



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan



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 **Collier County Public Schools 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: _____

MOVING FORWARD IN 2020-21

Collier County Public Schools (CCPS) has been extensively planning for a safe return to school through collaboration and advisement from the Florida Department of Health-Collier and the Florida Department of Education, conferring with medical experts, and convening a community-based workgroup.

In response to feedback from community stakeholders, inclusive of parent surveys, CCPS has developed the **Moving Forward** plan that includes three instructional options (in addition to home education) for families to choose from based on parental preferences and unique needs: Option 1 (Attend School on Campus); **Option 2 (CCPS Classroom Connect Innovative Model)**; and Option 3 (eCollier Academy).

CCPS Classroom Connect provides the opportunity for students (ES, MS, and HS) to continue to learn at home virtually while remaining enrolled in their projected 2020-21 schools. The **CCPS Classroom Connect** model is designed for parents who are not yet ready to send their children to campuses at this time. Students in Voluntary Pre-Kindergarten, Head Start, and Alternative School Programs will be served in Option 1 (On Campus).

CCPS CLASSROOM CONNECT INNOVATIVE MODEL

- Students follow a similar day schedule as their on-campus peers using Collier Connect one-to-one devices, the Canvas Learning Management System (LMS), and CCPS instructional materials
- Students in **CCPS Classroom Connect** remain enrolled in their projected 2020-21 schools with CCPS teachers at enrolled schools interacting synchronously from their brick and mortar classrooms
- Students who select **CCPS Classroom Connect** will be placed in one class/section, until enrollment determines another class/section is needed and have daily live interactions with teachers and peers in a virtual format
- In unique circumstances, teachers may stream instruction to students in **CCPS Classroom Connect** while having on-campus peers in the same class or section
- Students at the secondary level may have a blend of synchronous and asynchronous courses dependent on scheduling needs
- **CCPS Classroom Connect** classes/sections will offer the full complement of courses, and will provide supports for English Language Learners (ELLs), Students with Disabilities (SWDs), and students needing additional interventions
- Students in **CCPS Classroom Connect** at the secondary level may participate in co-curricular courses in-person or virtually, dependent on scheduling availability
- Upon return to campus, students in **CCPS Classroom Connect** will receive a course schedule that replicates the virtual schedule to the greatest extent possible
- Seniors in **CCPS Classroom Connect** will stay enrolled in, and prepare for graduation from their 2020-21 high school

Progress Monitoring

CCPS will continue a strong history of progress monitoring for responsive instructional adjustments and timely interventions by establishing a baseline in literacy, mathematics, and select social studies and science courses within the first two weeks of the school year. Progress monitoring windows in October, January and March, in addition to ongoing formative progress monitoring by teachers, will continue to inform instructional decisions. Students in **CCPS Classroom Connect** will engage in all aspects of progress monitoring in tandem with their on-campus and eCollier Academy peers using the CCPS Data Warehouse online test platform.

Mental Health Supports

To support mental, social, and emotional growth, in addition to academic rigor, schools will have a continued focus on the 5 CCPS Social Emotional Learning (SEL) Priorities, school counseling support, a family engagement structure, and a variety of clubs/activities. Students in **CCPS Classroom Connect** will have regular interactions, as applicable, with the schools' mental health teams as well as participating in school-wide SEL and mental health initiatives.

Professional Learning

Professional learning for educators instructing in all options will be provided in the areas of trauma-informed care, self-care, and strengthening classroom communities (on campus and virtually) as CCPS continues to work with the Collier County Mental Health Workgroup to meet the needs of students and families.

Specialized professional learning in engagement strategies in a virtual learning environment will be provided to teachers of **CCPS Classroom Connect** classes/sections, as well as teachers in eCollier Academy.

Additionally, professional learning will be provided to support teachers, support staff, and administrators on providing support for individual needs including, but not limited to Multi-Tiered Systems of Support (MTSS), students with Individual Education Plans (IEPs) and 504s, and English Language Learners (ELLs).

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Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan:

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

CCPS will implement the **Moving Forward** plan on all campuses with Option 1 for parents. Option 1 (On Campus) is five days per week inclusive of health and safety modifications beginning with the first student day on August 31st. The revised 2020-2021 CCPS Academic Calendar may be accessed at <https://www.collierschools.com/Calendars>

Daily attendance procedures will be in place, including revisions to the dress code inclusive of protective measures. These protective measures will be in place pending further direction from the Department of Health-Collier.

- All students will be required to wear masks on school buses and on campuses and are highly recommended to wear wraparound safety glasses
- All staff members, including teachers, will be required to wear masks and are highly recommended to wear wraparound safety glasses
- Non-essential visitors will not be allowed inside school buildings (e.g., mentors will provide assistance virtually)
- Consideration for lunch in outdoor or large spaces
- Classroom and school building furniture will be frequently cleaned
- Signage to support social distancing and traffic patterns such as in stairwells, in addition to a wide array of other measures, is being placed in high traffic areas as a reminder to keep our students and employees safe
- Hand sanitizer stations will be located throughout each school campus and in all classrooms
- Frequent handwashing and/or use of hand sanitizer for all students and staff will be encouraged

CCPS will continue a long-standing agreement with the Naples Community Healthcare System (NCH) to provide healthcare professionals to support on campus learning environments.

Students on campus will utilize their Collier Connect one-to-one devices and access the Canvas Learning Management System (LMS) daily to ensure that teaching and learning may quickly pivot to a virtual model as needed throughout the year. All instructional model options will incorporate four (4) eLearns days as part of the 179-day academic calendar.

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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.

CCPS will implement the **Moving Forward** plan on all campuses through a daily schedule with health and safety modifications beginning with the first student day on August 31st. Option 1 (On Campus) provides a traditional school model, on campus five days per week, where students will be provided all of the services required by law, including in-person instruction and services required for vulnerable populations, in a manner consistent with pre-COVID instruction.

CCPS recognizes that our vulnerable student population is most at-risk of learning loss and will provide instructional opportunities focused on both recovery and acceleration. Instructional interventions with frequent progress monitoring will allow teachers to adjust instruction to meet individual student learning needs.

CCPS has a robust model of mental, social, and emotional supports including 5 Social Emotional Learning (SEL) Priorities across the district. School-based mental health teams will focus their efforts on Tier 2 and Tier 3 supports for identified students and families as well as providing effective strategies for ALL students in creating a toolbox in consideration of potential trauma experienced during campus closures and throughout the summer.

Prior to school reopening, campuses will host transition activities for Pre-Kindergarten, Kindergarten, 6th, and 9th grade students and families with consideration to health and safety protocols.

During the first five days of school, students will engage in lessons focused on positively coping with stressors and anxiety, as well health education to build ownership of personal responsibility in maintaining a safe and healthy school environment.

Additionally, CCPS is part of Future Ready Collier, a strong network of over sixty organizations that work collaboratively to provide a range of supports for early learning through college and career readiness. CCPS will leverage this collective impact opportunity to further support identified students and families.

Students Identified as Migrant

CCPS migrant recruiters/home school liaisons will continue recruitment and support services efforts on a routine basis to further strengthen families' relationships with schools and ensure eligible students are identified to receive supplemental support to address individual needs. All supports will continue to be provided in multiple languages to ensure understanding of school and district procedures. CCPS Migrant Education Program staff will assist as needed with outreach and delivery to ensure each family has received the Collier Connect one-to-one devices and internet hot spots, as applicable, for the preferred instructional option.

Students Identified as Homeless

Each school has a point of contact for Homeless Education services. CCPS has proactively provided the Student Residency Questionnaire to all families at the start of each school year to further identify students that are homeless or in transitional housing. Individualized supports are provided to students and families, especially at critical transition points such as kindergarten, sixth grade, ninth grade, and preparing for graduation. CCPS Exceptional Education and Student Support Services will ensure each family has received the Collier Connect one-to-one devices and internet hot spots, as applicable, for the preferred instructional option.

Students in Foster Care

CCPS prioritizes wrap-around supports for students in foster care, including stability in schooling through transportation and counseling/mental health supports. CCPS Exceptional Education and Student Support Services will ensure each family has received the Collier Connect one-to-one devices and internet hot spots, as applicable, for the preferred instructional option. Additional services will be provided in collaboration with Friends of Foster Care, an organization within Collier County.

Supports at Title I Schools

Each Title I school prioritizes the needs of the unique student population beginning with a Comprehensive Needs Assessment (CNA) and stakeholder input in the development of their Title I School-Wide Plan(SWP/SIP). All Title I expenditures are linked to the CNA and SWP/SIP. These individual school plans lay the foundation for student and family supports in all areas of academic, social and emotional development.

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.

CCPS utilizes a District-created web-based Data Warehouse that includes multiple data sets and progress monitoring components. Progress monitoring occurs at regular intervals throughout the school year, primarily at the conclusion of quarters, to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. Opportunities for differentiation through intervention and curriculum extensions are incorporated in CCPS curriculum guides. All CCPS instructional models (on campus, **Classroom Connect** innovative model, and eCollier Academy) will utilize the CCPS Data Warehouse online test platform for local progress monitoring at prescribed intervals.

Progress Monitoring Tools

Valid and reliable tools used by the District to measure student academic growth include:

- iReady (grades K-5)
- Read 180 (grades 6-12)
- ALEKS Math (grades 6-12);
- and District quarterly benchmark assessments in state-assessed courses

Additionally, baseline measurements will be implemented to gauge student understanding of prior year content (grades K-12) within the first two weeks of the school year. Quarterly benchmark assessments measure student achievement of Florida's academic standards to determine if students are on track to master grade level standards. Data from progress monitoring assessments are disaggregated and analyzed by teachers, school leaders, and district leaders. Instructional trends and subgroup performance are identified across standards, subskills, reporting categories, grade levels, and courses for targeted intervention and support. Educators utilize data for individual students and for student groups, and can be reported by individual, class, grade level/course and District. Additional measures include course grades and skill assessment results.

Interventions and Tiered Supports

When a student is identified as not making adequate progress and needing tiered interventions, the next step in the problem-solving process is the selection and implementation of appropriate intervention supports. Interventions are determined by selecting an evidence-based intervention strategy that has a standard protocol for implementation. There are many intervention strategies from which to choose, and many tools to assist with progress monitoring that data teams can use to assess student response to intervention.

Tiered interventions and supports are provided during scheduled intervention time in elementary schools and during scheduled intensive classes for secondary schools.

The intensity of tiered interventions can be increased by raising the frequency and duration of individualized interventions, by decreasing group size, or by increasing academic engagement.

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Progress monitoring of tiered interventions is completed by the school leadership team on a weekly basis through intervention assessments, observations, and formative assessments. Data are monitored as part of the Multi-Tiered Systems of Support (MTSS) process with the school leadership team, classroom teacher, and the parents to determine if adequate progress is being made by each student. Tiered interventions based on progress monitoring results will be provided to students in all instructional models (on campus, **Classroom Connect**, and eCollier Academy).

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.

Professional Learning for IEP Teams

CCPS will provide targeted professional learning for School-based IEP team members focused on best practices in progress monitoring for students with disabilities (SWD) who are returning to school campuses, in **CCPS Classroom Connect** or enrolled in eCollier Academy. This will include professional learning on the provision of periodic progress reports to parents to ensure they are informed of their child's progress. This will allow parents to meaningfully participate in IEP team decisions about their child's educational program and increase the IEP team's ability to identify needed services for students to make adequate yearly progress towards their goals.

CCPS will provide IEP teams training on best practices and strategies to determine the amount and type of services including but not limited to:

- Rate of progress on IEP goals prior to closure/disruption;
- Difference between IEP progress monitoring data immediately preceding closure/disruption and IEP progress monitoring data collected a reasonable time after the return to in-person instruction;
- Difference between services identified on the IEP and services offered during closure/disruption, including amount, frequency, duration, type, and delivery model;
- Accessibility of services offered to the student during closure/disruption;
- Changes in the general education curriculum, as well as level and type of instruction for all students during closure/disruption; and
- Input and information from parents concerning student performance during closure/disruption.

CCPS will provide IEP teams training on the continuum of services available to teams. For example, services may be provided during the regular school day, over school breaks, in intensive, targeted, individualized programs, one-on-one instruction/tutoring, and by outside service providers. If services are provided during the school day, these services will not be

provided in a manner that changes the least restrictive environment or reduces service minutes on a student's current IEP, unless agreed to by the IEP team, including the parent.

Special Education and Related Services

Schools will ensure that, *to the greatest extent practicable*, students with disabilities are provided the special education and related services identified on the IEP. This includes both in-person and virtual service provision using video conferencing tools for various therapies, health and nursing services, specially designed instruction, small group and 1:1 instruction and individual assistance.

IEP teams will make an individualized determination that includes input and involvement from parents as to whether a student needs compensatory education. These services will be determined by collecting and examining student-specific data, including information from parents, to determine if the student lost skills or regressed on IEP goals as a result of COVID-related disruptions in instructional and related services or the inability to provide FAPE.

In making this individualized determination, schools will consider a variety of information, including but not limited to: services provided to all students during the suspension of in-person instruction, the ability of the student to access services provided, regression in skills, related mental health supports, and progress or lack of progress made on IEP goals. Parental input will also be useful for evaluating student performance during the suspension of in-person instruction and the need, amount, and delivery of compensatory education or extended school year services.

Progress Monitoring

Progress monitoring data will be continually reviewed in determining whether compensatory education services or extended school year services are required for a student.

Parents and other IEP Team members will collaborate to identify flexible data collection strategies that may be used to track progress. These tools may include the use of informal performance assessments, sending an assessment home for the student to complete and return, or having the student send assignments/work samples to the educator. The Exceptional Student Education (ESE) case manager will also gather input from other educators on work completed prior to, and during, the suspension of in-person learning, including information from families.

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.

Monitoring Performance of English Language Learners (ELLs)

CCPS ELL staff will monitor ELL student performance and collaborate with school teams to support instructional decision making. Additionally, the CCPS ELL staff will provide professional learning, instructional support and coaching as needed. School and district ELL staff will review students' performance in the various instructional models through teacher observations, participation, attendance, grades, and local/state assessments, specifically ACCESS for ELLs.

For ongoing progress monitoring for ELLs, CCPS uses programs such as:

- Reading Horizons
- Imagine Learning (for elementary students); and
- System 44 (for secondary students) to support ELL students with English language learning

ELL Committees

If the data collected shows the student has regressed, an ELL committee will be held to determine if the student should receive differentiated ELL services. The ELL committee consists of the following members:

- The School Administrator or Designee
- The Classroom/Resource Teacher
- The ELL Contact or Guidance Counselor
- The Student's Parent/Guardian
- A Bilingual Translator (if available)

When the ELL Committee is convened to identify if a student has potential learning regression and is need additional services or instructional supports, the following questions are considered:

- *Which instructional model (on campus or virtual) is the student participating in?*
- *What factors are impacting the student's performance?*
- *Would keeping the student in the ELL program address his/her instructional needs?*

ELL committee meetings may be held either virtually or on-campus.

The WIDA Guiding Principles of Language Development are foundational to the approach in serving the needs of English Language Learners (ELLs) in CCPS.

Assurances 6 and 7 do not require additional narrative.

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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 29, 2020
Superintendent Signature (or authorized representative)
