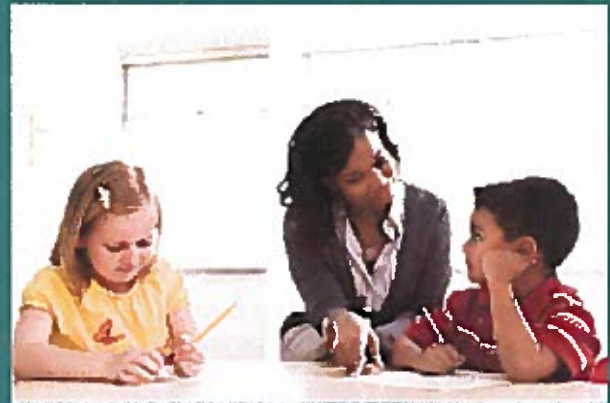




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Columbia County Schools

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: _____

Students in Columbia County Schools represent families from all socio-economic, ethnic and ability groups. In order to reach all students and help families of all backgrounds return to work in the midst of the COVID-19 Crisis, we have adapted to become much more creative within four to five months than we ever imagined before. While growing towards becoming stronger educators in this new world, we have learned that some of the resources that we had access to for a long time can be helpful in times of crisis and normalcy. As a result, we have developed our reopening plans to include more engaging, rigorous and valuable instructional methods for all families. The decision to make major changes in our reopening instructional plan comes not only from our own self-reflection and analysis, but also due to feedback from parents and students on surveys taken in May 2020.

To provide a learning experience that meets the needs of all students, Columbia County Schools will utilize two instructional methods to support students and families in the 2020-2021 school year. The first program is the Traditional "Brick and Mortar" program as we have employed in the past for elementary, middle and high school settings. In the Traditional program, one major difference between what we provide this year compared to previous years are enhanced health and safety measures to prevent the

spread of COVID-19 and how we respond to student and employee illness. Teachers and students will utilize the same high-yield instructional strategies that we have used in the past, with modifications for small group instruction that typically takes place in close proximity. At the time that this plan was written, all adults in Columbia County Schools were required to wear masks on campus to protect themselves and others from acquiring the COVID-19 virus. At this time, we are strongly encouraging students engaged in the Traditional Learning setting to wear masks as well in order to reduce the spread of COVID-19 as well. In addition to the use of personal protective equipment, administrators have developed strategic plans and protocols of cleaning and disinfecting to slow the spread of all viruses but especially COVID-19. Through these methods, students are invited to enter our schools and take part in a learning experience that closely mirrors that which they engaged in during the 2019-2020 school year.

The second instructional model that we will offer is called Columbia Homeroom. This instructional solution allows teachers to provide students with a digital educational experience that incorporates:

- District-approved and instructional planning guides
- District-adopted instructional materials
- Pre-recorded and live instruction from teachers in our district
- Virtually facilitated whole-group and small group instruction based on needs of the class and individual students
- Ample independent practice through adopted materials and supplemental practice through digital resources (Khan Academy, iReady Reading and Math, Accelerated Reading and MyON and more)
- Rich classroom culture despite being held within digital setting

District-approved and instructional planning guides

Each year, Columbia County teachers and administrators work to ensure that the district instructional planning guides fit the needs of our students based on the analysis of recent summative data. Given the fact that students were not able to participate in end of the year assessments in iReady and students in grades 3-10 did not complete FSA, we are having to work to review where students ended the school year on “mid-year” status. Individual schools are making adjustments to their scope of work based on how their currently enrolled students performed in order to work to fill gaps and remediate already identified weaknesses. The work assigned to students in Columbia Homeroom will follow the same instructional planning guides ensuring that all students will receive remediation as needed.

District Adopted Instructional Materials

Columbia County Schools has a robust variety of instructional materials for all grade levels and courses from Kindergarten to twelfth grades. A complete list of instructional materials for each grade is available to the public on the Instructional Services Department webpage.

Through the currently adopted instructional materials, we have access to digital versions of the same text and associated supplemental materials that students in the Traditional Learning setting. Teachers and instructional support staff (Curriculum Resource Teachers, Instructional Coaches and Media Specialists) are currently working together to create Google Classroom repositories for the instructional materials for each specific grade level held within. From these repositories, Columbia Homeroom teachers will be able to give specific instructions to their students on which portions of their texts they will use for lessons on each day of the week.

Pre-recorded and live instruction from teachers in our district

Depending on the grade level, course, and current events taking place in the subject matter, Columbia Homeroom Teachers will utilize a variety of video instructional strategies to reach our students. There are teachers within our district who are already employing asynchronous video instruction in the Traditional Learning model and the benefit of doing such has been fruitful. All Columbia Homeroom teachers will be provided with video and computer equipment necessary to facilitate asynchronous video instruction. Teachers will be able to create videos of direct instruction lessons and demonstrations, provide students with independent practice on the same skills, then on the daily check-ins with students provide feedback on the results of the practice and work through additional examples in order to confirm mastery of the skills.

In certain courses, live video lessons may need to be used in order to provide a richer learning experience. To protect students during live broadcasted lessons, Columbia Homeroom Teachers will be provided with fixed-angle camera equipment that will only show the teacher and/or students whose parents have provided the district with written permission to broadcast their children's image and video on the internet. Live videos are much more engaging and will allow for greater creative opportunities between teachers and students both live and those working through the Columbia Homeroom platform.

Lastly, students will be provided with supplemental video support from resources such as Khan Academy and videos demos provided through the instructional materials companies. These videos will be utilized in addition to the videos created and provided by Columbia Homeroom teachers so that we ensure multiple opportunities for students to grow a better understanding in the content they are learning. These lessons will not be the primary source of instruction but may be used frequently to support instruction.

Virtually facilitated whole-group and small group instruction based on needs of the class and individual students

In order to ensure that students of all levels receive individualized and tailored assistance in learning, Columbia Homeroom will provide students with virtual small group instruction time throughout the instructional week. Teachers will schedule these meeting times with parents and students on a weekly basis. It is during these times that students will be counted for attendance, so it is extremely important for parents to ensure that their student participates not only for instructional needs but due to truancy implications as well. As with everything for Columbia Homeroom, the work day will follow the Traditional Learning day schedules for Elementary, Middle and High School teachers and students. Teachers will be able to provide remediation and extension activities to students during these small group times.

School Level	Start of Teachers' Contractual Day	End of Teachers' Contractual Day
Elementary	7:30	3:00
Middle	8:00	3:30
High School	8:00	3:30

Ample independent practice through adopted materials and supplemental practice through digital resources (Study Island Reading, Math and Science; Khan Academy, iReady Reading and Math, Achieve 3000, Accelerated Reading and MyON and more)

Students in the Traditional learning setting have access to a variety of supplemental digital learning resources. Columbia Homeroom students will have those resources made available to them as well. Teachers in the Columbia Homeroom model will be able to monitor practice and instruction, remediate as needed and ensure that the instructional paths the students work on is appropriate to the instructional grade level for the student.

Rich classroom culture for learning, despite working within a digital setting

Columbia Classroom Teachers are strongly encouraged to spend time building relationships with their students in Google Classroom platform in order to help students feel comfortable working in a virtual environment. Students will quickly realize that they are working as a “class” versus singly without connections to other students. As in the traditional setting, Columbia Homeroom teachers will provide students with assignments and tasks that teach the students about working cooperatively, helping students learn about their own learning styles, and how to have a functional home learning space. The goal for our students is to learn the routine procedures of the virtual learning environment well enough to be independent learners just as they would in the traditional setting. Columbia Homeroom teachers and administrators will work together to ensure that students and parents alike are aware of their child’s progress through the content of each course by having frequent, brief “check-ins”, data chats and formal parent conferences. In the same vein of creating a sense of responsibility amongst students in this new learning model, we have decided to incorporate a Columbia Home Room Compact for each student, teacher and parent to read, understand and sign prior to beginning work in August. A copy of the draft edition of the compact is attached to this plan. A finalized and updated version will be supplied at a later date.

As stated repeatedly, Columbia County Schools has the goal to provide instruction that is meaningful to all students through Columbia Homeroom. This includes providing students in need with the support they need to be successful. This includes students with IEP, MTSS and ELL plans and goals. Inclusion Support Facilitators will have access to the Google Classrooms of the students they support, in order to schedule one-on-one and small group remediation according to IEP plans and schedules. Students with MTSS plans and interventions will continue to receive intervention with virtual resources and progress monitored according to our district MTSS timelines. Students working with ELL support will continue to receive accommodations as required by their ELL plans and their progress towards English language acquisition will be monitored so that plans can be adjusted periodically.

Lastly, we would like to note that in order to ensure that all students receive the most interactive and engaging experience as possible, we have provided all teachers with access to the Level 1 Google Suite training and certification assessment. While teachers will be able to work on this certification until December 4, 2020, we are strongly encouraging teachers to complete this work by the end of preplanning, which is August 12, 2020. Our hope is that teachers will be able to utilize the skills learned in this training and apply them into their classrooms, be it in the Columbia Homeroom setting or in the Traditional learning environment. Using a platform like Google Classroom can lend to greater participation, ownership of personal learning and greater differentiation as needed.

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.

Families in Columbia County have the choice to choose between two modes of instruction from Columbia County teachers:

- **Traditional Learning** - 5 Days per week, 178 days per year; live instruction in a Columbia County School facility.
- **Columbia Homeroom** - A digital solution for students utilizing district adopted instructional materials through Google Classroom. Students will receive instruction from teachers in live and pre-recorded lessons.

Columbia County Schools adjusted the calendar for the 2020-2021 school year on July 22, 2020. The calendar will go before the board for approval on July 28, 2020.

- **Teacher Preplanning** - August 3-12, 2020
- **First Day of School** - August 13, 2020
- **Last Day of School** - May 28, 2021

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.

For many years, Columbia County Schools has been a contact point between community services and families. The following services are provided to students in the brick and mortar and virtual settings:

- **Wide array of Special Education Services including:** differentiated interventions, speech and language, occupational and physical therapy services.
- **Mental Health Services** - This service is an extension of the Office of Safe Schools. This department provides intervention specialists who work directly with students not only mental health but fostering healthy habits that lead to positive relationships and resiliency into adulthood.
- **Homeless Services** - Through the efforts of several groups within our district (SEDNET, transportation, and community outreach programs), we support students who are living in homelessness to ensure that students can attend schools where they have been enrolled in the past, as well as take care of their daily needs for food, clean clothes and school supplies. Students in

homeless situations are also provided with tutoring services via Title I and other grants for students who are living in shelter situations.

- **Free-Reduced Lunch** - School Food Services in Columbia County Schools provide students enrolled in all schools with access to free breakfast and lunch meals. Students who participate in afterschool programs within our school district are also provided with afternoon snacks. Students who are enrolled in the 21st Century CCLC programs receive a free evening meal before going home in the afternoons.
- **Foster Care Services** - When students enter Columbia County Schools through the Department of Children and Families Foster Care system, a team of individuals from Federal Projects, Exceptional Student Education, Mental Health Services and others depending on the needs of the child. Each foster child will be treated as an individual and will be afforded the opportunity to attend school at their school of origin if feasible and determined to be in their best educational interest. Transportation is provided to students returning to their school of origin if needed.
- **Children who are at risk of failing** – MTSS, tutors and boot camps during the summer.

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.

Current Progress Monitoring Plans are as follows for each grade level.

- K-8 Reading & Math: August 17 - Sept. 18, 2020 - Diagnostic Window #1 - iReady
- K-5 Reading & Math: Dec. 2, 2020 - Jan. 15, 2021 - Diagnostic Window #2 - iReady
- 6-8 Reading & Math: Jan. 11 - Feb. 5, 2021 - Diagnostic Window #2 - iReady
- K-8 Reading & Math: March 22 - May 21, 2021 - Diagnostic Window #3 - iReady
- 3-5th Grade Science Baseline: August 20 - Nov. 1, 2020 - Performance Matters/Unify Test
- 3-5th Grade Science Mid-Year: January - April, 2021 - Performance Matters/Unify Test

ELA Grade 9 & 10: FAIR-FS -

- AP 1: August 17 - October 30, 2020
- AP 2: November 16, 2020 - February 12th, 2021
- AP 3: February 22 - May 28, 2021

For each progress monitoring assessment individual teachers as well as grade level teams, as well as school and district leadership teams will analyze all resulting data to determine need for both targeted and broad student interventions, as well as possible professional development (both school and district level) and curriculum modifications. MTSS teams will use the data also to determine the need for individual student interventions, as well as plan provisions/revisions and their resultant efficacy.

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 IEP team will take COVID-19 school closures into careful consideration as an extenuating circumstance and determine if school closures have negatively impacted a student's ability to fully participate alongside peers without disabilities through the provision of FAPE. Using Columbia County School's Progress Monitoring plan, relevant data will be collected and analyzed to determine the need for services including compensatory services due to learning gaps and/or regression caused by school closures. If data analysis determines that a student has regressed in critical skill areas and/or failed to make appropriate progress in the general curriculum or toward IEP goals such that compensatory services are required, the IEP team will determine necessary services that the student needs to participate in to recuperate losses and the delivery model and type(s) of services. Timely IEP review meetings will be held if the data indicates additional current needs that should be addressed. The IEP team will determine what adjustments to present levels, goals, and/or services to the IEP are necessary. The team will identify if there are additional areas (behavioral, mental health, social/emotional, academic, etc.) for which Columbia County Schools will need to provide services for FAPE.

Learning gaps and/or skills loss in related skills such as speech, language, occupational therapy, etc., for students with disabilities will be assessed by licensed therapists using a variety of screening methods to determine service needs. Students with disabilities who receive Occupational, Physical and Speech and Language therapies will receive these services both in the brick and mortar and Columbia Homeroom settings. During the pandemic, Columbia County Schools and the students we serve utilized both virtual meetings applications such as Google Meet, as well as phone conferences to implement interventions according to IEPs. Through this school year, we will implement the same strategies, as well as giving these therapists connections to teachers and students through Google Classrooms for Columbia Homeroom.

If the IEP team determines it is appropriate, Extended School Year (ESY) may be utilized as an option where learning gaps in academics and related skills are found. If the need for ESY services was identified prior to school closures, the utilization of ESY services due to COVID-19 school closures will supplement the services previously identified by the IEP team.

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.

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All ELL students who were enrolled in the district in the 2019-20 school year and coded as "LY" were able to be tested during the WIDA ACCESS for ELLs 2.0 state testing window, before remote learning began as a result of COVID-19. Schools and ELL Committees will first analyze ELL students' WIDA scores from the Spring 2020 administration to determine progress toward English language proficiency at that time. ELL plans will be reviewed and updated accordingly following this data review. All LY students will continue to be supported with instructional accommodations and extra ELP resources such as Reading Eggs and Reading Smart ESL, whether their family selects in-person or virtual instruction. Along with all students, ELL students will take diagnostic tests in reading at math at the beginning of the school year, as well as progress monitoring throughout the year. ELL students will also be given the WIDA Screener in order to determine possible regression in ELP, with priority given to those who performed poorly or regressed year-to-year on the WIDA ACCESS for ELLs 2.0 state test. ELL committees will be convened as needed to analyze data and determine whether additional services are needed for students who demonstrate regression in ELP. ELL students whose family selects virtual instruction from the district (Columbia Homeroom) will continue to receive appropriate accommodations in all available formats.

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
Hope Jernigan - Assistant Superintendent
Contact information: email, phone number
jerniganh@columbiak12.com , 386-755-8000
Date submitted
8/18/20
Superintendent Signature (or authorized representative)
