

PLAN FOR SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

REQUIRED ELEMENTS OF A LOCAL PLAN

1. **Policies for Mitigation Strategies:** Plan for incorporating eight different mitigation strategies included in current CDC guidance.
2. **Continuity of Services:** Plan to address academic and non-academic services for students and staff.
3. **Periodic Review:** Review at least every 6 months through September 30, 2023, and revise plan as appropriate.
4. **Public Input:** Seek public input and incorporate revisions as necessary.

DEADLINE: June 24, 2021

DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to: continuityplan@education.ohio.gov

RESOURCES:

[ODE American Rescue Plan: Safe Return to In-person Instruction and Continuity of Services Plans](#)

[CDC Operational Strategy for K-12 Schools through Phased Prevention](#)

School District: Cleveland Municipal School District

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POLICIES FOR INCORPORATING MITIGATION STRATEGIES

Describe to what extent the following policies have been adopted to incorporate the following CDC Mitigation Strategies and provide a description of any policies being implemented:

- Universal and correct wearing of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining health facilities, including improving ventilation
- Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments
- Diagnostic and screening testing
- Efforts to provide vaccinations to educators, other staff and eligible students
- Appropriate accommodations for children with disabilities with respect to the health and safety policies

General COVID-19 Protocols

- All COVID-19 safety protocols must be adhered to with compliance promoted and supported by building administrators (escalate as necessary to NSL or Health Services). Personal protection equipment, masks, shields, Plexiglas in main offices, hand sanitizers and signage will be provided.
- Complete daily health assessment (for self) and stay home with any symptoms or pending tests
- Call 216.838.WELL with any questions or concerns regarding COVID-19
- Maintain confidentiality of those who have tested positive for COVID-19
- Follow all safety protocols, including social distancing, masks, hand washing, and sanitation
- Maintain established room arrangements, including desk placement, desk direction and spacing
- All schools have a designated Care Clinic to meet the needs of those displaying symptoms of COVID-19 (set apart from the Nurse's Office).
- Promote the purpose and location of the Care Clinic
- Principals should plan the cleaning cadence with their Operations staff and UCC.
- Review the [Roles in Supporting a Healthy Learning Environment](#) guidance
- Encourage families, staff, and students to call 216.838.WELL to report COVID-19 concerns.
- The District has created a [website dashboard](#) that will show weekly updates on the number of positive COVID-19 cases.
- See [Student Arrival & Dismissal](#) regarding entry and exit to the building; additional considerations should be made for protocol for vendors or deliveries to an area appropriately distanced/separate from the dedicated main building entrance/exit

- Supporting SEL programs and implementation for students and educators
- Support Safety & Security staff with entry/exit supports
- Teachers who need PPE should email the request to the custodian for the items they are responsible for (e.g. sanitizer, soap, paper towels, disinfectant spray)
- Connect staff to communications and resources in support of safety measures

Contingency Planning

- The District's COVID-19 Response Team will collaborate with NSLs and offer direction to School Administrators with effective responses to emerging COVID-19 concerns, including: Students or Educators with a positive COVID-19 case Potential of Classroom or School Closure, and creating a secured area for PPE and cleaning storage within each building.

Vaccination Plan

- CMSD is collaborating with the Ohio Department of Health and other agencies to offer COVID-19 vaccines to students and their family.
- District employees had an opportunity to be vaccinated in February and March of 2021

PLAN TO ADDRESS CONTINUITY OF ACADEMIC AND NON-ACADEMIC SERVICES

Describe how you will address continuity of services for students and staff, where needed, in the following areas:

1. Academic Services
2. Social-Emotional
3. Mental Health
4. Health
5. Food

Our commitment to the mission and vision of CMSD has remained at the core of our planning for remote and in-person instruction. While we must prioritize the health and safety of all, we expect that our teaching and learning practices continue to reflect the pillars outlined in our district's vision, whether learning is occurring in person or remote. Academically and intellectually complex tasks that are worthy of their productive struggle. Our learners should experience:

- Academically and intellectually complex tasks that are worthy of their productive struggle.
- Authentic opportunities to demonstrate their work and learning.
- Joyful and adventurous learning environments.

Academic Services:

Early Childhood: (additional details can be found [here](#))

- All 3- and 4-year-old students in Cleveland have access to high-quality preschool programming and all are 4- or 5-star rated under the ODE SUTQ rating system (including students with special needs).
- It is the hope that all early childhood students will be successful in a rigorous instructional program. Our Early Childhood program addresses the language and cognitive development of students in addition to addressing the social, emotional and physical needs of every child. The CMSD Preschool program includes the facilitation of an integrated, play-based learning environment where children are encouraged to develop academic skills in a hands-on, real-world situation.
- The facilitation of learning experiences aligns to the [Ohio Standards for Early Learning Development](#): Approaches Toward Learning, Social Emotional Development, Cognitive Development and General Knowledge, Language and Literacy, Physical Well-Being and Motor Development.
- All preschool staff (teachers/assistants, regular and special needs) will participate in a year-long training cohort to learn how

to use the benchmark, diagnostic and formative data collected to provide differentiated and tiered instructional supports for students. The educators will learn how to use developmentally appropriate, evidence-based practices and resources to meet the needs of all students while closing the learning gaps.

- An assessment system will include benchmarks, progress monitoring, diagnostic and formative assessments. Educators will participate in professional learning that encourages the use of data analysis to make instructional decisions about individual and small groups of students. Decision rules frameworks will support teachers to use this process along with early learning data collected (PAST, ELA).
- All preschool students are provided with iPads and Internet connectivity so they have access to web-based platforms that are used and aligned with the standards. This tool will allow educators to oversee and facilitate individual learning paths created for each child. These tools also will be used to provide young children with appropriate activities to practice and develop individually both in school and at home.

Literacy and English Language Arts: (additional details can be found [here](#) and [here](#))

Language development is the motherboard for all learning, so it is crucial that all students develop strong literacy skills to be successful in the world. Literacy skills lay the foundation for education and in the Cleveland Metropolitan School District we are committed to providing students with learning experiences that are engaging, differentiated and joyful. Evidence-based, proven instructional practices are used in all classrooms through systematic teaching that aligns to the District's Theory of Action and Literacy Framework/Scope and Sequence. Schools provide students with multi-tiered systems of support that provide equity of access to focus on the big ideas in literacy while students are afforded several real-world opportunities to express critical thinking. Their ideas and responses to text are expressed through writing and speaking using a variety of formats including digital media. Classrooms are interdisciplinary in nature, and teachers facilitate active, joyful learning environments where students take pride in their contribution to the environment. Through the use of evidence-based strategies and tools, students develop into lifelong learners who read, write and think productively at high levels to happily succeed independently in their world.

Priority areas of focus:

- Ensure that all students engage in differentiated, joyful learning that includes the facilitation of a core instructional literacy block (90 minute minimum).
- All schools facilitate a multi-tiered system of support with a focus on the big ideas in literacy for each grade.
- All classroom learning environments will integrate literacy (reading, writing, speaking, and listening) throughout content areas and promote the use of oral and written expression throughout learning and teaching. Students are encouraged to use the language of writing and discourse in response to reading throughout the classrooms.
- Disciplinary literacy will be addressed through opportunities to engage students in reading and writing routines embedded

into various disciplines. Content-area teachers are masters of the literacy demands of their disciplines and have a responsibility to share with students how to read, write, speak, listen, research and think like experts in subject areas.

- Look-fors will be developed for each area of literacy in all grades: word knowledge, fluency, comprehension and writing. Administrators will use the tools provided to identify crucial priorities in action as they complete classroom walk-throughs.
- An assessment system will include benchmarks, progress monitoring, diagnostic and formative assessments. Educators will participate in professional learning that encourages the use of data analysis to make instructional decisions about individual and small groups of students. [Decision rules frameworks](#) will support teachers to use this process along with aimswebPlus data collected.
- All students in K-12 are provided with digital devices and wireless connectivity so that they have access to web-based platforms that are used and aligned with the standards. These tools will allow educators to oversee and facilitate individual learning paths created for each child. This tool also will be used to provide students with appropriate activities to practice and develop individually both in school and at home. Students will be encouraged to use higher-level thinking skills along with complex tasks that require productive struggle to engage in digital tasks such as research, productivity and the creation/publication of materials.

Evidence-Based Strategies Include:

Components of literacy instruction include: interactive and shared read-alouds, close reading, foundational skills instruction, focused instruction of phonological awareness and phonemic awareness, systematic phonics instruction, explicit vocabulary instruction, use of both leveled and decodable texts, micro-lessons, strategy groups, book clubs, literature circles, personalized learning, structured independent reading activities, writing workshops and writing conferences, a combination of whole and small group instruction, partner and independent learning activities.

Implementation of a Core Instructional Literacy Block:

- All PK-12 classrooms will use the CMSD Literacy Framework to guide instructional planning that is aligned to Ohio's Learning Standards for English Language Arts.
- The literacy focus for all grades will include learning and teaching in the following areas: word knowledge, comprehension, fluency and writing.
- Administrators will use look-for tools and resources provided to ensure that all classrooms are engaging in high-quality, joyful, learning experiences aligned to the District Frameworks.

Facilitate Multi-Tiered Systems of Support using the Big Ideas in Reading:

- All K-8 classrooms will provide instructional emphasis on the Big Ideas in Reading at each grade level. The 'Science of Teaching Reading' will be used as a foundation to this work.
- All K-3 classrooms will provide 'off-track' students (in reading) with a minimum of 90 minutes of additional strategic,

systematic instruction focused on the Big Ideas in Reading weekly.

Promote Oral and Written Expression in all Content Areas:

- Students will be provided with engaging, real-world experiences that encourage them to use and apply literacy skills in a variety of contexts.
- All classrooms across content areas will provide reading and writing experiences aligned to Ohio's Learning Standards in English Language Arts to build students' competence in disciplinary literacy and discourse.

Embed Reading and Writing Routines Throughout Various Disciplines

- Teachers will facilitate learning environments that include providing all students with access to high-quality text resources (informational and literal) in a variety of genres and formats (including digital).
- All classrooms will focus on using the integration of writing across content areas through weekly instruction and assignments.
- All literacy classrooms will provide instruction in proper MLA style appropriate to each grade level to support students in citing sources when answering questions in written and/or oral form.

Mathematics:

All schools will implement the following Mathematical Teaching Practices:

- **Implement Tasks That Promote Reasoning and Problem Solving** - Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematics reasoning and problem solving and allow multiple entry points and varied solution strategies. Student learning is greatest in classrooms where the tasks consistently encourage high-level student thinking and reasoning and least in classrooms where the tasks are routinely procedural in nature.
- **Facilitate Meaningful Mathematical Discourse** - Facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments to advance mathematical learning of the whole class. Mathematical discourse includes the purposeful exchange of ideas through classroom discussion, as well as through other forms of verbal, visual, and written communication. The discourse in the mathematical classroom gives students opportunities to share ideas and clarify understandings, construct convincing arguments regarding why and how things work, develop a language for expressing mathematical ideas, and learn to see things from other perspectives.
- **Use and Connect Mathematical Representations** - Engage students in making connections among mathematical representations to deepen understanding of mathematical concepts and procedures and as tools for problem solving. Representations embody critical features of mathematical constructs and actions, such as drawing diagrams and using words to show and explain the meaning of fractions, ratios, or the operation of multiplication. When students learn to

represent, discuss and make connections among mathematical ideas in multiple forms, they demonstrate deeper mathematical understanding and enhanced problem-solving abilities.

Social Studies:

Assist scholars with making informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The social studies curriculum is research- and standards-based with high expectations for all.

- Student-centered and authentic, real-life connections
- The development of skills such as geo-spatial thinking, economic decision- making, historical thinking and civic participation
- District field experiences for scholars

Science:

Assist all scholars to be successful in science and make it an enjoyable and challenging experience. Scholars are encouraged to ask questions, make predictions, design investigations and obtain evidence and eventually be able to evaluate, defend and critique a scientific argument.

- Provide a rigorous, inquiry-based, and integrated curriculum empowering all students to become independent, scientifically literate thinkers.
- Utilize the wealth of resources in Northeast Ohio to deliver exemplary science education that produces students passionate about the natural world.

Art, Music, PE and Athletics:

- All scholars in Grades PreK-8 will be scheduled for art, music, and physical education.
- All PreK-8 schools will have an extra period either before or after the start of the school day with a focus on scholars in Grades 6-8 participating in choir, band, ceramics, and other extracurricular programing.
- Promote extracurricular sport activities for students – specifically by expanding the variety of offerings available to scholars.

Social-Emotional:

- Facilitate students and educators learning and practice of the five SEL core competencies (Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making)
- Develop early-intervention strategies
- Promote civility and decrease bullying
- Foster community-service partnerships

- Improve collaboration between schools & agencies
- Enhance the partnership between schools & families
- Facilitate effective Student Support Teams (collaborative problem-solving groups, which include administrators, teachers, student-support professionals, and parents)

Mental Health: Say Yes Cleveland Family Support Specialists serve as a resource in our support service schools to identify, engage, and assist at-risk students. Our Family Support Specialists connect students (and their families) with the services they need.

Health: Every school has a Wellness Clinic staffed by a health professional. Staff and Families can call 216-838-WELL to report COVID-19 cases and receive support and guidance.

Food: Since the start of the pandemic, the Cleveland Metropolitan School District has given out more than 750,000 meals to the Cleveland community. We provide free breakfast and lunch for anyone school age, whether they are enrolled with CMSD or not. Each breakfast provides a serving of grains, juice, fresh fruit, and milk. Every lunch provides a serving of grains, protein, fresh fruit, fresh vegetables, and milk.

PERIODIC REVIEW

1. Describe how you will conduct a review of your plan at least every 6 months.
2. Describe how you will revise the plan as appropriate.

A team of stakeholders will be convened. The group will be comprised of District leadership representatives (Chief Academic Officer, Communications Representative, Curriculum Leads: Executive Director of Curriculum, Executive Director of Early Childhood and Literacy, Executive Director of Humanware, Executive Director of Family and Community Engagement, Executive Director of Intervention Services, Network Leaders – 1 high school and 1 elementary, Deputy Chief of Academic Resources, Facilities Manager, Executive Director of Food and Nutrition, Director of Research and Evaluation, and any other representation the CEO chooses), Business Partners, Community Partners, Cleveland Teachers Union, Representation from Cleveland Council of Administrators and Supervisors and Parents (representative of diverse neighborhoods). The team will meet twice a year to review and update the plan based on surveys, data collected (District benchmarks in priority areas), state and health department guidance and community input/needs. The team will develop the surveys and administer the surveys twice a year. This data will be combined with the District benchmark data for review and to assist with the decision-making process. The plan will be revised and reviewed by the stakeholders in partnership with the District leadership team and presented to the CEO for feedback and approval. The original plan and revised versions will also be shared with the Board of Education and posted for the community to access on the district's website.

PUBLIC INPUT

1. Describe how you will seek public input.
2. Describe how you will take public input into account when making revisions.
3. *Review Period:* What revisions were made and why?

The identified stakeholders' group will work with the District Leadership team to create surveys to be shared with the parents as well as business and community partners. The questions on the survey will directly align to the goals of the District Plans and identified priorities. The District Leadership Team will work with the stakeholders' group to review and analyze data collected from the surveys and District benchmarks aligned to priorities. Once the feedback from the survey is analyzed and the team identifies trends, strengths and needs, priorities of focus will be used to determine the revisions to the existing plan. Additional strategies will be created by the experts and stakeholders to address those needs. The strategies will be evidence-based with promise for positive gains. This information will be included in the revised plan that will be finalized in collaboration with the District Leadership team. The last version will be shared with the CEO so he can provide feedback and recommendations. Once the plan is finalized, it will be shared with the Board of Education and posted to the district's website for the community to access and review. This process will be completed each year and the data collected twice yearly will inform these decisions.