

2020- 2021 Clay County District Schools Smart Restart School Reopening Plan



David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

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Clay County District Schools

Table of Contents

[Table of Contents](#)

[PART 1: Families and Community](#)

[Letter from the Superintendent](#)

[Overview of Health and Safety Protocols and Guidelines](#)

[Individual School Plans](#)

[CCDS Health and Safety Protocols](#)

[Prescreening](#)

[Use of Face Coverings](#)

[General Facilities](#)

[Cafeteria](#)

[Classrooms](#)

[Health Rooms](#)

[Transportation](#)

[Hygiene and Cleaning](#)

[Reopening Timeline](#)

[Parent/Guardian Options](#)

[Option 1: Zoned Brick and Mortar School \(All Grades\)](#)

[Option 2: Clay Virtual Academy \(K-12\)](#)

[Option 3: OneClay Online \(K-12\)](#)

[Option 4: Blended Learning \(7-12\)](#)

[PART 2: Florida's Innovative Learning Assurances](#)

[Assurance 1](#)

[Assurance 2](#)

[Assurance 3](#)

[Assurance 4](#)

[Assurance 5](#)

[Assurance 6](#)

[Assurance 7](#)

[PART 3: Department Planning Scenarios](#)

[Athletics and Extracurricular Activities](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Communications and Public Relations](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Curriculum and Instruction](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Custodial Services](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Facilities](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Food and Nutrition Services](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Information and Technology Services](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Mental Health and Wellness](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[School Health Services](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[Transportation](#)

[Scenario 1 \(Brick and Mortar\)](#)

[Scenario 2 \(Hybrid\)](#)

[Scenario 3 \(Distance Learning\)](#)

[PART 4: Emergency Closing Procedures](#)

[Resources](#)

[Glossary of Terms](#)

[Additional Information](#)

PART 1: Families and Community

Letter from the Superintendent

Clay County,

I am thankful for the support of our parents who have worked in conjunction with our teachers and staff to support their student's learning experiences during these unprecedented times. I am extremely proud of our OneClay teachers, staff, and administrators for their flexibility and commitment to make the best of a difficult situation and their dedication to serve as a source of support and encouragement for our students.

Our district staff has been working tirelessly over the past couple months to prepare for the reopening of schools in accordance with guidance from the Florida Department of Education and local health department. A task force consisting of school district employees, parents, teachers, and local health partners was created to provide guidance on how schools may operate during the 2020 - 2021 school year. Each department in Clay County District Schools made school reopening decisions based on three separate scenarios and addressed an action plan for each scenario.

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 our traditional brick and mortar schools 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.

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.

Please choose one of the following options for back to school for 2020 - 2021:

<p>Option 1: Traditional Brick and Mortar School (All Grades)</p>	<p>This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. 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.</p>
<p>Option 2: Clay Virtual Academy (K-12)</p>	<p>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. commit to this option for at least one semester.</p>
<p>Option 3: OneClay Online (K-12)</p>	<p>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. Elementary students will attend their currently enrolled 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.</p>
<p>Option 4: Blended Learning (7-12 only)</p>	<p>The Blended Learning option allows secondary 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.</p> <p>*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.</p>

In the Commissioner’s executive order for reopening schools, local health departments were given guidance to advise school districts to move to a different delivery phase of instruction based on local health data. The district has worked in collaboration with our local health department and emergency management to devise three possible scenarios for academic models should local data warrant a need to shift to a hybrid or distance learning model for instruction. Rest assured the district is prepared to operate in any scenario.

The scenarios are as follows:

<p>Scenario 1</p>	<p>Traditional Brick and Mortar School</p>	<p>Schools open for all students with social distancing measures in place as close to six feet apart as possible, as well as enhanced health and safety protocols.</p>
<p>Scenario 2</p>	<p>Hybrid Model based</p>	<p>Schools open for all students with a cohort model for elementary and</p>

	on Health Dept. Recommendation	a hybrid model such as an A/B day rotation for secondary students to minimize the number of students on campus at one time determined by the Department of Health- Clay County due to the possible spread of the virus.
Scenario 3	Distance Learning	Schools are closed and students are instructed through distance learning.

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.

I always say that the best thing about Clay County is our sense of community. We are truly #OneClay. This sense of community has been highlighted as we have navigated these unprecedented times together. I would like to offer my sincere appreciation to the greater Clay County Community, especially our Clay County Emergency Management Team and the Health Department - Clay County for their leadership and collaboration throughout these uncertain times and as we plan for the future education of our students. The health, safety, and wellness of students, staff, and families remain as our number one priority.

Respectfully,

David Broskie

Superintendent of Schools

Overview of Health and Safety Protocols and Guidelines

As new guidance is received from national, state, and local leaders and experts, this plan will be updated to reflect the most recent information regarding school health and safety protocols, as well as any changes necessary for student learning. The goal of the plan is to share with all stakeholders the actions and protocols that the district and schools are putting into place with the intention of lessening risks to our students and staff.

Individual School Plans

Each school is different, therefore each school leadership team will be working to create plans for the arrival/dismissal of students and faculty, lunch in the cafeteria, hallway movement, safety and security, and classroom layout and routines. Each individual school will submit their plans to the district office for approval prior to the start of school on August 11th. Each individual school plan will address the following topics in detail:

- Cafeteria
 - Compliance with CCDS Health and Safety Protocols
 - Maximize Table Spacing
 - Assign Seating
 - Staggered Arrival/Dismissal Times
 - Lunch Line Procedures (new health and safety protocols)
- Classrooms/Learning Spaces
 - Compliance with CCDS Health and Safety Protocols

- Desk Spacing
- Assigned Seating
- Removal of Furniture
- Updated Classroom Procedures (new health and safety protocols)
- Health Rooms (Clinics) and Isolation Rooms
 - Compliance with CCDS Health and Safety Protocols
 - Identify Locations
 - Identify and Train Staff
 - Identify Procedures
- Large Learning Environments
 - Compliance with CCDS Health and Safety Protocols
 - Develop arrival/dismissal, scheduling, spacing, cleaning, and updated health/safety protocols for:
 - Band
 - Chorus
 - Music
 - Media Center
 - PE/Gym/Locker Rooms
 - Computer Labs/STEM Spaces
- Shared School Spaces/Transitions
 - Compliance with CCDS Health and Safety Protocols
 - Develop staggered arrival/dismissal, updated scheduling, cleaning procedures, and updated health/safety protocols for:
 - Bus Loop
 - Parent Pick-Up
 - Bike Rack
 - Before/After School Care
 - Athletic Fields/Playgrounds
 - Recess/TDPE
 - Hallways (stairs, elevators)
 - Transitions to Classes
 - Athletics/Extra-Curricular Activities

CCDS Health and Safety Protocols

Clay County District Schools will have the following health and safety protocols in place for the August Reopening of schools:

Prescreening

- Prior to sending children to school via the bus, walking, or parent drop-off, it is highly recommended that families and staff take temperatures daily prior to coming to school or work. Any person with a fever of 100.4 degrees or higher should not go to a school site or office.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school and/or office.

Use of Face Coverings

The use of face coverings, while objectionable to some, has been strongly recommended by the Department of Health as a primary means to prevent the spread of COVID-19. This mandate reflects that stance. HOWEVER,

there are exceptions to the requirement of using a face covering. It is **important** to look at the exception list before judging the following mandate. The mandate is as follows:

Subject to the exceptions listed in Appendix “A”, all individuals, including all students, employees, parents, visitors and vendors, must wear a face covering which covers both the nose and mouth at all times while at, on or inside of any building, facility, school, school grounds or vehicle owned, leased or operated by the School Board of Clay County, Florida. Face coverings shall be either commercially produced surgical masks or commercially produced or homemade cloth face coverings provided that they fit snugly against the sides of the wearer’s face with little or no gap and comply with school dress codes. Face coverings shall be supplied by the wearer. A limited supply will be maintained by the District for student use in limited circumstances.

General Facilities

- Schools will create plans to stagger the arrival and dismissal of students to maintain social distancing as close to six feet as possible.
- Schools will run a “Closed Campus” model where only students and staff are permitted on campus. Appointments will be made for parents for IEP, 504, etc. meetings. Other meetings can continue through phone conferencing or Google Meet. We will reevaluate every nine weeks the “no visitors or volunteers” policy. No deliveries for lunch for students or parents eating lunch with students.
- Hallways and stairwells should be one way where possible and/or utilize signage with “keep right” on the floor to keep traffic moving in one direction. The district has purchased signage for reminding students and staff about social distancing, hygiene, and directions for movement on campus.

Cafeteria

- Schools will have social distancing signage floor stickers in the cafeteria lines to promote distancing.
- The cafeteria will provide food options that reduce the risk of contamination by minimizing buffet-style serving, increasing the use of foods easily transported safely to other areas (sandwiches, fruits, salads, packaged goods) while remaining sensitive to food allergies. Students will no longer serve themselves from the lunch line but will be done strictly by the Food and Nutrition Services (FNS) staff.
- School staff will sanitize high-touch areas to include serving lines, silverware containers, and door handles. High-touch areas, such as serving lines, will be cleaned and sanitized by FNS staff throughout the meal service and at the end of the meal service.
- Student identification cards will be used to allow minimal contact at the point of sale.
- Schools will utilize a variety of strategies including staggering procedures to limit the amount of contact between students in the cafeteria.
- Students will be encouraged to utilize outdoor areas to eat lunch per allowable space per individual school. Students eating indoors will be spaced as close to six feet apart as possible as allowed per individual school. School will increase spacing by implementing strategies such as utilizing the stage with tables, the bleachers in the gym for some secondary students, etc. Elementary students sit in cohorts at lunch with seating charts. Secondary schools will implement increased spacing between tables and social distance as close to six feet apart as possible.
- Schools will schedule the use of the intercom system to remind students and staff of social distancing and the importance of hygiene practices.

Classrooms

- All unnecessary furniture will be removed from classrooms to allow for social distancing as close to six feet apart as possible. Unnecessary furniture includes couches, bean bags, reading nooks, half-empty book shelves, etc.
- Desks/tables will be arranged in a fashion to allow for social distancing as close to six feet apart as possible.
- Each teacher will review procedures for classroom procedures and hygiene including the following:
 - Limit the sharing of materials.
 - Limit access to pencil sharpeners and other commonly touched items
 - Increased time for handwashing, hand sanitizer

Health Rooms

- Send out “[When to Visit Health Room](#)” guidance to teachers and staff to minimize the number of students in the health room at one time.
- School health staff will use standard precautions (mask, face shield, gloves, and gowns) and frequent hand washing with soap and water.
- Designate a separate room for students who exhibit COVID-19 symptoms.
- Updated sick and wellness policies - no longer 24 hours symptom and medication free for returning to school, but 72 hours symptom and medication free.

Transportation

- Additional drivers are being hired to assist with the reduction in number of students currently utilizing bus services.
- All buses will have sanitizer on the bus and the protocol for riders will be to sanitize their hands while entering and exiting the bus.
- Students and drivers will wear a face covering (cloth mask) while on the bus unless social distancing is in place.
- Students will be in assigned seats.
- Drivers will clean the bus after each route and at the end of the day. Additionally, drivers will clean the bus again at the start of each day.

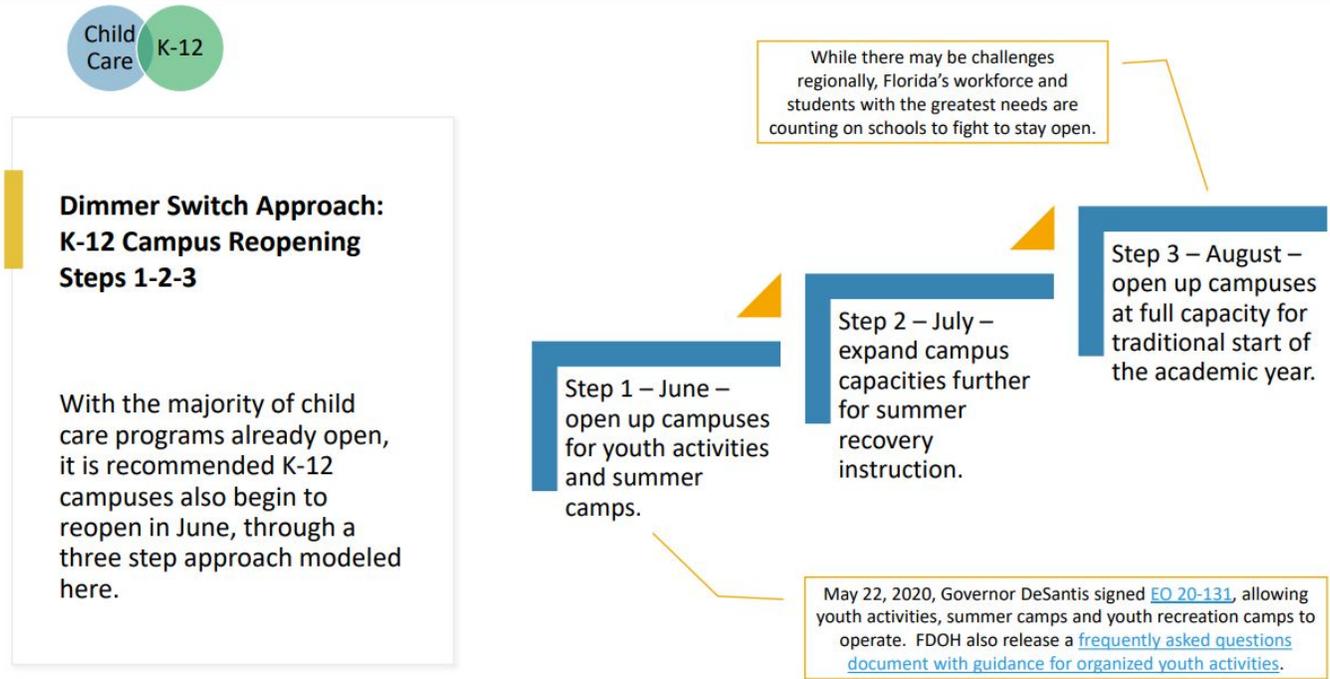
Hygiene and Cleaning

Routine cleaning and disinfecting is always key to maintaining a safe environment for our faculty, students and staff. Cleaning removes dirt and most germs and is best done with soap and water. Principals will ensure that there are adequate and approved supplies to support the increased cleaning and disinfection of facilities.

- Intensify daily cleaning and disinfection efforts throughout the facility.
- Each school and facility will utilize Electrostatic Sprayers to disinfect in a thorough and efficient manner.
- Throughout the school day, custodial staff will move through common travel spaces and spray/disinfect high touch items such as door handles, push plates, door jambs, railings, etc.
- Hand sanitizer stands and desktop pumps for the following locations: main office, classrooms, health room, media center, gymnasiums, cafeteria entrances, and extra that can be moved to high traffic areas.
- Common restrooms will be restocked, cleaned and disinfected throughout the school day.
- At the end of instructional day, routine cleaning procedures will be followed, including disinfecting surfaces and objects that are frequently touched.
- Vacuum all permanent carpeting.

Reopening Timeline

Clay County District Schools will follow the recommended reopening timeline suggested by Governor Ron DeSantis and Education Commissioner Richard Corcoran from the June 11th press conference.



Clay County District Schools Timeline

Step 1 - CCDS campuses opened in June for youth activities in athletics and band. You can view our reopening summer youth activities plans by [clicking here for athletics](#) and [clicking here for band](#).

Step 2 - CCDS campuses opened in July for 80 hours of instruction for summer recovery programs. You can view our summer recovery programs plan by [clicking here for Smart Restart: Summer Recovery](#).

Step 3 - CCDS students will return to school on August 11th in the phase determined by state and local officials.



**Clay County District Schools
Phases for School Openings/Closures**

School Phases As Determined in Collaboration with Local Health Department and Emergency Management			OR	Clay Virtual Academy	OR	OneClay Online
Type	Traditional	Hybrid	OR	Available to all K- 12 Clay students who would prefer to learn through a virtual model regardless of the COVID-19 level.	OR	Available to K - 6 Clay students who would prefer to learn through a distance learning model regardless of the COVID-19 level.
	↓	↓	OR	↓	OR	↓
Learning Location	School Sites	School Sites/Home		Commit by July 16th		Commit by July 16th
	↓	↓		↓		↓
Instructional Model	All students in classrooms with new health and safety protocols in place.	Elementary - Students attend school, but are cohorted to limit interactions between staff and students. Secondary - Students attend school on a hybrid schedule. Students will learn in class and through distance learning.		Commit for at least one semester		Commit for at least one semester

Officials from Clay County District Schools will work with local emergency management and health officials to determine the COVID-19 level and make collaborative decisions regarding the opening/closing of school sites to ensure the safety of students and employees.

*Parents always have a choice in what is best for their child(ren) when it pertains to the learning environment. Parents that are not comfortable sending their child(ren) to the brick and mortar school physically for the 2020 - 2021 school year will have the option to enroll their child(ren) in OneClay Online (K-12) or Clay Virtual Academy (K-12) for online learning.

Parent/Guardian Options

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 SPRs, 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.

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.

PART 2: Florida's Innovative Learning Assurances

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.

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

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).

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, 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.

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.

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.

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.

[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.

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.

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; and IEP meetings will be held if needed and revised based on the current needs of the student. 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. 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. 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 most essential 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.

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.

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 as feasible.

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.

Assurance 6

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

Clay County District Schools will comply with the requirements of Assurance 6.

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.

Clay County District Schools will comply with the requirements of Assurance 7.

PART 3: Department Planning Scenarios

Athletics and Extracurricular Activities

Department Lead: [Treasure Pickett](#)

An athletics task force created a "[Strategic Plan for Phased Reopening of Athletics](#)" that outlines the reopening of athletics starting on June 15th. The plan explains the regulations of Phase 1 and 2, and allows for further development of Phase 3 for July. If this plan is implemented with fidelity, then the school district would follow the FHSAA guidelines regarding competitions once school begins.

***This plan is for extracurricular athletics and activities including band.**

***Athletics is dependent on FHSAA guidance and approval.**

Scenario 1 (Brick and Mortar)

- The District will continue to follow the "phases" created by our Athletic Task Force for summer reopening. This task force will regulate the procedures for athletes, coaches and teams.
 - [Strategic Plan for Phased Reopening of Athletics](#)
 - [Strategic Plan for Phased Reopening of Band](#)
- Practice equipment and facilities are cleaned daily by coaches and custodial staff.
- Practices open to participants and coaching staff only.
- All current FHSAA player requirements will remain the same.
- If a student tests positive for COVID-19/ has known contact with COVID, the district will follow the Health Department - Clay County guidelines for students.
- For high spectator sports such as football, we will use multiple gate entrances and exits. These multiple gates will accommodate the presale ticket holders, pass holders and visitors. If needed, we will exit based on seating locations in order to limit large group gatherings.
- We will closely monitor the restrooms for supplies.
- Concession stand lines will be set up for social distancing through spot locators.
- All sports and practices will adhere to FHSAA guidelines.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1

- If we are in a hybrid situation we will monitor the status of closures/ability for extracurriculars/activities
- If applicable the CCSD return to play phases can be reactivated from the summer.
- Potential practice times adjusted to evenings for parent transportation
- JV participation will be adjusted as needed

Scenario 3 (Distance Learning)

- If schools are closed, there will be no athletics or extracurricular activities.

Communications and Public Relations

Department Lead: [Nicole Young](#)

The Clay County District Schools Communications Department provides clear and consistent information to all stakeholders through internal and external communications. For the most up to date information about Clay County District Schools, please utilize the following resources:

- Website: oneclay.net
 - Reopening Information: oneclay.net/smartrestart
- Facebook: [@oneclay](#)
- Instagram: [@oneclaycountyschools](#)
- Twitter: [@oneclayschools](#)
- App: [OneClay App](#)
- [Focus Parent Portal](#) (Grades, Schedules, Attendance)
- Blackboard Communications: Please ensure that your contact information (home/mobile phone number and email address) are up to date and correct in Focus to ensure you receive emails, text messages, and phone calls from teachers, administrators, and district officials.

Scenario 1 (Brick and Mortar)

- Frequently update all communications platforms with relevant information
- Collaborate with Clay County Emergency Operations and The Health Department - Clay County to ensure consistent messaging across agencies
- Communicate relevant information with local news partners and other media outlets
- Create a Smart Restart website
- Communicate Smart Restart information across all platforms to ensure all stakeholders are aware of their options and plans for reopening schools
- Create and update a Smart Restart Parent FAQ document
- Create scripts for staff for COVID-19 related issues (positive test results, school closures, etc.)
- Develop Communication Procedures for Positive COVID-19 Test Results in conjunction with the Department of Health - Clay County

Scenario: Potential Positive Case

- 1) Student feels unwell in classroom
- 2) Teacher provides mask for student (if student isn't already wearing one)
- 3) Teacher sends student to health room

- 4) Nurse takes student's temperature standing outside the front of health room
- 5) Student has a reading over 100.4 F
- 6) Nurse isolates student until parent/guardian can pick up student
- 7) Test is positive (student must stay home for at least 72 hours regardless of testing)
- 8) Parent/guardian alerts school of positive test
- 9) School alerts District
- 10) District alerts Director at Department of Health - Clay County
- 11) Department of Health - Clay County conducts contact tracing for student
- 12) Based on results of contact tracing and recommendation from the Department of Health - Clay County, there will be determination of closure of classroom(s)/school and notification of additional students that need to self-isolate
- 13) Department of Health - Clay County will contact students' families if they need to self-isolate via a phone call and letter. [Click here to view the sample letter from the Health Department - Clay County that will be sent home if your students has come into prolonged contact with infected student](#)
- 14) Any student who is sent home sick with COVID-19- like symptoms must visit the health room for a temperature screening upon returning back to school.

Scenario: Potential Negative Case

- 1) Student feels unwell in classroom
- 2) Teacher provides mask for student (if student isn't already wearing one)
- 3) Teacher sends student to health room
- 4) Nurse takes student's temperature standing outside the front of health room
- 5) Student has a reading over 100.4 F
- 6) Nurse isolates student until parent/guardian can pick up student
- 7) Test is negative (student must stay home for at least 72 hours regardless of testing)
- 8) Operations resume as normal and the student goes back to school after 72 hours or when better. Any student who is sent home sick with COVID-19-like symptoms must visit the health room for a temperature screening upon returning back to school

School Message to Parent/Guardian: *The school district/school has been notified of a possible positive case of Coronavirus; however, this information is protected by law through HIPAA. The Department of Health - Clay County is conducting contact tracing and will advise parents/guardians by phone call and letter if their student had prolonged contact with a positive case. Please refer to our Smart Restart Reopening Plan for the protocols in place for a positive case.*

[CCDS Communications Guidance for COVID-19](#)

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1
- Ensure all stakeholders are aware of hybrid scheduling information

Scenario 3 (Distance Learning)

- Continue protocols from Scenario 1
- Ensure all stakeholders are aware of distance learning information

Department Lead: [Roger Dailey](#)

Clay County District Schools is committed to reopen our schools in a manner that provides an equitable education for all learners. This plan provides a framework for promoting a safe, healthy and socially-emotionally supportive environment for all students to thrive. Our school reopening plan 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. This plan will address three scenarios of reopening schools in terms of scheduling, curriculum and instruction as well as the needs of some of our most vulnerable students.

Scenario 1 (Brick and Mortar)

Scheduling

- **Elementary Schools:** Student schedules will continue to remain as they are. If students change classes between teachers, then the students will continue to change classes, but with local health guidelines and procedures in place. Students will also attend resource classes (art, music, PE, media, technology, etc.) in the resource teacher's classroom. If a child receives support from an ESE teacher, that teacher will continue to service him/her in the same environment. Therapies, such as Speech/Language, OT, PT, etc. will continue in small groups.
- **Secondary Schools:** Students will follow assigned schedules. Master scheduling guidelines include six periods of 50-minute classes with traditional rotations (Jr. High schools may have rotating schedules) while following current local and state health guidelines and procedures.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material as well as the technology skills needed to prepare students for distance learning.
- Students will have access to Google Classrooms to allow for a smooth transition of standards-based instruction between scenarios.
- 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

[Return to Table of Contents](#)

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.
- When students return to the brick and mortar setting, 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

Scenario 2 (Hybrid)

Scheduling

- **Elementary Schools:** Student schedules will continue to remain as they are. A cohort isolation model will be put into place that limits student movements and interactions throughout the schools. Teachers will move between classrooms while the students remain in the same classroom all day. Resource teachers (art, music, PE, technology, media, etc.) will visit the individual classrooms, following local and state health guidelines and procedures that will be in place. If a child receives support from an ESE teacher, that teacher will continue to service him/her in the same environment. Therapies such as Speech/Language, OT, and PT, will be modified based on student need and may be supported virtually.
- **Secondary Schools (Two Options):**
 - **Two Day Rotation** - Two days face to face (ex Group A will attend Monday/Thursday face to face with Tuesday, Wednesday, and Friday Distance Learning. Group B is Tuesday/Friday Face to Face with Monday, Wednesday, and Thursday Distance Learning. Wednesday is Distance Learning Day for all).

*Master Scheduling remains a six period day with 50 minute classes with traditional rotations while following current Florida Department of Health guidelines and procedures.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material using the flipped classroom model - at home, students engage with the content independently; in the classroom, students apply that learning through highly engaging experiences.
- Students will continue to use Google Classroom to allow for a smooth transition of standards-based instruction between face-to-face and distance learning.
- Students will learn using district-adopted resources aligned with curriculum guides and paced in order

to provide equitable learning opportunities for all.

- Instruction will be prioritized over assessment during days of face-to-face instruction.
- Students will continue to 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.
- A plan should be in place to ensure Tier 2 and/or Tier 3 interventions are implemented with fidelity during virtual instruction.

Specialized Instructional Support

Students with Disabilities:

- Clay County District Schools will stay in accordance with local and state health guidelines while maintaining Individualized Education Plan (IEP) requirements for students. This includes all related services and therapies.
- When students return to the brick and mortar setting, 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.
- When students are engaged in virtual instruction, a Temporary Distance Learning Plan will be implemented to supplement ESE services/therapies normally provided to students in the brick and mortar setting. The Temporary Distance Learning Plan will reflect (with parent input) what services can be appropriately and feasibly provided to benefit and support the student's educational needs in the distance learning environment.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.
- 504 teams may convene as appropriate to reassess student needs and/or adjust classroom accommodations.

Students with Disabilities who are Medically Fragile:

- All stakeholders will collaborate to ensure students are served in a safe environment following strict health guidelines. Student needs are reassessed as appropriate. During distance learning the IEP team will implement a temporary distance learning plan. ESE services/related services will be provided virtually, telephonically, individualized offline activities, or through a combination of these delivery models.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

English Language Learners

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

Scenario 3 (Distance Learning)

Clay County District Schools are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged classroom or school closure should occur. The Instructional Continuity Plan is organized according to the template provided by Governor Ron DeSantis in his plan for [Reopening Florida's School and the CARES Act](#).

Please [click here](#) for our current version of the Instructional Continuity Plan. An updated version is coming soon.

Scheduling

- **Elementary Schools:** Students will utilize the Google Classroom platform and will receive daily assignments and instruction from their classroom teacher(s). Teachers will follow state standards and utilize district curriculum to support distance instruction.
- **Secondary Schools:** Student class schedules will remain the same while distance learning. Teachers will utilize the Google Classroom platform and follow the district master scheduling and instructional framework guidelines.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material through Google Classroom assignments and during distance learning.
- Teachers will support student learning through digital tools.
- Students will continue to use Google Classroom to allow for a smooth transition of standards-based instruction between face-to-face and distance learning.
- Students will learn using district-adopted resources aligned with curriculum guides and paced in order to provide equitable learning opportunities for all.
- Students will receive feedback on their progress through a variety of digital tools.
- Students will continue to receive grades based on conventional policies.

Multi-tiered System of Supports (MTSS)

- A plan should be in place to ensure Tier 2 and/or Tier 3 interventions are implemented with fidelity during virtual instruction. Progress monitoring should continue to occur at regular intervals. All procedures should be followed in the virtual setting that would normally be followed in the brick and mortar setting.

Specialized Instructional Support

Students with Disabilities

- While students are engaged in virtual instruction, all ESE students will have a Temporary Distance Learning Plan in addition to the district's Instructional Continuity Plan. The Temporary Distance Learning Plan will reflect (with parent input) what services can be appropriately and feasibly provided to benefit and support the student's educational needs in the distance learning environment. ESE students will be provided with ESE Services/Related Services virtually, telephonically, or individualized

offline activities. Services may also be provided using any combination of these methods.

- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

Students with Disabilities who are Medically Fragile

- IEP teams will implement Temporary Distance Learning Plans for students in exceptional education. ESE students will be provided with ESE services/related services virtually, telephonically, or individualized offline activities, or or through a combination of these delivery models.
- For students determined eligible for Hospital/Homebound, services will be provided through distance learning.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

English Language Learners

- When students are engaged in distance learning, a temporary distance learning plan will be implemented to supplement ELL services normally provided when a student is present in the brick and mortar setting.

Custodial Services

Department Lead: [Jim Fossa](#)

Routine cleaning and disinfecting is always key to maintaining a safe environment for our faculty, students and staff. Cleaning removes dirt and most germs and is best done with soap and water. Principals will ensure that there are adequate supplies to support the increased cleaning and disinfection of facilities when returning to school.

Scenario 1 (Brick and Mortar)

- Intensify daily cleaning and disinfection efforts throughout the facility.
- Each school and facility will utilize the Electrostatic Sprayers to disinfect in a thorough and efficient manner.
- Throughout the day, custodial staff will move through common travel spaces and spray disinfect high touch items. Door handles, drinking fountains, push plates, door jambs, railings, etc.
- Hand sanitizer stands have been purchased for each school for the following locations: front office, health room, media center, gymnasiums, cafeteria entrances, and extra that can be moved to high traffic areas.
- Common restrooms will be swept, restocked, fixtures cleaned and disinfected throughout the day.
- At the end of instructional day, routine cleaning procedures will be followed, including disinfecting surfaces and objects that are frequently touched.
- Vacuum all permanent carpeting.

Scenario 2 (Hybrid)

- Continue protocols from scenario 1

Scenario 3 (Distance Learning)

- Keep daily “not in session” cleaning and disinfection schedule throughout the facility.

In the instance of a confirmed person with COVID-19 in a classroom/building, the custodial and school-based leadership team will take the following steps:

- Close off areas used by the individuals and use the school-based rapid response cleaning team to deep clean infected areas using the Electrostatic Cleaners.
- Open outside doors and windows to increase air circulation.
- Prior to reopening the classroom or school, clean and disinfect all areas used by the ill individual(s) and focus on high touch areas.

Facilities

Department Lead: [Bryce Ellis](#)

The Facilities Department encompasses 42 schools and over 50 facilities countywide. The Facilities Department is responsible for the oversight of major and minor construction projects on all school campuses including new construction, renovations, repairs, replacements of mechanical, electrical, and plumbing systems, civil work, roofing, large and small scale renovations. The Facilities and Code Enforcement departments are responsible for making sure Florida Building Codes are followed to ensure the safety of all stakeholders on our campuses. These contractors do not normally come in contact with student or instructional staff. The below scenarios detail the use of facilities for the 2020-2021 school year following social distancing recommendations with campus movement and group gatherings.

Scenario 1 (Brick and Mortar)

- Run a closed campus model where only students and staff are permitted on campus.
- Pre-K, Head Start, and Daycare drop off and pick up guidelines will be modified to eliminate unnecessary contact.
- Hallways and stairwells will be one way where possible and/or utilize signage with “keep right” on the floor to keep traffic moving in one direction. The district has purchased signage for reminding students and staff about social distancing, hygiene, and directions for movement on campus.
- Staggered schedule for elementary recess and utilizing more fields and free play areas throughout the campus when possible.
- All facilities and schools will have hand sanitizing stations in common areas and will have hand sanitizing pumps in each classroom.
- Large Group gatherings, such as grade level orientations/assemblies and pep rallies should be done virtually if they are not able to be accommodated outside with social distancing for the student body.
- Plexi-dividers will be installed in common spaces such as the media center, main office, cafeteria, and guidance.
- Each school will have a Smart Restart School-based Plan that is specific to their campus. This plan will include campus movement and social distancing protocols for the following areas within the facility:
 - Cafeteria
 - Hallways/Stairways for Transition
 - Classrooms/Learning Environments
 - Health Room

- Isolation Room
- PE/Gym Locker Rooms
- Communal Bathrooms
- Media Center
- Gymnasium
- Bus Loop/Parent Pickup and Drop Off

Scenario 2 (Hybrid)

- Continue protocols for Scenario 1

Scenario 3 (Distance Learning)

- Campuses and facilities will be utilized strictly for employees only.

Sample Signage for Communicating Social Distancing and Proper Hygiene throughout school facilities:



Directional Arrow Floor Decal (Pack of 10)



Food and Nutrition Services

Department Lead: [Susie Glover](#)

The Food and Nutrition Services Department (FNS) continues to provide healthy, nutritious, appetizing and affordable meals to the students of Clay County District Schools. The FNS Department provides technical assistance and training to all cafeteria staff. The department's focus is to ensure all aspects of the food service operation is functioning in an effective and efficient manner.

The FNS Department is financially self-sufficient. Generated revenue pays all cafeteria support and administrative salaries to include district office staff. All food, supplies, and equipment are expended through the FNS budget.

Scenario 1 (Brick and Mortar)

- Students will come through the serving line standing 6-feet apart to receive their meal. Meals are consumed in the cafeteria or outside with social distancing of 6-feet apart. Repurpose other recreational rooms such as the media center and gymnasium to maximize spacing between students.
- Sanitize high-touch areas to include serving lines, silverware containers, and door handles. High-touch areas, such as serving lines, will be cleaned and sanitized by FNS staff throughout the meal service and at the end of the meal service.
- Student identification cards will be used to allow minimal contact at the point of sale.
- Social distance stickers will be on the floor at each serving line.
- Outdoor eating will be encouraged per allowable space per individual school. Indoor eating will be spaced as space allows per individual school.
- Allow time for restroom breaks before lunch to provide an additional, timely opportunity for handwashing.
- Hand sanitizer will be available at the beginning of each serving line.
- Strategic use and placement of age-appropriate signs at common areas where hand hygiene is recommended (doors; restroom sinks; walls near table ends, registers and serving lines).
- Scheduled use of the intercom system to remind students and staff of social distancing and the importance of hygiene practices.
- Students eating in cohorts and seating charts to help with contact tracing.
- Provide consistent staff re-education and reminders for new processes and expectations. Cleaning and disinfecting between each meal session and serving time, including the changing of gloves and performance of hand hygiene by nutrition staff, cleaning of tables, registers and high-touch surfaces
- Provide food options that reduce the risk of contamination by minimizing buffet-style serving, increasing use of foods easily transported safely to other areas (sandwiches, fruits, salads, packaged goods) while remaining sensitive to food allergies.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1
- If students are on a hybrid model, this will allow for more usable space in the cafeteria and other areas for lunch.
- School Nutrition Programs operate under the regulations of the United States Department of Agriculture. Waivers were just released by USDA to allow flexibility in this area. We will be receiving additional guidance from the state on the details of how we can provide meals to students that qualify during a hybrid model.

Scenario 3 (Distance Learning)

- Continue with Grab-and-Go meal distribution at designated schools. Students will be able to pick up a lunch for the day and a breakfast for the following day.

Information and Technology Services

Department Lead: [Ethan Caren](#)

Whether work and learning takes place on campuses or at home, Information and Technology Services will strive to meet the needs of all students, employees, and parents to ensure that our #OneClay community can continue to move forward towards successfully meeting established goals and objectives. The Information and Technology Services (ITS) department is dedicated to supporting the students and employees of Clay County District Schools by providing high-quality technical experiences, including:

- Providing safe and reliable access to the CCDS Network;
- Providing managed devices that allow students and staff to access network resources;
- Cultivating a sense of fiscally responsible innovation in our department to provide the best possible resources to our students and staff;
- Holding high expectations for our staff members to assist students and staff in utilizing digital resources safely and effectively.

Scenario 1 (Brick and Mortar)

- Survey CCDS parents to determine students who need a Chromebook/WiFi Hotspot for distance learning to proactively determine distribution of devices should they be needed for distance learning
- Distribute devices to ensure instructional needs can be met in classrooms
 - Inventory all Chromebooks and WiFi Hotspots utilizing Destiny Resource Manager
- Provide training to employees, students, and parents in utilizing Clay County devices, digital platforms, and online resources
 - Online self-paced learning for all employees
 - Online tutorials for students and parents
- Provide support to employees, students, and parents utilizing Clay County devices, digital platforms, and online resources
 - Continue to utilize the SchoolDude ticketing system and Service Desk to support employees
- Develop a plan to provide a 1:1 ratio of Chromebooks to students to support blended learning

Scenario 2 (Hybrid)

- Continue protocols from scenario 1
- Increase trainings for teachers in best practices for hybrid instruction
- Increase support protocols for parents and students utilizing technology at home

Scenario 3 (Distance Learning)

- Continue protocols from scenario 1

- Increase trainings for teachers in best practices for distance learning instruction
- Increase support protocols for parents and students utilizing technology at home

Mental Health and Wellness

Department Lead: [Laura Fogarty](#)

Clay County District Schools recognizes that efforts to address social and emotional and mental and behavioral health needs of our students and staff will need to be a priority in planning for our schools to reopen. Our district established SEL priorities: Sense of Wellness, Sense of Connectedness, and Sense of Safety will continue to be our focus as we seek to ensure that all staff and students feel their physical and mental needs are met in a culturally relevant and equitable manner. Protocol for attending to staff, students, parents, and our community are itemized below per each attendance scenario we may find ourselves in the 20-21 school year.

Scenario 1 (Brick and Mortar)

Schools and Classrooms

- To foster a positive classroom climate and culture, the teachers will focus on the three R's: Relationships, Routines, Resilience.
- Administrators and school counselors will create a welcome back to school video to foster a welcoming school environment and sense of belonging.
- All itinerants (Therapists, Psychologists, County Office Supports, Staffing Specialists, etc) will be at a school to help with the welcoming of students.
- Prior to school Video/Virtual Orientation from teachers (individual or small group Google Meet for student(s) and/or generic video for whole class).
- As a relationship builder, teachers greet and connect with students at the classroom door .
- Provide resources for teachers to help them support students in their classroom who are experiencing emotional or behavioral issues. The resources will be helpful Talking Points for Teachers from School Counselors.
- School Counselors and Social Workers will create Google Forms for students, teachers, and parents to Request Assistance or individual counseling.
- Student Success Meetings will use a team approach to assess for increased needs appropriate referrals
- School Counselors and social workers will run small groups to address student issues that need more intentional, directed support.

Communication

- District-wide communication to promote consistent information and resources through the district website, Facebook, Clay Connect newsletter, and more regarding COVID-19, and SEL Resources.
- Share Social Emotional Learning Links with parents to build a social emotional intelligence bridge between home and school.
- Ensure parents have access to contact information for school-based mental health personnel (school counselors, social workers, school psychologists, and school nurses).
- During staff monthly meetings, school leaders will increase staff connection activities to build a positive climate and enhance SEL staff awareness.

- Provide parents informative handouts about the importance of routines at home and how to foster socially and emotionally competence in students.

Scenario 2 (Hybrid)

Schools and Classrooms

- Continue protocols from Scenario 1
- Weekly Wellness Check in with school counselors through the Google Classroom.
- School based mental health professionals will offer virtual counseling sessions.
- Utilize Google Form to Request Assistance (from Guidance/Social Work) for student concerns
- Send Parent Newsletters using Smores or other online newsletters from Administrators and Counselors.
- Weekly phone calls to check in with students and families in an effort to stay connected with all students.

Communication

- Continue protocols from Scenario 1
- Provide teachers a platform to discuss successful techniques for engaging online learning.

Scenario 3 (Distance Learning)

Schools and Classrooms

- Continue protocols from Scenario 1 and 2
- Weekly Wellness Check in with school counselors through the Google Classroom.
- School-based mental health professionals will offer virtual counseling sessions.
- Utilize Google Form to Request Assistance (from Guidance/Social Work) for student concerns
- Send Parent Newsletters using Smores or other online newsletters from Administrators and Counselors.
- Weekly phone calls to check in with students and families in an effort to stay connected with all students.

Communication

- Continue protocols from Scenario 1 and 2
- During monthly staff meetings (virtual), school leaders will increase staff connection activities to build a positive climate and enhance SEL staff awareness.
- Provide parents informative handouts about the importance of routines at home and how to foster socially and emotionally competence in students.
- Provide teachers a platform to discuss successful techniques for engaging online learning.

School Health Services

Department Lead: [Kristin Riebe](#)

In light of COVID-19, the nursing staff will be trained in recognizing the symptoms of the virus. Nurses will also be trained on the proper way to remove gowns, gloves, and masks after caring for someone suspected of having the virus. Health rooms are being divided and special instructions are in place to care for ill children and well children. We are limiting the number of students in the health room at one time. Additionally all staff will be trained on how to properly wear a mask and dispose of gloves per CDC recommendations and videos. HIPAA and FERPA rules will be taught and reviewed to protect the privacy of students and staff that may become ill.

Scenario 1 (Brick and Mortar)

- Nurses open school health rooms, review student medical records, schedule mandatory health screening dates.
- Clinic Assistant to assist the nurse, one person to care for ill students, one to attend to well students that need medication, or other services (sick area and a well room).
- Principals in the schools will designate a separate isolation area for sick students that present COVID-19 symptoms.
- Nurses will take extra care with medically complex students.
- Plan for when a student becomes ill - recommendations by CDC & NASN is to use a face covering (mask) for students who present with respiratory symptoms and/or fever over 100.4.
- Send out a “[When to Visit the Health Room](#)” to teachers and staff (this will help prevent non-needed visits to the Health Room) and this will minimize the number of students in the health room at one time this is covered in the [When to Return to School Plan](#).
- School health staff will use standard precautions (mask, gloves, and gowns) and frequent hand washing with soap and water.
- Students and staff that present with signs and/or symptoms of illness related to COVID-19 (fever, cough, shortness of breath, abdominal pain, nausea, vomiting, loss of taste or smell) shall not be allowed to remain on school campus as determined by the [Symptomatic Student Algorithm](#) and [Symptomatic Staff Algorithm](#).
- Continue to follow COVID-19 protocols established by the Florida Department of Health - Clay County.
- Nurses and other employees, including administrators, will emphasize hygiene with hand washing, sneezing into the elbow, and covering the mouth when coughing.
- Posters will be displayed about COVID-19 in high traffic areas.
- Nurses will be trained on PPE use at the beginning of the school year.
- The nurse room will provide a brochure created to educate about COVID-19 and testing sites for parents and staff.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 2

Scenario 3 (Distance Learning)

- Nursing staff will be available for telemedicine and resources list/referrals
- Nurses gather health information on their students to create care plans, emergency action plans for when schools reopen.

- Review students health room records, schedule mandatory health screenings.
- Continue to educate parents and staff on the spread of COVID-19.
- Have all supplies ready and be prepared for students and staff to return to the brick and mortar schools.
- Continue training on the proper way to put PPEs on and how to remove PPEs without contaminating yourself.
- Continue to improve protocols from Scenario 1 and 2

Transportation

Department Lead: [Derald Sweatt](#)

Clay County District Schools (CCDS) currently provides daily round-trip transportation services for approximately 14,000 students on board district school buses. Our school buses already operate a three-tier bell system aligned with our school bell times, they commence their daily schedules as early as 5:00 a.m. and then our final buses do not return to our three compounds until approximately 5:30 p.m.

The times above do not take into account other trips that we operate on a normal basis including academic field trips and extra-curricular trips operated outside normal school operating hours.

These daily bus routes, academic field trips and extracurricular field trips are operated by **183** school bus drivers that currently work for Clay County District Schools.

The plan outlined below provides three suggested scenarios for safely providing Transportation Services during the reopening of Clay County District Schools.

Scenario 1 (Brick and Mortar)

All CCDS school buildings open as scheduled in August 2020 for all students with physical distance in place when feasible and enhanced school bus sanitation measures. Additional considerations regarding this option are detailed below.

- Assigned seats will be required for all students to allow for monitoring. We will require bus drivers to keep assigned seating charts for students. The seating charts will assign siblings together, then with classmates, or by grade level to help with cohorts. This will help with efficient and adequate contact tracing.
- Recommendation for Parent/Guardian Self Transportation
 - Recommend that all parents that are able to provide self transport to and from school whenever possible to increase and maintain better physical distancing from other students than possible on CCDS school buses.
- If students come to the bus exhibiting symptoms of illness, the student will be required to sit in the front row of the bus and use a mask for the duration of the ride.
- Personal Protective Equipment (PPE)
 - Students utilizing the bus will wear cloth masks at all times while on the bus to minimize risk of exposure to COVID-19 when social distancing cannot be achieved.
 - All Bus Drivers and Bus Monitors will wear masks to minimize their risk of exposure to COVID-19 when social distancing cannot be achieved.
 - Disposable gloves will be provided to staff for use when cleaning and sanitizing their assigned vehicle. Gloves should not be used at all times to prevent cross contamination while on the school bus.
- Hand Sanitizer - Hand Sanitizer will be accessible on all CCDS buses. Students will use sanitizer to disinfect their hands when entering and exiting the school bus.

- Additional Cleaning Measures
 - CCDS transportation will sanitize the bus between each Run and after their morning and afternoon routes.
 - The between Run sanitation will take approximately five to ten minutes cleaning cycle.
 - Between High School Run and Elementary Schools Run
 - Between Elementary School Run and Junior High School Run
 - Between any Run and any academically required Field Trip or other required extracurricular activity trip
- Electrostatic Sprayer - CCDS will spray all buses with disinfectant cleaner every evening. The spray will clean the hard to touch/reach areas on the bus. A signed verification document certifying that each bus was cleaned according to CCDS standards will be provided.

Scenario 2 (Hybrid)

This would allow for increased physical distancing on school buses and within school buildings alike. The hybrid model will follow a split session for students with face to face at brick and mortar schools and distance learning. Additional considerations regarding this option are detailed below.

- Continue protocols from Scenario 1
- Transport to school providing enhanced physical distancing and providing enhanced physical distancing in the school setting.
 - Group A
 - Attends school in building on two days per week
 - Attends virtually on other days of the week
 - Group B
 - Attends school in building on two days per week
 - Attends virtually on other days of the week

Scenario 3 (Distance Learning)

No transportation will be needed since all students will be learning through a distance learning model.

PART 4: Emergency Closing Procedures

There may be times when it becomes necessary to close a classroom, school, or the District to ensure the safety, health, and well-being of our students, staff, and community as a whole. Clay County District Schools are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged classroom or school closure should occur. The Instructional Continuity Plan is organized according to the template provided by Governor Ron DeSantis in his plan for [Reopening Florida's School and the CARES Act](#).

Please [click here](#) for our current version of the Instructional Continuity Plan. An updated version is coming soon.

Resources

Glossary of Terms

Blended Learning - Blended learning is a way of combining traditional and digital classroom experiences on a rotating basis. Students that participate in blended learning spend a portion of the school day at the brick and mortar campus and the other portion of the school day participating in virtual learning.

Brick and Mortar - This is the traditional public school model of curriculum and instruction. In this setting, students typically spend a set amount of time during the day being educated face-to-face by their teachers in a school building.

Distance Learning - OneClay Online is distance learning that is conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) and live web-conferencing (synchronous) online teaching and learning.

Homeschool - Homeschool is to educate children at home instead of sending them to a school, especially on a permanent or long-term basis. Children who are homeschooled are taught by homeschoolers (parent or other guardian) and utilize their own curriculum. If you need Homeschool information or forms please visit: [CLAY COUNTY HOME EDUCATION WEBSITE](#)

Virtual Learning - Clay Virtual Academy is a learning experience that is enhanced through utilizing computers and the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment. The teaching activities are carried out online whereby the teacher and students are physically separated (in terms of place, time, or both).

Additional Information

Appendix A - [Face Covering Exceptions](#)

Appendix B: [High School Child Care Center Guidelines for Reopening](#)

[CCDS Communications Guidance for COVID-19](#)

American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry -

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Guidelines for Reopening Florida -

<https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf>

Reopening Florida's School and the CARES Act -

<http://www.fl DOE.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>

Florida's COVID-19 Data and Surveillance Dashboard -

<https://experience.arcgis.com/experience/96dd742462124fa0b38ddedb9b25e429>

Coronavirus: Characteristics of Pediatric Florida Resident Cases -

http://ww11.doh.state.fl.us/comm/_partners/covid19_report_archive/pediatric_report_latest.pdf

SUPERINTENDENT'S AUTHORITY

Due to the ever-changing conditions resulting from the COVID 19 pandemic and the effects that unforeseen changes may have on the implementation of this Reopening Plan, the Superintendent of Schools is authorized to make any adjustments necessary, consistent with the structure and intent of this Plan, to protect the health, safety and welfare of Clay District Schools' students and staff and the citizens of Clay County.