



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Clay County District Schools

Due: July 31, 2020

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

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 **Clay County District 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: _____

Smart Restart

In accordance with Florida Education Commissioner Richard Corcoran's [emergency order](#), Clay County District Schools' intention is to begin the 2020 - 2021 school year operating all brick and mortar schools (traditional, charter, alternative, Department of Juvenile Justice (DJJ)) five days a week for all students who choose to attend. CCDS is also offering the additional options below to meet the educational needs of students and their families. The full Smart Restart Reopening Plan for Clay County District Schools is available on our website at oneclay.net/smartrestart.

As we begin the school year in the traditional brick and mortar environment, students and staff can expect classroom instruction to look different this year in accordance with [health and safety guidelines](#). Instructional personnel have worked on plans to ensure that students have the best instructional models possible, including frameworks for closing achievement gaps and rigorous distance learning options.

While online learning has been found to be an effective tool for instruction for many students, we do not believe that it can replace the quality of instruction students receive face-to-face from their teachers and support staff. For this reason, we are eager for students to return to our brick and mortar schools. However, we recognize that each family has their own unique needs. We always recognize the ability of parents to make the choice they feel is best for their student(s) and the options for back to school reflect our commitment to parents having the ability to make the choice between returning to a brick and mortar school, a blended learning model, or full time virtual instruction.

As new guidance is received from national, state, and local leaders and experts, our [Smart Restart](#) Reopening Plan will be revised to reflect the most recent information regarding school health and safety protocols as well as any changes necessary for student learning.

Option 1: Zoned Brick and Mortar School (All Grades)

This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with [several significant changes involving enhanced health and safety precautions](#).

Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing safeguards to protect the health and safety of students and staff.

At the elementary school level, we are creating a cohort model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, media center, and the playground. Interaction with students from other classes will be limited to the greatest extent possible.

At the secondary level, each school will have a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center and gymnasiums will be reduced. Extracurricular activities will resume with new health and safety protocols and will adhere to recommendations from the state.

Option 2: Clay Virtual Academy (K-12)

Clay Virtual Academy (CVA) has successfully served thousands of full-time students learning online since 2010. This full-time virtual school experience is ideal for students who wish to have more control over their learning path and pace, and for whom a flexible daily schedule is important. In this learning model, students often work on assignments during non-traditional hours, and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls.

Clay Virtual Academy offers courses for students in kindergarten through 12th grade, supported by a team of highly-qualified Clay County teachers who offer office hours. Enrollment requires a semester-long or year-long commitment, as well as an adult who can partner with CVA teachers to ensure student academic success, especially at the elementary school level.

Because Clay Virtual Academy is a public school choice, students must participate in all required state assessments, and may take part in extracurricular clubs and activities with their zoned school.

Clay Virtual Academy offers accredited courses, access to academic advisement and college planning, and opportunities for advanced coursework (including dual enrollment). Graduates earn a standard high school diploma accepted by colleges, universities, and other postsecondary programs.

Students who choose full-time Clay Virtual Academy withdraw from their regular school and switch their enrollment to CVA. Information about CVA and enrollment can be found on the [Clay Virtual Academy website](#). Students must commit to this option for at least one semester. Students will be able to switch their enrollment back to their regular CCDS school at the end of the semester (student's places are held at their previously enrolled school, including students on Special Pupil Requests (SPR), open enrollment, and lottery acceptance).

Option 3: OneClay Online (K-12)

This model is designed for families who would like to maintain their connection to their enrolled school, but do not yet feel comfortable sending their student(s) back to school in August. Students will attend school remotely and teaching will mirror the pace and rigor of brick and mortar. CCDS strongly encourages a full semester commitment for this option to ensure instructional continuity, as well as an adult who can partner with OneClay Online teachers.

Based on feedback after our distance learning experience during Quarter 4, this learning model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers and classmates. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. [Click here for a sample daily schedule](#). Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring. This learning model should make for an easier transition back to brick and mortar school and provides families the flexibility to choose an instructional model to meet their needs during these

uncertain times, and reflects our District's commitment to providing a high-quality instructional experience, no matter what the setting.

What to Expect from OneClay Online

- Daily online instruction from teachers
- Opportunities to interact with classmates
- Small group instruction to meet individual student needs
- Virtual office hours available for additional support
- Students will not be required to be online for the entire school day, but will have the same amount of classwork as traditional brick and mortar classrooms
- Teacher will utilize Google Classroom and district supported resources families are familiar with from Quarter 4 instruction
- Content will be the same as traditional brick and mortar classrooms to make the transition back to school easier
- Attendance will be taken daily

Additional Supports for Students and Families

- On demand access to a library of tutorials, trouble-shooting, and tech support
- Tips and strategies to support students learning off campus
- Support from case managers and academic intervention teachers to meet student needs during regular school hours

***Please note that all courses may not be available through OneClay Online distance learning.**

Option 4: Blended Learning (7-12)

The Blended Learning option allows students to choose to come to the brick and mortar schools for select courses and choose to take other courses through Clay Virtual Academy. This allows for students to remain connected to their home school, but also take some courses in the virtual environment. For example, a student may attend their zoned brick and mortar school four periods a day and two periods of the day at home through Clay Virtual Academy. Student schedules will be based on course availability.

Each brick and mortar school will have [several significant changes involving enhanced health and safety precautions](#), as well as a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center and gymnasiums will be reduced. Extracurricular activities will resume with new health and safety protocols and will adhere to recommendations from the state.

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Virtual school classes will allow students to have more control over their learning path and pace. In this learning model, students often work on assignments during non-traditional hours, and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls.

Students who choose this option will need to work with their school based guidance counselor in order to determine the courses and daily schedule that are available in each school.

*Please note that transportation is only provided during the normal CCDS daily start and stop times at their zoned schools. Based on a student's blended learning schedule, transportation may need to be provided by a parent and/or caregiver.

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:

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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.

In accordance with Florida Education Commissioner Richard Corcoran's [emergency order](#), Clay County District Schools' intention is to begin the 2020 - 2021 school year on **August 25, 2020** operating our traditional brick and mortar schools five days a week for all students who choose to attend ([Option 1](#)). Students who choose to return to the school campus will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with [several significant changes involving enhanced health and safety precautions](#).

The School Board of Clay County approved a change to the 2020-2021 student school year calendar on July 28, 2020. Please click [here](#) for the new student calendar.

Schedule By School Type

School Type	Student Start Time	Student End Time
Elementary	8:30	2:42
Junior High	9:30	3:42
Senior High	7:20	1:40

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.

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Clay County District Schools is committed to reopen our schools in a manner that provides an equitable education for all learners. Our Smart Restart plan provides a framework for promoting a safe, healthy and socially-emotionally supportive environment for all students to thrive and prioritizes the safety of students and staff while following state and local health guidelines. Through all of this work, CCDS is committed to focusing on closing student achievement gaps and improving literacy.

Students from low income families, our homeless students, those in foster care, and our English Language learners will be provided with all of the necessary tools for academic success in each of our learning options. Diagnostic assessments will be administered in the first days of school to assess where every student is in their learning path and to determine what critical steps must be taken to close gaps and accelerate learning.

In the brick and mortar settings, teachers and paraprofessionals will provide opportunities for students to learn in small group settings, with instructional models and materials that address their specific needs. Online learning platforms, including i-Ready reading, i-Ready math, and Achieve3000 have been in place for several years, providing students with diagnostic based, personalized learning paths and monthly growth checks. Clay County has worked diligently to increase the number of devices available to students with Title I schools being 1:1 for several years. Through our ESSER funds we are able to add to the fleet of devices that are available for all students, particularly those most in need.

Students have access to Chromebooks, as well as WiFi hotspot devices should they need internet access for distance learning. Paper packets, workbooks, and printed guidance is provided to parents who will need assistance in supporting their students in their learning while at home. Teachers, paraprofessionals, guidance counselors, and social workers diligently check on students via Google Classroom, email, texting, and phone calls. All schools maintain robust social media accounts to keep parents and students aware of resources that are available to them.

Professional learning for teachers is available through our OneClay Learning Library and Technology Backpack programs. These opportunities support teachers in utilizing all available resources in the Google Suite including Google Classroom, Google Meets and district supported online resources. Teachers are growing savvy in their ability to fuse these digital and virtual learning environments with their face-to-face interactions.

Regardless of setting, brick and mortar or distance learning, administrators, teachers, paraprofessionals, guidance counselors and social workers monitor data consistently to provide students and families the support they need for academic success. After hours tutoring, specialized instruction, mental health counseling, and medical care is available to our low income students, homeless students, foster care students, English Language Learners and their families. Through monitoring of academics, attendance, and basic needs the district is able to meet families where they are and support the needs of all students.

Exceptional Student Education

The Exceptional Student Education (ESE) Department is committed to providing free and appropriate educational opportunities for students with disabilities, in alignment with public health guidelines. To address the unique needs of students with disabilities, exceptional student education teachers and service providers will continue to work collaboratively with families to identify the services for each student that can be provided both directly and indirectly in remote and in-person learning environments. We recognize that each student will have an individual plan based on the learning model selected by the parent/guardian. When a determination regarding the learning model is made by the parents/guardians, the District will work with students and their parents/guardians to set detailed plans for the delivery of exceptional student education services as determined by the IEP team.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material.
- Students will learn using district-adopted resources aligned with curriculum and pacing guides in order to provide equitable learning opportunities in all scenarios.
- Students' needs will be identified through assessments in order to plan for student learning.
- Students will receive grades based on conventional policies.

Multi-tiered System of Supports (MTSS)

MTSS is rooted in data informed practices and does not provide an automatic entry into ESE programs. During distance learning, if interventions were not in place or were not implemented with fidelity during virtual instruction, school based leadership teams (SBLT) should convene to analyze data, problem solve, and ensure interventions are implemented until response to intervention can be determined.

Response to Intervention and Student Service Team (SST) meetings should only be held if interventions were consistently implemented with fidelity throughout the period of school closures. Conversely, these teams should not engage in determining a student's response to intervention with over two months of missing or inconsistent data.

Consideration to Tier 1 interventions for closing the achievement gap should be carefully reviewed and implemented prior to considering Tier 2 interventions.

Specialized Instructional Support

Students with Disabilities

Clay County District Schools will stay in accordance with local and state guidelines while maintaining Individualized Education Plan (IEP) requirements for students. This includes all related services and therapies. As students return to school, ESE teachers and related service providers will reassess student needs and convene IEP teams as appropriate to review the student's present level of performance, priority

educational needs, ESE services, instructional accommodations, and academic and behavioral goals.

504 teams may convene as appropriate to reassess student needs and/or adjust classroom accommodations.

Students with Disabilities who are Medically Fragile

Prior to the student returning to school, the student's IEP team will collaborate with parents, student's physician, district and school nurse, student's teacher(s), classroom paraprofessional(s), and school administrator(s) to ensure student is served in a safe environment and strict health guidelines are established and implemented. Reassess student needs as appropriate and adjust services as needed.

English Language Learners

Students will receive instructional services as prescribed by the student's ELL plan to improve their language proficiency.

Title I

Diagnostic assessments in the areas of math and reading will be administered in the earliest days of school. Students identified with learning loss will be organized into small groups and provided intensive interventions to close gaps efficiently within the school day. After-hours tutoring will be available for students with the greatest needs. Student progress will be monitored closely by administrators and teachers throughout the year with online learning path growth. Needs will be addressed through frequent data chats.

In anticipation of closures, our youngest students will be provided necessary training for logging into online learning paths. Family Engagement events and communication will provide adult caregivers the needed training for supporting students in the event of closures. Schools will maintain rich and robust social media communications to ensure that information is available to all families. Schools are prepared for closures with an increased inventory of Chromebook devices, as well as MiFis for students in our remote areas without access to internet service. Schools will have workbooks and school supplies available to deploy. Professional learning opportunities are readily available through our OneClay Learning Library and Digital Backpacks.

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.

[Clay County District Schools Assessment Calendar \(draft\)](#) - these assessments are administered using i-Ready, Achieve3000, and Performance Matters and can be accessed online. District leaders meet with school Principals after each assessment window (baseline, mid-year, end-of -year) to review progress monitoring assessment data to allocate District resources and ensure all schools are working towards closing achievement gaps and that adequate progress is being made.

Clay County District Schools will continue to adhere to our Just Read! Florida Reading Plan. Students will be placed in tier 2 and tier 3 interventions for ELA based on the decision tree. Students will receive interventions from assigned teachers and be monitored throughout the school year with i-Ready and Achieve3000. All local progress monitoring can be given to students on site and remotely.

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.

IEP teams will follow a student-centered approach with a commitment to ensure that the individual needs of each child with a disability are met. The impact, if any, of the school closure on the child's educational needs will be assessed when normal school operations resume and when feasible; and IEP meetings will be held if needed and revised based on the current needs of the student as determined when school operations resume. IEP teams (in collaboration with parents/guardians) will need to discuss and determine specialized and compensatory services appropriate for students with disabilities based upon their individual needs and circumstances and provide an assessment of negative impacts (i.e. regression, skill deficits) that were the result of the school closure.

IEP teams will consider each student's level of functioning prior to school closures, the services provided during school closure including summer, and information (with supporting data) about the student's current functioning levels upon return to school. Determinations about what constitutes appropriate services at that time will be based on appropriate goals established for each student, giving consideration to the appropriate learning environment to address each student's individual circumstances examined within the larger context of overall learning for all students.

General education teachers, exceptional student education teachers, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Accommodations and modifications are provided regardless of the educational setting. General education and ESE teachers will continue to collaborate to determine to provide accommodations and/or modifications, as outlined in the IEP and as appropriate considering the circumstances. The IEP team, (general education teachers, exceptional student education teachers, related services providers, and families), will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting. ESE Teachers, Related Service Personnel, Behavior Site Coaches, ESE Curriculum Specialists, and ESE Staffing Specialists will continue to support in the provision and identification of specialized instruction and supports for students with disabilities.

Exceptional Student Education

The Exceptional Student Education (ESE) Department is committed to providing free and appropriate educational opportunities for students with disabilities, in alignment with public health guidelines. To address the unique needs of students with disabilities, exceptional student education teachers and service providers will continue to work collaboratively with families to identify services for each student that can be provided both directly and indirectly in remote and in-person learning environments. We recognize that each student will have an individual plan based on the learning model selected by the parent/guardian. When a determination regarding the learning model is made, we will be working with students and their parents to set detailed plans for the delivery of exceptional student education services as determined by the IEP team.

Child Find and Evaluation

Clay County District Schools will continue to identify, locate, and evaluate students suspected of having a disability and in need of specialized instruction and related services. At the same time, CCDS will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations, while other evaluations require in-person contact with students or observations of students in school settings. Clay County District Schools will conduct evaluations remotely and in-person as feasible, while adhering to public health guidelines for the safety of students and staff.

Individual Educational Plan (IEP) Meetings

Clay County District Schools is committed to providing families an opportunity to have meaningful participation in the IEP development process. Whether in-person or an alternative format, such as videoconferencing or by phone, IEP teams will partner with families to determine the most practical format to conduct IEP meetings.

Delivery of Special Education and Related Services

General education teachers, exceptional student education teachers, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to

curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Progress Monitoring and Reporting

Exceptional Student Education teachers and related service providers will have in place consistent data collection and service log procedures for use across remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will be provided.

Accommodations and Modifications

Accommodations and modifications are provided regardless of the educational setting. General education and ESE teachers will continue to collaborate to determine to provide accommodations and/or modifications, as outlined in the IEP and as appropriate considering the circumstances. The IEP team, (general education teachers, exceptional student education teachers, related services providers, and families), will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting.

Confidentiality and Student Privacy

Student confidentiality and privacy laws are maintained in order to protect the privacy of education records. These regulations describe the obligations of the school district with regard to the collection, processing, maintenance, quality, and disclosure of these records. All education records are protected, regardless of media format (e.g., written, electronic).

Exceptional Student Education teachers and related service providers use digital platforms approved by the district for secure access and confidential sharing of student information. In the event that services are being provided through distance learning, service providers will contact parents to discuss the virtual options to determine parent preferences for the provision of services. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

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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.

Students identified as ELL will participate in annual language proficiency testing, along with any local assessments. Classroom modifications and testing accommodations included in the ELL plan will be implemented on-site and virtually.

Teachers will provide accommodations and modifications for testing in accordance with the ELL plan, regardless of the educational setting. General education teachers and ESOL support personnel will continue to collaborate to provide accommodations and/or modifications, as outlined in the ELL plan and as appropriate considering the circumstances. The ELL Committee will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting.

District ESOL staff will analyze data from the annual language proficiency assessment to provide guidance to schools based on progress made. In addition, district staff will provide an option for schools to remotely assess potential ELL students in a timely manner.

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
David Broskie, Superintendent
Contact information: email, phone number
david.broskie@oneclay.net 904-336-6754
Date submitted
7/28/2020
Superintendent Signature (or authorized representative)
<i>David Broskie</i>