Reopening CMSD

Safe. Strong. Better Together!

HYBRID FAMILY GUIDEBOOK
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Message from CEO Eric S. Gordon

To Families & Caregivers of CMSD Students:

CMSD’s decision to begin transitioning from a full Remote to a Hybrid Learning model comes after a year of disruption for our students, families and staff, as we have worked together to adapt to changing conditions during a pandemic that took us all by surprise last spring.

While we had hoped to begin bringing students back to our school buildings far sooner than March 2021, public health data has driven every decision we have made along the way about in-person and Remote Learning—always with the safety of our entire school community in mind.

Your feedback has been vital all along in our past and current planning for a safe return to our schools, and as public health data continues to improve, our CMSD educators have remained committed to fully orienting families on what to expect as we prepare to transition to a Hybrid Learning Environment.

To ensure the safest and smoothest transition to in-person learning, CMSD is committed to completing the process of vaccinating school staff while phasing in special populations beginning the week of March 8.

Beginning the week of March 15, a second phase of our transition to Hybrid Learning is scheduled with the return of students in Grades 9 & 12 and all students in Grades PreK–2.

Beginning the week of March 22, remaining CMSD students in Grades 3–8, Grades 10 & 11 will return to in-person learning.

The Back-to-School Mailer being sent to homes the week of February 22 includes your child’s school and transportation assignment, as well as the days your child is assigned to in-person instruction at school. The mailer details the Hybrid and Remote Learning options available and includes information on how families who choose to remain in Remote Learning can opt out of Hybrid Learning.

This Hybrid Guidebook for Families was created to acclimate students and families to the Covid-19 health and safety protocols to keep students, staff and families safe and to put in one convenient place everything families need to prepare for a transition to Hybrid Learning.

We know that teaching and learning is best when our students and educators are together in school. But we are mindful of the need to be empathetic to the comfort levels of our school community during times of uncertainty. For this reason, our school enrollment specialists will be available February 22 – March 19 by calling 216.838.3675 for families who wish to opt out of Hybrid Learning.

It is my hope that this Hybrid Guidebook, along with weekly updates of our planning and preparation to reopen, will instill confidence that CMSD is ready to welcome back our students and educators, stronger and better than ever.

Thank you for your continued partnership in your child’s success. We look forward to welcoming students back to school next month and keeping you informed of our reopening plans and progress in the weeks ahead.

Sincerely,

Eric S. Gordon

Updated 2/26
Timeline for Reopening CMSD Schools for Hybrid Learning

FEBRUARY

- CMSD Staff Covid-19 Vaccines Begin
- CEO Releases Reopening Plan
- Spring Sports Practices Begin
- School & Transportation Assignments Mailed to Homes

 Nine-tenths of education is encouragement.  
- Anatole France

MARCH

- Phase 1 Students Return for Services
- Phase 2 PD for Teachers
- Second doses of vaccine begin
- Phase 2 Student Phase-in begins
- Phase 3 Student Phase-in begins
- Phase 3 PD for Teachers
- Spring break – March 29 - April 2
- Phase 2 Registration/Orientation/Open House
- Phase 3 Registration/Orientation/Open House
- 3rd Quarter Ends

Updated 2/25
CLEVELAND METROPOLITAN SCHOOL DISTRICT

Timeline for Reopening CMSD Schools for Hybrid Learning

APRIL

Easter Monday, all schools closed
First day of fourth marking period for year-round schools
Classes resume, Quarter 4 Begins

“Children are our greatest treasure. They are our future.”
– Nelson Mandela

MAY/JUNE

Last day of school for most students
Last day for students in extended-year schools, except for Cleveland School of Architecture and Design and Cleveland School of Science and Medicine
Last day for students at Cleveland School of Architecture and Design and Cleveland School of Science and Medicine

Last day of school for students in year-round schools
CEO Eric Gordon detailed the Hybrid Reopening Plan in an email, phone and video message sent to all families on February 19. Click here to watch and share the information with your child.

All parents should have a current and accurate email address, home/cell phone numbers and home address on file at your child’s school for communication and emergencies.

Back-to-School Mailers will reach homes the week of February 22 and will include your child’s school and transportation assignment along with information about the Hybrid Learning options.

Both you and your child should feel comfortable with his/her Hybrid Learning assignment. The Hybrid and Remote options are described on the mailer and detailed in a comparison chart on the CMSD website. Families who want to remain in Remote Learning can do so by calling 216.838.3675 to speak with an enrollment specialist.

Based on your child’s assignment, students will attend school 2 or 4 days per week. Plan together how to schedule your time on In-Person and Remote Learning days. Watch the Video Tour of what school will look like with your child.

Review the new rules for bus safety and the health and safety protocols. Monitor your child’s health before he/she boards the bus or heads to school. If he/she shows signs of illness or has a temperature 100.4 degrees or above, keep your child home.

It’s been nearly a year since the lives of Cleveland’s families were upended by the Covid-19 pandemic. CMSD’s students and families have adapted admirably to those changes, and have shown remarkable strength and resilience during the worst of times. Improving health trends, the increasing availability of vaccines and our transition from Remote to Hybrid Learning are signs of hope that we can focus on, as we get our students back to school and on track for success.
CMSD is excited to begin welcoming students back to school this month, as we gradually phase in students by grade and assignment. Here is a checklist of what students can expect the week you return for Hybrid Learning.

✔ Mark your calendar for your group’s scheduled return to school
  - Phase 1 (Week of March 8)
    Select groups of students with special needs
  - Phase 2 (Week of March 15)
    Grades PreK, K, 1, 2, 9 & 12
  - Phase 3 (Week of March 22)
    All remaining grades

✔ Mark the dates for Family Orientation events where staff will share information specific to your school assignment
  - March 9: PreK-8 Virtual Family Orientation;
  - March 11: High School Virtual Family Orientation.
  Principals will send invitations to families.

✔ Students in Grades 1-12 are expected to bring your tablet/laptop to school every day
  Make sure your device is fully charged before you leave, although your school will have a charging station if you forget.

✔ Bottled water will be provided
  For safety reasons, water fountains have been turned off, and students will not be able to refill their own bottles.

✔ Masks are required at all times
  There are limited exceptions to this rule. Students will have occasional mask breaks, including during breakfast and lunch served in classrooms and in other areas that enable social distancing.

✔ Hand sanitizers are available in classrooms, hallways and restrooms
  For your protection, your classrooms are sanitized daily, with deep cleaning on Wednesdays.

✔ Breakfast and Lunch are provided in individually wrapped portions
  Takeout meal service will continue.

✔ Desks are arranged six feet apart
  Markers have also been placed throughout the school to ensure social distancing in hallways and other common areas.

Students are an important partner in each school’s health and safety plan for Hybrid Learning. Knowing and following these guidelines is an essential step in keeping our schools open and our staff and students safe for Hybrid Learning.
On February 19, CEO Eric Gordon announced CMSD's Plan to reopen our schools for Hybrid Learning

- The plan is to phase in various populations of students between March 8–22
- CMSD's phase-in approach to reopening will provide time for orientations and other activities to help students and families who wish to return to school

Students transitioning to Hybrid will return in this order:

- **Week of February 22:** Spring sports practices begin
- **Week of March 8:** Select students with special needs
- **Week of March 15:** Grades PreK–2, Grades 9 & 12
- **Week of March 22:** Grades 3–8, Grades 10 & 11

A Back-to-School Mailer was sent to families and will arrive in households soon

- Mailers with each student's school and transportation assignment will mail to reach households the week of February 22
- The mailer included information on Hybrid and Remote Learning options
- Families who choose to remain in Remote Learning can opt out of their child's Hybrid assignment now through March 19 by calling the Office of School Choice and Enrollment at 216.838.3675

Hybrid Learning Schedules

- Students will be in school two or four days per week depending on their assignment
- Most students will attend school two days per week
- Only Preschool and special populations of students will attend four days per week
- Students will be in Remote Learning or independent study on the other days
- Parents may request to change their child's assigned days by calling the Office of School Choice and Enrollment at 216.838.3675

Health & Safety

- Schools will be stocked with bottled water for students to eliminate the use of water fountains. Students are advised not to bring their own refillable water bottles to school.
- CMSD continues to follow recommendations of medical and health experts
- Temperature checkpoints and hand sanitizing stations are in place at all school buildings
- Social distancing, defined as 6 feet between people, will be maintained at all times
- Capacity on buses and in classrooms is limited to ensure fewer students are using the space at the same time
- Classrooms, other areas of the school and buses will be cleaned and sanitized regularly between use

Schools will operate differently under Covid-19 Protocols and Hybrid guidelines

- School uniforms are not required during Hybrid Learning – students should dress appropriately for school
- A video tour showing a Hybrid Learning environment in school is posted on the CMSD website
- Temperature checks at home and at school are an important part of monitoring for Covid-19
- Stay home if your temperature is above 100.4 or you if are experiencing any symptoms

Updated 3/1
Comparing the Learning Options

While all CMSD staff and students have remained in a Remote Learning environment, CMSD has been actively readying our school facilities and preparing our teachers and school staff for phasing in the Hybrid Learning model as soon as public health conditions enable a safe return to instruction in our school facilities.

As part of that planning, parents and caregivers of CMSD students have been asked to participate in important surveys to indicate your level of comfort and preference for your child’s transition from remote to a Hybrid Learning model during the public health crisis. We recognize that, even with strict safety protocols in place, some families may opt to keep their children in a Remote Learning space to ensure consistency during times of change, or as a personal preference based on a variety of factors. It is our plan to respect those choices when assignments are made for your child’s return to school.

To inform families of the benefits that exist in CMSD’s new Hybrid Learning Model, a side-by-side comparison is below.

Hybrid: In-person & Remote enables students and their teachers to be physically present in their classrooms for two days each week—or four days for preschool and select special populations as assigned—with remote instruction and/or independent learning on the other days to complete assignments, work on projects, etc.

Remote only enables students who wish to continue their current method of Remote Learning instruction. This method is for families who prefer to keep their children at home five days each week. Students work with ‘live’ CMSD teachers and work independently on teacher-directed assignments on scheduled school days.

Virtual Academy is an online-only learning model for students and families who prefer independence from a structured schedule with the flexibility to access pre-recorded lessons and teacher support when needed to complete the required assignments. Enrollment is for the remainder of the current academic year and not a temporary or intermittent option during Remote Learning periods.
## What Families Need to Know

### Comparing the Learning Options

<table>
<thead>
<tr>
<th></th>
<th>Hybrid: In-person &amp; Remote</th>
<th>Remote Only</th>
<th>Virtual Academy</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Supports</strong></td>
<td>Students have access to resources and supports available at their assigned school.</td>
<td>Students and families receive resources and supports from their in-person teacher and/or their assigned school.</td>
<td>Students receive guided notes and are able to request help with completing courses, retaking quizzes after intervention and schedule ‘live’ support meetings during school hours.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>To be marked “present,” students must be physically present for class. On Remote days, teachers record attendance on weekdays by monitoring daily participation and assignment completion.</td>
<td>Teachers record attendance on weekdays by monitoring daily participation and assignment completion.</td>
<td>Student participation and activity is monitored weekly due to the students’ ability to access lessons 24 hours a day, 7 days per week.</td>
</tr>
<tr>
<td><strong>Availability of Higher Level Programs</strong></td>
<td>Honors, AP, College Credit Plus and High Tech courses are available as well as IB (at certain buildings).</td>
<td>Honors, AP and College Credit Plus courses are available.</td>
<td>Honors courses and College Credit Plus access are available.</td>
</tr>
<tr>
<td><strong>Course Subjects</strong></td>
<td>All CMSD required courses are taught, in addition to any special courses available in the students’ specific school.</td>
<td>All CMSD required courses are taught, in addition to some special courses available in the students’ specific school.</td>
<td>All CMSD-required courses are taught, in addition to some special courses available in the students’ specific school.</td>
</tr>
<tr>
<td><strong>Curriculum Content</strong></td>
<td>CMSD teachers create lessons that are aligned to the District’s Scope and Sequence.</td>
<td>CMSD teachers create lessons that are aligned to the District’s Scope and Sequence.</td>
<td>A syllabus for the entire Ohio State Standards aligned course is provided so students can determine the pace they want to pursue.</td>
</tr>
<tr>
<td><strong>Delivery of Instruction</strong></td>
<td>CMSD teachers deliver ‘live’ instruction/support in person two days per week and remote instruction two days per week on a set schedule that includes one day off for students to work independently on their assignments, projects and independent studies.</td>
<td>CMSD teachers deliver ‘live’ instruction/support for 150 minutes daily on a set Remote Learning schedule that includes direct instruction, guided and independent practice and projects through Schoology or Seesaw software.</td>
<td>Interactive lessons are recorded by licensed teachers for students to access online through Edgenuity software. Teachers are available for live instruction and support when needed for independent, self-motivated students who find success working at their own pace, taking quizzes and completing assignments and tests online.</td>
</tr>
<tr>
<td><strong>Features for Comparison</strong></td>
<td>This model is for students and families that prefer having a routine in-person and remote school schedule that includes direct interaction with classmates and teachers in a socially-distanced environment combined with Remote Learning on set days.</td>
<td>This model is for students who enjoy, and are successful with, the current online instruction and interaction with their CMSD teachers, and who would do well having a daily online schedule that mirrors what they would experience if attending school in a traditional classroom setting.</td>
<td>This fully online learning model is a full semester option for self-motivated students capable of creating their own e-learning schedule and/or who have supports at home that enable them to successfully complete online coursework that is self-paced with teacher support only when needed.</td>
</tr>
<tr>
<td><strong>Grade Levels Served</strong></td>
<td>PreK-12</td>
<td>PreK-12</td>
<td>K-12</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Students are graded by their teachers according to the students’ mastery of defined objectives.</td>
<td>Students are graded by their teachers according to the students’ mastery of defined objectives.</td>
<td>Students’ grades are based on a combination of their self-pacing, completed assignments, quiz and test scores.</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>Students will participate in Commencement at their assigned school as safety guidelines allow. District will also provide a remote graduation option for students and families who do not wish to participate in a live, socially distanced ceremony.</td>
<td>Students will participate in Commencement at their assigned school as safety guidelines allow. District will also provide a remote graduation option for students and families who do not wish to participate in a live, socially distanced ceremony.</td>
<td>Student participate in Commencement at their neighborhood school as safety guidelines allow. District will also provide a remote graduation option for students and families who do not wish to participate in a live, socially distanced ceremony.</td>
</tr>
<tr>
<td><strong>Learning Platforms</strong></td>
<td>Students have access to in-person instruction by teachers and to all academic materials and programs used in CMSD schools, including those specific to the academic program of that school as their schedule allows. In addition, students will continue to receive online instruction by ‘live’ teachers during specified times; Learning Management System enables remote access to learning and teaching through Microsoft Teams, Zoom, Schoology, Seesaw, Google Classroom, classroom Dojo.</td>
<td>Student schedules include online instruction by ‘live’ teachers during specified times; Learning Management System enables remote access to learning and teaching through Microsoft Teams, Zoom, Schoology, Seesaw, Google Classroom, classroom Dojo.</td>
<td>Students access recorded instruction and learning materials through online platforms, including Edgenuity, Goguardian and Zoom.</td>
</tr>
</tbody>
</table>
## Comparing the Learning Options

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<tbody>
<tr>
<td><strong>My School Identity</strong></td>
<td>Your record will reflect attendance at the school building you select. For seniors, your diploma will reflect your assigned CMSD high school.</td>
<td>Your record will reflect attendance at the school building you would have attended if you were in Hybrid or In-Person Mode. For seniors, your diploma will reflect your assigned CMSD high school.</td>
<td>Your records will reflect attendance in a CMSD online program. For seniors, your diploma will reflect your current neighborhood CMSD high school.</td>
</tr>
<tr>
<td><strong>Parent Engagement</strong></td>
<td>All qualifying students are at school during the day and parents are engaged through routine communication and engagement activities and parent-teacher conferences. Teachers and families engage through normal school communication channels.</td>
<td>Teachers provide direction and instruction to students, and families are able to check-in to monitor student progress online or communicate with their child’s teacher as needed. Teachers and families communicate via phone, email and video conferencing software.</td>
<td>Younger students (K-2) may need more parent involvement in their independent work, while students in grades 3-12 may be independent enough to learn online without much assistance. Families are able to check in and monitor their student’s progress 24/7. Teachers and families communicate via phone, text, online and discussion boards, email and video conferencing software.</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>Teachers monitor progress of each student and provide regular feedback to students and families.</td>
<td>Teachers monitor progress of each student and provide regular feedback with students and families.</td>
<td>Teachers and families monitor pace and progress in real time. Students are able to determine their own pace within the reporting periods.</td>
</tr>
<tr>
<td><strong>Progress Reports, Report Cards and Accumulated Credits &amp; Promotion</strong></td>
<td>Reports on student progress and credits earned are released per the current Board-approved calendar; students who meet course and grade level expectations receive credit and qualify for promotion.</td>
<td>Reports on student progress and credits earned are released per the current Board-approved calendar; students who meet course and grade level expectations receive credit and qualify for promotion.</td>
<td>Reports on student progress and credits earned are released per the current Board-approved calendar. Progress may be monitored in real time by students and families; students who meet course and grade level expectations receive credit and qualify for promotion.</td>
</tr>
<tr>
<td><strong>SAY YES Scholarship Eligibility</strong></td>
<td>All students enrolled continuously in a CMSD high school for grades 9-12 qualify for a full tuition scholarship to a 2- or 4-year college or trade school upon graduation.</td>
<td>All students enrolled continuously in a CMSD high school for grades 9-12 qualify for a full tuition scholarship to a 2- or 4-year college or trade school upon graduation.</td>
<td>All students enrolled continuously in a CMSD high school for grades 9-12 qualify for a full tuition scholarship to a 2- or 4-year college or trade school upon graduation. Choosing the Virtual Academy option will not affect high school students’ eligibility.</td>
</tr>
<tr>
<td><strong>School Schedules</strong></td>
<td>Depending on the students’ grades and programs, each will be assigned to either a 2- or 4- day a week school schedule. Students on 2- day schedules work remotely on 2 days and independently on one day; students on 4-week schedules work independently on one day. When in school, students follow a regular bell schedule.</td>
<td>Students work remotely, away from a school building, 5 days a week; students are expected to be in class at specific times.</td>
<td>Students and families have access 24 hours a day, 7 days per week to lessons and tests, and have the flexibility to set their “school” schedule. A minimum of four hours per day on a consistent schedule is recommended. While there is no set schedule, teachers are available to assist Virtual Academy students only during the school day.</td>
</tr>
<tr>
<td><strong>School Transfers</strong></td>
<td>Based on circumstances or a preferred choice, families may transfer between any CMSD school as space allows, and can do so anytime by contacting an enrollment specialist or staff at their child’s current school.</td>
<td>Based on circumstances or a preferred choice, families may transfer between any CMSD school as space allows and can do so anytime by contacting an enrollment specialist or staff at their child’s current school.</td>
<td>Students or families who decide this format is not best for them may transfer at the start of a new semester to any CMSD school with space, and can do so by contacting an enrollment specialist or staff at their child’s current school.</td>
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</tbody>
</table>
## What Families Need to Know

### Comparing the Learning Options

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<tr>
<td><strong>Special Education Supports</strong></td>
<td>A student’s IEP team determines goals and objectives, and a licensed Intervention Specialist provides support as appropriate. For students with low cognitive, verbal and physical ability, the team assists families with determining the best supports for the child within this learning mode.</td>
<td>A student’s IEP team determines goals and objectives, and a licensed Intervention Specialist provides support as appropriate. For students with low cognitive, verbal and physical ability, the team assists families with determining the best supports for the child within this learning mode.</td>
<td>A student’s IEP team determines goals and objectives, and a licensed Intervention Specialist provides support as appropriate. For students with low cognitive, verbal and physical ability, the team assists families with determining the best supports for the child within this learning mode.</td>
</tr>
<tr>
<td><strong>Sports &amp; Extracurricular Activities</strong></td>
<td>Students have access to all school-based activities and may participate in school sports as allowed by the State and offered by CMSD when eligibility is met.</td>
<td>Students have access to all school-based activities and may participate in school sports as allowed by the State and offered by CMSD when eligibility is met.</td>
<td>Students have access to all school-based activities at their neighborhood (home) school and may participate in school sports as allowed by the State and offered by CMSD when eligibility is met.</td>
</tr>
<tr>
<td><strong>State Testing</strong></td>
<td>Students are required to meet all State testing requirements and will take tests in the school they attend.</td>
<td>Students are required to meet all State testing requirements and will take tests in the school they attend.</td>
<td>Students are required to meet all State testing requirements and will sit for tests either at East Professional Center or online.</td>
</tr>
<tr>
<td><strong>Support for English Learners (EL)</strong></td>
<td>Tutors are available and assigned to students.</td>
<td>EL tutors are scheduled as needed to work remotely with students.</td>
<td>The virtual programs used in this mode of learning provide translation in over 15 different languages.</td>
</tr>
<tr>
<td><strong>Teacher Assignment</strong></td>
<td>Students are most likely to be taught by their first semester teachers, but the current assignment of teachers is not guaranteed for second semester.</td>
<td>Students are most likely to be taught by their first semester teachers, but the current assignment of teachers is not guaranteed for second semester.</td>
<td>Lessons are pre-recorded, so teachers are likely to be mostly consistent with first semester, with the exception of additional support teachers.</td>
</tr>
<tr>
<td><strong>Technology &amp; Internet Access</strong></td>
<td>All CMSD schools are equipped with the resources and technology students need in every school building, and CMSD provides devices and Internet access for days when students are in remote instruction. Technology support is provided by the IT Department, school and assigned teachers.</td>
<td>CMSD provides the devices and Internet access students need for full remote instruction and provides access to families to monitor their child’s progress and communicate with their child’s school and teacher. Technology support is provided by the IT Department, school or assigned teachers.</td>
<td>CMSD provides the devices and Internet access students need for participation in virtual learning and for families to monitor their child’s progress and communicate with their child’s school and teacher. Students in grades K-5 are provided workbooks for tangible activities, and students in grades 6-12 complete most of their activities online. Technology support is provided by the teacher or resource coordinator.</td>
</tr>
<tr>
<td><strong>Technology Needed to Access Instruction</strong></td>
<td>N/A</td>
<td>Any Internet-connected device.</td>
<td>Any Internet-connected device, but Chromebooks are preferred for this mode of learning.</td>
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Phasing in Students to the Hybrid Model

<table>
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<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
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<tr>
<td>Beginning the week of March 8, special needs students assigned to self-contained special education classrooms in Grades K–8; students placed in self-contained functional and life skills classes in Grades 9–12; and select other students as noted below:</td>
<td>Beginning the week of March 15, all of the groups listed in Phase 1, plus:</td>
<td>Beginning the week of March 22, all of the groups listed in Phases 1 &amp; 2, plus:</td>
</tr>
<tr>
<td>• K–8 Cross Categorical Single Classroom</td>
<td>• PreK students</td>
<td>• Students in Grades 3–8</td>
</tr>
<tr>
<td>• K–8 Intensive Behavior Intervention (ED) Classroom</td>
<td>• Students in Grades K–2</td>
<td>• High school students in Grades 10 &amp; 11</td>
</tr>
<tr>
<td>• K–12 Low Incidence Classrooms and Medically Fragile Classrooms</td>
<td>• High school students in Grades 9 &amp; 12</td>
<td></td>
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<tr>
<td>• Students with hearing impairment who are assigned to Willson or Jane Addams</td>
<td></td>
<td>• Students in Grades 3–8</td>
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<tr>
<td>• Students with visual impairment who are assigned to Sunbeam</td>
<td></td>
<td>• High school students in Grades 10 &amp; 11</td>
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Hybrid High School

Hybrid High School
Combination of In-Person & Remote Learning as health and safety levels improve

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<tr>
<td>SWD MD/AU &amp; Behavior Disorder</td>
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<td>*A subset of students with critical needs (MD/AU, CC, SC, etc.) may report on Wednesdays for additional support.</td>
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<td>Grades 9-10 (B)</td>
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<tr>
<td>Grades 9-10 (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 11-12 (A)</td>
<td></td>
<td></td>
<td>Remote Learning/Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 11-12 (B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students requiring extra support</td>
<td></td>
<td></td>
<td>Rotates Quarterly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Early student dismissal on Wednesday

In-person Learning

Remote Learning
# Hybrid PreK-8

Combination of In-Person & Remote Learning as health and safety levels improve

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W*</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students with Disabilities in</td>
<td></td>
<td></td>
<td>*A subset of students with critical needs</td>
<td></td>
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</tr>
<tr>
<td>Self-Contained Classrooms</td>
<td></td>
<td></td>
<td>(MD/AU, CC SC, etc.) may report on</td>
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<tr>
<td>PreK (full-day and half-day programs)</td>
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<td>Wednesdays for additional support.</td>
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<tr>
<td>Grades K-8 (A)</td>
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<td>Remote Learning/Planning/Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-8 (B)</td>
<td></td>
<td></td>
<td>Development</td>
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</tbody>
</table>

Updated 2/23
# 2020-21 School Year

## K-8 Schools Start & End Times

*Please note schools with an asterisk have been modified to reflect the hybrid model as a result of Covid-19*

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Adlai E. Stevenson</em></td>
<td>9:35am</td>
<td>4:05pm</td>
</tr>
<tr>
<td>Albert B. Hart</td>
<td>8:20am</td>
<td>2:50pm</td>
</tr>
<tr>
<td>Alfred A. Benesch</td>
<td>7:40am</td>
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</tr>
<tr>
<td>Almira</td>
<td>9:10am</td>
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</tr>
<tr>
<td><em>Andrew J. Rickoff</em></td>
<td>7:35am</td>
<td>2:05pm</td>
</tr>
<tr>
<td>Anton Grdina</td>
<td>8:00am</td>
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</tr>
<tr>
<td>Artemus Ward</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Bolton</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
<tr>
<td>Buhler Dual Language</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
<tr>
<td>Campus International</td>
<td>8:10am</td>
<td>3:20pm</td>
</tr>
<tr>
<td><em>Charles A. Mooney</em></td>
<td>7:35am</td>
<td>2:05pm</td>
</tr>
<tr>
<td><em>Charles Dickens</em></td>
<td>9:35am</td>
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</tr>
<tr>
<td>Clara E. Westropp</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td><em>Clark</em></td>
<td>9:35am</td>
<td>4:05pm</td>
</tr>
<tr>
<td><em>Daniel E. Morgan</em></td>
<td>7:35am</td>
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</tr>
<tr>
<td>Denison</td>
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</tr>
<tr>
<td>Dike School of the Arts</td>
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</tr>
<tr>
<td>Douglas MacArthur Girls’ Leadership Academy</td>
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</tr>
<tr>
<td>East Clark</td>
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</tr>
<tr>
<td>Euclid Park</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Franklin D. Roosevelt</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td><em>Garfield</em></td>
<td>8:35am</td>
<td>3:05pm</td>
</tr>
<tr>
<td><em>George W. Carver</em></td>
<td>9:35am</td>
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</tr>
<tr>
<td><em>Halle</em></td>
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<td>4:05pm</td>
</tr>
<tr>
<td>Hannah Gibbons</td>
<td>9:10am</td>
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</tr>
<tr>
<td>Harvey Rice</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>International Newcomers Academy</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Joseph M. Gallagher</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Kenneth Clement Boys’ Leadership Academy</td>
<td>8:10am</td>
<td>2:45pm</td>
</tr>
<tr>
<td><em>Louis Agassiz</em></td>
<td>9:35am</td>
<td>4:05pm</td>
</tr>
<tr>
<td>Louisa May Alcott</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
<tr>
<td><em>Luis Muñoz Marín</em></td>
<td>7:35am</td>
<td>2:05pm</td>
</tr>
<tr>
<td><em>Marion C. Seltzer</em></td>
<td>9:35am</td>
<td>4:05pm</td>
</tr>
<tr>
<td>Marion-Sterling</td>
<td>9:00am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>Mary B. Martin</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Mary M. Bethune</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Memorial</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td><em>Michael R. White-Stonebrook</em></td>
<td>9:35am</td>
<td>4:05pm</td>
</tr>
<tr>
<td>Miles</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
<tr>
<td>Miles Park</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Mound</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Nathan Hale</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Newton D. Baker School of the Arts</td>
<td>9:10am</td>
<td>3:40pm</td>
</tr>
</tbody>
</table>

## High School Start & End Times

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard High School</td>
<td>9:00am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>Early College Cleveland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus International High School</td>
<td>8:15am</td>
<td>3:15pm</td>
</tr>
<tr>
<td>Cleveland Early College High School</td>
<td>8:00am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Cleveland H.S. for Digital Arts (M,W,F)</td>
<td>9:00am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>(T,TH)</td>
<td>9:00am</td>
<td>4:20pm</td>
</tr>
<tr>
<td>Cleveland School of Architecture &amp; Design</td>
<td>8:00am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Cleveland School of Science &amp; Medicine</td>
<td>8:00am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Cleveland School of the Arts</td>
<td>8:20am</td>
<td>2:50pm</td>
</tr>
<tr>
<td>Collinwood High School</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Design Lab Early College</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Davis Aerospace &amp; Maritime High School</td>
<td>8:15am</td>
<td>3:15pm</td>
</tr>
<tr>
<td><em>East Technical Campus</em></td>
<td>8:35am</td>
<td>3:05pm</td>
</tr>
<tr>
<td>Facing History New Tech High School</td>
<td>8:30am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Garrett Morgan School of Engineering and Innovation</td>
<td>8:30am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>Garrett Morgan School of Leadership and Innovation</td>
<td>8:30am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>Ginn Academy</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Glenville High School</td>
<td>8:30am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>International Newcomers Academy</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Jane Addams Business</td>
<td>8:00am</td>
<td>2:30pm</td>
</tr>
<tr>
<td>Careers Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Adams College &amp; Career Academy</td>
<td>8:00am</td>
<td>3:00pm</td>
</tr>
<tr>
<td>John F. Kennedy High School</td>
<td>8:30am</td>
<td>3:30pm</td>
</tr>
<tr>
<td>John Marshall School of Civic &amp; Business Leadership</td>
<td>8:00am</td>
<td>3:00pm</td>
</tr>
</tbody>
</table>

## Updated 3/1

- Oliver H. Perry: 8:00am - 2:30pm
- Orchard: 9:10am - 3:40pm
- *Patrick Henry*: 7:35am - 2:05pm
- *Paul L. Dunbar*: 9:35am - 4:05pm
- *Riverside*: 9:35am - 4:05pm
- *Robert H. Jamison*: 9:35am - 4:05pm
- *Robinson G. Jones*: 8:35am - 3:05pm
- *Sunbeam*: 8:35am - 3:05pm
- *Tremont Montessori*: 9:35am - 4:05pm
- Valley View Boys’ Leadership Academy: 8:25am - 3:35pm
- Wade Park: 8:00am - 3:30pm
- Walton: 9:00am - 3:30pm
- Warner Girls’ Leadership Academy: 8:25am - 3:35pm
- Waverly: 9:10am - 3:40pm
- Whitney M. Young: 7:35am - 2:05pm
- Wilbur Wright: 8:00am - 3:20pm
- William C. Bryant: 9:10am - 3:40pm
- William Rainey Harper: 8:00am - 3:20pm
- Willson: 8:00am - 3:20pm
- Bell schedule aligned to each school site’s start/end time
Protocols for Responding to Positive Covid-19 Cases

CMSD has taken numerous steps to protect students and staff from contracting Covid-19. But the District will closely follow state guidelines if a student, teacher, staff member or coach tests positive for the coronavirus and might have been in contact with your child during the infectious period.

If the District learns that a student, teacher, other staff member or coach is found to have tested positive, the following will occur:

- The District will immediately report the case to the Cleveland Department of Public Health, which will initiate contact tracing and notify individuals who might have been exposed during the infectious period.

- Work with local health department to identify potentially exposed individuals to help facilitate appropriate communication/contact tracing.

- Within 24 hours, the school or District will provide written notification to parents or caregivers of children who shared classroom space or participated in an activity with the student, teacher, other staff member or coach during the infectious period.

- Close off classroom or other area affected for deep cleaning and sanitation.

- Share as much information as possible while also guarding personal information protected by law.

- Provide written notification to all parents and caregivers in the school within 24 hours by email or notice posted on a designated website.

- Update a dashboard displaying case totals for the District and individual schools. The dashboard, which can be accessed by visiting ClevelandMetroSchools.org, will be updated every Thursday by 5 p.m.

To receive notices in a timely fashion, verify your contact information at your child’s school to ensure we have your correct address, phone and email on file.

Updated 3/1
The Core Planning Team

The Planning Team was comprised of school leaders, teachers, CMSD parents and community leaders representing key partners in the higher education, business, government, faith-based and philanthropic community, who formed and organized the parameters, resources and timeline for CMSD’s Transition to Hybrid Learning.

Reopening Plan Co-Leads
Christine Fowler-Mack, Chief Portfolio Officer
Lisa Farmer Cole, Chief of Schools
Valentina Moxon, Chief Academic Officer

Reopening Plan Core Team Members

Roseann Canfora, Deputy Chief, Communications
Diana Ehlert, Deputy Chief, Academic Resources
Erin Frew, Network Support Leader
Eric Gordon, Chief Executive Officer
Dennis Hill, Chief, Safety & Security
Tracy Hill, Executive Director of Family & Community Engagement
Michael Houser, Policy & Labor Liaison
Michelle Kirkwood Hughes, High School Principal
Trent Mosley, Chief Engagement Officer
Ann Mullin, Parent
Elizabeth Nelson Creel, Executive Director, Curriculum
Shari Obrenski, Teacher, CTU President

Tom Ott, Director, CMSD News Bureau
Kevin Payton, Principal, CCAS President
Tracy Radich, Teacher, K-8 Upper (Grade 4-5)
Derek Richey, Chief Financial Officer
Gary Sautter, Deputy Chief, Capital Projects
Marcy Shankman, Leadership Coach & Strategist
Melissa Skelly, Executive Director of Policy and Planning
Josh Terchek, Director, Research & Development
Karen Thompson, Chief of Staff
Curtis Timmons, Chief, Information Technology
Lori Ward, Chief Talent & Equity Officer
Patrick Zohn, Chief Operations Officer

“ It will take all of us working together to ensure our staff and students are eager and ready to begin the new school year in learning environments that are safe and fully equipped with the supports they need for success.”
The Ohio Department of Education requires CMSD to provide direction regarding:

1. How we will determine and document the instructional needs of our students
2. How we will ensure equitable access to quality instruction
3. How student progress will be monitored
4. What method(s) we will use to determine competency, credit completion and promotion of students to a higher grade level

CMSD Goals for Learning and Teaching, whether using remote, hybrid or in-person instructional scenarios

- **Guide all decisions around principles of Equity**
  CMSD will ensure that all students have access to grade-level content in ways that meet their individual needs, while taking into account their home learning environments (e.g. flexibility in completing asynchronous tasks, the availability of in-person instructional support).

- **Ensuring a coherent learning experience**
  CMSD students will experience a coherent/authentic in-person, remote and/or hybrid instructional model aligned with the current curriculum, and with instructional content and quality feedback grounded in best practices and learning research.

- **Instructional Resources and Strategies**
  CMSD will provide teachers and school leaders with research-based instructional strategies that support remote and in-person instruction. We will support teachers in their use of the most effective instructional resources and technological tools by providing a recommended list of resources that support each level.

- **Textbooks/Curriculum**
  CMSD will continue to invest in high-quality curriculum resources that are culturally responsive. Resources selected can easily be adapted to Remote Learning without sacrificing rigor. The curriculum resource will provide differentiated support to meet the needs of our diverse learners.
Assumptions about Learners and Learning

CMSD students have not “lost learning,” but they have lost time, and CMSD Staff are committed to providing both instructional and social emotional supports needed to facilitate a safe and productive return to school:

- Regardless of whether families transition to Hybrid or choose to remain in a Remote Learning mode, all CMSD students will receive the same level of instruction and will receive four days of instruction.
- Learning will meet the needs of all students.
- Teachers will instruct from their classrooms for either hybrid or fully Remote Learning.
  - For students returning for Hybrid, we will work to maintain existing student/teacher relationships, recognizing that some changes will occur based on family choice and teacher availability.
- Priorities for in-person time
  - The instructional day will align to each school's start and end time.
  - Students will have access to encores (art, music, library, physical education, dance, etc.) and other specialty courses, labs, CTE, requiring face to face instruction/learning on in-person days.
Health & Safety Guidelines

1. **FACE COVERINGS**
   - No face covering, no work, no service, no exceptions. Face coverings are required for staff, students and visitors at all times.

2. **HEALTH ASSESSMENTS**
   - Conduct daily health assessments to determine if those entering buildings are healthy.

3. **GOOD HYGIENE**
   - Maintain good hygiene at all times - thorough hand washing and hand sanitizing.

4. **CLEAN & SANITIZE**
   - Clean and sanitize workplaces throughout the workday and at the close of business.

5. **SOCIAL DISTANCING**
   - Limit capacity to meet social distancing guidelines.
     - Establish maximum capacity at 50% of fire code.
     - Set appointments for visitors when possible to limit congestion in small spaces.

Healthy Schools

CMSD will take the following actions when a Covid-19 infection is identified

- CMSD has devoted time and resources to readying our classrooms and schools for the safe return of our staff and students and for safe operation of our schools for Hybrid Learning.
- Health and safety precautions are in place and will be enforced to protect students and staff from contracting Covid-19.
- To maintain a healthy school environment, practice similar healthy habits at home and in public with regard to the use of face coverings, social distancing, frequent hand-washing and conducting daily health assessments to detect symptoms of the virus.
- Keep children at home if they exhibit any symptoms of illness or have temperatures of 100.4 or higher.

School Care Clinics

Each school and facility will have a Care Clinic for effectively isolating students and staff who exhibit symptoms of COVID-19 or receive notification that they were exposed to COVID-19 through a confirmed close contact.

**Care Clinics should:**
- be removed from traditional school health clinics to avoid exposing other students or staff to the coronavirus.
- be located as close as possible to building exits.
- have phone and internet access for communicating with families or arranging transportation.
- have separate restroom access, if possible.

**REPORT POSITIVE CASES TO THE COVID-19 HOTLINE**

If you or a member of your family have been diagnosed with Covid-19 by lab test or clinical exam, call our Covid-19 hotline (216.838.WELL) within 24 hours of receiving a confirmed test result.
Safety Guidelines

CMSD's Planning and Preparation for the Safe Return of CMSD Staff and Students

**Classrooms** Furniture will be arranged to reflect social distancing guidelines. Classrooms will be cleaned daily, including high-traffic surfaces. Sharing of classroom materials will not be permitted.

**Cleaning and Disinfecting** Routine cleaning and disinfecting will occur on all CMSD transportation vehicles and in all schools and work stations including classrooms, bathrooms, cafeterias, break rooms and administrative offices. Classrooms, hallways, entrances and exits will also be cleaned daily, including high-traffic surfaces and areas.

**Social Distancing** will be required in classrooms and District buildings including during lunch and recess and in common areas. CMSD defines social distancing as a space of 6 feet between two people, in accordance with public health officials.

**Face Coverings** will be required for all staff and students in Grades PreK-12 throughout the day – some exceptions will apply. Face masks will be provided for teachers and students.

**Water** Schools will be stocked with bottled water for students to eliminate the use of water fountains. Students are advised not to bring their own refillable water bottles to school.

**Handwashing/Hand Sanitizing** Frequent hand washing will occur throughout the school day. Hand sanitizing stations will be available in all CMSD buildings and schools, including all classrooms.

**Transportation** Capacity on school buses will be limited to ensure social distancing. Face coverings must be worn on CMSD buses – some exceptions may be made for special populations, as needed. Seating and bus capacity will follow social distancing guidelines. All RTA riders are required to wear face coverings.

**Meals** will be distributed in individual packaging. Students are likely to eat inside classrooms except in schools where social distancing can be maintained inside the cafeteria. At this time, traditional water fountains will not be accessible.

*Updated 3/1*
What To Expect In A Hybrid Learning Environment

When students and staff return to their school building, they will notice a lot of changes with how things are set up and how things will operate.

| Classroom doors will be propped open to allow proper ventilation. | Classes will be held outdoors when possible and appropriate. | Physical Education, choir, band, orchestra and other large classes will be reorganized to allow for smaller class sizes and social distancing. |

School Uniforms
- Uniforms are not required during Hybrid Learning.
- Students should dress appropriately for school.

Technology
- CMSD has enabled one-to-one technology for all students (one device per student).
- Devices will continue to be distributed to support high-quality learning both in school and at home.
- Mobile hot spots continue to be available for students who need Internet access.

Physical Education
- Physical contact activities will be prohibited.
- Activities will include exercising, running/walking, jump roping, etc.
- Social distancing guidelines will be followed.
- All equipment will be cleaned before and after each use.

Recess
- Social distancing will be maintained.
- In some instances, only one group of students will be on the playground at a time.

School Transportation
- Face coverings are required on all vehicles
- Students will be assigned a seat.
- Buses will be disinfected at the end of every route.

Extracurricular Activities
- All afterschool clubs and non-competitive activities should be converted to online formats, i.e., student council, chess, art club, etc.
- High school athletics will follow ODE and OHSAA guidelines, while K-8 athletics have been canceled.
- Cheer, band, dance, etc. can occur, but performances may not have audiences. Performances that occur at high school games can be pre-recorded and shown virtually.

District Events
Large group activities such as open houses, back-to-school nights and assemblies will be converted to virtual formats.

Visit ClevelandMetroSchools.org for up-to-date information on the reopening of schools and for guidance documents and resources available to students and families.
School Choice & Enrollment Guidelines

To help maintain safe and healthy schools, classrooms and buses, students were assigned in-person days based on their last name. The District attempted to assign siblings and other students living in the same household to the same days. Parents and caregivers may request changes in assignments by following these guidelines and processes. All efforts will be made to accommodate requests for changes. Maintaining safe facilities for students and staff is paramount in making changes to assignments.

Parent Opt-Out of Hybrid Assignment

Parents that want their children to remain in Remote Learning, or transfer to the Virtual Academy, may contact the Office of School Choice and Enrollment at 216.838.3675 or their child’s current school to request the change in their child’s assignment. The deadline for notifying the District of your intent to Opt-Out of Hybrid Learning is March 19.

Parents should note that your child’s assignment is subject to change as the District continues to monitor public health data and prepares our staff and schools for a safe return.

Enrollment in the Virtual Academy is for the remainder of the current academic year and not a temporary or intermittent option during Remote Learning periods.

Parent Request to Change the In-Person Hybrid Days

Parents that want to change the in-person days that their children attend should contact your child’s school or the Office of School Choice and Enrollment at 216.838.3675 to discuss this possibility.

The District will do its best to accommodate requests based on classroom and transportation availability and capacity.

Parent Request for a Transfer to Another CMSD School

Parents that want to request a transfer to another CMSD school should contact the Office of School Choice and Enrollment at 216.838.3675. We will do our best to accommodate requests based on classroom and transportation availability and capacity.

Parent Request to Change Hybrid Assignment During the Remainder of the School Year

Parents that want to change their assignment from remote to hybrid after the return to school should contact your child's school or the Office of School Choice and Enrollment at 216.838.3675 to discuss this possibility.

The District will do its best to accommodate requests based on classroom and transportation availability and capacity.
## Ensuring A Safe, Healthy School Environment

### What Students Can Expect

**Health & Safety**
- Social distancing on school buses, in classrooms, at meal time, during recess and in areas when in school facilities
- Altered school and bus schedules due to decreased capacity
- Staggered entrance and exit procedures to limit the number of students together at one time
- Requirements for PPE in accordance with state and local guidance
- Disposable masks and face shields for special populations, including medically fragile units
- Prepackaged meals to reduce food service lines
- Eating breakfast and lunch in classrooms to avoid large gatherings in the cafeteria
- Schools stocked with bottled water to eliminate student use of water fountains
- Monitoring by a school nurse when exhibiting symptoms and until picked up from school
- Access to a designated isolation area when symptomatic to await being picked up from school
- Access to a Covid-19 Hotline for any questions or concerns

**Learning & Teaching**
- High-quality instruction aligned to content, curriculum and method of delivery
- One-to-one technology
- Training for proper use of digital devices
- A learning management system that will enable access to content and learning from anywhere at anytime

### What Families Can Expect

**Health & Safety**
- Social distancing when their child is on a school bus, in a classroom, during breakfast, lunch, recess and other times in school facilities
- Altered school and bus schedules due to decreased capacity
- Required face coverings for students and parents in accordance with state and local guidance
  - A limited number will be provided to each student
  - Parents/caregivers/visitors will be provided masks as needed

**Learning & Teaching**
- High-quality instruction aligned to content, curriculum and method of delivery
- One-to-one technology

**Communication**
- Information and routine updates from District and school officials on the Reopening Plan, progress and adjustments
- School-based sign-up for e-alerts, text messages and interactive voice-recorded messages (IVRs) for notifications, health advisories and emergency alerts
- Easy sign-on for CMSD’s mobile app and a dedicated website for Reopening updates, school and district news and progress
- Regular communication about your child’s progress each quarter

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Updated 3/1
Given the health and safety challenges associated with reopening school during a global pandemic, students, staff, and families must be prepared for how school will look and feel in a Hybrid Learning environment. Although returning, in part, to in-person instruction will feel different at first, CMSD is committed to ensuring the safety of our students and staff. While these changes will impact most of our students, we are equally committed to meeting the diverse needs of our students. Educators and staff in our Special Education and Multilingual Departments will continue to work directly with students and families to ensure every student is supported in his/her return to a school environment. When students attend school for in-person instruction, this is what they can expect their day to look and feel like:

**Getting ready for school**
Students will complete their required sick screen protocol at home. Students will bring their clean cloth face covering with them to school and wear it throughout the school day.

**Traveling on the school bus**
Students must wear cloth face coverings while on the school bus. School bus drivers will wear appropriate PPE and offer students hand sanitizer prior to boarding the bus. Students will sit by themselves or only with their sibling and be spaced to ensure proper social distancing.

**Arrival at school**
Drop-off times may be staggered, and students and staff will enter the school building through assigned entrances to ensure proper social distancing. Upon entering the school building, students will wash their hands or use hand sanitizer.

**Entering the classroom**
Students will go straight to their classrooms. Students will sit in assigned spaces, eat meals in their classroom, and stay with their class for the full school day.

**Following classroom procedures**
Students and teachers will wear masks or protective shields at all times, and student-teacher close contact will be limited. Only a limited set of supplies may be shared, and hand sanitizer will be used as needed.

**Taking restroom/lunch breaks**
Classrooms will have designated bathrooms, which will be cleaned frequently throughout the day. Students will need to wash their hands thoroughly and use hand sanitizer anytime they return to their classroom. Students will eat lunch in their classrooms, or if space allows, eat lunch in the cafeteria or other location on a staggered schedule. Lunchrooms will be thoroughly cleaned and disinfected between use.

**Receiving student services**
Related service providers, English learner teachers, diverse learner teachers, and social emotional learning specialists, among others, will continue to provide student services. These staff members will rotate across assigned classrooms to provide services. If they need to see students in a class not assigned to them, those services will be provided remotely, or with social distancing. Staff will have appropriate PPE depending on their job duties.

**Accessing content**
Students remain in their classroom throughout the day, but additional teachers may rotate across classrooms to provide instruction in multiple subjects and to enable breaks for classroom teachers.

**Exiting the building**
Students move through hallways, as designated by directional signs and will be socially distanced from other students to ensure safety at dismissal time. Students leave the building through the door assigned for their exit.

**Addressing symptoms**
If a student arrives exhibiting Covid-19 symptoms, or begins to exhibit symptoms during the day, they will be moved to the school’s designated Care Room to wait until they are picked up.

**Participating in in-person instruction**
Students attending school during the public health crisis must maintain social distance to the extent feasible within their classrooms, and must either maintain at least six feet of distance from their classmate at all times.
Technology Use, Distribution and Support

After the Covid-19 pandemic required the transition to remote instruction last spring, CMSD achieved its goal to ensure every CMSD student has a device and every household has Internet access. As we transition from Remote to a Hybrid Learning model, there are limited situations where a student will need access to a second device during in-person learning. The following guidelines have been established to support the technology needs of students and families during Hybrid Learning.

Computer Devices

PreK–Kindergarten
Students in grades PreK–Kindergarten will be provided access to iPad carts by the Early Childhood Office. These students should not bring their home devices to school.

Grades 1–12
Students will be required to bring their previously issued device with them to school for in-person instruction and carry it back-and-forth to school as an essential tool for learning in both Remote and Hybrid instruction.

• Make sure devices are fully charged prior to each of the student’s scheduled in-person days
• Schools are prepared for the occasional need to charge student devices or to loan students a device when their device is not working or left at home. These loaner devices are kept at the school for use as needed, and are not available for students to take home.

Computer Device Backpack
Devices issued to students must be protected at all times. Schools will provide students with backpacks before they return to in-person learning and will communicate to parents once the backpacks are available for distribution.

Wireless Network Infrastructure
The wireless network in many schools is being upgraded to improve Wi-Fi coverage and capacity as part of our preparedness for the return to Hybrid Learning. Those Wi-Fi upgrades will be completed March 31, 2021.

IT Support
The technology supports we have provided to families will not change when we transition to Hybrid Learning. The support processes you have used during Remote Learning will continue to be available to you when we transition to a Hybrid model.

Technology Support – 216.838.0440
School Transportation Policies During Covid-19 Pandemic

Student Transportation Eligibility

In order to comply with recommended safety precautions during the Covid-19 pandemic, the CMSD Board of Education temporarily amended its transportation policy to limit the number of students that can safely board and travel on school buses during Hybrid Learning.

Temporarily, during the pandemic, students who live less than two miles from their school are not eligible for transportation on a yellow bus. Students assigned to ride RTA will receive two (2) single-ride bus tickets per day from their school.

After the pandemic, CMSD will return to our normal transportation policy that enables significantly more students to qualify for yellow bus transportation.

Transportation Assignments

Student transportation assignments were mailed and will arrive in homes the week of February 22.

Transportation Safety

Rules for transportation conduct and safety will be distributed to families, along with an emergency form that needs to be signed by parents to ensure parents and students are aware of the rules, and that drivers have accurate, up-to-date emergency contact information for parents of our riders.
Covid-19 Guidelines for Bus Transportation

- Students must wear a face mask when entering a yellow bus and for the duration of the ride.
- Students must sanitize their hands upon boarding the school bus.
- Students must sit in their assigned seat—one seat per child—and socially distance, as required, with no exceptions.
- Students are permitted only to board the bus at their assigned stop.
- Students are required to wear face coverings and be socially distanced (6-feet) from others at all assigned bus stops.
- Social distancing and face masks are required when boarding and exiting all school buses.

Health Monitoring

Parents are required to check each morning for signs of illness before allowing their child to walk to school or board a school bus. Keep your child at home if your child exhibits:

- temperature of 100.4 degrees or higher.
- any cold or flu-like symptoms, including:
  - Cough
  - Diarrhea
  - Severe headache
  - Vomiting
  - Body aches
  - Runny nose

Tracking Your Child’s Transportation

Families can track their child’s transportation vehicle in real time using CMSD’s mobile Bus Tracker. To sign up for Bus Tracker, click on this link for Edulog Parent Portal.

CMSD Transportation Hotline

216.838.4BUS
What Families Can Expect

Behavior During Transport

- Students should show the same respect for bus drivers that is required for their teachers and principals at school.
- Students should follow the instructions of the driver or attendant at all times.
- Disrespectful behaviors such as pushing, shoving, fighting, shouting and swearing are prohibited on the bus and at all bus stops. Any student who is observed or reported for such conduct will face disciplinary action.
- Students face consequences if they engage in prohibited behaviors as outlined in the Student Code of Conduct, including but not limited to:
  - bringing food or drinks onto the bus or eating/drinking on the bus.
  - bringing drugs, tobacco, alcohol, weapons, animals or anything not conducive to safe riding onto the bus.
  - littering the bus, or throwing items out of the windows or at other vehicles or persons.
  - carrying harmful or illegal items on the bus, including drugs, tobacco, alcohol, weapons, animals or anything not conducive to safe bus riding.
- Students should not lean from seats, face backward during transport.
- Students should keep their hands to themselves at all times.
- Students must keep the aisle clear so the driver can see out the back of the window.
- Teasing, taunting or disturbing the driver or other riders, as well as people outside the bus, are prohibited.
- Students should keep their head, feet and arms inside the bus and inside assigned seat at all times.
- Vandalizing the bus in any way risks the student or his/her family being liable for damages.
- Students should not touch emergency latches or doors unless there is an actual emergency that requires an emergency exit.
- Use of electronic devices (cell phones, head sets, CD players, iPods, laptops, etc.) is strictly prohibited, and must be stored in a backpack, pocket or purse upon entering the bus and during transport.
- Students should remain quiet at all railroad crossings, and listen for the driver’s instructions when approaching and stopping at a railroad crossing.
- Improper conduct during bus transportation may result in suspension or expulsion from school transportation and/or disciplinary action as defined in the Student Code of Conduct.
CLEVELAND METROPOLITAN SCHOOL DISTRICT

What Families Can Expect

Safety & Security in CMSD Schools

CMSD's Division of Safety and Security is well prepared to ensure a safe and orderly environment for learning when our schools reopen for Hybrid Learning. Our safety teams have worked closely with local health and safety officials to implement practices that align with Covid-19 policies and procedures for the safe operation of our schools. Students, staff and families all play a part in keeping our schools safe for all.

Students and families should expect the same visual presence of our safety and security officers at the main entrance of our schools during arrival and dismissal of our students, and throughout the school day.

Ensuring a Safe Arrival and Learning Environment

Prior to arrival, and throughout the school day, our safety and security staff will:

- patrol the perimeter of the building to identify any suspicious vehicles or objects and check all metal detection equipment daily.
- require all students and visitors to enter through the main entrance designated for each location.
- ensure that all students and visitors are socially distanced and following the floor markers and signage to ensure safety.
- staff security checkpoints to assist and process students that are tardy and to manage any incoming visitors.
- periodically sanitize all detection equipment and work areas.
- support educators as needed in directing students to class, monitoring hallways during meal pickup and classroom breaks, assisting at recess and other active areas during the school day.
Ensuring Safe Dismissal of Students

Safety & Security Staff is positioned to support school staff with a staggered bell schedule to ensure a safe and orderly dismissal of students at the end of the school day and will work cooperatively with school staff to:

- ensure face masks and social-distancing requirements are followed as students line up for departure and for boarding buses.
- clear hallways after each departing class until the building is cleared each day.
- clear the building grounds in preparation for dismissal of the next class.
- ensure bus riders wait in the designated area, as assigned by building administrators.
- enforce bus rules for boarding and exiting buses, as outlined in Transportation safety guidelines.

When buildings reopen, our Safety & Security team is fully prepared to keep students and staff safe, and to implement routine safety drills to support emergency preparedness. CMSD security officers will:

- test building fire alarms to ensure they are fully functional and audible.
- conduct fire evacuation drills, including a drill during the first 10 days of our return to Hybrid Learning.
- resume monthly fire evacuation drills.
- conduct all other drills as scheduled, including emergency lockdown/evacuation, tornado, etc.
Parents and Caregivers Guide to Attendance

With Covid-19 safety precautions still in effect throughout the state, the Ohio Department of Education has provided clear guidance on how schools should measure attendance when students are working remotely. This document outlines the evidence of participation that teachers will use to determine when students are present each school day.

**Hybrid Attendance**

- Teachers will take in-person attendance for the first period class, or within the first 120 minutes of the day in eSchool Plus daily on in-person days.
- Schools are responsible for calling the parent or caregiver if a student is absent for the first 120 minutes of the day.
- Per Ohio Department of Education guidelines, students are not permitted to make up an in-person day by completing an online session.

**Asynchronous Attendance**

**Student-led recorded sessions or independent learning based on teacher’s instructions**

- When students are unable to attend the live session, the parent or caregiver should communicate with the teacher and arrange to attend the recorded lesson.
- When students attend the recorded lesson, they are marked present. Evidence to support when an asynchronous learner is present:
  - Logins to the Learning Management System
  - Smartphone photos from parents to measure activity or progress
  - Emails, phone chats, conference calls, text messaging and meetings in the LMS, video chats
  - Making attempts to complete assignments
  - When students are working without technology, the District is responsible for providing written work/packets. Families are responsible for submitting work on time to count as present.

**Synchronous Attendance**

**Teacher-led live lessons**

Students are required to log in to the live session by 8:30 a.m. Students are considered present if logged in to the Learning Management System when teachers are providing live instruction.

**In-person and Remote Learning**

- If a student fails to come to school on an in-person day, he or she will be marked absent.
- Secretaries will document tardy arrivals and early departures in eSchool Plus.
- Tardy arrivals will continue to be relevant in Hybrid Learning when students are required to physically attend school.

**Parent Responsibilities**

- Update your contact information with an email address and reliable phone numbers
- Continue to call students off at the school’s main phone line when your child will be absent.
- Communicate with teachers when your child is struggling with online lessons.
- Communicate with teachers when your child is unable to attend the live lesson but will attend the recorded session.
- Let the teacher or a school team member know if you experience difficulties that prevent your child from logging into school.

**Review the Remote Learning rules with your child:**

- If your child is ill on a Remote Learning day, but able to attend class and meets the attendance requirements, he or she will be considered present.
- When your child is required to attend in person, he or she cannot substitute an online lesson for an in-person day.
- On in-person days, students are considered tardy when arriving after the first 30 minutes of the day.
- Create a routine schedule during school hours to make it easier for your child to learn and study.
- A parent or caregiver’s signature is required to sign a student out for early departure on in-person days.
In alignment with public health guidance at the time we reopen schools for Hybrid Learning, CMSD will offer the following OHSAA spring sports for high school students.

- Boys Tennis
- Baseball
- Softball
- Boys/Girls Track & Field

In preparation for the spring sports season, school principals, athletic directors and coaches are working collaboratively on designating safe spaces for in-school and out-of-school athletes to meet prior to the start of practice and games.

Parents will receive an invitation to Parent Night where information will be shared on the dates and times for designated practices for each of these sports, including expected arrival times for athletes who are in both Hybrid and Remote Learning.

Parents and athletes will also be briefed on safety guidelines for practice and games, Covid-19 guidelines for attendance at games and other pertinent information.

GPA requirements for athletic eligibility have been temporarily suspended. Any CMSD high school student may participate regardless of his/her GPA.
Interscholastic Extracurricular Eligibility

The District prohibits students in grades 7 through 12 from participating in interscholastic extracurricular activities if they fail to meet all of the following eligibility requirements:

1. The student must have either a grade point average of 0.1 or higher in the previous grading period, or a cumulative grade point average of 0.1 or higher;

2. The student must be enrolled during the current grading period in at least five one credit courses that count toward graduation;

3. The 9-12 grade student must have passed in the last grading period at least five one credit courses that count toward graduation (effective beginning with grades received in the first grading period of the 2021-2022 school year), and the 7-8 grade student must have passed in the last grading period at least four courses.

Any student who has received a failing grade for any class or course in the School District’s graded course of study for the previous grading period will be allowed to participate in any interscholastic extracurricular activity, if the student has met all other eligibility requirements.

- The Administration shall develop a uniform mechanism for determining the eligibility of students enrolling in the seventh and/or ninth grades for the first time when such students do not have a formal GPA calculation at the time of enrollment.

- Interscholastic extracurricular activities are defined as District and/or school-sponsored student activities involving more than one school or school district.

- Principals shall assure that study tables and tutoring are made available to all athletes and other students involved in extracurricular activities.

- Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

- A student with an IEP may be exempt from the grading provisions set forth in this policy, if such an exemption is advisable according to the IEP.
Special Education Hybrid Learning FAQs

Q. What does “Hybrid Learning” mean for my child with special needs?
A. In a Hybrid Learning model, the student spends assigned days in school (in-person learning) and assigned days in Remote Learning.

Students receive regular education and special education services on assigned in-school days while engaging in Remote Learning on the other days. This Remote Learning may be live (synchronous) instruction or not live (asynchronous), or a combination of both, as assigned.

Q. With a requirement for social distancing, what happens for students with a 1:1 aide included in their IEP?
A. Your child's classroom will implement health, safety, and hygiene protocols that will allow for safe interaction between your child and his/her teachers and support staff, including 1:1 paraprofessionals. Your child will also learn how to follow safety protocols, such as hand washing and mask wearing.

Q. I wish to keep my child in a fully Remote Learning environment. Can I do that?
A. Yes. Once Hybrid Learning begins, there will still be a fully Remote Learning option available for any student, including students with significant disabilities. This does not include home instruction (a teacher coming to the home) unless the student is eligible for medical reasons. Your child may be assigned to a different class or Intervention Specialist if opting for a fully remote option.

Q. What if my child needs an amendment (change) to the current IEP?
A. IEP teams may meet at any time to discuss amendments to the IEP. The District will be implementing a Fluid Learning Form, which will be an attachment to the IEP. The form will explain how services will be adapted from the current IEP when the student is receiving education in Remote Learning or Hybrid Learning. This Fluid Learning Form will be discussed at upcoming IEP team meetings. This form is important for IEP teams to discuss and implement, especially for students who are not making adequate progress in their current learning environment.

Q. During Hybrid Learning, can the IEP team consider a change of placement for my child?
A. It is most important that your child receive the services, accommodations and supports in his/her current IEP, with any adaptations that are needed for hybrid or Remote Learning environments. If at any time you believe your child is not making progress in the current services or placement, or if at any time you believe your child is not making progress in the current services/placement, or if you have concerns, you are encouraged to request an IEP team meeting to discuss your concerns.
Special Education Hybrid Learning FAQs

Q. I am concerned about my special needs child falling behind because of the pandemic. How is the District addressing this?
A. All students receive an IEP Progress Report every 4-5 weeks to share progress toward mastery of goals and objectives. If a student is not making progress, the IEP team will convene to discuss changes to the IEP (through the Fluid Learning Form) that may be needed in order to ensure that the student will continue to make progress even during the pandemic. The District is also committed to discussing and implementing services to address unfinished learning once we are able to resume full-time, in-person learning for all students.

Q. My special needs child requires transportation. Can he/she still receive it?
A. Once Hybrid Learning begins, students with transportation as a service in their current IEP will continue to receive it on in-person learning days.

Q. Is my child allowed to transfer schools?
A. The Special Education Office will follow District guidance for transfers during Hybrid Learning. Please contact 216.838.3675 for any questions or concerns about transferring from one school to another.
Homeless Children & Families

Project ACT 216.838.0210 | ProjectAct@ClevelandMetroSchools.org

The public health crisis has caused hardship to many families in Cleveland, leaving many in need of support for basic necessities, including food and affordable housing. Assistance is available for families who are in shelter and for those staying doubled-up while their children are attending school.

In accordance with the federal McKinney-Vento Act, children and families are considered homeless if they do not have a “fixed,” regular and adequate nighttime residence, or are:

- living in a shelter, including emergency and transitional shelters for domestic violence and runaway/homeless youth shelters;
- living doubled-up with a friend, relative or someone else due to eviction, foreclosure, natural disaster or economic hardship;
- staying in a motel, hotel, trailer park or campground because they have nowhere else to go;
- staying in substandard housing;
- living in places not ordinarily used for sleeping, including cars, parks, public places, abandoned buildings or bus/train stations;
- abandoned in a hospital;
- children and youth not living at home, who:
  - were asked to leave home by a parent/legal guardian.
  - left home without consent of parents (runaways).
  - are living doubled-up without a legal guardian due to economic reasons or due to lack of formal custody papers while parent(s) are incarcerated, hospitalized or in a rehabilitation center.

Only doubled-up families and unaccompanied youth are required to enroll by clicking on this link.

School Supports for Homeless Children & Youth

Project ACT is a Cleveland Metropolitan School District program dedicated to supporting homeless children and families with support in every grade, including life skills coaches at select schools, referrals for counseling services, help with obtaining birth certificates, immunization records, medical coverage, food stamps and social security.

Project ACT
216.838.0210
Monday – Friday | 8am–5pm

Coordinated Intake for Shelter
216.674.6700
Monday – Friday | 8am–8pm

Bellefaire for Unaccompanied Youth
216.570.8010 | After 5pm & on weekends

United Way
Dial 211 | 24/7 Hotline
Services and Supports

Homeless Children & Families
Frequently Asked Questions

Q. How do I keep my children in school if I am in a shelter?
A. Your shelter caseworker will identify and refer your children to Project ACT and electronically send the documents needed to enroll your child in school. During Remote Learning, all students, including homeless students, are provided with a digital device and a hot spot to enable Internet access.

Q. Does my child have to change schools when we are homeless or in transition?
A. No. You have the right to keep your children at the school they were originally attending while in transition, or you may move to a school closer to the shelter, if you choose.

IMPORTANT TO NOTE: If you are placed in an overflow shelter until alternate shelter placement becomes available, call Project ACT for assistance with your child’s school enrollment at 216.838.0210.

Q. What should I do when I leave a shelter?
A. It is important that you notify Project ACT and your child’s school to provide both with your new address and updated phone number. Families moving into permanent housing are required to submit proof of residency to the school and to Project ACT. Children already being serviced by Project ACT will remain in the program through the completion of the school year.

Q. Can I keep my children in school if I am living doubled-up with friends or relatives until I find a temporary or permanent residence?
A. You have the right to keep your children in the school they are attending or move them to a school closer to where you are staying. Be sure to call the Project ACT office at 216.838.0210 to ensure that we have the most current address phone number where your child is staying while your family is in transition.

Q. Can I enroll my child in a CMSD school if I am living doubled-up with friends or relatives until I find a temporary or permanent residence?
A. Yes. However if you are enrolling a child for the first time in a CMSD school, call Project ACT at 216.838.0210 to assist you with obtaining the necessary documents, including Immunization records, academic records, birth certificates, etc. Project ACT will help you obtain many of these documents, including court/custody records, if applicable.

IMPORTANT TO NOTE: If you move from one doubled-up situation to another, call Project ACT to complete new enrollment forms to ensure your child’s address and contact information are updated at his or her school so you can be reached in the event of emergency.

Q. If I am not the legal guardian of the child(ren) staying with me, am I able to enroll the child(ren) into school?
A. Yes. Children and youth who are staying with a host family without a legal guardian due to the loss of housing, fire, economic hardship, incarceration, or similar reasons are covered by the McKinney-Vento Act. The caregiver must contact the Project ACT Office to enroll the child(ren) in school. Project ACT will assist with obtaining the required documentation from prior schools and medical facilities.
CMSD is committed to providing all English Learners with the differentiated supports needed to ensure every student receives the services required to become proficient in the English language.

While a Remote Learning environment limits face-to-face interaction, every English Learner will learn content-specific, academic language across all subjects and will engage in conversation in every subject and language domain: Reading, Writing, Listening and Speaking.

What EL Families Should Know and Expect

- Multilingual Program Managers staff school clinics to address the differentiated needs of students.
- Schools are equipped with English as a Second Language (ESL)-certified and bilingual staff to provide academic and language support.
- A Multilingual Welcome Center is staffed to provide remote assistance to students and families.
- Enrollment specialists are available to help families register for school.
- Multilingual Family Coordinators are trained to provide crisis intervention support for families.
- School staff collaborates with community agencies to ensure EL families have the resources and assistance needed for success.
- Students and families have access to native language communication at school.
- Language services are delivered by TESOL (Teaching English to Speakers of Other Languages), bilingual certified teachers.

Call the Multilingual Multicultural Education Office at 216.838.0140 for assistance.
Track your child’s yellow bus on your phone with the Edulog Parent Portal!

Download the app at ClevelandMetroSchools.org/EdulogPP

Transportation Hotline 216.838.4BUS

IMPORTANT: When entering your child’s information, type his/her CMSD student ID number in the District ID field
OFFICE OF THE CMSD OMBUDSMAN
Support for Families in Resolving Issues at your School

School Office Hours
All CMSD school offices are open during school hours for phone calls, scheduled visits, and for any school-related business. For issues or concerns at the school or District level, follow the steps below to ensure a resolution.

Resolving School-Related Issues
Your child’s teacher, principal and school staff is best positioned to support your needs or direct you to someone who will further assist.

RECOMMENDED STEPS:

STEP #1: Email your teacher and/or school principal
Our customer care protocols ensure that families can expect a response within 24 hours. If a meeting is required, the principal or his/her designee will schedule and confirm a meeting date and time with detailed instructions.

STEP #2: Call your school office
If you are unsuccessful in reaching your child’s teacher or principal, call the school office for support.

STEP #3: Call the Ombudsman’s Office at 216.838.0090
The Ombudsman assists families that are unsuccessful in getting an issue resolved in Step #1 or Step #2. We will work cooperatively with families and caregivers, school staff and community partners to help resolve disputes.

Use STEP #3 only when:
• your efforts to resolve an issue at the building level have been exhausted.
• you feel strongly that your concern or issue requires mediation.
• you believe that a school or District policy has been violated.

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<th>Resolution Tips for Success</th>
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<td><strong>Contact the Person Directly</strong></td>
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<td><strong>Be Organized</strong></td>
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<td><strong>Stay Calm</strong></td>
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<td><strong>Do Not Attack</strong></td>
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<td><strong>Stay Flexible</strong></td>
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<td><strong>Keep Records</strong></td>
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CLEVELAND METROPOLITAN SCHOOL DISTRICT

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Covid-19 Health Hotline
216.838.WELL (9355)

Rapid Response Hotline for
Social & Emotional supports
216.838.2273

IT Computer support
216.838.0440

School Choice & Enrollment Hotline
including other Remote Learning options
216.838.3675 or visit ChooseCMSD.org

Early Childhood
216.838.0110

Family and Community Engagement
216.838.3223

Multicultural Multilingual support
216.838.0140

Special Education Office
216.838.7733

Project ACT Foster & Homeless support
216.838.0210

All other District-related supports
216.838.0000

Community Resources:
Social Services (food, health, housing, basic needs)
24 Hour Suicide Hotline
Domestic Violence Hotline
Ohio Mental Health Crisis Hotline
Dial 211
216.623.6888
216.391.4357
Text 4HOPE to 741741

Safety and Security Dispatch
216.838.7777

Staying Connected to CMSD

• Update your contact information with current cell phone numbers and email addresses to receive e-alerts, text messages and emergency notifications this year.

• Visit the CMSD website at ClevelandMetroSchools.org/Hybrid for all Covid-19 information and back-to-school updates.

• Like us on Facebook, follow us on Twitter and Instagram to stay current with what’s happening in our schools.

• Enroll today and let our CMSD enrollment specialists help you with Preschool and Kindergarten registration or with making the best school choice for the 2021-22 school year.

• Save the Covid-19 Hotline number in your contact list: 216.838.9980

• For REAL TIME transportation updates go to ClevelandMetroSchools.org/BusTracker to download the Edulog Parent Mobile Portal app today!