require daily guidance from their parent or guardian, while middle and high school students need guidance on a weekly basis;

Some Considerations for Parents of Innovative option student

- Make sure your student understands the expectations for the Wakulla Innovative option;
- Maintain a daily routine around school and schoolwork;
- Keep in touch with teacher(s) on a regular basis and let them know if your child is experiencing specific challenges;
- Do check-ins with your child regarding academics. This includes checking their Canvas course to ensure the option chosen for your child is appropriate;
- Seek assistance from school staff for emotional or mental health if needed.

Option 2: Traditional (Face-To-Face) Instructional Delivery

Traditional (Face-to-Face) Classroom Overview

- Utilize district adopted curriculum with lessons developed and taught by classroom teachers;
- Student will remain enrolled in their 2020-2021 assigned school and keep their school choice seat;
- Traditional, in-person, face-to-face instruction for grades PK-12 learning following the student schedule and student calendar and bell times;
- Follow and adhere to all 2020-2021 WCSB school building health and safety protocols and Code of Student Conduct.
- Pacing schedule, curriculum maps and progress monitoring will match those of the Innovative Option so all students receive equal access to standards.

What's Expected of Students Who Choose Traditional Learning

- Students will physically come to their school for their learning;
- Assignments, activities and classroom-based assessments will be developed and conducted by their teachers;
- Code of Student Conduct and traditional school expectations remain in effect;
- All students will follow the assessment calendar and participate in all local and state assessments;
- Students and families must observe wellness protocol to ensure students are healthy and symptom-free prior to coming to school each day;
- Collaborative activities may look different or be lessened to ensure the safety and well-being of the school community;
- Classroom spaces will be arranged to maximize social distancing and minimize any shared items;
- Lunch schedules will be modified to maximize social distancing, Elementary Schools will participate in lunch by classroom, Middle and High Schools will move to three scheduled lunches;
- Large group gatherings will be reduced;
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus.

How Will School Look Different for Returning Students?

- It is recommended that students wear masks
- If a student does not have a mask, they will be provided with a disposable mask before entering campus;
- Specific single-door entry points will be established for each mode of arrival (bus, car, bicycles & walkers);
- Students will be provided with a Grab-and-Go boxed breakfast;
- In the classroom, student stations will be social distanced;
- All classrooms will be supplied with sanitizing stations for frequent cleansing of student stations and common touch points;
- Students will be directed to walk on the right side of the hallways;

- Class changes and dismissals will be staggered when possible to enforce social distancing and prevent hallway congregating;
- All electives, p.e., art and music classes will maintain social distancing where possible and will not include any contact sports or activities. Equipment will not be shared;
- Students will not be changing clothes for p.e. and will not be using locker rooms;
- Lunches will be Grab-and-Go boxed meals to prevent serving and sharing of food;
- Students will not use the keypads for entering student numbers;

Option 3: Virtual

- Full-time students are expected to participate in courses on a daily basis. Students can work during non-traditional school hours, such as evening and weekends.
- Will be assigned a virtual school teacher from provider
- When taking online classes, students must make a greater effort to stay organized, to create a schedule, to manage their time, and to work towards staying on pace with work.
- Students will contact the Office of Instruction in Wakulla County to enroll.

2020-21 Florida's Optional Innovative Reopening Plan

WAKULLA COUNTY SCHOOL CALENDAR 2020-2021

July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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- July**
02 Independence Day Holiday
- August**
6-12 Pre-Planning (10 & 9 1/2 Month Personnel)
13 Students and 9 Month Personnel Return/Early Release
- September**
07 Labor Day Holiday
23 Professional Development Day (No Students)
25 Progress Reports
- October**
09 End of 1st Nine Weeks
12 Teacher Planning Day
16 Report Cards Issued
- November**
11 Veterans' Day Holiday
13 Progress Reports
23-27 Thanksgiving Holidays (All Personnel and students—holiday begins at end of day 11/20)
- December**
17 Exams
18 Exams/Early Release/End of 2nd Nine Weeks/ End of Semester 1
21-31 Christmas Holidays (12, 10, 9 1/2 Month & students—holiday begins at end of day 12/18)
- January**
01 Christmas Holidays (Teachers and students)
04 Teacher Planning Day (NO Students –12, 10 & 9 1/2 Month Personnel Return)
05 Students and 9 Month Personnel Return
08 Report Cards Issued
18 Martin Luther King, Jr. Holiday
27 Professional Development Day (No Students)
- February**
5 Progress Reports
15 Presidents' Day Holiday (12, 10, 9 1/2 & 9 Month Personnel)
- March**
05 End of 3rd Nine Weeks
15-19 Spring Break (begins at the end of the day on 3/12) (Students, 10, 9 1/2 & 9 Month Personnel)
22 Teacher Planning Day (10 & 9 1/2 Mo. Personnel Return)
23 Students and 9 Month Personnel Return
26 Report Cards Issued
- April**
09 Progress Reports
- May**
27 Exams/Early Release
28 Exams/Early Release/End of 4th Nine Weeks/ End of Semester 2
28 GRADUATION
31 Memorial Day Holiday
- June**
1-2 Post Planning

January 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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PAID 12 MONTH PERSONNEL HOLIDAYS

Independence Day 7/2	New Year's 1/1
Labor Day 9/7	Martin Luther King, Jr. 1/18
Veterans' Day 11/11	President's Day 2/15
Thanksgiving 11/23-27	Spring Break 3/19
Christmas 12/21-31	Memorial Day 5/31

PAID TEACHER HOLIDAYS

Labor Day 9/7	Christmas 12/25
Veterans' Day 11/11	New Year's 1/1
Thanksgiving 11/28	Martin Luther King, Jr. 1/18

2020-21 Florida's Optional Innovative Reopening Plan

School Type 2020/2021	Student Start Time	Student End Time
Elementary Schools	8:55am	3:20pm
Middle Schools	7:40am	2:45pm
Multi-Level Schools	7:45am	1:55pm
High Schools	7:30am	2:15pm

Bell schedules are available as well.

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.

To ensure that a full panoply of services are in place to meet the needs of our unique student populations, the School District of Wakulla County will extend multiple outreach opportunities to students of low-income, homeless, migrant and foster care. Wakulla School District is a Community Educational Provision (CEP) district. This means every student enrolled in the school district receives free breakfast and lunch throughout the school year. Federal entitlement and state grant funding is targeted toward providing the population supplemental educational supports through face to face and on-line remediation, including technology distribution of laptops and hotspots for internet connectivity along with backpacks and school supplies. Parents receive training support through regional Empowered Parents Programs on literacy and school based parent nights to provide additional support.

Ongoing Progress Monitoring and Assessment: Wakulla County School District (WCSD) conducts ongoing data analysis according to the District's K-12 Reading Plan and Progress Monitoring calendar to identify students in need of intervention and monitor student growth. WCSD utilizes STAR Reading and STAR Math as universal screeners for progress monitoring. Teachers complete Watch Lists based on multiple indicators: academic data, attendance, discipline, etc. Data teams, which include district and

school-level administrators, teachers, and instructional coaches, meet on a quarterly basis to review students' progress and determine a course of action as required by our MTSS process.

Instructional Interventions: WCSD will continue to employ highly effective teachers to provide face-to-face, differentiated instruction to meet individual student needs. Students identified as below grade-level on statewide assessments or STAR are supported by a Tier II or Tier III RtI Plan and receive targeted interventions based on identified areas of weakness. These interventions intensify as the student moves through the MTSS process. Instructional coaches work with teachers to ensure teachers implement interventions with fidelity and that students receive the supports they need to master grade-level expectations. ESE support services based on the IEP/EP, 504 Plan accommodations, and ELL supports will be provided based on district and individual student plans.

Transportation: WCSD will maintain regular bus routes to transport enrolled students to and from school. The district will continue to provide transportation to the school of origin for both homeless students and students in foster care.

Meals: As a CEP district, all students will receive breakfast and lunch at no cost.

Mental Health Supports: SEL programming will be incorporated into regular instruction and students have access to a school-based counselor who can refer them to a district social worker to provide Tier II mental health supports or refer the student to a community-based program for Tier III mental health interventions.

Title I Funds: Title I funds are used to meet the needs of vulnerable populations through set-asides for school supplies for homeless and neglected/delinquent youth and transportation costs for students in foster care. These funds also serve students from low-income families by providing supplemental educational activities to increase student achievement. These activities include: additional remediation, instructional software programs, etc.

Health Department: WCSD partners with the local health department to ensure families and students have access to immunizations, physicals, preventative dental care, etc. A school-based health aide is on-site to coordinate services and provide care to all students, especially vulnerable populations who have less access to healthcare.

Student Records: WCSD ensures all barriers that contribute to exclusion or enrollment delay are removed for homeless students and students in foster care. Students shall immediately be enrolled in the new school even if they do have the required documentation and the district will immediately contact the school last attended to request/obtain the student's records.

Homeless, Migrant and Foster Students are identified each school year and provided services to eliminate any barriers to equitable education. Parents are provided transportation for registration, parent meetings

All students have access to the Footsteps@Brilliance app, an online program in English and Spanish, targeting early literacy and math foundational skills. COVID basic educational supplies (backpacks,

school supplies, uniforms), transportation to their "School of Origin" to maintain stability, priority in school day remediation.

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.

Progress Monitoring for Wakulla County Schools: Renaissance STAR Reading/Math, IReady diagnostic Reading/Math, Achieve 3000, SIPPS/REWARDS, Read 180, and district standards base assessment.

Progress monitoring occurs 3 times a year for all students. District Standard Base Assessments occur every 4 weeks to monitor achievement in FSA standards/benchmarks. RtI Tier 2 and Tier 3: Progress monitoring every 4-6 weeks to be reviewed during IST meetings.

Bi-weekly grade level meetings occur to review progress monitoring data to adjust district standards base pacing guides and/or interventions.

Instructional Coaches, District Administration, and School level administration meet to review progress monitoring data monthly. These meetings are to address concerns, interventions, and evaluate instruction.

2020-21 Florida's Optional Innovative Reopening Plan

WAKULLA COUNTY SCHOOL PROGRESS MONITORING 2020-2021

July 2020

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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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August

August 13th-September 25th: FLKRS (Kindergarten)
 August 18th-August 25th: Grades 6-10: Achieve Level set
 August 18th-August 25th: Grades 6-8: Read 180/SS44 Inventory
 August 24th-September 18th: Grades 1-5: STAR Reading and Math
 August 24th-September 18th: Grades 6-10: STAR Reading and Math
 August 24th-September 18th: Grades 11-12: RTI only: STAR Reading and Math

September

Kindergarten: FLKRS continues until Sept. 25th
 Grades 6-12 continue with STAR until Sept 18th
 Grades 1-5 continues with STAR until Sept 18th
 September 8th-October 2nd: Grades K-5: iReady Diagnostic Reading and Math

October

October 13th-October 30th: Grades K-5: STAR Reading and Math
 October 19th-October 28th: Grades 6-10: Wakulla Writes # 1

November

November 2nd-November 6th: Grades 2-5: Wakulla Writes # 1
 November 30th-December 18th: Grades K-5: iReady Diagnostic Reading and Math

December

Grades K-5: continue iReady Diagnostic Reading and Math until December 18th

January

January 5th-February 5th: Grades K-5: STAR Reading and Math
 January 5th-January 15th: Grades 6-10: Achieve 3000 Level Set
 January 5th-January 15th: Grades 6-8: Read 180/S44 Inventory
 January 5th-January 22nd: Grades 6-10: STAR Reading and Math
 January 5th-January 22nd: Grades 11-12: RTI only: STAR Reading and Math

February

Grades K-5 continue STAR Reading and Math until February 5th.
 February 1st-12th: Grades 9th-10th: Wakulla Writes # 2
 February 8th-February 19th: Grades 6-8: Wakulla Writes # 2
 February 22nd-February 26th: Grades 2-5: Wakulla Writes # 2

March

March 8th-April 2nd: Grades 3-5: STAR Reading and Math
 March 23rd-April 23rd: Grades 6-10 STAR Reading and Math
 March 23rd-April 23rd: Grade 11-12 RTI Only: STAR Reading and Star Math

April

April 12th-April 23rd: Grades K-5: iReady Diagnostic Reading and Math
 April 26th-May 14th: Grades K-2: STAR Reading and Math

May

Grades K-2: continue STAR Reading and Math until May 14th
 May 10th-May 21st: Grades 6-10: Achieve Level set
 May 10th-May 21st: Grades 6-8: Read 180/SS44 Inventory

January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

The district will provide guidance to IEP Teams to include identifying universal screening tools for students with disabilities on both standard and access points. Universal screening measures will be used to identify the current performance levels of students with disabilities.

For those students who show regression, the IEP team will meet to consider the student's current performance/critical skills/needs and what revisions are necessary, if any, to the student's IEP. The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and meet to make adjustments, as indicated.

For those students for whom the parents have indicated concerns regarding the students participation in and progress during distance learning, the IEP team will meet to consider the parent's concerns. The IEP team may consider amending goals, increasing current services and/or the addition of extended school year services to the IEP. The IEP team will monitor student progress, review interventions and meet to make adjustments, as indicated.

Compensatory education will be considered when the IEP team determines that a Free Appropriate Public Education (FAPE) was not provided. If the IEP team determines that FAPE was not provided to a student, the IEP team will amend the student's IEP to include compensatory education services. The IEP team will monitor student progress, review compensatory education services and meet to make adjustments, as indicated.

The district will provide IEP Teams with technical assistance and support via our staffing specialists in determining the need for additional or alternative services in the event that students have regressed in relation to achieving their IEP goals. Students with disabilities on standard curriculum will be assessed within the first month of returning to school using STAR Reading and Math in grades K-12. Teachers will compare the new assessment data with the STAR data collected in February/March to determine if regression has occurred and to what degree.

This will be used in conjunction with other formative assessments regularly used by ESE teachers and related services providers (occupational therapy, physical therapy, speech/language therapy, visually impaired and deaf/hard of hearing services) to measure progress towards achievement of IEP goals. Individual student data will be reviewed to support IEP teams in determining the severity of regression and the level of remediation required. The district will provide a menu of options for providing remediation services. The district will also offer support in analyzing data and making determinations on modifying IEP Goals and services. Students on Access Points will be assessed using the same type of formative assessment that occurred prior to school closings (STAR Reading or Math, Unique Learning Systems, Teachtown, Moby Max, iReady or Brigance)

2020-21 Florida's Optional Innovative Reopening Plan

The district will offer support to IEP teams to determine severity of regression, remediation needs and/or modifications to IEP Goals and services. Compensatory Services are educational services that are awarded to students with disabilities to make up for services that they lost because of a school board's failure to provide an appropriate educational placement under the Individuals with Disabilities Education Act (IDEA). The Wakulla County School District will remediate those students who have regressed with school closures and will offer supplemental services.

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 provide support to ELL Committees to identify the level of regression for ELL students and assist in determining if additional or supplemental ESOL services are needed. In the Wakulla County School System all ELL students are receiving instruction in English, therefore all progress monitoring is also done in English. Progress monitoring tools are iReady, STAR Reading and STAR Math. ELL students' data from Feb. /March will be compared to data collected within the first four weeks of school to determine if regression has occurred and to what degree. The district will provide a menu of options for providing remediation services. The Wakulla County School District will remediate those students who have regressed with school closures and will offer supplemental services.

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
July 22, 2020
Superintendent Signature (or authorized representative)
