



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

**[Nassau County]**

*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: \_\_\_\_\_

### Revised School Calendar

Based on the increase in the number of COVID-19 cases locally and in the state of Florida, the Nassau County School Board approved, upon the recommendation of the Superintendent, delaying the first day of school for two weeks. The NCSB calendar was revised to allow for the new start date of August 24<sup>th</sup>. The revised calendar provides the statutorily required number of instructional hours.

Pushing the start date back two weeks allows the district to better address two major areas of concern. The first area of concern involves the safe return to school for our students and staff. The second area of concern involves our ability to provide quality distance learning opportunities for our students.

1) **Safety** - Though the district has been purchasing safety supplies and equipment for the past few months, the two additional weeks will greatly enhance our ability to accumulate enough supplies to last through an extended period of time. It will also provide more time to install plastic barriers, water filling stations, hand sanitizing stations and signage. The extra time will also allow us the opportunity to coordinate with our local health department, particularly in the area of contact tracing in response to positive COVID-19 cases among students or staff members.

2) **Quality Distance Learning** - The shut down last spring caused by COVID-19 necessitated a full and immediate transition to distance learning. Though teachers and administrators responded in heroic fashion and learning continued though out the shutdown, it was made apparent that our ability to maintain instructional continuity would be greatly enhanced if we had a full-fledged learning management system (LMS). In response to this realization the district has adopted Canvas LMS. Canvas will provide us a digital platform for learning, whether students are in traditional brick and mortar or a distance learning situation.

Since this program is new for all of our teachers, the additional two weeks allows for us to provide up to four days of professional learning on the LMS. The four days is in addition to six full days of preplanning that teachers will have prior to our first day for students.

## **Innovative Model**

Based on information the district received by surveying parents and feedback we gathered through emails, social media, and phone calls, we determined that to meet the needs of our school community three learning options would be needed. The three options are described below:

### ***Elementary (Grades PreK-5)***

#### **Elementary Option 1- Traditional School (Brick and Mortar)**

K-5 students will go to school as normal, five days a week. PreK students will go to school as normal, four days a week. Early release days will continue to occur every Wednesday.

*\*If your child is a student with disability being served through our prekindergarten, Access Points, STARRS (Day Treatment), or our medically fragile program, it is the recommendation of the Nassau County School District that you continue to send your student to their zoned/assigned school and to select Option 1 for your student.*

#### **Elementary Option 2- School-Based Distance Learning**

Students will remain attached to the current school while receiving instruction online. Teaching will mirror the pace and rigor of the traditional brick and mortar school. Teachers will provide daily online instruction, opportunities for interaction among classmates, and small group instruction to meet individual student needs. Students choosing this option are encouraged to make a semester commitment. However, if a student is not making adequate academic progress as a distance learning student, the decision may be made to return to brick and mortar.

*\*Students with an IEP or 504 Plan will have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations may not be possible to implement in the online educational setting. If any of your child's accommodations are unable to be implemented virtually, your child's IEP team will review this with you and discuss*

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options to help your child succeed. All related services will be delivered through teleservices or at your child's zoned/assigned school via walk-in services.

### Elementary Option 3- Nassau Virtual

Students who choose Nassau Virtual will withdraw from their traditional school and switch their enrollment to Nassau Virtual. Students choosing this option should make a semester commitment.

*\*Students with an IEP or 504 Plan will have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations may not be possible to implement in the online educational setting. If any of your child's accommodations are unable to be implemented virtually, your child's IEP team will review this with you and discuss options to help your child succeed. All related services will be delivered through teleservices or at your child's zoned/assigned school via walk-in services.*

### Secondary (Grades 6-12)

#### Secondary Option 1 – Traditional School (Brick and Mortar)

Students will go to school as normal, five days a week. Early release days will continue to occur every Wednesday.

*\*If your child is a student with disability being served through our Access Points, STARRS (Day Treatment), Transition Adult Program(TAP)/Project Search, or our medically fragile program, it is the recommendation of the Nassau County School District that you continue to send your student to their zoned/assigned school and to select Option 1 for your student.*

#### Secondary Option 2 – School-Based Distance Learning

Students have the choice of remaining attached to the current school while receiving instruction online. Teaching will mirror the pace and rigor of the traditional brick and mortar school. Teachers will provide daily online instruction, opportunities for interaction among classmates, and small group instruction to meet individual student needs. Students choosing this option are encouraged to make a semester commitment. However, if a student is not making adequate academic progress as a distance learning student, the decision may be made to return to brick and mortar.

All courses will not be available through school-based distance learning. For courses not available through school-based distance learning, students may take the course through Nassau Virtual or FLVS.

- Middle school students may choose to come to the brick and mortar school for Band and/or Gifted classes.
- High school students may choose to come to the brick and mortar schools for select courses while taking most courses through Nassau's School-Based Distance Learning option. Though the district will not be

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able to accommodate ALL scheduling requests, we will work with those students wanting to take advantage of this option.

- Students will need to work with their school counselor to determine the courses and daily schedule available at the school.
- Please Note: If a student needs transportation outside of the normal bus route's daily start and stop times, transportation will need to be provided by the student or a parent/caregiver.

*\*Students with an IEP or 504 Plan will have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations may not be possible to implement in the online educational setting. If any of your child's accommodations are unable to be implemented virtually, your child's IEP team will review this with you and discuss options to help your child succeed. All related services will be delivered through teleservices or at your child's zoned/assigned school via walk-in services.*

### Secondary Option 3 – Nassau Virtual

Students who choose Nassau Virtual will withdraw from their traditional school and switch their enrollment to Nassau Virtual. Students choosing this option should make a semester commitment.

*\*\*Students with an IEP or 504 Plan will have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations may not be possible to implement in the online educational setting. If any of your child's accommodations are unable to be implemented virtually, your child's IEP team will review this with you and discuss options to help your child succeed. All related services will be delivered through teleservices or at your child's zoned/assigned school via walk-in services.*

### 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

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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.

All 16 Nassau County School District schools will open on August 24<sup>th</sup>, 2020. This will be the first day of school for all instructional options. Teachers will return for two required days of professional learning on August 10<sup>th</sup> and 11<sup>th</sup>. Two optional days of professional learning will be offered on August 12<sup>th</sup> and 13<sup>th</sup>. Teachers will then have six days of preplanning prior to the first day of school.

All schools will operate on a traditional schedule five days per week, with the exception of Wednesdays, when students are released one hour early to allow for teacher planning. The revised school calendar pushed the last day of school from May 25<sup>th</sup> to June 4<sup>th</sup> and eliminated two holidays that were on the original calendar to ensure all schools met the statutorily required number of instructional hours. All instructional options will be on the same school calendar.

#### School Times

##### K – 5

HES	7:45 – 2:00
BES	7:45 - 1:50
CIS	7:40 – 1:50
CES	7:55 – 2:10
YPS	7:40 – 1:40
YES	7:50 – 2:05
WES	7:55 – 2:10
SES	7:45 – 1:50
ELHES	7:50 – 2:10

##### 6-12

HMSH	8:59 – 3:25
CMS	9:05 – 3:15
WNHS	9:05 – 3:30
YMS	9:00 – 3:36
YHS	9:00 – 3:25
FBMS	8:55 – 3:24
FBHS	9:00 – 3:30

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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.

The Nassau County School District's "Reopening Plan: *A Safe and Healthy Return to Teaching and Learning*" includes an option (Option 1) which is for families who wish to educate their children in a traditional brick and mortar school. Under all three instructional options all services required by law will be provided for all students, including our vulnerable populations.

The NCSD is committed to providing high quality instruction and support to all students in their academics, social emotional and behavioral health needs. Several years ago the district began the process of integrating our existing systems for academic support (RTI), behavior support (PBIS), and social emotional support (our System of Care) into a comprehensive MTSS (Multi-Tiered System of Support) approach.

Through MTSS, schools are able to focus on high-quality core instruction and provide interventions matched to the needs of small groups of students or individual students (whether the need is for remediation or enrichment). This approach ensures efficient use of school and district resources.

Nassau County School District follows Florida's model of the Multi-Tiered System of Supports and the four-step problem-solving process. This model is based upon the concept that academic, social emotional, and behavioral health supports that are provided at a core or universal level will effectively address the needs of at least 80% of the student population. This is referred to as Tier I. However, not all students will respond to the same curricula and teaching strategies. As a result, some students will receive supplemental targeted instruction and intervention which is considered Tier II support. Finally, at Tier III, a few students with the most severe needs will receive intensive and individualized academic, social emotional, or behavioral health support in addition to the Tier I and Tier II provisions. This three-level support system allows educators to identify the needs of all students, match the level of support to the severity of the academic, social emotional, or behavioral health need, and then monitor the students' response to intervention.

A four-step data-based problem-solving process is a critical and on-going component of the district's multi-tiered system of support. District level and school-based teams meet regularly to review and analyze data. In order to identify and address barriers to student achievement, teams; identify the problem(s), analyze the problem(s), determine appropriate intervention(s)/support(s) and then evaluate the effectiveness of those intervention(s)/support(s) through regularly scheduled data reviews at problem solving team (PST) meetings. Data based decisions are expected at all levels of the district and schools.

It is also important to stress that the district is supporting the use of the Multi-Tiered System of Supports and the four-step problem-solving process for **ALL** students. Students with disabilities are a primary focus as school teams assess any potential impact related to the COVID-19 school closures. Teams will collaborate regularly and develop support plans for students with disabilities as potential impacts are

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identified. These conversations can be driven by reviewing data and considering any voiced concerns by parents, teachers, staff, medical/mental health professionals, etc.

(More information about support for student social emotional needs may be found in Part 5 of the district's "Reopening Plan: *A Safe and Healthy Return to Teaching and Learning*").

### 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.

As a result of the COVID-19 school closures, the district is supporting school-based teams to enhance Tier 1 (core/universal) instruction with a focus on social emotional learning and overcoming skill loss in literacy and math. Teams will continue to use early warning systems (EWS) to determine which students are struggling to close any learning and/or social emotional/behavioral health gaps. School teams will initiate the first review after 4-6 weeks from the start of the school year. At this time, intervention support via the tiered process will be initiated for **ALL** students (including students with disabilities) in need to help close achievement gaps, remediate skills, and to boost social emotional/behavioral health skills.

The district has provided a variety of tools for monitoring student progress for students in all three instructional options, that include but is not limited to the following:

- FOCUS Database/Performance Matters reports (reports early warning indicators in academics, social emotional, and behavioral health)
- K-8 Renaissance STAR Reading (Fall, Winter, Spring)
- 6-8 Renaissance STAR Math
- K-2 Lexia
- 3-5 iReady (Fall, Winter, Spring)
- 9-12 Remedial Math Blocks
- K-12 Curriculum based measurement (CBM) of the skill(s) targeted for individual students receiving intensive interventions
- K-12 Formative assessments/observations to monitor use of replacement behavior(s) based on target behavior such as tools associated with Check in/Check out, Check and Connect, a behavior contract, Cognitive Behavior Therapy, etc.

Monitoring of the implementation and fidelity of the four-step problem-solving process (problem identification, problem analysis, intervention development, and intervention effectiveness) begins at the district level with district leaders analyzing and discussing data together to determine the effectiveness of Tier I core instruction. If Tier I core instruction fails to meet the needs of 80% of the school population, the district team will (using the four-step problem-solving process) recommend and initiate actions to strengthen core instruction. The district leadership team will be responsible for documenting the use of the four-step problem-solving process and ensuring the fidelity of the process.



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The school leadership team will continue to progress monitor the Tier I core instruction effectiveness. Appropriate staff will join the school leadership team to disaggregate school data using the four-step problem-solving process to identify those groups of students who require Tier II and/or Tier III interventions. The Nassau County MTSS Guide provides guidance and forms to document the process that incorporate the components from the Problem-Solving/RtI Worksheet from the Guiding Tools for Instructional Problem Solving (G-TIPS).

To ensure that interventions are being implemented and monitored with fidelity, the district leadership team and school leadership team will maintain documentation of student(s) progress and the level and type of support being provided. This documentation is available for review at all times by school-based and district leaders who will conduct regular walk-throughs and observations at each school to monitor the learning environment and ensure the problem-solving process and interventions are being implemented with fidelity.

Parents are considered an integral part of the problem-solving team and are invited to participate in all meetings involving their student and the data. In an effort to obtain global awareness, the Nassau County School District will disseminate the Parent Guide to Multi-Tiered System of Supports (MTSS) which explains the school's multi-tiered system of supports and the school's use of the four-step problem-solving process. Every attempt will be made to include the parent as a part of the PST to include rescheduling meetings and phone/video conferencing.

### 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.

Students with disabilities are a primary focus as school teams assess any potential impact related to the COVID-19 school closures. IEP team members will immediately make connections with students and parents to collaborate and develop support plans for students with disabilities as potential impacts are identified. These conversations will be driven by reviewing data and considering any voiced concerns by parents, teachers, staff, medical/mental health professionals, etc. Intervention support via the tiered process will be initiated for **ALL** students (including students with disabilities) in need to help close achievement gaps, remediate skills, and to boost social emotional/behavioral health skills.

In order to identify the need for compensatory services, teams will use early warning systems to determine which students are struggling to close any learning and/or social emotional/behavioral health gaps. School teams will initiate the first review after 4-6 weeks from the start of the school year if an immediate need is not initially seen or voiced. IEP team members will arrange meetings to address the student's specific needs utilizing the district's COVID-19 Impact Services and Supports plan. (Please see below.) This plan will outline the current functioning of the student and next steps. Next steps may include updating/amending the IEP, implementing tiered intervention supports, and/or considering a reevaluation.

It is also important to note that our district focuses on student-centered approach to learning fostering independence and autonomy for all our students. Our classrooms are modeled to provide centers and

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learning environments to meet the students at their independent level while cultivating growth and exploration. As a way of our work, students also have the opportunity to advocate for themselves within this environment. In such a situation, teachers will initiate any tiered intervention, enrichment, or emotional support needed for our students to be successful.

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COVID-19 Impact Services and Supports

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Exceptionality(ies): \_\_\_\_\_ Related Service(s): \_\_\_\_\_

School: \_\_\_\_\_ Date of discussion: \_\_\_\_\_

Documentation from a medical provider.  Yes\*  No  N/A

\*Attach and obtain Release of Information to contact medical provider.

Summary of guidance from medical provider (if applicable):

Parent/Guardian input:

Summary of the progress monitoring data:

Team recommendations:

Action Plan:

Update/Amend IEP

Reevaluation

Review student performance data in 6-8 weeks

Provide comparable therapy(ies) via  walk in or  tele-services in a virtual environment

\*\*To implement the following safety precautions while student is on campus (i.e. change schedule to minimize contact with others; obtain partition for student's area, student not required to wear mask due to disability/medical condition, etc.):

\*\*Safety precautions must be shared with all relevant parties (i.e. transportation, cafeteria staff).

Person responsible for notifying relevant parties: \_\_\_\_\_ Date notified: \_\_\_\_\_

Signature and Title of those present:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COVID19#4

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### 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.

Nassau County completed our ACCESS testing for 2019-2020 and we just received our scores. We are reviewing the scores at this time and any ELL in grades k-2 who scored proficient in the reading and overall proficiency level with a 4.0 or above, upon agreement with teachers and school counselors, will be dismissed and coded LF and will be followed over the next two years.

Any ELL in grades 3-12 who scored a 4.0 or above in reading and overall proficiency level will be discussed with teachers, school bilingual para professionals, District ESOL Coach, and the school counselors to address dismissal from the ELL program. A review of 2019-2020 school grades and academic classroom performance will be a part of the decision to dismiss from the ELL program.

The ESOL Coach has compiled a comparison chart for the last two years. Students who have not made progress will be addressed with 2020-2021 school personnel, ie. teachers, counselors, bilingual para professionals, District ESOL Coach, and administrators, to determine how we can provide interventions for this year to help students succeed in all learning models. 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.

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>
Mark Durham, Assistant Superintendent of Instruction
<b>Contact information: email, phone number</b>
<a href="mailto:durhamma@nassau.k12.fl.us">durhamma@nassau.k12.fl.us</a> , 904-491-9905
<b>Date submitted</b>
July 31, 2020
<b>Superintendent Signature (or authorized representative)</b>
