



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2020-21 Florida's Optional Innovative Reopening Plan

## Walton County School District

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto: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](mailto: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: \_\_\_\_\_

Superintendent A. Russell Hughes has developed a Re-opening Plan for the Walton County School District (WCSD). The plan, which was created through a Re-opening Task Force which began meeting in May, has been vetted by local experts, including the Florida Department of Health and Walton County Emergency Management.

WCSD is asking our families to commit to one of the three educational options for their children/students for the fall semester of the 2020-2021 school year. Our goal is to have confirmed feedback from all families by July 20. While parents choose their options, if students are not being successful academically, further supports or interventions may be provided.

**1. Traditional School (face-to-face classroom instruction in brick-and-mortar classrooms for students in Pre-K through 12, five days a week)** The WCSD will follow any mandated guidelines by the CDC and state, and all recommended guidelines will be reviewed and considered for the safety of students. Specific items in the Re-opening Plan may be lifted and/or strengthened to best fit our community

and/or schools and current conditions through this fluid situation. See the Re-opening Plan on our website for more information. <https://www.walton.k12.fl.us/2020/7/re-opening-plan-and-letter-to-parents>

**2. Walton Virtual School (virtually at home with enrollment in WVS)** Walton Virtual School (WVS) is considered a separate school of enrollment in Walton County School District. It is staffed by Walton County School District certified teachers but adheres to a curriculum developed by the Florida Virtual School system for grades 6-12. Walton Virtual School contracts with K12 to provide instruction for our Kindergarten through 5th grade students. For more information about Walton Virtual School visit <https://www.walton.k12.fl.us/walton-virtual-school>.

**3. Innovative Learning Digital Academy (distance learning at home with enrollment in the student's current school; synchronous interaction with an instructor and peers five days a week)** WCSD students will have an option of attending their enrolled school as an Innovative Learning Digital Academy (ILDA) student. This option is for students in grades K-12 who wish to continue their education full-time through an innovative learning environment but still maintain their connection to their enrolled schools. Every Walton County School will have their own Innovative Learning Digital Academy that is unique to that school community. A student's learning and instruction will take place online with teachers from their school via web conferencing technology. This model provides a learning model that reflects the district's commitment to providing students with high-quality instructional experiences with synchronous real-time interaction with teachers each school day for every class. All core subjects will be available; however, because not all electives can be provided through an online environment, elective offerings are limited.

Students' success in our Innovative Learning Digital Academy is dependent on both the student and parent's investment in this learning environment, and parents who elect to have their child participate in our Innovative Learning Digital Academy agree to monitor academic progress and coursework.

Parent and student responsibilities include, but are not limited to:

- Monitor student progress and contact the teacher(s) with any concerns
- Ensure student keeps pace within his/her courses and completes all assignments weekly
- Ensure student's daily participation in classes and adherence to the daily class schedule

Students will have scheduled synchronous (live web conferencing instruction) class meetings, digital resources and assignments, all replicating the standard school day bell schedule virtually.

What to Expect from Innovative Learning Digital Academy

- Students are learning from their own home and will need access to the internet and a computer.
  - Live instruction is provided remotely, and students will have access to their assigned teacher(s) during the regular school day hours, five days a week for structured distance learning.
  - Elementary students can expect daily lessons with live interactions via web conferencing with a built-in lunch break.
  - Secondary students can expect daily web conferencing interactions for every academic period with a built-in lunch break.
- Attendance will be taken daily in each period for secondary and each day for elementary.

For more information about Innovative Learning Digital Academy visit

<https://www.walton.k12.fl.us/Innovative-Learning-Digital-Academy>

Students participating in traditional face-to-face school, Walton Virtual School, and Innovative Learning Digital Academy will participate in regularly scheduled progress monitoring during the school year.

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Please note that ALL of our students will follow Walton County School Board approved policies and procedures for their school of enrollment, including those located in the Walton County Student Progression Plan and the Walton County Student Code of Conduct. School begins August 17, 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 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: \_\_\_\_\_

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**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.

Walton County School District is opening all school campuses (elementary, middle, high, combination, alternative, DJJ education programs, etc.) five days of school per week in August for a traditional start to the academic year; however, re-opening ultimately must be driven by local data and with the goal of restoring optimal conditions for learning. Based on that, Walton County is being proactive and keeping a watchful eye on many data points, including the number and location of COVID-19 cases, CDC and state guidelines, and Florida's phase system. If state, health, and emergency management experts continue to give us the go ahead to start schools, Walton will begin the 2020-2021 school year on August 17<sup>th</sup> and will be in session through May 26, 2021 for 175 actual teaching days.

We know brick-and-mortar schools will not look the same when we return. We know things will be different, and we are working daily to ensure the best procedures and innovative ideas are in place for our children and our employees. In May, a local task force was created to prepare for the re-opening of schools. The task force, which includes stakeholders from the Florida Department of Health and Walton County Emergency Management, helped vet a re-opening document for our schools. The plan is a lengthy, internal document written as directions for employees, but we have coupled that document with a Frequently Asked Questions handout for parents. Both documents were written after reading numerous state, county, and school level safety plans as well as guidance documents from health organizations and the CDC. Many hours have been spent to not only write the plan, but to think through the actual processes and procedures that the plan directs.

Even with a safety plan, we do recognize that parents and our community will still have concerns. Due to this, WCSD is providing two additional educational options for parents if traditional schooling is not the best fit for our families at this time. First, we are providing, as we have in the past, access to our Walton Virtual School (WVS). WVS can be done from home through enrollment in WVS. Second, a newer option, called Innovative Learning, will be offered as well. This new option, which was released Monday, July 6th through Emergency Order No. 2020-EO-06 by the Florida Commissioner of Education, allows districts flexibility in providing instruction to students who remain at home while still enrolled in a Walton County school.

In case of a closure, we will refer to our Instructional Continuity Plan which will address closure protocol.

Please always know that the safety of your children is our number one priority. All of our decisions will be based on what is best for our students.



### 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.

Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of **all** students, including vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

The District will provide high quality instruction and intervention matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention, and remediation. Data will guide district, school, grade, class, and individual levels decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior.

The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data driven, prevention based, framework for improving learning and behavioral outcomes for **every** student through a layered continuum of evidenced based practices and systems. MTSS is a three-tiered system that focuses support intensity based on levels of student need.

All schools must have regularly scheduled meetings of the School Based Intervention Team (SBIT) that includes administrators, guidance counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration. It is recommended that schools implement "Early Warning Systems" to identify students and target students. Suggested 'warning signs' include, but are not limited to, students with

- Prior retentions
- FSA Level 1 or 2 scores
- Below grade level reading and/or math abilities
- Prior Tier II and/or Tier III services
- Physical and/or medical concerns
- Significant discipline history
- Demonstrated social-emotional needs
- Attendance below 90%

Meaningful parental involvement is a necessity and a core element of our MTSS process.

In addition to academic supports, each school has at least one school counselor and an assigned mental health counselor to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with social/emotional/behavior issues that may have been escalated due to extended school closures.

**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.

Walton County School District is dedicated to increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology and digital curriculum. WCSD is determined to implement a comprehensive curriculum driven by Florida Standards and other standards established by the Florida Department of Education and implemented through research-based instructional best practices.

Schools must progress monitor all students on the Florida Standards English Language Arts assessment at least three times per year to include a baseline, midyear, and end of year assessment. In English Language Arts and math, screening, diagnostic assessment, and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs. Proficiency in English Language Arts, mathematics, science, and social studies will affect promotion and placement. Pupil proficiency levels in English Language Arts, mathematics, social studies, and science will be evaluated at each grade level. Students who are identified as non-proficient may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in non-academic subjects in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. Prior to any schedule change, parents will be involved through the MTSS process.

**Progress Monitoring Assessments**

Grade Level(s)	Reading	Math	Science	Other
Pre-K	Bright Beginnings			
Kindergarten	STAR FLKRS (first 30 days) PAST, LETRS Screener	STAR		
1 <sup>st</sup> & 2 <sup>nd</sup> Grade(s)	STAR PAST, LETRS Screener	STAR Pre/Mid/Post District Assessment		



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3 <sup>rd</sup> – 5 <sup>th</sup> Grade(s)	STAR PAST, LETRS Screener District Writes	STAR Pre/Mid/Post District Assessment	Pre/Mid/Post District Assessment	
6 <sup>th</sup> - 12 <sup>th</sup> Grade(s)	STAR District Writes Tier 2: Achieve 3000 or Language Live	STAR Pre/Mid/Post District Assessment	Pre/Mid/Post District Assessment	Comprehensive Nine Weeks Test  Comprehensive Semester Test

### STAR Assessment Windows 2020-21

Assessment	Students to Be Tested	District Window	Testing Time
STAR Early Literacy/Math	K	1 <sup>st</sup> Administration	8/17/20 – 9/16/20
		2 <sup>nd</sup> Administration	10/21/20 – 11/20/20
		3 <sup>rd</sup> Administration	1/11/21 – 2/02/21
		4 <sup>th</sup> Administration Early Literacy + STAR Reading	4/12/21 - 5/07/21
STAR Math and STAR Reading	1-8	1 <sup>st</sup> Administration	8/17/20 - 9/16/20
		2 <sup>nd</sup> Administration	10/21/20 – 11/20/20
		3 <sup>rd</sup> Administration	1/11/21 - 2/02/21
		4 <sup>th</sup> Final Administration	4/12/21 - 5/07/21
			30  30  30
			60 Total 30 Reading/30 Math
STAR Math and STAR Reading	9-12	1 <sup>st</sup> Administration	8/17/20 - 9/16/20
		2 <sup>nd</sup> Administration	1/11/21 - 2/02/21
		3 <sup>rd</sup> Administration	4/01/20 - 4/30/21

Students participating in traditional face-to-face school, Walton Virtual School, and Innovative Learning Digital Academy will participate in regularly scheduled progress monitoring during the school year.

### 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 Walton County School District ESE Department, and the Individualized Education Plan (IEP) team, including parents will provide guidance regarding the three learning environment options in Walton County (Brick & Mortar Traditional School, Walton Virtual School, and Innovative Learning Digital Academy) and implementation of services identified in the IEP.

IEPs will be implemented as written for Brick & Mortar Traditional Schools where appropriate. IEP meetings will be scheduled with parents who have elected to access virtual learning through Innovated Learning Digital Academy or Walton Virtual. During these meetings, IEP teams including parents will collaborate to review current student needs, present levels of performance and identify specialized instruction, related services and/or accommodations that can be provided via virtual learning in light of the circumstances and as aligned with the IEP.

Specialized instruction, related services and/or accommodations provided via virtual learning will be documented in a Distance Learning Plan for each individual ESE student. The IEP will remain as written, where appropriate, as the plan determined by the IEP team to provide a Free, Appropriate Public Education to the student. ESE students enrolled in Walton Virtual School will have the option to enroll in a course offering to address re-teaching, remediation & specialized instruction under direction of an ESE teacher. Participation in this course will be a decision made by the IEP team which includes the parent.

IEP Team, including the parent will review progress monitoring (see Assurance 3) and student performance data to monitor student progress & will consider amending a student's IEP and/or Distance Learning Plan based upon this review. If, based upon progress monitoring data, a student has exhibited regression unable to be recouped, the IEP Team will also reconvene to determine whether additional services or supports (COVID Impact Services & Supports) are necessary for reasonable progress.

### 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.

Walton County School District will utilize the 2020 Spring Access for ELLs 2.0 data to determine the English language proficiency level of ELL students returning to school. The district is opening four new Newcomer Elementary programs and two secondary programs to meet the needs of new students arriving to the district including evaluating the students for their English language proficiency level in Listening, Speaking, Reading and Writing. The Newcomer programs will provide support for ELL students and their families. All schools will also be able to use previous ACCESS 2.0, STAR Reading and IPT and IRW data as well as placement testing embedded in English Language Learning software programs such as Imagine Learning English to evaluate the student's academic and English language proficiency levels.

The School-based ELL Committee, in collaboration with the District ESOL Coordinator, will review all previous data and will write the student ELL plan with goals, classroom practices, and strategies to meet the individual needs of all ELL students. Each school in Walton County School District has an active ELL Committee composed of the School Counselor, Administrator, ELA teacher and/or other content area teachers. Additional personnel can be involved in these meetings as needed such as interpreters, social workers, speech language pathologist, psychologist, and/or intervention specialists. Parents are also a vital part of this committee. Meetings will be held face to face, via phone conversations, or through a virtual platform such as TEAMS as needed.

This committee will review the spring 2020 administration of ACCESS for ELLs 2.0 data when released from FLDOE to determine exit from the program for students in K-2 meeting proficiency (an overall level 4 or higher and a Level 4 or higher in Reading). For students in grades 3-12, data will be reviewed on an individual basis with a focus on students that have been in an ESOL program beyond 6 years, students that scored at the proficient level on ACCESS for ELLs 2.0, and students' most recent STAR Reading progress monitoring scores since FSA and EOC data is not available for the 2019-2020 school year. Also, students must meet 2 of the 5 criteria based on State Board Rule 6A-6.0903 to be exited from the ESOL program.

ELL students not meeting exit criteria will be closely monitored by the ELL Committee, classroom teacher, and ESOL Newcomer teacher and district ESOL Coordinator. If academic or linguistic regression has occurred, schools will assess the students who may need supplemental services with the IPT and IRW tests to determine if their English proficiency levels have changed. Instruction will be provided at the school by an ESOL endorsed teacher (or teacher working toward ESOL endorsement) using standards based curriculum with appropriate differentiation and instructional strategies based on the student's ELL plan and English Language proficiency level in listening, speaking, reading and writing. Most schools use the mainstream/inclusion model; however, we will also have six Newcomer classrooms across the district. A school with 15 or more students speaking the same home language has bilingual support through paraprofessional(s). The district also has additional literacy coaches and intervention coaches that support the needs of the students and teachers at each school. Supplemental services such as after school tutoring may be offered.

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In the event of remote/distance learning for the 2020-2021 school year, the same procedures will be implemented with ELL Committee meetings held virtually through TEAMS, or via phone with interpreters available. Teachers will create lessons in TEAMS and the ELL students will have language support from Bilingual Paraprofessionals/Language Assistants as well as the use of a word to word English to Heritage language dictionary and/or glossary. English Language learning software programs such as Imagine Learning English, Rosetta Stone, and Duolingo will also be used by the students at home. Devices and internet hotspots will be provided to families in need.

Assurances 6 and 7 do not require additional narrative.

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Crystal Appel, Supervisor of Curriculum and Instruction
<b>Contact information: email, phone number</b>
<a href="mailto:appelc@walton.k12.fl.us">appelc@walton.k12.fl.us</a> , 850-892-1100
<b>Date submitted</b>
July 31, 2020
<b>Superintendent Signature (or authorized representative)</b>
