



CLOVER SCHOOL DISTRICT

Each Child, Each Day... Excellence

CSD REOPENING PLAN

REOPENING PLAN || THURSDAY, JULY 9, 2020

Clover School District ➤

CLOVER School District

Message from Dr. Sheila B. Quinn

Dear Clover School District Families,

School districts across our country face daunting circumstances to begin the 2020-21 school year. However, tough circumstances present leadership opportunities to innovate, achieve, and meet our district motto of Each Child...Each Day...Excellence. In Clover, we are embracing this opportunity with the spirit that “the ultimate measure of a system’s success is not where it stands in the moments of comfort and convenience, but where it stands at times of challenge.” I believe that we are built for this moment. Our leadership team, school board, and staff have worked all summer to leverage our technology platform and reimagine school programs that will ensure high outcomes for all students in the fall. Just as important, we have renewed our commitment to providing the safe and nurturing environment for which we are known.

Without a doubt, we will need our families’ support and commitment to achieve these goals. Not all decisions will be popular as we implement necessary protocols to keep students and staff healthy. However, I can assure you that all decisions will be made with the underlying belief that we need to maximize face-to-face instructional time between students and teachers as much as possible in a loving environment that also increases safety.

For families wrestling with the decision to return to traditional school due to COVID-19, we are proud to offer a new K-12 solution called Clover Virtual Academy which is designed to help students reach their highest potential in a positive and supportive online environment. For families who are returning to us face to face, we want to ensure you that we have learned a great deal from extended eLearning last spring. With new tools and systemwide professional development, we are now ready to implement a stronger blended and eLearning plan if the need arises.

Even with all this year promises in the way of problem-solving, we look forward to seeing our students again soon and serving alongside you to help them grow and thrive.



Dr. Sheila B. Quinn
Superintendent

BOARD of Trustees



MACK McCARTER
Board Chairman

Mack McCarter represents the district in one of two at-large seats within the district.

Expires 2022



JAY YOUNG
Board Vice-Chairman

Jay Young represents the district in the second of two at-large seats within the district.

Expires 2020



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Ginger Marr is the board representative for Seat 4.

Expires 2020



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Rob Wallace is the board representative for Seat 5.

Expires 2020

Table of Contents

05	Organization of Reopening Plan
06	Overview, Guiding Values
07	Realistic Expectations
08	Re-Entry Plan Timeline
08	External Research
09	CSD Stakeholder Feedback
10	Phases of Re-Entry
12	Health & Safety Protocols
20	Instructional Models
21	Least Restrictive Model
25	Hybrid Model
30	Most Restrictive Model
34	Clover Virtual Academy
40	Transportation
43	Food Services
44	Communication
46	Appendix: Glossary of Terms

Organization of CSD 2020 School Reopening Plan

The full plan for school reopening is provided in the subsequent pages and is organized by major headings to help families find the information they need. The headings represent the focus areas of the district taskforce and are color-coded by section.



Health and Safety Protocols

Description:

All elements of the documents relating to Health and Safety will be color coded: RED



Instructional Models and School Logistics

Description:

All elements of the documents relating to Instruction Models and School Logistics will be color coded: BLUE



Transportation

Description:

All elements of the documents relating to Transportation will be color coded: YELLOW



Meal Services

Description:

All elements of the documents relating to Meal Services will be color coded: GREEN



Communication

Description:

All elements of the documents relating to Communication will be color coded: GRAY



CLOVER School District

Overview

Since Governor McMaster officially closed schools on March 16, 2020, Clover School District has been in the process of evaluating the safety and educational options for staff and students within the context of the COVID-19 pandemic. We acknowledge and appreciate the work that the CSD staff and students did to fully engage in eLearning during the fourth quarter of the 2019-20 school year. While all parties did an admirable job converting to eLearning with little to no preparation, there were clearly hurdles that students and teachers encountered and opportunities to improve future endeavors with the eLearning platform.

In summer 2020, we gradually re-opened to more in-person work, services, and instruction to ensure that our students received the academic support they needed to move forward next year. Our primary goal going forward for offices, schools, students, and staff will be to provide the highest degree of educational services possible within a school environment that reduces the threat of spread of COVID-19. We believe that goal can be met by focusing on three priorities: 1) Having a comprehensive plan for face to face, virtual, and hybrid instruction that meets the needs of students and families and correlates to increasing or decreasing cases of the coronavirus in our community and state; 2) Implementing enhanced safety and sanitation protocols while students and staff are on school campuses; 3) Maximizing our schedule, building capacity, and financial and human resources to ensure students get high quality instruction.

Guiding Values

The situation with COVID-19 changes on a daily basis and is likely to continue to do so for the foreseeable future. Therefore, we cannot fully predict how the virus will directly impact our community next year. We must have a comprehensive plan that allows for thoughtful implementation of multiple scenarios to educate our students. Clover School District's motto is "Each Child...Each Day...Excellence." Our core values are grounded in providing meaningful experiences that shape students' vision for the future; focusing on continuous improvement through collaboration; providing a personally relevant education; and ensuring that each student has a safe and nurturing environment. To that end, as we develop our fall school reopening plan, we want to ensure our community of the following guiding principles:

- Decisions on student learning models will maximize face-to-face instruction to best meet the needs of students, families, and staff and will take into account the changing complexity of the health threat we face.
- Safety protocols implemented within offices and schools while students and staff are on campus will be based on the latest recommendations by the Centers for Disease Control (CDC) and South Carolina Department of Health and Environmental Control (DHEC).

Realistic Expectations

Governor McMaster has indicated that he is committed to reopening schools in the fall and has charged an “AccelerateED” Advisory Council with providing guidelines to schools on how to safely and equitably conduct school business for the 2020-21 academic year. However, there are some clear constraints that families need to be aware of as Clover School District initiates its re-open plan. Our objective will be to mitigate these constraints and build upon new opportunities that have arisen during these unique circumstances. We will need your support of these changes even if they are unpopular and inconvenient.



1. Schools will re-open with some level of face-to-face instruction. It is likely; however, that schedules, classroom spaces, and day to day operations (i.e. arrival, dismissal, busing, breakfast, lunch, athletics, etc.) will be dramatically different than in prior school years.
2. Online, at-home learning will improve and increase in grades PK-12 in the district. If circumstances related to the virus worsen, the district is prepared to move back into an eLearning model for all students to ensure the health and well-being of staff and families. eLearning will change from what was implemented last year to reflect all that our staff has learned to improve student attendance, engagement, expectations, and outcomes. Additionally, teachers have learned the power of leveraging the technology that students have on a regular basis and may use virtual conferencing and Canvas learning management tools to augment face-to-face instruction. Finally, the district will actively expand its virtual platform to give families who are not ready to return to face-to-face instruction a safe and viable option for student learning K-12.
3. The virus will be present beyond August; therefore, the school must take extended measures to prevent the spread during the school day. Absent a vaccine, the school has four primary ways to protect students and staff: a) Implementing frequent hand-washing and hand-sanitizing opportunities; b) Requiring the use of masks for staff and students when people cannot socially distance; c) Reducing close contact within the six-foot social distance guideline when possible; d) Increasing the sanitation protocols in buildings and buses. These protocols may change to some extent the open and nurturing climate we typically emphasize with students and parents, but they are necessary. Additionally, they will require the district to increase bus routes, stagger the school schedules, move some classes to bigger venues, keep students with same cohort groups at some grade levels, and extend time for transitions, meals, and other activities.
4. State and local funding will be impacted by the COVID-19 pandemic. While Clover School District prides itself on careful and proactive budgeting, shortfalls may cause reconsideration and adjustments of programs and services.

RE-ENTRY PLAN **Timeline**

The district's re-entry plan is based upon several key sources of information including the Centers for Disease Control (CDC), the Department of Health and Environmental Control (DHEC), and the AccelerateED taskforce guidelines. The final plan will also include local stakeholder feedback. The district will release the plan in early July to give families ample notice of the options and scenarios for the fall that may impact their decisions and childcare preparations. Below is a timeline of objectives for re-entry planning:

June

- Develop a re-entry plan taskforce to analyze data, propose options, and develop protocols around key focus areas which include: Educational Models, Health and Safety, Transportation, Food Service, Communication, School Building & Scheduling Logistics, Professional Development
 - Seek feedback from parents on educational model preferences (short survey)
 - Seek detailed feedback from parents on eLearning, transportation, and safety priorities (longer survey)
 - Get input on plan from stakeholders (school board, teachers, staff, parents)
-

July

- Release CSD Fall Re-Entry Plan to district families
 - Communicate school calendar changes
 - Prepare school facilities, custodial staff, and administration for health and safety protocols
 - Prepare teachers for educational models and new safety protocols
 - Ensure sanitation supplies and PPE are available when school reopens
-

August

- Implement back to school professional development plan for all staff (August 17-19)
 - Implement staggered entry model for PK-8:
 - LEAP - August 24 - 28
 - A/B day rotation - August 31 - September 11
 - September 14 - First day in Hybrid/Family model
-

EXTERNAL **Research**

The link below is information compiled by the South Carolina Taskforce to Reopen Schools, AccelerateED:

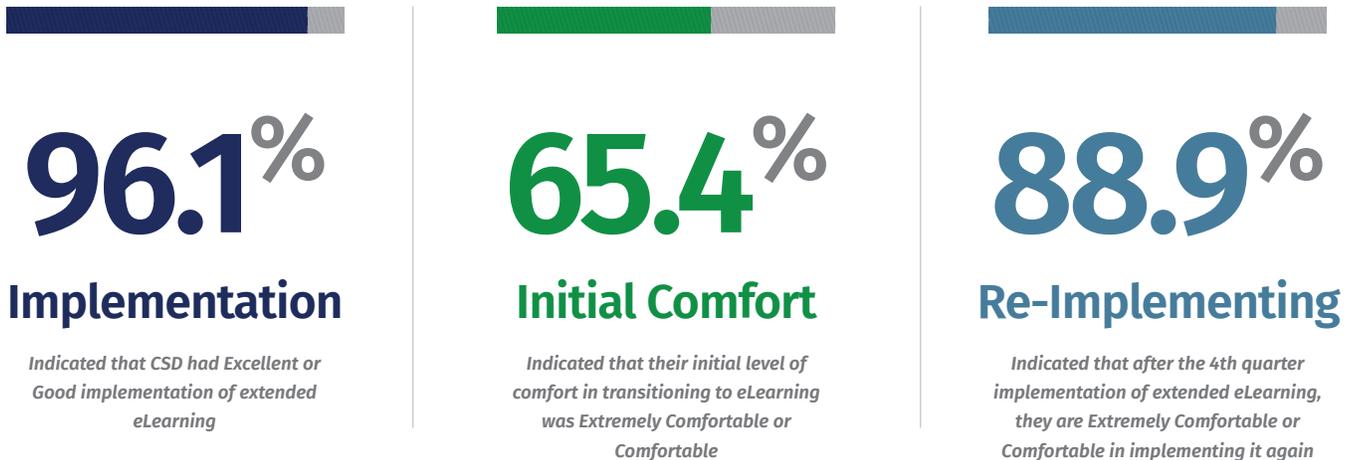
- [**AccelerateED Task Force: Guidance and Recommendations for 2020-21 School Year**](#)
- [**Summary Version of plan with key excerpts**](#)
- [**American Academy of Pediatrics Recommendation**](#)

CSD STAKEHOLDER Feedback

Staff Feedback

Teachers were surveyed in May – June, 2020 to determine their perceptions of the extended eLearning they implemented in the fourth quarter. It is important to note that the district was an eLearning pilot district in 2019-20 and had established the technology platform, protocols, and professional development with teachers for short-term eLearning (1-3 days) in the case of inclement weather. However, teachers were forced to implement extended eLearning with little to no preparation, which may have influenced survey results.

Teacher Results | eLearning



Parent Feedback

On June 12, 2020, parents were asked to respond to a short survey specifically about their preference for educational models for fall. As of June 21, 2020, there were 4665 responses indicating the following:

Parent Results | Return to School



On June 23, 2020, Clover School District released a second more detailed survey to gather specific feedback related to eLearning needs, bus transportation needs, face to face health and safety concerns, and childcare concerns if school is not fully back on a daily basis.

PHASES of Re-Entry

Phase 1 (Spring Extended Learning Period)

In the initial phase, Clover School District

- Disseminated devices to day users and students in grades 1 and 2
- Implemented extended eLearning for students and re-assigned certified staff to work from home
- Operated an 8:00 am to 8:00 pm technology and eLearning help desk
- Conducted deep sanitizing in all schools and closed buildings to the public to remain disinfected
- Met weekly via conference call with York County Emergency Management
- Met weekly via Webex with Principals, District Directors, and Cabinet
- Operated a Meals on Wheels Program using nutrition and bus staff daily (teacher assistants, coaches, and teachers volunteered to man buses to hand out food)
- Set limited on-site office hours for administrators and teachers for instructional support
- Conducted graduation, award ceremonies, and other year-end collections and disseminations using social distancing and drive-through models to ensure safety of staff and families
- Implemented an RFP for instructional software to support tiered interventions in instruction and assessment in ELA and Math for grades K-8
- Developed the Enhanced Health & Safety Protocols in preparation for staff's return to the building

Phase 2 (Summer Planning & Preparation)

Once the school year was officially completed, Clover School District

- Increased the on-site presence of administrators, custodians, maintenance staff, and clerical staff but kept schools and outdoor facilities closed to public
- Implemented the Enhanced Health & Safety Protocols while staff were on site (health questionnaire, temperature checks, social distancing, masks when working in close proximity, hand sanitizer and hand washing protocols)
- Increased sanitation supplies (chemicals and wipes)
- Provided training for custodial staff on deep sanitation and disinfecting procedures
- Identified and ordered appropriate PPE for staff
- Implemented middle and high school summer programs for academically at-risk students through virtual and some blended models
- Implemented K-3 Academic Recovery Camp for 200 elementary students
- Developed a plan to safely implement the South Carolina High School League Guidelines for return of fall athletics practice
- Met regularly with Superintendent Spearman and SCASA superintendents to make recommendations for fall re-opening
- Surveyed parents on preferred student learning models for Fall 2020 (short form)
- Surveyed teachers on eLearning implementation and professional development needs for virtual instruction

- Surveyed parents a second time on eLearning improvements, health and safety measures for face-to-face learning, bus transportation, and availability for possible school calendar changes
- Formed a team to review and select K-12 online course content for increased eLearning options
- Developed concept of the Clover Virtual Academy for families who want full-time eLearning in 2020-21

Phase 3 (Pre-Opening Final Launch)

- Consulted final AccelerateED guidelines from the South Carolina Taskforce for school reopening
- Analyzed stakeholder feedback gathered from district-administered surveys
- Surveyed staff for interest and strengths in teaching for the Clover Virtual Academy
- Developed the Clover Virtual Academy model and held three informational meetings for parents on July 7, 2020 (middle and high) and July 9, 2020 (elementary)
- Met twice weekly with Cabinet and once weekly with Principals and Directors to discuss school reopening options
- Developed a district taskforce to write the CSD 2020 School Reopening Plan
- Presented an overview of plan to Board of Trustees
- Conducted a districtwide faculty meeting to update staff on possible changes for the fall
- Sought teacher feedback on the CSD 2020 School Reopening Plan from 2018, 2019, and 2020 Teacher Forums
- Sought parent feedback on the CSD 2020 School Reopening Plan from PTO/SIC presidents
- Published final CSD 2020 School Reopening Plan on website and in an email to district families on July 9, 2020
- Administrative Retreat scheduled for July 27 - 28, 2020 to work through implementation details and provide professional development on leading and monitoring learning in an eLearning environment

Phase 4 (Re-Opening with Students)

- Finalize school calendar changes
- Finalize schedules and registration for students joining the Clover Virtual Academy (CVA)
- Conduct student and parent orientation sessions with CVA teachers
- Finalize transportation routes for traditional and hybrid school models
- Conduct three days of virtual professional development with ALL certified staff led by the CSD Instruction and Technology teams (August 3 – 5, 2020)
- Implement the staggered school entry model called LEAP (Learn, Educate, Analyze, and Plan) for Kindergarten – Grade 8 students in the first five days of the school calendar
- Implement a virtual Meet the Teacher Night in all schools and orient families to new school schedules, health and safety protocols, and communication plans

HEALTH & SAFETY Protocols

Enhanced Health Protocols 2020-2021 School Year

A. Disease Metrics and Categories for Spread from DHEC

Metrics and Categorizations:

- **Two-week cumulative incidence rate:** the number of new cases in the prior two weeks per 100,000 people. This metric provides the recent incidence of COVID-19 infections in a county. Categorization (# cases/100,000 people):
 - o Low: 0–50
 - o Medium: 51 – 200
 - o High: ≥ 201
- **Trend in incidence rate:** whether the two-week incidence rate is increasing, decreasing, or stable compared to the previous two weeks. For purposes of this assessment, consider the trends to be equivalent to
 - o Increasing = High
 - o Stable = Medium
 - o Decreasing = Low
- **Two-week percent positive rate:** the percentage of individuals who tested positive out of the number of individuals tested with a molecular (swab, or PCR) test in the last two weeks for each county. The metric takes into consideration the number of tests performed in the county in the prior two weeks. Categorization:
 - o Low: $\leq 5.0\%$
 - o Medium: 5.1 – 9.9%
 - o High: $\geq 10.0\%$

Overall Assessment for Each County:

1. Determine the categorization for the incidence rate, the trend in incidence rate, and the percent positive rate for the county. *Example: York County*
 - o Incidence rate = Medium
 - o Trend: Increasing = High
 - o Percent positive rate = High
2. If the rates are all the same categorization, that is the overall assessment.
3. If the rates are not the same categorization, take the average of them.
Example: York County = Moderately High

B. Guidelines for Treating Staff/Students with COVID-19 Symptoms or Positive Test

COVID-19 Symptoms:

**** Data as of July 24 for camp regulation and is subject to change by DHEC ****

- Any one (1) of the following
 - o Fever -or-
 - o Shortness of breath or difficulty breathing -or-
 - o Loss of taste or smell -or-
 - o New or worsening cough
- Any two (2) of the following
 - o Sore throat
 - o Muscle aches
 - o Chills
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Headache
 - o Diarrhea
 - o Fatigue

Guidance for Staff/Students with symptoms at school:

1. Report to isolation area with mask on.
2. Students should be supervised by a staff member who maintains at least six feet distance and uses appropriate PPE.
3. Parents are notified to pick up students within the hour.
4. Advise parents to call their primary healthcare provider or Health Department for further guidance and if testing is needed. Advise them to report test results to the school.
5. Close off areas used by a sick person and do not use area until cleaned and disinfected with approved cleaner.
6. District staff will make proper notification in accordance with state and local law while maintaining confidentiality.

When to return to school:

Category 1

- If I think/know I had COVID-19, and I've had symptoms as listed above, then I must meet all of the following before coming back to school:
 - o It has been at least 10 school days since the symptoms first started
 - o And, no fever within the last three days without taking fever-reducing medicine
 - o And, all other symptoms have improved
 - o Or, tested negative or medical evaluation determines symptoms were due to another cause (strep throat)

Category 2

- If I tested positive for COVID-19, but had none of the symptoms listed above, then I can return to school when all of the following apply:
 - o It has been at least 10 school days since the test
 - o And, no fever-reducing medications have been taken in the last three days
 - o And, I continue to have no symptoms

Category 3

- If I tested positive or had COVID-19 and have a weakened immune system due to a health condition or medication, then I can return to school when:
 - o My health care provider gives written clearance

Category 4

- If I have been around a person (family, friend, acquaintance) outside of school who has tested positive with COVID-19:
 - o Close Contact (within six feet for more than 15 minutes): Then I should stay home for 10 school days after the exposure and monitor for any of the above-listed symptoms.
 - o Household Contact: If I have **daily close contact** with a household member who has COVID-19 then I should stay home for an additional 10 school days after the household member is cleared from their isolation period (20 days total).

Category 5

- If I have been around a classmate who has tested positive with COVID-19 (within six feet for more than fifteen minutes in the past two days):
 - o Sick classmate will remain home 10 school days from first sign of symptoms, no fever within the last three days without taking fever reducing medicine, and all other symptoms have improved.
 - o School will implement contact tracing and notify families of students who have been within six feet of a student who tested positive. Those students in close contact will quarantine for a period of 10 school days.
 - o In the family model the school nurse/staff will monitor remaining students' temperatures and symptoms for a period of 10 school days.

When to close a class/school - move to intermittent eLearning (Recommendations below are pulled from DHEC regulations on viral outbreaks):

1. If a classroom has 20% or more of the student population test positive for COVID-19 within a two week period
OR
2. If a building has 10% or more of the total student enrollment test positive for COVID-19 within a two week period

C. Employee Enhanced Health Guidelines

The District will implement the following Enhanced Health Protocols to provide for the safety of employees:

1. DO NOT report to work or to volunteer if you feel sick or have a fever higher than 100.3. Temperatures will be checked by the school nurse or appropriate staff upon arrival each day.
2. DO NOT ENTER the school if:
 - In the past 14 calendar days, you have knowingly been around anyone with COVID-19, within six feet and for more than 15 minutes.
 - In the past 14 calendar days, if you or anyone in your house has experienced COVID-19 symptoms as outlined on page 13.
 - In the past 14 calendar days, anyone in your house has been placed under quarantine.
3. All employees must practice social distancing as recommended by the DHEC or wear a cloth face covering if work does not allow for social distancing.
4. Instructional staff will wear face shields during instruction when they are able to socially distance (at least six feet apart). Instructional staff will wear masks when they are in close proximity to students or colleagues (within six feet). Instructional staff can be without a shield or a mask when they are alone or when outside and socially distanced.
5. All employees must wipe down all community use items and tools after use with provided disinfectant.
6. All employees must disinfect personal workspaces after use each day with provided disinfectant.

Employees who need to be away from work due to sickness or personal reasons will use accrued sick and personal leave. Any sick leave over five days requires a doctor's note, and a supervisor must approve personal leave.

Employees who request leave under the guidelines of the Family First Coronavirus Response Act, must contact Human Resources and provide necessary documentation according to the reasons outlined in the Act.

Arrival Procedure for Reporting to Work:

1. Stay at home and call a supervisor if you have a fever (of 100.3 or higher) or answer yes to any of the questions above (see # 2).
2. Temperatures will be checked by the school nurse or appropriate staff upon arrival each day.
3. Staff will sign a Clover C.A.R.E.S. card that if they clock in then they are confirming "NO" to the questions above (see #2).
4. Social distancing of six feet is to be observed when entering the building.
5. Bring your personal cloth face covering to use when needed (see # 3 above). One will be provided to staff who cannot provide their own.

Staff Guidelines Throughout the Workday:

1. Masks must be worn while moving through the building if social distancing of six feet cannot be observed.
2. Avoid touching face at all times.
3. Wash hands thoroughly and often with soap and water for 20 seconds.
4. If your job requires the use of gloves, wash hands after removing gloves.
5. Before and after eating, wash hands thoroughly with soap and water.
6. Do not eat in groups if you are not six feet apart.
7. Disinfect lunch area before and after eating.
8. Reapply masks after lunch if social distancing isn't possible.
9. Staff will wipe down commonly touched items used throughout your workday, including but not limited to telephones, copier, pens/pencils.
10. Remember to use proper hand hygiene before and after removing cloth face covering.
11. Custodians will implement Enhanced Safety Protocols for cleaning and disinfecting surfaces in common areas at the end of each day and a minimum of two additional times during the school day.

D. Student Enhanced Health Guidelines

The District will implement the following Enhanced Health Protocols to provide for the safety of students:

1. DO NOT come to school if you feel sick or have a fever higher than 100.3.
2. DO NOT ENTER the school if:
 - In the past 14 calendar days you have knowingly been around anyone with COVID-19 without a mask, within six feet and for more than 15 minutes.
 - In the past 14 calendar days, if anyone in your house has experienced COVID-19 symptoms as outlined on page 14.
 - In the past 14 calendar days anyone in your house has been placed under quarantine.
3. If riding a school bus, all students must wear a cloth face covering while on the bus.
4. All students must practice social distancing of six feet as recommended by the DHEC entering the building, in the classroom, in the hallways, and/or if a line is needed to pick up lunch.
5. If social distancing can't be maintained in the areas in #4, a face covering must be worn or use a desk shield. The student may wear a face covering from home or a district issued mask.
6. Students are encouraged to wear their own personal face covering. All teachers are required to wear face shield/covering while teaching or a face masks.
7. Each student will be provided their own supplies to use as much as possible and any shared items will be disinfected after each use.
8. Custodians will disinfect frequently used surfaces throughout each day such as common workspaces, counters, door handles, bathrooms, bathroom fixtures, soap dispensers, handrails, telephones, and common areas.

Arrival Procedure for Reporting to School:

1. Arrival times will be staggered and multiple entries will be used. Schedules will be sent out. It is important for you to adhere to the schedule.
2. Social distancing of six feet and face coverings are to be observed while waiting to enter the building.
3. Students will use hand sanitizer upon entrance to school.

Guidelines to Observe Throughout the School Day:

1. Face covering must be worn while moving through the building if social distancing of six feet cannot be observed.
2. Avoid touching face at all times.
3. Cover your cough by using your elbow or in a tissue then immediately wash hands.
4. Wash hands thoroughly and often with soap and water for 20 seconds.
5. Use hand sanitizer or wash hands before and after eating.
6. You must social distance of at least six feet while eating lunch.
7. Bathroom breaks will be staggered. Students must wash hands after using the toilet.
8. No hanging out in groups in parking lots, hallways, lunch areas.
9. School dismissal will follow social distancing guidelines as students exit the building.

Sick Policy:

1. If your child has fever of 100.3 or higher or has experienced COVID-19 symptoms as outlined on page 14.
2. Due to COVID-19, parents must have a reliable back up to pick up a child who becomes ill at school.
3. Students can return if they have been fever-free for three days without fever reducing medicine unless there is a positive COVID-19 test.
4. Please let the school know if anyone in your family has been in contact with someone who has a confirmed case of the coronavirus.

Guidance for Parents:

Please have the conversation with your child about:

- Social distancing (stay six feet apart)
- Proper hand hygiene
- Importance of NOT touching their face
- To resist touching the personal belongings of others

E. Enhanced Disinfecting Protocols

Safety Supplies:

Prior to the return of school, the district will provide the following supplies:

- Hand sanitizer
- Infrared thermometers
- Masks for all staff and students
- Shields for all instructional staff
- EPA and CDC approved disinfectant and misters

School Disinfecting Plan:

A contracted cleaning service will preform a nightly deep, misting sanitation using an electrostatic mister with DHEC approved chemicals. Residue will be evaporated by the time students and staff arrive in the morning. This service will be performed throughout the school year at all CSD operated facilities housing CSD students and staff.

Classroom Disinfecting Plan:

Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedures. Daily sanitize surfaces and objects that are touched often, such as desks, countertops, chairs, tables, handrails, doorknobs, light switches, computer keyboards, hands-on learning items, faucet handles, phones, and toys.

Custodians:

1. Custodial staff will sanitize common workspaces, high traffic areas, and frequently touched surfaces multiple times per day.
2. Check rooms for soap, paper towels, and sanitizer
3. Empty all trash and sanitize trash receptacle
4. Vacuum if classrooms have carpet with vacuums equipped with HEPA filters (CSD vacuums are equipped)
5. Sweep and mop hard surface floors with approved cleaners
6. High touch surfaces in bathrooms will be disinfected frequently during the day (sinks, soap dispensers, towel dispensers, door knobs, hand rails, and bathroom fixtures)
7. Wipe down and sanitize countertops and all flat surfaces

Staff:

1. Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedure
2. Wipe down and sanitize countertops and desk throughout the day
3. Clean and sanitize sinks and wipe down faucets and knobs throughout the day
4. Wipe down and sanitize door knobs, pencils sharpeners, and towel dispensers throughout the day

Common Space Disinfecting Plan

Main Office:

1. Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedure
2. Wipe down and sanitize countertops and desk throughout the day
3. Clean and sanitize sinks and wipe down faucets and knobs throughout the day
4. Wipe down and sanitize common door knobs, cabinet knobs, pencil sharpeners, phones, towel dispensers, copy machines, printers, mail boxes, etc. throughout the day
5. In lounge areas, at the end of the day, put away all dishes and utensils, coffee pots, coffee mate products, etc. to protect from disinfectant sprays
6. Teacher work rooms should be cleaned and sanitizied in the same manner.



Restrooms:

1. Staff should wash their hands after every use.
2. Custodial staff will clean and sanitize all office restrooms at the end of the day.
3. All restrooms shall be sanitized routinely throughout the day by the custodial staff. At the end of the day, custodial staff shall clean and sanitize all restrooms.

Locker Rooms:

1. Locker rooms shall be mist sprayed after every use. To be determined who will be responsible.
2. Athletes will not be allowed to leave personal items in the lockers overnight. If personal items are left and the room is sprayed with disinfectant, the items should be bagged in a plastic bag and cleaned/washed before re-use.

Outdoor Cleaning and Disinfecting Plan

- Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
 - o Do not spray disinfectant on outdoor playgrounds. It is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
 - o High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
 - o Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
- Sidewalks and roads should not be disinfected.
 - o Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

Training Provided to Staff on Cleaning and Sanitation:

All CSD staff will receive the necessary training required by OSHA to clean and disinfect. See below:

1. Know the difference between cleaning, disinfecting, and sanitizing

Cleaning: Removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting: Kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Sanitizing: Lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

2. Clean and disinfect surfaces and objects that are touched often

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, chairs, tables, handrails, doorknobs, light switches, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting of these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

3. Simply do routine cleaning and disinfecting

It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if

students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is not necessary to do extra cleaning and disinfecting.

Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

4. **Clean and disinfect correctly**

Surfaces should be cleaned using soap and water and then a disinfectant if necessary. Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces. This may require separate EPA approved products. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

How to clean and disinfect

- Wear disposable gloves to clean and disinfect. Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Clean surfaces using soap and water, then use disinfectant if necessary. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping surface wet for a period of time (see product label).
- Practice routine cleaning of frequently touched surfaces.
 - o More frequent cleaning and disinfection may be required based on level of use.
 - o Surfaces and objects in common areas, such as copiers and point of sale keypads should be cleaned and disinfected before each use.
- High touch surfaces include: tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

5. **Use products safely**

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

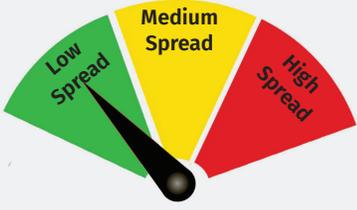
6. **Handle waste properly**

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

INSTRUCTIONAL Models

Student Learning Models for 2020-21

The chart below describes the student learning models the district will employ in relation to the most up to date COVID-19 information. The district will announce which model will be in operation for the start of school two weeks before school opening.

		
Least Restrictive	Hybrid	Most Restrictive
<p>Traditional Learning</p> <p><i>Traditional</i> - Student body on campus five days per week on staggered school schedule.</p> <p><i>Enhanced Health and Safety Protocols enforced with the exception of social distancing in the classroom due to the number of people on campus.</i></p>	<p>Family Model - Elementary A/B Model - Middle & High</p> <p><i>Family Model (PK-5)</i> – Students on campus five days but remain in their “family” homeroom class for the full day.</p> <p><i>A/B Model (6-12)</i> - Students on campus two days, eLearning two days, and one S.E.E. Day*.</p> <p>*S.E.E. Day will be virtual or on-site for designated S-Small Group, E-Electives, E-Extra Help.</p> <p><i>Enhanced Health and Safety Protocols enforced when students are on campus</i></p>	<p>eLearning</p> <p><i>Targeted Closure</i> – An office or classroom must be closed temporarily to disinfect area</p> <p><i>Short-term Closure</i> – An entire facility must be closed for deep cleaning</p> <p><i>Extended Closure</i> – The district closes for extended eLearning for a minimum of 10 school days</p> <p>*CSD revised extended eLearning schedule will be implemented</p>
<p>← Clover Virtual Academy →</p> <p>A new full-time virtual learning program that operates concurrently with any model above</p>		

Detailed Student Learning Models

To help families get a better understanding of the instructional models that will be in place in 2020-21 school year, a detailed description of each student learning model is provided. The instructional model decisions are directly tied to situations that arise with COVID-19. Depending upon the type of situation, the district (Superintendent’s office) and/or school (Principal’s office) will communicate directly to parents when changes in the student learning model must be initiated. Instructional descriptions include some references to health, sanitation, transportation, and meal service protocols; however, more detailed descriptions of those topics are provided within the CSD 2020 School Reopening Plan under those headings.

TRADITIONAL Learning

Least Restrictive Model



Daily Schedules for 2020-21

Elementary School

Schedule: 7:30 a.m. – 2:20 p.m. daily

Middle/High School

Schedule: 9:30 a.m. – 4:30 p.m. daily

All students report to school with enhanced health and safety protocols

Modified elementary and secondary bus routes to accommodate ½ capacity requirements on school buses.

Traditional - With Enhanced Safety Protocols

Classroom:

- Instructional staff wear clear shields when providing instruction; all other staff wear cloth masks when they are unable to social distance.
- Students wear masks in the classroom only during small group work, carpet time, guided reading groups, or tutoring when they are closer together.
- All classroom desks will face the same direction.
- Special education services will be provided as outlined in the students' IEPs.
- Furniture and manipulatives that cannot be sanitized will be removed.
- Students will have their own writing utensils, supplies, and tools.
- All classrooms will have hand sanitizer and appropriate cleaning supplies for teachers to wipe down desks daily.
- Doors will remain closed during instructional periods; teacher will be responsible for opening/closing doors when students must enter/leave class.
- Restroom breaks are scheduled from the classroom teacher in small groups of 3 or fewer students. For students in grades 6-12, restrooms will be monitored during class change to ensure there are no more students than stalls in the restroom at a given time.
- Handwashing breaks are scheduled.
- Handwashing or hand sanitizer required before/after meals; after recess, after sneezing/coughing/toileting.
- Teachers should not use students to collect items from outside the classroom.
- Open windows when possible to allow for better ventilation.
- Keep each student's belongings separated from other's.
- At end of each day, ask students (if age appropriate & without asthma/allergies) to disinfect own desk.
- Depending upon conditions with the virus, K-5 students may remain in one classroom all day and teachers rotate to them. Decision to implement this step will be made closer to opening or to a later time in the school year when a least restrictive model is feasible.

Arrival:

- Doors will be open and monitored by staff during arrival.
- All individuals wear masks upon entry.
- Quarantine area(s) are designated per school for students with temperatures or other symptoms of COVID-19.
- Students will walk independently into buildings and report directly to homeroom or first block class.

- Car riders, drivers, and bus riders enter building in separate designated areas to reduce crowding.
- Staff will monitor entry to ensure students do not congregate in hallways or common areas.
- Visitors may not enter school during arrival time to reduce crowding.

Dismissal:

- Doors will be opened and monitored by staff during dismissal.
- Students will be released on a staggered schedule to parking lot, car rider line, or bus loading area to reduce crowding. Bus riders will wait in their last period class area until their bus is called.
- Markers will be placed at six feet intervals at pick up stations.
- Staff will monitor waiting areas (bus, car, daycare lines) to ensure distancing.

Meal Service:

- Students sanitize hands before/after eating.
- Students will rotate on a staggered schedule to cafeteria/student union to pick up meals and move to designated areas to eat.
- Students are seated in cafeteria or classrooms following social distance guidelines.
- If eating in classroom, the teacher/students will wipe down desks before and after meals.
- If there is a student with food allergies, arrangements will be made for student to eat in allergen-free zone.
- Utilize paper products only and pre-packaged a la carte or grab and go options when possible.
- Hot meals will be served by nutrition staff only; students do not touch utensils.
- Students will bring their own snacks and water bottles.

Common Areas:

- Water fountains are closed; students should bring their own water bottles to school.
- Common areas (main office, hallways, teacher work rooms, restrooms, some specialized classrooms) will be cleaned a minimum of three times daily.
- Common areas will be marked for social distancing.
- Restroom breaks will be scheduled by teacher when possible.
- Student lockers are closed.

Music:

- All materials and surfaces used by teacher and students will be sanitized between student groups; shared items will be minimal.
- Social distancing guidelines will be adhered to in these larger classroom spaces; when numbers exceed the music room space, students will meet in a larger venue to spread out.

Band:

- Band students will sanitize/disinfect personal instruments, flags, rifles, etc. before and after using them daily.
- Students will not share instruments or equipment.
- Students will face same direction while practicing inside.
- Students will practice in large venue (auditorium) or outside when possible for social distancing.
- Class will be divided into smaller groups and practice separately when possible.
- Students will wash hands when they have lunch or snacks in the band area.

**Chorus:**

- Class will utilize multiple rooms and instructors will space seating as much as possible.
- Teacher will sanitize areas before and after using space.
- Class may be held in larger venue (ex. small gym or auditorium) when the whole group is together to provide social distancing.
- Clear face shields could be provided to students for smaller venues.
- Students will use accessible facilities to wash hands after lunch.

Library/Media Center:

- Books and paper are not considered a high risk for COVID-19 exposure and do not require additional disinfection.
- Social distancing guidelines will be adhered to in these larger classroom spaces.

Physical Education:

- Contact sports will be reduced and social distancing used when possible.
- Students will wear masks when playing contact sports.
- Equipment shared by students will be sanitized between student groups.

Art:

- Students will maintain a set of basic individual art supplies.
- All materials and surfaces re-used by staff and students are sanitized between groups.
- Social distancing guidelines will be adhered to in these larger classroom spaces.
- If student numbers exceed social distancing guidelines, students may wear masks when working on projects in small groups. Groups will remain consistent throughout semester/year.

Dance:

- Space dancers six feet apart when possible.
- Avoid touching bar or other common surfaces; sanitize between student groups.
- Follow guidance for gyms/fitness center group classes.
- Wear masks if dancing close together.
- No hand-to-hand contact.

Career and Technical Education (ATC) Courses:

- Teachers will wear clear masks when providing instruction.
- Students wear masks when doing hands-on activities with staff or with small groups of students in close proximity.
- Wash hands before start of CTE class; hand-sanitize after each activity where students are touching common equipment.
- Follow safety protocols of job site when conducting work-based learning assignments.
- Staff will wipe down main equipment between classes.
- Minimize sharing of tools by students; when students must share tools, sanitize after use.

Athletics and Extra-curricular Activities:

- Follow the South Carolina High School League phased re-entry plan for athletics.
- Implement locker room sanitation guidelines.
- Follow all district Enhanced Health and Safety Protocols for extra-curricular activities.

**Large Gatherings and Events:**

- No outside guests for lunch or classroom visitations.
- Special gatherings, performances, or meetings with parents or staff may not exceed 50 and must include social distancing.
- Use virtual options for as many events as possible (i.e. Meet the Teacher: Virtual event or scheduled by student/class and staggered times over several days).

After School Programs:

- After school childcare available off-site
- Boys and Girls Club will operate daily at one selected school site.
- YMCA after-school program for staff will supervise children until 5:00 p.m.

Recess:

- Playground equipment will be used and cleaned between student groups.

HYBRID Learning

Moderately Restrictive Model



Daily Schedules for 2020-21

Elementary School

7:30 a.m. – 2:20 p.m. Monday – Friday

Middle School

8:30 a.m. to 3:30 p.m. Monday – Thursday

S.E.E. Day: 8:30 a.m. to 1:00 p.m. Friday

High School

9:00 a.m. to 4:00 p.m. Monday – Thursday

S.E.E. Day: 9:00 a.m. to 1:00 p.m. Friday

Elementary School - Family Model

The Family Model is a hybrid plan because it tightens the health and safety protocols in the traditional model so that all kids can remain in school but allows a classroom to move to intermittent eLearning seamlessly if the spread in any classroom becomes greater than 20%. The Family Model creates a small family unit within one classroom all day. To provide an additional layer of safety, smaller “family” groups will be formed for each nine weeks to reduce the number of students in closer contact with one another. All instruction, meals, and related arts will be provided in the classroom. All elements of the Traditional Model described in the Least Restrictive plan will be in place in the hybrid plan with the following more restrictive additions:

- August 24 - 28 LEAP week; five or less students each day to get to know teacher and assess for learning loss.
- August 31 - September 10; A/B day with half students on campus to teach safety protocols and set up class structures.
- September 11; Begin family model with **ALL** students remaining in their homeroom family unit for the full day.
- Instructional staff will wear masks and/or shields during all instructional time unless medically unable.
- Students will wear masks while on the bus and at arrival, dismissal, hallways, restrooms outside the classroom, pull out groups for interventions, or push in times when other students or adults enter the class. Students may elect not to wear a mask while working independently at their desk or when working behind a shield in the smaller family groups.
- On rainy days, when outside PE is not possible, students will do health curriculum in their classroom family environment.
- Related arts, intervention, and special education teachers who support students within the family will do one of the following: 1) rotate to the students inside the classroom wearing shields, 2) pull out a small group of students wearing masks for the time they are away from the family, or 3) live stream lessons into the classroom. Related arts will be scheduled in one-week intervals to reduce the number of teachers rotating into the family within a single week (example - week 1 P.E. week 2 art, week 3 music, week 4 technology, week 5 media).
- Recess, PE, and breaks will be scheduled outside as much as possible, but only with the family cohort present. Playground equipment will be sanitized between family uses.
- Students will wash hands before and after any activity outside of the classroom.
- Snacks and meals (breakfast and lunch) may be eaten in the classroom with shields or cafeteria. Students opting for school breakfast/lunch will travel to the cafeteria to make selections for their “To Go” bag with the teacher assistant. Only one family will be allowed in the cafeteria at a time and nutrition staff will serve pre-packaged utensils and cold or hot selections for students.
- Students with food allergies will be given a safe place to eat their lunch.
- Car rider dismissal time may be staggered by family unit. Parents must adhere to their set pick-up time to minimize student exposure to other students outside their family. Students will be dismissed to the bus only when their bus number is called. Masks will be worn by all students at dismissal.
- Outside visitors and volunteers to the classroom and large gatherings with parents will not be allowed if the district is in the hybrid model under the moderately restrictive protocols.
- PK students will have family visits with the teacher by appointment. They will have a staggered start the first week of school.

Middle and High School - A/B Model

A/B Model to achieve approximately ½ student body capacity on school campuses

Description of A/B Schedule

Students are on campus for 2 days and working at home in eLearning supported by their teacher for three days.

A Cohort (½ Students) – Monday and Wednesday on campus

B Cohort (½ Students) – Tuesday and Thursday on campus

C - S.E.E. (Small Groups, Electives, Extra Help) Day (**eLearning for all students with some scheduled activities on campus**) – Friday

Schedule OT, PT, Speech and other related services as outlined in the students' IEPs.

A Day Face to Face Students

- Students will be divided alphabetically: On A day students with a last name between A-K will be on campus for face to face instruction on Monday and Wednesday.

B Day Face to Face Students

- Students with a last name between L-Z will be on campus for face to face instruction on Tuesday and Thursday.

C Day - S.E.E. Friday

- All students will be in eLearning and may have an additional synchronous meeting scheduled with teachers.
- Buses will run to allow for some on campus meetings on Friday as needed.
- Teachers can require students to attend synchronous meeting(s) on C day for the following reasons:
 - Remediation
 - Make up missing assignments
 - Hands on/skills based training most often associated with CTE courses
 - Practice for performance based courses
 - Student requested extra help

Student Responsibilities during Face to Face Days

- Grades 6 – 8 – students will run their normal schedule each day they are on campus. Students will transition to classrooms within their team. Social distancing and masks will be required during transitions. There will be a staggered release to transition to electives and exploratories.
- Grades 9 – 12 – Students will run their normal schedule each day they are on campus. Masks will be required when social distancing cannot be maintained. On C day, students in performance classes may meet together in larger venues to allow for social distancing.

Teacher & Staff Responsibilities on Face to Face Days

- Masks will be required when social distancing cannot be maintained.
- Post the instructional plan for the week.
- Provide direct instruction and small group instruction.
- Conduct formative and summative assessments.
- Lead hands-on activities, labs, skills-based projects.
- Provide counseling and social-emotional supports as needed.
- Special Education Teacher will provide specialized instruction as outline in the students' IEPs.
- Provide Tier 2 and Tier 3 interventions for targeted students.

- Support eLearning students during posted “office time” each day (content teacher) - 30 minute time frame.
- Maintain up to date grade book

Student Expectations during eLearning at Home

- Complete teacher’s posted lessons and assignments on Canvas.
- Message your teacher(s) when you are struggling with a lesson.
- Check and respond to teacher(s)’ message.
- Follow teacher’s requirement to check in during posted office hour each day.
- Set a routine schedule to work online each day.
- Complete Related Arts virtual assignments as posted.

Teacher Roles during eLearning

- Post the online lessons for the week congruent with daily face to face assignments utilizing the Canvas calendar.
- Provide virtual small group interventions with struggling students.
- Set office hours to respond to students’ inquiries daily.
- Refer any social emotional concern to counselor or social worker.
- Update grade book weekly.
- Stream lessons happening at school as applicable and post recorded lessons into Canvas.

S.E.E. Day Schedule

Friday – (Teachers and students meet as needed for additional support)

9:00 - 1st Block

10:00 - 2nd Block

11:00 - 3rd Block

12:00 - 4th Block

1:00 - Teacher Planning

Student Expectations

- Complete iReady ELA and math pathway if applicable.
- Seek help from content teacher during the posted synchronous S.E.E. day time.
- Participate in all assigned virtual intervention lessons.
- Attend scheduled on-campus activities or assigned related services.

Teacher Expectations

- Set synchronous times for students to check in virtually per class.
- Schedule small group intervention times with targeted students.
- Plan and post lessons for the next week. daily or weekly
- Allow performance-based classes to meet on campus at a set time with all health and safety protocols in place.
- Conduct club or extra-curricular times on campus at a set time with all health and safety protocols in place.

Related Arts and Electives

- Grades 6-12 students will participate in electives like other content area courses. Whole group meetings may be held on the S.E.E. Day.



Monitoring eLearning Instruction

Administrators will communicate the instructional day/week schedule to staff and to students. School administrators will observe teachers teaching synchronous and asynchronous lessons regularly and give feedback to teachers for improvement.

Attendance

The school will communicate expectations for staff and student attendance in the eLearning instructional master schedule. The teacher will embed an attendance check question at the end of each daily eLearning lesson. Students should complete these daily to confirm attendance. Attendance checks must be completed by 11:59 p.m. on Sunday as a final deadline for the student to be marked present.

Assessment

The teacher will use multiple types of authentic assessments (formative and summative). Grades should not be confused and mixed with behavior. Teachers in similar grades/subjects will set up common grading procedures. Administrators will monitor that teachers provide feedback and complete grading within a designated number of days after the assignment has been turned in.

Grading

Grades 6 - 12 - Grades are based on mastery of content. Assignments will be categorized as major (60%) and minor (40%) as they are in the traditional setting. There is a minimum of one graded assignment and a maximum of three graded assignments per week per content area. Accommodations will be provided to IEP/504 students who have extended time for submission of work.

Deadlines for Work Submission

Teachers will communicate to students the deadlines for turning in assignments. Like courses/classes per subject and grade level should have the same window. The teacher may allow the student to resubmit an assignment for various reasons. Re-assessments will be limited to two additional attempts. Failure to submit an assignment prior to the final deadline (end of grading term) will result in a failing grade on the assignment. The teacher will contact the student before awarding a zero for the grade.

Start/Dismissal

- Middle School – 8:30 a.m. – 3:30 p.m.
- High School – 9:00 a.m. – 4:00 p.m.
- Middle School C - S.E.E. Day 8:30 a.m. – 12:30 p.m.
- High School C - S.E.E Day 9:00 a.m. - 1:00 p.m.
- All health and safety protocols previously outlined in the traditional least restrictive model will be utilized at arrival and dismissal.

Transportation

- Students will register for bus transportation at the beginning of the year.
- Buses will remain at half-capacity loads.
- Revised double routes will be run on A/B days
- Transportation on S.E.E. runs from 8:30 a.m. – 1:00 p.m.

Meal Services

- Traditional meal services may be allowed if social distancing in the cafeteria is possible with reduced numbers.
- Students sanitize hands before/after eating.
- Students are seated in cafeteria six feet apart or in designated eating spaces (classrooms) to promote social distancing.
- Students sit at tables facing in one direction.
- Students may eat in other safe designated areas.

Athletics and Extra-curricular Activities

- Follow the South Carolina High School League phased re-entry plan for athletics.
- Implement locker room sanitation guidelines.
- Follow all district Enhanced Health and Safety Protocols for extra-curricular activities.

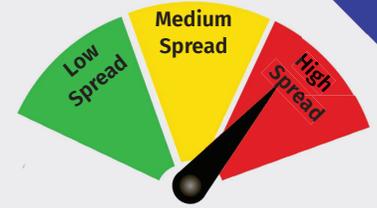
Middle and High School - Special Family Model

Special Education students whose least restrictive environment is “inside the regular class and activities for 79% or less of the day” will attend school following the Family Model for the complete school day Monday-Thursday and Friday from 8:30 a.m. - 1:00 p.m. (the time that middle and high school is open for instruction). Lunch will not be served on Fridays. The Family Model will be utilized to achieve a small family unit within one classroom to the greatest extent possible during the day to provide an additional layer of safety.

All elements of the Traditional Model described in the Least Restrictive plan will be in place in the hybrid plan with the following More Restrictive additions:

- Temperatures will be taken daily
- Special Education Teachers will provide specialized instruction as outlined in students’ IEPs
- Instructional staff wear clear shields when providing instruction; all other staff wear cloth masks when they are unable to social distance
- Students wear masks in the classroom when they are in close proximity to others
- Students will have their own writing utensils, supplies and tools
- All classrooms will have hand sanitizer and appropriate cleaning supplies for teachers to wipe down desks daily
- Doors will remain closed during instructional periods; teacher will be responsible for opening/closing doors when students must enter/leave class
- Restroom breaks are scheduled by the classroom teacher in small groups of 3 or fewer students
- Handwashing breaks are scheduled
- Handwashing or hand sanitizer required breaks before/after meals; after sneezing/coughing/toileting
- Open windows when possible to allow for better ventilation
- Keep each student’s belongings separated from others
- Masks will be worn during arrival and dismissal
- Outside visitors and volunteers to the classroom will not be allowed if the district is in the hybrid model
- OT, PT, Speech and other related services will be delivered as outlined in the students’ IEPs
- Students receiving pull out services will be rotated out of the classroom using enhanced safety protocols to include masks
- Grades 6-12 students will participate in electives when they are on campus

eLearning Most Restrictive Model



K-12 eLearning (Revised model)

A class, a school, or the entire district has been closed due to the spread of COVID-19. Students are not on campus for any face-to-face instruction. Classes are all virtual.

- Intermittent – when needed to address a specific situation (less than 10 days)
- Extended – 10 days or greater

eLearning - Intermittent or Extended REVISED ELEARNING INSTRUCTION EXPECTATIONS

To establish a more thorough eLearning program and maximize contact between students and teachers in a virtual setting, each school level will

- Establish a synchronous instructional schedule daily (see grade level examples below)
- Establish asynchronous and small group sessions weekly

Synchronous = Live Viewing - Students can access live teacher-led lessons in real time

Asynchronous = On Demand - Students can review a lesson/assignment at a later time once available

S.E.E. Day - Students can meet with their teacher for small group, extra help, and elective activities

High School Sample

Synchronous Schedule:

Monday, Tuesday, Wednesday, Thursday
 8:30 - Teacher Planning
 9:30 - 1st Block
 10:30 - 2nd Block
 BREAK
 12:30 - 3rd Block
 1:30 - 4th Block
 2:30 - Additional Support
 as Needed by Block
 (Monday 1st; Tuesday 2nd;
 Wednesday 3rd; Thursday 4th)

S.E.E. Day

Friday – (Teachers and students meet
 as scheduled for additional support; no
 new required instruction delivered)
 9:00 - 1st Block
 10:00 - 2nd Block
 11:00 - 3rd Block
 12:00 - 4th Block
 1:00 - Teacher Planning

Middle School Sample

Synchronous Schedule:

Monday, Tuesday, Wednesday, Thursday
 8:30 - Teacher Planning
 9:15 - 1st Period
 10:00 - 2nd Period
 10:45 - 3rd Period
 BREAK
 1:00 - 4th Period
 1:45 - 5th Period
 2:30 - 6th Period
 3:15 - Additional Support as Needed

S.E.E. Day

Friday – (Teachers and students meet
 as scheduled for additional support; no
 new required instruction delivered)
 8:30 - 1st Period
 9:15 - 2nd Period
 10:00 - 3rd Period
 10:45 - 4th Period
 11:30 - 5th Period
 12:15 - 6th Period
 1:00 - Teacher Planning

Primary (K-2) School Sample

Synchronous Schedule:

7:45 - Morning Meeting
 8:00 - Block (ELA or Math)
 9:00 - Small Group/Intervention Time
 9:30 - Block (ELA or Math)
 10:30 - Small Group/Intervention Time
 Lunch
 12:30 - Block (Science/Social Studies)
 1:00 - Writing
 1:30 - Special Area/Core Teacher Planning

Elementary (3-5) School Sample

Synchronous Schedule:

7:45 - Morning Meeting
 8:00 - Block (ELA or Math)
 9:00 - Small Group/Intervention Time
 9:30 - Block (ELA or Math)
 10:30 - Small Group/Intervention Time
 Lunch
 12:30 - Block (Science or Social Studies)
 1:00 - Block (Science or Social Studies)
 1:30 - 2:30 Special Area/iReady/
 Core Teacher Planning

Elementary School Synchronous Schedule

Framework:

Between 7:45 a.m. and 2:30 p.m., the daily recommended schedule will include hour-long instructional blocks for both math and ELA, a thirty-minute instructional block for science/social studies, a one-hour block for special area class, several brain-breaks and opportunities to play, and a break for lunch. Instructional blocks will be a blend of mini-lessons and independent offline tasks. iReady lessons should be completed as a part of independent tasks for at least 30 minutes weekly for math and 30 minutes weekly for ELA. Specific schedules per grade have been developed.

The mathematics block includes calendar time, math workshop, and math games.

The ELA block includes reading workshop, writing workshop, word study and grammar.

If the school year begins in an eLearning model, Pre-K and Kindergarten will start on a modified instructional schedule to allow time for pre-assessments and classroom community activities. Their full day instructional schedule will begin September 8.

Special Areas:

Elementary special area teachers record grade-level appropriate videos and develop grade-level choice boards. Students will select one item per special area choice board per week while schools are closed (i.e. one from PE, one from art, one from music, one from library). Students must provide evidence of work completed. The grading system for special area classes will remain the same. Secondary elective and exploratory students will follow the synchronous instructional schedule daily for class meetings and assignments.

Individual Tutoring or Interventions:

Reading Recovery, Read 180, iReady, Rise, Rise Up, etc.

Intervention teachers will provide interventions to students during the established grade level intervention time and/or flex day.

Teacher Access to Classrooms:

Teachers will have access to the school building at least once a week grouped by grade/content area to allow for collaboration. Social distancing must be in place. The building administration will set the schedule.

Monitoring eLearning Instruction:

Administrators will communicate the instructional day/week schedule to staff and to students. The principal will also observe teachers teaching synchronous and asynchronous lessons weekly and give feedback to teachers for improvement.

High School/Middle School Performance Courses:

Some classes have specific performance-driven standards that must be completed in a face to face setting. To the extent possible, all course work will move to online. CTE certification requirements and fine arts performance-based courses may develop a modified, short-term on-campus schedule if extended eLearning is implemented. The principal will follow guidelines set by DHEC and the CDC for determining how to safely bring students to campus for performance driven courses. Specific consideration would be given to social distancing protocols and cleaning protocols that should be followed.

Attendance:

Attendance will be taken traditionally when students are on campus. For days of eLearning, the teacher will embed an attendance check question at the end of each daily eLearning lesson. Students should complete these daily to confirm attendance. Attendance checks must be completed by 11:59 p.m. on Sunday as a final deadline for the student to be marked present.

Special Education Services

- Accommodations for access to general education:
 - o SPED and general ed teachers will collaborate to provide specific accommodations to students as outlined in students' IEPs.
- Psychological Evaluations:
 - o School Psychologists will conduct evaluations in a face-to-face model using safety protocols in place.

504

- All accommodations and/or services will be provided to students as outlined in their 504 plans.

Assessment

The teacher will use multiple types of authentic assessments (formative and summative). Grades should not be confused and mixed with behavior. Teachers in similar grades/subjects will set up common grading procedures. Administrators will monitor that teachers provide feedback and complete grading within a designated number of days after the assignment has been turned in.

Grading

Grades PK - 2nd - Grading system will remain on the four-point scale that it is currently used in a traditional school setting.

Grades 3 - 12 - Grades are based on mastery of content. Assignments will be categorized as major (60%) and minor (40%) as they are in the traditional setting. There is a minimum of one graded assignment and a maximum of three graded assignments per week per content area. Major assignments will be released/assigned at least 5 days prior to the due date. Accommodations will be provided to IEP/504 students who have extended time for submission of work.

Deadlines for Work Submission:

Teachers will communicate to students the deadlines for turning in assignments. Like courses/classes per subject and grade level should have the same window. The teacher may allow the student to resubmit an assignment for various reasons. Re-assessments will be limited to two additional attempts. Failure to submit an assignment prior to the final deadline (end of grading term) will result in a failing grade on the assignment. The teacher will contact the student before awarding a zero for the grade.

**Communication:**

Messages and phone calls received from parents or students will be returned within 24 hours Monday through Friday of each week. Messages and phone calls received after 3:00 p.m. on Friday may not be returned until the following Monday. To help families monitor student progress, teachers will provide specific feedback to students weekly and update their gradebooks one time per week on Thursdays. Teachers will reach out to students who miss two (2) consecutive synchronous sessions or who miss turning in two (2) consecutive assignments. To help teachers get their work done, they will have at least one unencumbered hour during the work day to engage in instructional planning and/or professional development.

Social/Emotional Support:

Nurses, counselors, social workers, and mental health contracted services will remain a vital part of the school program. Social emotional supports can be initiated by the school or provided to students virtually upon request in the following areas: social or grief counseling, mental health counseling, food assistance, physical health counseling, or instructional fun activities to help students connect while at home socially distancing.

Technology:

The school will issue devices to all students in grades PK – 12 and provide students with direct instruction on how to connect with teachers on SeeSaw (Grades PK – 1) and Canvas (Grades 2-12). The district will maintain the technology help line to provide technical support to students and families on Canvas, specific applications, or technical difficulties. The help line is 803.810.8003. WiFi extensions will remain in the school parking lots and the district will purchase additional WiFi products to help families living in connectivity dead zones or with limited bandwidth in their home service. Families may contact the school if the device becomes inoperable. The technology team will pick up the device from the school, repair it, and return it within the same week.

Clover Virtual Academy

We are excited to announce that Clover School District will be offering a new Clover Virtual Academy (CVA) next school year for families who know they would like a full-time virtual option. Students in grades K-12 will have the opportunity to experience high-quality instruction in a teacher-led virtual classroom environment staffed by Clover School District faculty. CVA will offer scheduled lessons with a teacher, flexible support in individual or small groups, a strong online course platform combined with teacher-developed lessons for core and elective classes, and participation in home school athletic and extra-curricular opportunities. A virtual academy allows the district to accommodate families who may not be ready to return to face-to-face instruction due to Coronavirus concerns.



DR. NORRIS WILLIAMS

Dr. Norris Williams will run the Clover Virtual Academy located at 300 Clinton Avenue.



CLOVER
VIRTUAL ACADEMY

Our program at a glance.

Mission: *The Clover Virtual Academy (CVA) will create a positive and nurturing virtual learning environment that engages and challenges students to reach their highest potential.*

Clover Virtual Academy

Kindergarten - 12th Grade



Teaching Faculty: Clover Virtual Academy teachers are current Clover School District teachers who have been selected to teach in CVA. All faculty are SC certified. All grade levels, content areas and electives will be staffed, including administration, school counselor, and Special Education. Dr. Norris Williams is the Principal of CVA, and Mr. Will Dyer is the Assistant Principal.

Learning Platform: An accredited, online learning courseware based on South Carolina curriculum standards will be used as a base for instructional content. Courses will be delivered through SeeSaw (PK-1) and Canvas (2-12), our current learning management tools. Courses will be founded in the curriculum platform and supported with teacher-designed lessons, direct instruction, and relevant activities.

Courses Offered: CVA offers K-8 core content area courses in english/language arts, mathematics, science and social studies with gifted & talented extensions. Special and exploratory courses such as PE, health, world language, technology and performing arts are part of the curriculum. A full array of 9-12 academic courses including Honors and AP levels are provided. High School courses are NCAA approved. Numerous electives including fine arts and Career and Technical Education (CTE) are also provided.

Learning Opportunities: CVA will be based on a flexible model allowing for synchronous and asynchronous classes. CVA will provide fully virtual courses with online and face-to-face instruction, tutoring, small group, and independent learning opportunities.

Schedule: Students will have a flexible schedule which includes all required grade appropriate courses and content. Students will have an opportunity to schedule time for independent assistance and small group instruction. There may also be scheduled class sessions or study groups. The regular CSD school calendar start and end dates, as well as all grading period dates, apply to CVA.

Student-Centered: Teachers will work hard to develop relationships, maintain contact and provide access to each student. Students will complete a learning style survey and a personal profile to help staff better assess each student's needs. For example, the student (and parent) may submit a video to the teacher introducing themselves in order to build community and relationships with the instructor and class.

Student Activities: CVA will provide parent and student engagement activities on its campus. However, students will also be able to participate in extracurricular activities including sports and fine arts programs at their home school while enrolled at CVA.

Student Expectations: Students are expected to be engaged in each of their classes which includes completing assignments and staying on schedule. Participating in online teaching sessions, online small group work, and individual sessions may be required. Teachers will post a syllabus for each class or course detailing expectations each week. The platform will provide instant course data including time on task, percentage of course complete, and grade.

Special Services: Students who qualify for special education services will receive accommodations and modifications according to their individualized education plan (IEP) or 504 plan. Any necessary face-to-face accommodations will be scheduled.

Clover Virtual Academy

Kindergarten - 12th Grade



Technology: The school will issue devices (iPad in K-8, Macbook Air 9 - 12) to all students in grades K - 12 and provide students with direct instruction on how to connect with teachers and access school assignments using the district's provided Learning Management System(s). CVA students must have strong internet access at home.

Teachers will provide training opportunities for students and parents to learn to navigate all associated software. The district will maintain the technology support call center to provide technical support to students and families on Canvas, specific applications, and/or technical difficulties. **The call center support phone number is 803.810.8003.** Families are encouraged to utilize the call center when a device becomes inoperable. If the device cannot be repaired on the phone the technician will instruct the student/parent regarding next steps for service. Each service will be handled on a case by case basis. All repairs that require a device be dropped off at a school will be returned, repaired or replaced at the time of the visit.

WiFi will continue to be extended into all school parking lots and the district will purchase additional WiFi products to assist families living where connectivity is unavailable or with limited bandwidth within their home service. The district does not offer support for home internet service. Families and students can check the status of the district's technology resources by visiting <https://status.clover.k12.sc.us>. The technology department will be using this webpage to communicate outages and scheduled maintenance windows.

Registration: Students should first complete primary registration and proof of residency at their attendance zone school. A secondary online registration may be required to schedule courses for secondary students. Students can be registered for CVA here: <https://survey.k12insight.com/r/CVAregistration>.

Frequently Asked Questions:

How is CVA different from eLearning conducted in the 2019-20 school year?

Last year, due to COVID-19, teachers changed their instructional practices and had to develop extended eLearning lessons immediately. The focus of eLearning was to keep students engaged and minimize academic loss. CVA is a virtual school within the Clover School District, staffed with CSD teachers who are trained in virtual learning. The curriculum and associated lessons are designed to be delivered online, and the focus is to provide high-quality learning in a virtual environment. CVA is set apart from other virtual academies and programs by the level of access to your teachers and by having its own campus at the Clover District Resource Center on Clinton Avenue for face-to-face support.

Are all courses offered at CVA?

To the extent possible, CVA will offer as many of the courses available at your child's traditional home school. However, some courses will not be offered due to the hands-on nature of the course or due to state restrictions. If a student has a course on their schedule that cannot be offered through CVA, you will be contacted so you can make an informed decision. Some upper level fine arts classes and several CTE classes at the Applied Technology Center cannot be taught at CVA.

Clover Virtual Academy

Kindergarten - 12th Grade



What calendar will CVA follow?

CVA will follow the normal school calendar and observe all holidays. All of Clover School District's schools are designated as approved eLearning schools in South Carolina, which means that instruction will continue even if the district is closed due to inclement weather.

Do I need high speed internet services at home to participate in CVA?

High speed internet is necessary for participation in CVA so that students can access courseware and streamed lessons. If a family does not have high speed internet, you may request a mobile hotspot from CVA. Families may also use school parking lots to download or upload material or schedule time to come to the CVA campus at the District Resource Center to use school WiFi.

Do CVA students have access to the meal services provided at the home school?

A student at CVA could access breakfast or lunch at the attendance zone school if the family has transportation to pick it up daily. Families will need to register for the meal services. Meals will be available for all registered students. Full pay students will be prompted to pre-pay through the PayPams meal program. Eligible families may complete the application for free and reduced lunch if needed.

Can a student with an IEP or 504 attend CVA?

Yes, if you are interested in CVA, please apply. Your child's IEP team or 504 team will meet to review and identify individual services and supports that will be necessary to meet your child's unique needs.

Can I take honors, Advanced Placement or Dual Enrollment courses at CVA?

The high school course platform offers honors and Advanced Placement courses. The district will work with Clover High School teachers, South Carolina Virtual School teachers, and higher education partners to fulfill advanced placement and dual enrollment course requests at CVA. Dual enrollment courses will be taught by college professors at USC-Union and are subject to tuition costs with partner institutions.

Will gifted and talented services be provided at CVA?

All accommodations and additional educational services will continue at CVA for students who qualify for those programs. GT services will be offered through a daily 40-minute separate extension class with a GT endorsed teacher in grades 3 – 8. Specialized curriculum resources have been purchased to extend the state standards at each grade level. Students in grades 7 and 8 will also be able to accelerate to pre-high school and high school English 1 and Algebra 1 just like the traditional school model.

Can my student participate in co-curricular programs like band and chorus?

Yes. Students enrolled at CVA will remain connected to their attendance zone school. They will have access to Chorus, Band, ROTC and some CTE courses as scheduled on the respective campus. Parents may have to provide transportation to and from the attendance zone school for such classes.

Clover Virtual Academy

Kindergarten - 12th Grade



Can my student be in clubs and play sports?

Yes. Students enrolled at CVA will have access to clubs and sports offered at their attendance zone school. Parents must provide transportation to and from the home school for meetings and practices.

Can my student graduate from CVA?

Yes, your student can attend CVA through grade 12. Graduating students will receive a Clover High School diploma and will be included in commencement exercises.

Will there be a regular online class meeting schedule?

Yes. Students will be required to meet during scheduled times with their teacher(s). They will participate in virtual whole class, small group, and/or individual meeting opportunities. Additionally, your student's teacher will be available for some face-to-face support and will also have lessons recorded for students to access at their convenience.

Do students need to attend scheduled sessions or can they work at their own pace?

There will be class and course requirements for all students. Pre-scheduled classes and support opportunities are available and can also be scheduled individually. Students may also complete work independently; however, they must be able to maintain appropriate progress and achievement. Students will have access to coursework 24/7.

How does a virtual student workload compare to a regular classroom?

Every effort will be made to maintain relevant and appropriate workloads, but virtual learning requires more independent work and attention from the students to balance the absence of a classroom. Students should plan to dedicate specific times for daily tasks.

What academic support systems are in place for virtual students?

The online learning platform has video lessons and tutorials. Your student's teacher will also be available via email, office hours and scheduled class or individual sessions. Your student's teachers will also provide appropriate face-to-face academic support and learning opportunities on the CVA campus. Students will also have access to a school counselor and other members of the community who provide auxiliary services.

What about technical support for my student's device or with the platform?

Students will have access to the same level of device support as in their home school. All IT support hotlines are also available. The district does not offer support for home internet service. Teachers will also provide training opportunities for students and parents to learn to navigate all associated software. The teachers will provide continuous support as needed in this area.

Clover Virtual Academy

Kindergarten - 12th Grade



Can a student at CVA transfer back to the traditional school within the district?

Students who select the virtual learning platform in 2020-21 will need to make a commitment to remain at CVA for the full school year (K-8) or full semester (9-12). The curriculum platform is based on South Carolina standards and taught by South Carolina certified teachers, but it does not follow the same pacing guide and sequence as the courses in the home schools. To ensure that students get the full depth and breadth of the grade level standards and do not have gaps, it is important that students finish the course in the virtual platform.

How can I learn more about CVA?

CVA will have its own website that is linked to the Clover School District home page under the “Select a School” tab. You can access it directly by clicking www.clover.k12.sc.us/cva. Additionally, CVA hosted three virtual informational events via WebEx. These virtual meetings will be available on the CVA website for any family who were unable to attend the live virtual meeting.

How do I register my child for CVA?

You must first register your child in InfoSnap as a new student or as a returning student and provide appropriate proof of residency as a Clover School District student. These links are available at the Clover School District website home page. Next, complete the brief CVA registration form at this link: <https://survey.k12insight.com/r/CVAregistration>



TRANSPORTATION

Bus Capacity - Regulations during COVID-19

On May 6, 2020 the South Carolina Department of Education recommended 17% of bus capacity. However, on June 22, 2020 they revised their recommendation to 46% of capacity but no more than 1/2 capacity.

46% capacity means:

- 18 on a 35-passenger bus (EC)
- 30 on a 65-passenger bus
- 30 on a 66-passenger bus
- 33 on a 72-passenger bus
- 36 on a 78-passenger bus

No person is to sit in the front 2 seats behind the driver and all students must practice social distancing as recommended.

Student Registration to Ride:

Before school opens in Fall 2020, we will send all families a link to register to ride the bus. Families must register to ride so that we may adequately plan routes to match the student learning model in which we are serving students.

Staggered School Schedule to Accommodate Transportation

To accommodate the 1/2 capacity load requirements, schools will operate on a staggered schedule for both the Traditional Model and the Hybrid Model.

Elementary School Start Time 7:30 a.m. – 2:20 p.m.

**The first elementary school bus drop-off will occur at approximately 6:50 a.m. to allow drivers the time to disinfect the bus prior to picking up the next load of students to take to school.*

High School Start Time in Hybrid Model 9:00 a.m. – 4:00 p.m.

**Note: If student ridership is lower than expected or if routes move faster than we anticipate, we may be able to move the middle and high school start time.*

Route Plan for Traditional Model

On the traditional model when all students are on campus Monday – Friday but buses are required to run at 50% capacity, several schools will need to run double routes for both elementary and secondary loads. **Individual routes themselves will not be longer for the student**, but pick up times for students will be staggered across an extended period of time as the bus makes one trip to a particular school and must go back out to pick up a second group of students at a later time. See changes to route times for the bus driver in the examples below:



Route examples

- Bus 27 – Currently Leaves Crowders Creek Elementary School at dismissal at 2:15 p.m.
This bus runs a double route (two drop offs) to Autumn Cove taking approximately 55 minutes.
- Bus 27 route with bus @ 46% capacity would be four loads and approximately 120 minutes.

- Bus 22 – Currently leaves Oakridge Elementary School @ 2:27PM
This bus does a double route with the normal route time at approximately 1 hour and 23 minutes.
- Bus 22 Route with bus @ 46% capacity would be 2 hours and 15 minutes with a triple route.

- Bus 32 leaves Bethany Elementary School @ 2:10PM
The normal route time is approximately 1 hour and 23 minutes.
- Bus 32 route with bus @ 46% capacity would be 2 hours and 15 minutes double routed

Route Plan Hybrid Model

If rider counts allow CSD should be able to use the same double routes for the elementary families to transport students to and from school. However, with middle and high school students at only ½ capacity on the school campus, a single route similar to normal school years may be available.

**Times for all routes will be posted at the beginning of the school year on our website and at each school when the district announces the student learning model it will reopen in.*

Bus Health and Safety Protocols (expectations for students and drivers)

- Drivers will wear masks at all times.
- Students are highly recommended to wear masks on the bus if the district is in the moderately restrictive hybrid model.
- Students are asked to practice social distancing at bus stops, during loading, during transport, and while unloading the bus.
- Students will load the bus from rear to front and disembark from the bus front to the rear one at a time.

Bus Cleaning and Disinfection Protocols

- Each bus shall be totally cleaned then disinfected using electrostatic handheld sprayer and EPA-approved disinfectant (e.g., BioTab7 disinfectant) twice per day – after completion of morning and afternoon routes.
- Drivers must clean their bus after each route when double routes are required. If a sprayer is unavailable, the disinfectant may be applied manually to seats, seat belts, portions of windows that students may touch, handrails, and driver seat and controls.
- Cleaning protocols require drivers to wipe down with disinfectant frequently-touched surfaces, including those in the entrance touched by passengers, such as handrails and seat tops as well as those surfaces touched by the driver (steering wheel, door opening device, etc.)
- Disinfectants must be EPA-approved for use against the virus that causes COVID-19, diluted bleach solution, or alcohol solution with at least 70% alcohol. Drivers will follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, contact time, and personal protective equipment).
- The district will ensure that the Transportation Department has adequate supplies to support frequent cleaning and disinfection practices.

Ventilation

Scientific evidence supports increasing ventilation on buses as a means for reducing the spread.

- To the extent possible windows will be opened/cracked.
- Increase air exchange on the bus and the input of outside air via available mechanisms, including opening the roof vents and some windows as weather allows.
- For buses with air conditioning, increasing circulation of outside air should still be performed to the extent possible, since the air conditioning on these buses only recirculates interior air.
- Frequent openings of the door at stops will also increase air exchange.

Personal Prevention Practices

- Drivers should wear face masks or cloth face coverings. Students are highly recommended to wear masks on the bus if the district is in the moderately restrictive hybrid model.
- Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance.
- Drivers may wear disposable gloves and are not routinely recommended unless cleaning and disinfecting.
- Frequent use of hand sanitizer is more strongly recommended, with care being taken not to spill any on the floor of the bus when using.
- If gloves are used, they should be changed when soiled or damaged or after touching something outside of the driver's controls. Used gloves should be disposed of in a lined trash can, and hands should be washed with soap and water for 20 seconds after removing them.
- Care should be taken not to touch one's face or mask/face covering while wearing gloves, and if this occurs, the gloves should then be changed.

MEAL Services

Meal Services - Traditional and Hybrid Learning Models

Traditional and Hybrid Student Learning Models

Cafeteria staff will follow DHEC standard and COVID-19 protocols for coming to work. As a standard operating procedure, gloves will be worn with no bare hand contact with food. Hand washing protocols, as always, will be strictly enforced. Masks will be worn when in close contact during food preparation and during meal service. Masks will be properly maintained by each employee as instructed. All surfaces will be cleaned and sanitized with appropriate chemicals according to instructions on a regular and on-going schedule.

In order to serve meals in the classroom and to meet DHEC protocols and current National School Lunch Program operational guidelines, the following would be required:

1. Purchase of multiple portable hot and cold holding equipment at each site
2. Portable point of sale equipment in all sites
3. Additional staffing at all 13 serving sites

In order to preserve the integrity of the program, sales are promoted to allow for “offer vs. serve”, and to protect the continuance of the lunch program, students in all grade levels must come to the cafeteria to be served.

Distancing decals have been purchased for the dining room floors to direct traffic to each serving line. Decals will be applied to direct customers to practice social distancing in the serving lines. With no dining taking place in the cafeteria during the lunch period, lines can weave between tables to allow for a continuous flow in serving with little or no breaks in service.

With the reduced numbers of students participating in the breakfast program, principals may choose for students to eat in the dining room, allowing for social distancing.

Elementary Schools:

All items offered will be individually packaged or cupped with a lid. Server will fill the individual student's bag with items selected, including milk and condiments along with any a la carte items being purchased. A service kit with utensil, straw, and napkin will be included. Bag will be passed off to student. Student's card will be scanned by student or cashier. Cashier will have a back-up roster in the event a student's card is unavailable. There will be no self-serving of any items by students.

Secondary Schools:

Servers will fill a “carry out style” styrofoam hinged tray with student's selected meal components and any ala carte items to be purchased. Milk and juice cartons, along with condiments will also be served. Service kits will be included in tray. Students will scan their cards in lieu of entering pin numbers. In the event a student does not have his/her card to scan, he/she can give pin number to cashier to be entered into the register. Back-up rosters will be available at register for students not knowing their pin numbers.

COMMUNICATION

Two-Way Communication Plan

Clover School District will provide staff, students, and families with comprehensive and proactive information about our school reopening plan and ongoing modifications to the plan as needed during this pandemic. We strive for clear communication channels that equip all stakeholders with the necessary information to organize their professional and personal lives with the utmost care and caution. To that end, we have created a variety of educational options for families that meet our high bar for academic excellence and safety. A parent focus group conducted on July 1, 2020, reinforced the district's process for determining appropriate student learning models using the best available science, DHEC modeling, and local virus spread information.

On July 9, 2020, the district will announce the student learning model for the 2020 August reopening of school. If there are positive or negative changes in the spread of COVID-19, the district will give parents a minimum of two weeks' notice before changing the schedule to a less restrictive or more restrictive model. **** Unless closure is announced by a higher governing body.** Below is a timeline for key events in preparation for the start of school:

A. Public Information Timeline:

- July 1, 2020 Teacher and Parent Focus Groups on CSD Reopening Plan
- July 6, 2020 Board Hearing on Fall Reopening Models
- July 7, 2020 Clover Virtual Academy Parent Orientation WebEX sessions
- July 9, 2020 Clover Virtual Academy Parent Orientation WebEX sessions
- July 9, 2020 Public Release of Fall Reopening Plan on District Website, YouTube, Video Message, Email, and Social Media
- July 15, 2020 Deadline for Early Bird Clover Virtual Academy Registration
- July 24, 2020 Final Confirmation of Clover Virtual Academy Registration
- August 17, 2020 Teachers Back-To-School Professional Development Week
- August 24, 2020 LEAP School Opening for PK-8
- August 24, 2020 First Day of School 9-12

B. District Communication of School Reopening:

- The official Clover School District Reopening Plan will be housed on the district website www.clover.k12.sc.us/coronavirus
- Links to the plan will be shared via social media: [Facebook](#) and [Twitter](#)
- CSD 2020 School Reopening Plan will be emailed directly to parents
- YouTube Video on 2020 School Reopening will be released by Dr. Quinn on July 9, 2020

C. Department of Health and Environmental Controls Disease Metrics for York County:

- Copies, updated weekly, will be available at: www.clover.k12.sc.us/cononavirus

D. Communication Expectations

The district will set clear delineations for communicating with parents as specified below:

District will:

- Communicate 2020 School Reopening Plan.
- Announce if level of virus spread forces a change to a less restrictive or more restrictive student learning model two weeks ahead of any change in schedule to give families time to adjust.
- Handle media requests through the Public Information Office.
- Establish procedures for notifying staff and parents of possible COVID-19 exposure conducive with HIPAA.
 - o The district will not be able to confirm the identify of a student or staff member who has tested positive for COVID-19.
 - o The district will notify individuals who have been in direct contact with a person who has tested positive.
 - Direct contact is defined as contact less than six feet, more than ten minutes, without a mask, in the last 48 hours.

School will:

- Communicate school-specific information, schedule, procedures, and deadlines related to the school reopening plan.
- Set dates for school activities.
- Communicate grade-level, intervention, resource and gifted and talented schedules for Traditional, Hybrid, and eLearning models.
- Communicate directly with families on safety and health issues related to COVID-19.

E. Parent Responsibilities to Monitor Health of Student(s) and Notify the School

Attendance is important and we want children to be in school every day that they are healthy. However, this year the greater good for school attendance is to keep children showing any symptoms of COVID-19 home until they are well. To keep all staff and classmates healthy, it is imperative that parents monitor the symptoms and temperatures of their children before sending them to school and implement the following steps:

1. Take the temperature of any child demonstrating shortness of breath, loss of taste, sore throat, muscle aches, chills, new or worsening cough, or runny nose.
2. Keep child at home one or more days to monitor symptoms.
3. If you decide to have a COVID-19 test, notify the school nurse of the results so that the school can implement the Enhanced Health and Safety Protocols in the classroom(s) where your child attended. *All information will remain confidential between the school and family. No other families will be given the health information of your child.
4. Follow guidelines in Category 1 or Category 2 if your child tests positive for COVID-19 (See Categories on When to Return to School on page 13-14).

F. School Procedures to Notify Parents of a Positive COVID-19 Case

When the school becomes aware of a positive COVID-19 case, the following steps will occur:

- School nurse will notify DHEC.
- School administration will notify district office.
- School will implement Enhanced Health Procedures in Category 5 for elementary classrooms operating in the Hybrid “Family” Model. (See Categories on When to Return to School on page 13-14)
- School will implement Enhanced Safety Protocols for disinfecting classrooms where the individual attended.
- School administration will send a letter to parents notifying that there is a positive case in the classroom.

APPENDIX: Glossary

- A/B Model:** Students in grades 6-12 will attend in-person instruction two days and have three days of eLearning per week.
- Assessments:** Summative assessments are used to assess mastery of learning targets; for example tests, projects, portfolios, labs. Formative assessments are given frequently and used to evaluate progress. Examples may include discussions, conferences, quizzes, and learning logs.
- Asynchronous Instruction:** Instruction that does not take place in real-time. Students can review/view a lesson at any time. Examples may include recorded lessons, posted Keynote/PowerPoint lessons, and other assigned tasks.
- CDC:** Centers for Disease Control and Prevention: The nation’s health protection agency is responsible for assembling guidelines for school safety protocols.
- CTE:** Career and Technical Education: Courses offered on campus at the Applied Technology Center (ATC).
- CVA:** Clover Virtual Academy: A full-time, operational school within the Clover School District, that provides a consistent virtual curriculum delivered by CSD teachers. This option is for families electing to experience learning from home rather than attend a zoned school.
- eLearning:** Instruction that occurs off campus using a digital device when traditional school or hybrid school is closed for an extended time period.
- Family Model:** An in-person model in which students attend school and stay with their classroom groups for all instruction and activities.
- Hybrid Model:** Students will return to their zoned School, with adjustments made to meet safety standards. In elementary, the hybrid model is also called the “family model”. In middle and high school, the hybrid model is defined as an “A/B model”.
- LEAP Week:** During the week of August 10-14, K-8 students will return to school under a modified schedule to allow for the following interactions to take place: L (learning), E (evaluating gaps), A (analyzing student needs), and P (planning for a new school year).
- PPE:** Personal Protective Equipment: Items such as masks, face shields, gloves, or other garments, designed to protect an individual from infection
- SC-Department of Health and Environmental Control:** A state agency that monitors confirmed cases of COVID and officially approves items that can be used to protect individuals.
- SEE (C) Day:** During the A/B model of instruction for grades 6-12, Friday’s are designated “SEE” days. Students learn from home, while teachers provide support in the following ways: S (small group), E (exploratory/ elective course meetings), E (extra help).
- Synchronous Instruction:** Instruction that involves a group of students engaging in learning at the same time: for example, live classroom instruction, WebEx meetings.
- Zoned School:** The school a student attends based on their home address. On the Clover School District website, the “Address Locator” is found at the far right under Popular Links on the homepage.



CLOVER SCHOOL DISTRICT

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Clover School District

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