



CLEVELAND

INDEPENDENT SCHOOL DISTRICT

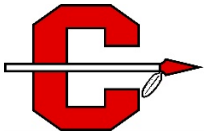
RE-ENTRY PLAN (Parents/Public)

Response to COVID-19

In collaboration with:

CDC | TDSHS | Governor Abbott's Re-opening Texas Plan





Dear Parents and Staff,

As COVID-19 continues to provide challenges to the Cleveland community, state, county, and nation, Cleveland ISD is committed to providing the best possible educational opportunities for all of our students. Our students, staff, and families health and well-being is of utmost importance to us as we plan to reopen. The 2020-2021 school year will be different from previous school years in terms of how we open and begin the school year. With the health and safety of students and staff as a guiding principle, our plan will work to ensure a safe, engaging and informative learning opportunity for all students.

The CISD COVID Response team, comprised of CISD staff, has worked throughout the summer to plan for a successful reopening. The Curriculum and Instruction Department has created focused lessons for both in-classroom and virtual/online learning. The Child Nutrition, Police, Transportation, Technology, and Health/Safety Departments have all collaborated on how best to meet the needs of CISD students for the 2020-2021 school year.

Currently, Cleveland ISD plans to start school on Wednesday, August 19th. Please be aware updates are continually being shared with local school districts from Governor Abbott, Texas Education Agency (TEA), and City & County Officials, therefore, the possibility of future changes to our plan could occur.

The three areas covered in our re-entry plan will include: Health & Safety (Prevention Measures), Daily Operations (Responding to COVID), and Instructional Continuity (Mitigating disruptions to student learning).

Cleveland ISD looks forward to a productive and successful beginning to the new school year. By working together as a community, we can face these challenges and ensure students have the best possible learning opportunity.

Thank you,

Chris Trotter

Superintendent of Schools



Health & Safety



HEALTH and SAFETY (Prevention Measures)

COVID-19 can infect people of all ages, and CISD will do everything feasible to keep our students and staff safe. Using recommendations from the Centers for Disease Control, Liberty County Health District, and Texas Education Agency, the following prevention and mitigation strategies will be implemented at Cleveland ISD facilities.

Practices to Prevent COVID-19 from Entering Facilities

1. All employees are required to take their own temperature and self-screen for COVID-19 symptoms before entering a district facility each day. Employees must inform their campus/department administrator and Human Resources if:
 - a. they have come into close contact with an individual who is lab-confirmed with COVID-19; or
 - b. they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19.
2. Prior to entering a school bus, parents must check the temperature of their child. No child with a temperature of 100.4° or higher should be put on a school bus.
3. Parents must ensure they do not send their child to school if the child has COVID-19 symptoms or is lab-confirmed with COVID-19. Each morning, students will be screened electronically or in person. Screening may include a temperature check during the school day.
4. Visitors, unless they have a scheduled appointment, will not be allowed on campus or in district facilities. This includes cafeterias during breakfast and lunch. Before visitors are allowed inside, they must be screened to determine if they have COVID-19 symptoms. If so, they must remain off campus until they meet the criteria for re-entry as noted below. If visitors have had close contact with an individual who is lab-confirmed with COVID-19, they must remain off campus until the 14-day incubation period has passed. Screening of visitors may include a temperature check.
5. Parents will not be able to exit their cars during drop-off or pick-up.
6. Any individual who fails the screening criteria will not be admitted on a bus or a campus until they meet criteria for re-entry.

Individuals Confirmed, Suspected or Exposed to COVID-19

1. Any individuals including employees, students, parents, or other visitors who themselves either:
 - a. are lab-confirmed to have COVID-19; or
 - b. experience the symptoms of COVID-19 must stay at home throughout the infection period and cannot return to school until the district screens the individual to determine that the conditions for campus re-entry listed below have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 1. at least three days (72 hours) have passed since recovery (free of fever without the use of fever-reducing medications);
 2. the individual has improvement in symptoms (ex., cough, shortness of breath); and
 3. at least ten days have passed since symptoms first appeared.

Individuals who might remain infectious longer than 10 days (ex., severely immunocompromised) should consult with their healthcare provider before ending isolation.

(A medical professional's note clearing the individual for return may be required.)

- In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the 14-day incubation period and the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location.
2. Individuals including students, employees, or other campus visitors who have close contact with someone who is lab-confirmed to have COVID-19 as determined by the public health agency, should stay at home through the 14-day incubation period. They will not be allowed on campus.
- a. If close contact with the case continues for the duration of the illness (e.g., living in the same household and unable to isolate), the individual must be quarantined for 14 days from the date that the case is released from isolation. This means that certain close contacts may need to remain at home longer than the initial case.
 - b. Campuses will screen individuals after the incubation period has concluded, and if the individual did not experience COVID-19 symptoms during that period, the individual will be allowed back on campus. If the individual experienced symptoms, they must stay at home until the conditions outlined above (1b) have been met.

Identifying Possible COVID-19 Cases on Campus (Isolation)

- Campuses will isolate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian. Parents who are contacted to pick up an ill child are requested to do so within 30 minutes of notification.
- Students who report feeling feverish will be given a temperature check to determine if they are symptomatic for COVID-19.
- Campuses will clean the areas used by the individual who shows COVID-19 symptoms while at school (student or employee) as soon as feasible.

Practices to Respond to a Lab-Confirmed Case in a School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student or employee) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.

3. Consistent with school notification requirements for other communicable diseases and consistent with legal confidentiality requirements, schools must notify campus employees and families of students in a school if a lab-confirmed COVID-19 case is identified among students or campus employees who participate in any on campus activities.



COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, the following will be considered:

Have you recently begun experiencing any of the following in a way that is not normal for you?

- Feeling feverish or a measured temperature greater than or equal to 100.4° F.
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

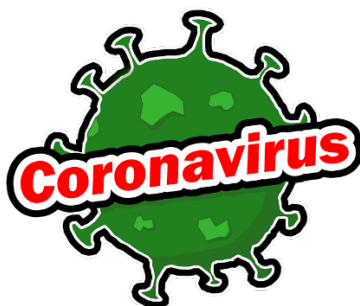
This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19.

Close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- b. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield; if either occurred at any time in the last 14 days at the same time the infected individual was infectious. Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

COVID-19 – Steps to Take

Individual reports having <u>close contact</u> with a person who has lab-confirmed COVID-19	Individual reports someone in their home was exposed to a person with lab confirmed COVID-19	Individual is lab confirmed with COVID-19	Individual has symptoms of COVID19 and does not get evaluated by a doctor	Individual reports experiencing one or more symptoms of COVID-19 during the school day
Individual does not report to school or school activities. They should seek guidance from a physician and remain home to monitor symptoms for 14 days. <i>If close contact with the case continues for the duration of the illness, close contacts may need to remain at home longer than the initial case.</i>	Individual may report to school. This is not considered prolonged close contact.	Individual must stay home and cannot return to school until screened by the school nurse. Three days (72 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began. Upon notification of a lab-confirmed COVID-19 case, campus employees and parents of students who were possibly exposed, will be notified. A medical professional's note clearing the individual for return will be required.	Individual must stay home and cannot return to school until screened by the school nurse. Three days (72 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began. To return to school before the stay home period ends, the individual must provide a note from a doctor with an alternative diagnosis and clearing him/her to return to school or provide two separate confirmations, 24 hours apart from an approved testing site, that he/she is free from COVID-19.	The individual will be isolated. Parents will be contacted to pick up the student. Employees will be sent home.



To be considered exposed to COVID-19, an individual must have close contact with a person who has the virus. Close contact can be family members, friends, and co-workers, and it includes living in the same household, caring for a sick person infected with the virus, being within 6 feet of a person with the virus for at least 15 minutes without a face covering, or being in direct contact with infectious secretions.

Cleveland ISD COVID-19 Action Levels

Level 1	Level 2 (Moderate Transmission)	Level 3 (Significant Transmission)	Level 4 (Substantial Transmission)
Students and employees who are ill must stay home. Daily self-screening for COVID-19 symptoms required of all students and employees prior to arrival. Face masks or face shields required of students, employees, and visitors. Face masks or face shields required on school buses. Teach healthy hygiene practices. Hand-sanitizer available and increased opportunities for handwashing. No outside visitors without an appointment and no deliveries. Frequent cleaning of commonly touched surfaces and thorough cleaning of facilities and buses at the end of each school day. Extracurricular activities permitted following required health and safety protocols. Monitor virus in the community.	All health and safety protocols in Level 1 remain in place. Individual class or group at a campus required to quarantine because of exposure. Students who are required to quarantine will receive remote instruction. Affected area closed for deep cleaning. Notification sent to parents and staff who were possibly exposed. Possible cancellation of after-school/extracurricular activities.	All health and safety protocols in Level 1 remain in place. Campus temporarily closed if there are high concentrations (10% or more of occupancy) with reported COVID-19 symptoms or known lab confirmed cases. All students at closed campus will receive remote instruction. District-wide notification sent to parents and staff. Disinfection of campus. All events canceled and campus closed.	All campuses in CISD closed if multiple campuses have 10% or more of occupancy with suspected/confirmed COVID-19 cases. All students in CISD receive remote instruction. District-wide notification to parents and staff on the extent and length of the closure. Disinfection of all facilities and buses. All school events and outside use of facilities are canceled. Communicate to staff which staff members are to report to duty to maintain services to students and district operations. No travel outside of the district by employees or students for conferences, meetings, competitions, or special events.

HEALTH AND HYGEINE PRACTICES

General

1. On the first day of school, campuses will provide instruction to students on appropriate hygiene practices consistent with the mitigation practices used in CISD.
2. Printed resources from the CDC that promote protective measures will be displayed throughout campuses as reminders.
3. Hand sanitizer will be available at entrances and in multiple areas throughout each facility.
4. Anti-bacterial soap will be available at hand-washing stations.
5. Students, employees, and campus visitors must sanitize and/or wash hands frequently.
 - Campuses will teach students good handwashing techniques.
 - Students will be encouraged to engage in handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - Students, employees, and campus visitors will be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues will be thrown in the trash and handwashing/hand sanitizer should be used immediately.
6. Staff will be required to complete education on proper environment disinfection and adhere to CDC guidelines for disinfecting school environments. Campuses may provide each classroom with a spray bottle of pre-diluted disinfectant spray and paper towels. Students will be provided an opportunity to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
7. Maintenance staff will follow CDC cleaning guidelines and provide additional cleaning and disinfecting of surfaces that are commonly shared/touched throughout the day, and classrooms will be thoroughly disinfected at the end of each school day.
 - Cleaning removes germs, dirt, food, body fluids and other material. Cleaning increases the benefit of sanitizing or disinfecting.
 - Sanitizing reduces germs on surfaces to levels that are safe.
 - Disinfecting kills germs on surfaces of a clean object.
8. Students must have their own basic school supplies. The use of shared materials is prohibited.
9. Students will practice social distancing at drinking fountains. Students are permitted to bring their own water bottle from home.
10. Restrooms will be monitored to ensure students stay spaced and are not lingering.
11. When possible, doors to common spaces will remain open to avoid multiple people touching handles.
12. No outside deliveries (gifts, food delivery/services, etc.) for students or employees will be accepted during the school day. (If a student forgets to bring a lunch from home, a meal will be provided by the cafeteria staff.)
13. Personal touching, high fives, hugs, handshakes, etc., will not be permitted.
14. Parents may not drop off students at campuses before the doors open to receive students (6:45 a.m. – CHS, CMS, DLA, DAEP campuses; 8:00 a.m. – SS, ES, NS campuses, and 7:25 a.m. for CW).

Bus Transportation

1. If possible, parents are encouraged to drop off and pick up their child each day.
2. While waiting for the bus at the bus stop and while loading and unloading the bus, bus riders should social distance themselves 6 feet from each other.
3. No student should enter a bus with a temperature that is 100.4° F or higher.
4. Hand sanitizer will be available on all buses, and students will be required to use hand sanitizer upon boarding the bus.
5. All drivers will complete a self-screener upon arrival to the Transportation Department, and they will wear face masks or face shields on the buses.
6. Face masks must be worn by students while riding a bus.
7. Riders will be kept as far apart as possible while riding the bus.
8. Buses will be loaded from rear seats to front seats and unloaded from front seats to rear seats, where possible.
9. Disinfectant supplies will be on each bus.
10. Buses will be cleaned after morning routes, and they will be misted with a disinfectant spray each evening.



Face Masks / Face Shields

Respiratory droplets from infected individuals, even from those who show no symptoms or have yet to show symptoms, are the main route the COVID-19 virus is transmitted between people. Droplets can come from coughing, sneezing, talking or just breathing. Masks are a first line of defense, and they can help prevent these droplets from dispersing and lingering in the air. It only takes one person in a classroom to infect others, and the use of a face mask or face shield can help prevent the spread of the virus to our students, staff, and families.

1. Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth) and must comply with the CISD student code of conduct for acceptable wear.
2. All students, employees, and visitors will be required to wear face masks or face shields unless:
 - they are alone in a classroom/office,
 - they have a medical condition or disability that prevents wearing a face covering,
 - they are consuming food or drink, or
 - they are exercising outdoors or engaging in physical activity outdoors and maintaining a safe distance from other people not in the same household.
3. Students, employees and visitors will be expected to wear face masks or face shields (inside the building, outside the building and on school buses) when they are in close proximity to others for an extended period and when physical distancing cannot be accomplished.



Food Service and Cafeterias

1. Free breakfast will be available to all students.
2. Students may bring a lunch from home or they may access food available in the cafeteria.
3. Meal times will be staggered.
4. Students may eat in classrooms daily. Other areas may be used during lunches to help with physical distancing.
5. Hand sanitizer will be available to students in the classroom.
6. Floor markings/signage will be used for social distancing.
7. To provide for social distancing, visitors will not be permitted in the cafeteria during meal times.
8. Students will be prohibited from sharing food with each other.
9. Tables/desks will be cleaned and sanitized after each group eats.

Social Distancing

1. Students and employees will be taught to maintain distance from each other.
2. In classroom spaces that allow it, student desks/chairs will be placed at appropriate distancing.
3. Teachers will work inside a “bubble” concept where they go out to individual students for less than 15 minutes, return to their work area “bubble” before going out to a different student.
4. In areas where students are regularly within six feet of one another, more frequent hand washing or hand sanitizing will be encouraged.
5. When feasible and appropriate classes such as PE will be conducted outside. Recess and outdoor learning will be allowed with a structured campus plan.
6. Campuses will plan for entry, exit, and transition procedures that reduce large groups of students in close proximity. Each campus will notify parents of their procedures.
7. Field trips, assemblies, and other large gatherings will not be planned until school returns to normal operating standards.
8. Congregating will not be permitted in hallways, common areas, faculty workrooms or breakrooms.

Nurses/Clinics

1. Campuses will implement protocols for students who require additional support from clinic staff (diabetes, asthma, medications, and regular care due to illness or injury, etc.).
2. Visits to the school clinic will be for essential services only.
3. School nurses will provide professional learning for students and employees regarding best practices for health and hygiene.

Extracurricular/UIL Activities

1. Participation in extracurricular activities on campus will align with guidance in this document for non-UIL extracurricular activities and with guidance from the UIL for all UIL activities.
2. Face masks or face shields and social distancing are required for extracurricular/UIL activities.
3. Hand washing and/or hand sanitizer must be available for any activity.
4. The district will open facilities to the public for school-sponsored activities in accordance to the Governor’s executive orders.

Visitors to Schools

1. Visitors to schools will be limited to only those essential to school operations.
2. All visitors, unless they are district staff, must have a scheduled appointment. Parents with a scheduled ARD, teacher conference or other meeting should wait in their car until a staff member notifies them that they are ready for the meeting.



Instructional Continuity



INSTRUCTION AND LEARNING

Learning is the primary purpose of our schools, and effective instruction from a classroom teacher combined with interactive experiences with peers cannot be replaced. While we would all like to return to the normal school environment that existed prior to COVID-19, we realize that our families need options for 2020-2021. Provided below are the instruction and learning delivery systems available to students. Parents will need to designate their choice during the registration process. Rest assured that regardless of the delivery system chosen, we will support your decision, and we will provide your child with a high-quality educational experience.

Traditional Face-to-Face Instruction and Learning in the classroom (PreK-grade 12)

- Daily, face-to-face instruction with CISD classroom teachers following a traditional schedule
- All core or some elective courses will be taught.
- Support and interventions for students who need them will be provided.
- Students will use CANVAS platform to submit assignments and access links to online resources.
- Health and safety precautions will be taken to help prevent and mitigate the spread of the virus during the school day and on buses.
- Students who receive special education services will have a commensurate schedule as those in general education, unless otherwise noted in the student's ARD committee meeting based upon the individual student's needs.
- Depending upon the number of positive COVID cases, intermittent closure may be necessary at an individual campus or across the district. If this occurs, teachers will immediately begin providing remote instruction to students.

Remote Instruction at Home (PreK-grade 12)

- Asynchronous learning – instruction that does not require having the instructor and student engaged at the same time and includes forms of digital and online learning will be provided. Asynchronous learning requires:
 - students to be engaged in learning each school day,
 - instructional materials aligned to TEKS,
 - progress monitoring, and
 - teacher support.
- Will address the required curriculum, per TEC §28.002
- Students must have internet access and a laptop, desktop computer, iPad, or Chromebook.
- Teachers will provide daily lessons and communication to students.
- Students must be engaged each day as defined by the teacher's daily plan in Canvas LMS and commensurate with the grade level or course load during normal school hours.
- Students may need the assistance of a parent or adult who can help with learning each day.
- Students will be expected to participate in all tutorial sessions and/or video conferencing required by teachers.
- A Parent/Student Commitment Form will be required.
- Exit from Remote Instruction and return to Face-to-Face Instruction in the classroom will be permitted only at the end of a grading period (end of 1st 9 weeks, end of 1st semester, or end of 3rd 9 weeks).
- For advanced high school courses and many CTE courses, remote students must report to CHS on assigned days and times to complete assessments or performance-based assignments. Parents will be responsible for transportation.
- Students in grades 7-12 who are enrolled in Remote Instruction at home may participate in after-school UIL Athletics and Fine Arts. The parent must provide transportation to/from after-school activities. Remote Instruction students who do not meet daily instruction requirements

will not be able to participate in after-school activities. Students must also meet all attendance/eligibility requirements outlined by the UIL to participate in after-school Athletics and Fine Arts activities.

Academic Calendar

The first day of instruction for students will be Wednesday, August 19. The hours of operation are provided below:

High School	7:10-2:50
Middle School	7:10-2:50
Elementary ES, SS, NS	8:40-4:20
Elementary CW	8:10-3:50

Attendance

The minimum attendance for class credit rule of TEC §25.092 will be in effect for the 2020-2021 school year. Students are required to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as face-to-face attendance in satisfying this requirement.

In remote instruction, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement will be counted absent for the day.

Commitment to Instructional Delivery Choice

The selection of face-to-face instruction or remote instruction will be part of the registration process in August.

If remote instruction is the selected option, once the school year begins, exit from remote instruction and return to face-to-face instruction in the classroom will only be permitted at the end of a grading period (end of 1st 9 weeks, end of 1st semester, or end of 3rd 9 weeks).

Note: Students who begin receiving remote instruction as a result of quarantine home due to COVID-19 exposure will be permitted to return to campus at the end of their isolation period, as opposed to the end of a grading period.

Grading

Grading procedures, PreK-grade 12, will be the same for students in face-to-face instruction and remote instruction. For grades 9-12, face-to-face Instruction and remote instruction grades will count toward GPA, class rank and UIL eligibility.

Special Programs

Parents of students in Special Education, 504, Dyslexia, Bilingual Education, ESL (English as a Second Language) Gifted and Talented, Career Technical Education, and Dual Credit, will receive specific program information before the school year begins. Individual Education Plans, accommodations and modifications will be followed for face-to-face instruction and remote instruction. Progress will be carefully monitored to ensure continued growth on individual goals and objectives.

Asynchronous Instruction Plan



2020-2021

PK-12

Instructional Schedule

1.1 Instructional schedule outlines the expected time for students to interact with academic content.

Expectation for daily interaction with academic content is clear - Students and parents will be notified of the requirement for daily interaction with academic content in all classes by letter, district website and documented phone call - Parents who choose asynchronous remote learning for their student(s) are required to attend a virtual orientation - Students will be provided training in Canvas prior to the start of remote instruction Evidence: Phone logs for initial contact with parents Copy of our asynchronous remote learning correspondence to parents Virtual Sign-in sheet documenting parent participation in orientation	Times are defined for student interaction with academic content Campuses will develop a schedule that will include required daily engagement time for all classes (Students will be required to interact with academic content a minimum of 240 minutes each day for secondary and a minimum of 180 minutes for elementary) Evidence: Daily Schedule for all CISD campuses	It is clear that all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day - CISD will issue Chromebooks and hot spots to students who have no access to a device or WiFi - CISD asynchronous instructional plan will include a minimum of 180 minutes for elementary / 240 minutes for secondary, of interactive academic content each day for all student groups including EL, Special Education, and 504 students as well as students being monitored through RTI. - Advanced Placement students will follow college board guidelines Evidence: Student technology check-out form Copy of the CISD asynchronous instructional plan including a schedule for all support program personnel
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1.2 Instructional schedule outlines expected time for students to interact with the teacher(s) and receive instructional support

Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule

- Teachers will have set virtual classroom time at scheduled times daily via zoom, google hangout or Canvas conferences
- Teachers will hold virtual office hours a minimum of two times each week to provide additional support to students and parents

EVIDENCE:

Instructional Schedule

Teacher's daily schedule

Expectations and pre-planned times for teacher/student interactions and are adequate for all students

- In addition to the large group instructional time, teachers will provide conferencing in smaller group sizes as needed for students who need additional support

EVIDENCE:

Instructional schedule

Teacher's daily schedule

Teacher Contact logs

Expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

- Support Program Personnel will collaborate on a predetermined schedule with teachers to communicate individualized needs and supports for students to maximize effort and reduce stress on parents/caregivers
- Time, in addition to the instructional schedule, will be provided to address individually identified support services required
- Students with more significant disabilities will be provided support as outlined in their IEP via direct communication with service providers as well as a variety of resources to support learning at home.

EVIDENCE:

Progress monitoring documentation

Support Program Personnel Schedule

Teacher Contact logs

Materials Design

2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.

TEKS-aligned instructional materials and assessments are named

- District-developed curriculum documents, which include year at a glance and curriculum guide, are aligned to the TEKS.
- District-developed resources:
- Adopted Resources
 - HMH (ELAR and SLAR) K-8
 - Mirrors & Windows (ELAR HS)
 - Pearson (Social Studies)
 - HMH Go Math K-8
 - STEMScopes (Science)
 - Frog Street (Prekindergarten)
- Supplemental Resources
 - Lead4Ward
 - myON
 - Discovery Education
 - TEKSING towards STAAR
 - Renaissance 360
 - Brain POP
 - Ready Rosie
 - STEMScopes (Science)
 - TEKS Resource
 - Edgenuity (Secondary)
 - National Geographic (Secondary ESL/ELA)
 - Unique (Sped, all subjects)
 - Discovery Education
 - iCEV (CTE)
 - Kaduceus (CTE)
 - Cosmetology School Distance Education (CTE)
- Assessment
 - Formative assessments

There is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction

- Curriculum development has had parallel instruction in mind from the beginning. Teachers are developing lessons and materials for use within an LMS and created lesson videos to coordinate.
 - We have used a forward and backward design model for developing curriculum documents and assessments.
 - Instructional direct teach videos will be minilessons (2-10 minutes)
 - 5E lessons for math and science
 - Assignments are shortened and targeted by TEKS
 - A variety of student products to allow for student choice

EVIDENCE:

Curriculum guides
LMS modules

There is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve student retention of knowledge as students move between learning environments

- District-developed curriculum documents are aligned to the TEKS.
 - Year at a Glance and/or Pacing Calendar with TEKS broken into units designed to allow for instructional delivery of the TEKS
 - Curriculum Guides with Exemplar Lessons, materials, and videos created with the possibility of online instruction in mind
 - Assessments are TEKS aligned to the unit of instruction with Essential TEKS spiraled in continuously
 - Daily detailed schedule for each TEKS content area
- District-created organizational template provided for the LMS to ensure lessons have a coherent, logical sequence and consistently provide opportunities to reinforce concepts
- Lesson resources have been created for use within the Canvas LMS whether students are in-person or online asynchronously

EVIDENCE:

Template for LMS course design

embedded in every unit
(district-developed)

- Common unit assessments
(district-developed)
- Universal screener
 - CIRCLE- PreK
 - TX-KEA- Kindergarten
 - TPRI and Tejas LEE
Grade 1 and 2
 - 3-5 Renaissance 360
 - 6-12 screener provided
by the state
(district-generated when
unavailable)
- Interim assessments provided
by the state for tested areas
(district-generated when
unavailable)
- Mid-year benchmark for tested
areas

EVIDENCE:

YAGs, CGs, Assessments

Video Lessons

YAG.s, CGs, and Schedules

2.2 Instructional materials include specifically designed resources to support students with disabilities and EL in an asynchronous environment.

Instructional materials include resources designed to support students with disabilities and ELs

We will be using:

- Canvas LMS to check for ADA accessibility of content
- Canvas Studio captioning
- Audio recordings embedded in Canvas pages
- Materials and activities adapted based on student level and need
- Extended time to complete assignments
- Student program personnel to provide support student needs
- Instructional content videos created using Chunking to provide short focused segments under 10 minutes
- Assignments are shortened and targeted by TEKS
- A variety of student products to allow for student choice
- Additional feedback based on progress
- Online embedded math manipulatives
- Reading Eggs (elementary)
- Adapted technology tools used with district adopted resources

Curriculum documents include embedded language supports such as vocabulary, anchor charts, visuals, sentence stems, and question stems.

EVIDENCE:

Canvas platform
LMS template for course design
Curriculum documents

It is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of instructional materials

- Master schedule will ensure collaboration between special program personnel and content teachers to ensure needed support of instructional materials.
- Specially-created supplementary materials will be provided to support instructional needs in the asynchronous learning environment
- Special program support personnel will monitor student engagement in LMS and intervene as necessary
- Newcomer special language courses will be supported by National Geographic resources.(Secondary)

EVIDENCE:

LMS course content
Master schedule
Staff daily schedules
Contact logs (parent, teacher, student, etc.)

Student Progress

3.1 Daily Student Engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment.

Expectations for daily student engagement are defined:

Engagement will be defined as:

- Activity within the LMS by Noon defined as Page Views, Participation, and Submissions

OR

- Student-teacher interaction defined as any two-way communication that propels students forward in their progress

OR

- Assignment submission

EVIDENCE:

System for tracking daily engagement

Student engagement will be measured by

- Canvas LMS data collected on student interaction with Page Views, Participation, and Submissions
 - Each campus will designate personnel to monitor engagement and coordinate contact
 - Student contact will be made and documented when there is no daily activity within the LMS
- Assignments are assigned and submitted through the Canvas LMS
- Parents and/or students are responsible for reaching out to the Technology Helpline if they are unable

Expectations for engagement are consistent with progress that would occur in an on-campus environment

- Asynchronous instruction will parallel the in-person instruction
- The expectation on campus will be that students engage with Canvas LMS on a daily basis
- Student assignments will be embedded in the Canvas LMS

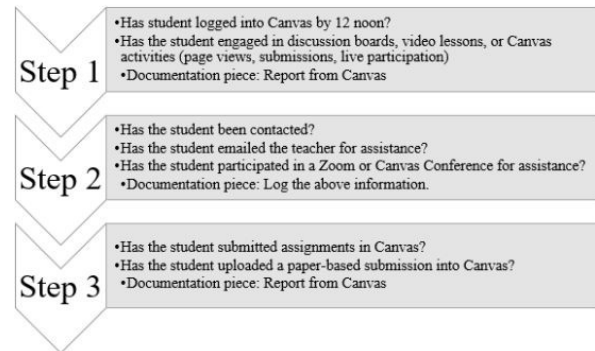
EVIDENCE:

Process chart (flowchart)
LMS organizational template for course design
Curriculum documents
Policy documents

LMS Reports
Contact logs
Attendance Records
Student work samples

to get into Canvas LMS for any reason
EVIDENCE:
LMS Reports
Contact logs
Attendance Records
Process chart (flowchart)

Tracking Attendance Flow Chart



CLEVELAND ISD
Juniata

Teacher Documentation for Student Engagement

Teacher Name	1	2	3	4
Content	1	2	3	4
Student Name	Step 1	Step 2	Step 3	
	The student engaged in discussion boards, video lessons, or Canvas activities (page views, submissions, live participation)	The student been contacted	The student emailed the teacher for assistance	The student participated in a Zoom or Canvas Conference for assistance
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 There is a system for tracking student academic progress to inform instruction and provide regular feedback to students on their progress.

There is a clear system for tracking student academic progress
Academic progress will be tracked through

- District-developed assessments aligned to the TEKS
 - Formative assessments embedded in every unit (district-developed)
 - Common unit assessments (district-developed)
 - Universal screener provided by the state

There is a clear system for providing regular feedback to students at least weekly.

Teachers will provide feedback to students. Examples include any of the following:

- Scoring of assignments submitted through the LMS
- Formative assessments embedded in the lessons and videos
- Written feedback and comments on student work
- Additional audio/visual recordings as needed for clarity

(district-generated when unavailable)

- Interim assessments provided by the state for tested areas (district-generated when unavailable)
- Mid-year benchmark for tested areas
- Follow the district grading policy,
 - See district handbook
 - Progress will be monitored in a variety of ways:
 - Grading of assignments and assessments
- Interaction with LMS content
- Embedding recordings, discussion boards and formative assessment tools in lessons
- Eduphoria Aware data analysis
- BOY, MOY, and EOY universal screener
- Ongoing running records (elementary)

EVIDENCE:

Grade Book
Student Work Samples
Data Reports

- Online tutorials
- Other forms of two-way interaction
- Summative assessments at the end of a unit

EVIDENCE:

Teacher Record Book
Conference/contact log
Grade Reports
Student work samples w/ feedback
LMS Reports and Activity

Implementation

4.1 Professional development for educators is planned and specific to supporting asynchronous instruction

There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction ● All training will be added to the district website, Eduphoria, Twitter, course guides, and sent out through email notifications. ○ Link to district trainings and offerings: ■ District Training Calendar ○ Link to Canvas trainings: ■ Canvas Training Calendar	And the professional development calendar includes both initial and ongoing, job-embedded development opportunities ● Campuses will have a designated “Digital Training Expert” who will participate in the initial Canvas cohort for additional training and support. Their role will ensure that campus educators and staff have a knowledgeable point of contact. ● Embedding content in a digital format and ensuring high levels of learning will be part of the collaborative teaming aspect of the PLC process.	And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials ● Professional development will be directly connected with some aspect of asynchronous instruction ○ Canvas training supports the delivery platform ○ App trainings will support content delivery ○ Google training supports integration of G Suite in Education
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4.2 There is explicit communication and support for families in order to support asynchronous work at home

There is a plan for explicit communication for families specific to the expectations for asynchronous instruction • All communication, no matter the mode, will be provided in both English and Spanish • Explanatory Video(s) will be created for	And the plan has reasonable expectations for family engagement /support of students • Families who choose remote learning will be asked to participate in a orientation session provided by the district	And the plan includes additional supports, training and/or resources for families who may need additional support • All resources and support for parents will be provided in both English and Spanish • Video banks created to support families
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FB Live and archived for future viewings • Page on CISD website with up-to-date information for families • Zoom meetings held for families to ask questions regarding asynchronous instruction • Families will be offered training in using Canvas LMS in remote learning ◦ Getting to Know Canvas Course		• Parent University courses offered weekly ◦ Mode dependent upon current CDC, state, and county guidelines ◦ Southern cohort and northern cohort ◦ Topics chosen will be relevant to current educations conditions and student needs • Additional vetted resources provided to families through CISD website and social media outlets
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Face to Face Classroom Schedules for Half-Day Prekindergarten

180 Minutes

Morning Message/ Calendar (15 Minutes)

- Theme
- Day, Month, Year
- Numbers and Letters
- Literacy Songs

Read Aloud (15 minutes) **2x per day**

- Thematic
- Vocabulary building
- Oral language development

Literacy and Writing Lesson (15 minutes)

- Phonological awareness
- Letter knowledge
- Concept based

Math and Science (15 minutes)

- Concept based
- thematic

Purposeful Play Learning Centers integrated with the theme (90 minutes)

- Gross motor skills

- Math
- Science
- Reading
- Writing
- Social Studies

ClosingCircle(15minutes)

Online Learning DailySchedule for Half-Day Prekindergarten

90 Minutes

Morning Message/ Calendar (15 Minutes)

- Theme
- Day, Month, Year
- Numbers and Letters
- Literacy and Math Songs

Read Aloud (15 minutes)

- Thematic
- Vocabulary building
- Oral language development

Purposeful Play Learning Centers integrated with the theme (60 minutes)

- Gross motor skills
- Math

Elementary Face to Face Classroom Schedules for Reading Language Arts

Kindergarten Minimum 120 Minutes	First Grade Minimum 120 Minutes	Second Grade Minimum 120 Minutes
Foundational Skills (40 minutes) Read Aloud (15 min) Reading Workshop (35-45 minutes) • Mini-Lesson (8–10 minutes OR 15 minutes with shared reading as a strategy) • Independent Reading and learning stations (10–20 minutes) • Small Groups and Conferences (10–20 minutes) Writing Workshop (30-45 minutes) • Grammar POP (5–10 minutes) • Mini-Lesson (10–15 minutes) • Independent Writing (10–20 minutes) • Small Groups and Conferences (20-30 minutes)	Foundational Skills (30 minutes) Read Aloud (15 min) Reading Workshop (45 minutes) • Mini-Lesson (8–10 minutes OR 15 minutes with shared reading as a strategy) • Independent Reading and learning stations (20-45 minutes) • Small Groups and Conferences (20-45 minutes) Writing Workshop (30-45 minutes) • Grammar POP (5–10 minutes) • Mini-Lesson (10–15 min.) • Independent Writing (20-45 minutes) • Small Groups and Conferences (20-45 minutes)	Foundational Skills (30 minutes) Read Aloud (15 min) Reading Workshop (45 minutes) • Mini-Lesson (8–10 minutes OR 15 minutes with shared reading as a strategy) • Independent Reading (30-45 minutes) • Small Groups and Conferences (30-45 minutes) • Reading and writing learning stations should be kept to a maximum of 2x per week Writing Workshop (30-45 minutes) • Grammar POP (5–10 minutes) • Mini-Lesson (10–15 minutes) • Independent Writing (30-45 minutes) • Small Groups and Conferences (30-45 minutes)

Elementary Face to Face Classroom Schedules for Reading Language Arts

Third Grade Minimum 120 Minutes	Fourth Grade Minimum 120 Minutes	Fifth Grade Minimum 120 Minutes
Word Study (15 minutes) Read Aloud (15 minutes) Reading Workshop (45 minutes) • Mini-Lesson (10–15 min.) • Independent Reading (30–45 minutes) • Small Groups and Conferences (30–45 minutes) Writing Workshop (45 minutes) • Grammar POP (10–15 minutes) • Mini-Lesson (10–15 min.) • Independent Writing (30–45 minutes) • Small Groups and Conferences (30–45 minutes)	Word Study (15 minutes) Read Aloud (15 minutes) Reading Workshop (45 minutes) • Mini-Lesson (10–15 min.) • Independent Reading (30–45 minutes) • Small Groups and Conferences (30–45 minutes) Writing Workshop (45 minutes) • Grammar POP & HMH (10–15 minutes) • Mini-Lesson (10–15min.) • Independent Writing (30–45 minutes) • Small Groups and Conferences (30–45 minutes)	Word Study (15 minutes) Read Aloud (15 minutes) Reading Workshop (45 minutes) • Mini-Lesson (10–15 min.) • Independent Reading (30–45 minutes) • Small Groups and Conferences (30–45 minutes) Writing Workshop (45 minutes) • Grammar POP (10–15 minutes) • Mini-Lesson (10–15 min.) • Independent Writing (30–45 minutes) • Small Groups and Conferences (30–45 minutes)
----- *Close Reading- Embedded (15–20 minutes, 2X per week) *Reading and Writing Learning Stations (30 minutes, 2X per weeks)	----- *Close Reading- Embedded (15–20 minutes, 2X per week) *Reading and Writing Learning Stations (30 minutes, 2X per weeks)	----- *Close Reading- Embedded (15–20 minutes, 2X per week) *Reading and Writing Learning Stations (30 minutes, 2X per weeks)

Elementary Online Learning Daily Schedule for Reading Language Arts

Kindergarten	First Grade	Second Grade
Foundational Skills • 1–2 minutes phonological awareness video • 1–2 minutes alphabet knowledge video • 3–5 minutes read and spell/phonics • 10–12 minutes predecodable/decodable independent reading • 30 second handwriting video • 5 minutes handwriting practice Read Aloud • 5–12 minutes video • 10–12 minutes choice board response Reading Workshop • 3–5 minutes video direct teach video • 10–20 minutes independent reading and response Writing Workshop • 2–4 minutes Grammar POP lesson video • 3–5 minutes choice board grammar response • 3–5 minutes video direct teach video • 10–20 minutes independent writing	Foundational Skills • 1–2 word work • 1–2 minutes phonological awareness video • 4–6 minutes spelling, phonics, and fluency • 10– minutes predecodable/decodable independent reading • 30 second handwriting video • 5 minutes handwriting practice Read Aloud • 5–12 minutes video • 10–12 minutes choice board response Reading Workshop • 3–5 minutes video direct teach video • 20–30 minutes independent reading and response Writing Workshop • 2–4 minutes Grammar POP lesson video • 3–5 minutes choice board grammar response • 3–5 minutes video direct teach video • 10–20 minutes independent writing	Foundational Skills • 1–2 word work • 1–2 minutes phonological awareness video • 5–8 minutes spelling, phonics, and fluency • 30 second handwriting video • 5 minutes handwriting practice Read Aloud • 5–12 minutes video • 10–12 minutes choice board response Reading Workshop • 3–5 minutes video direct teach video • 30–45 minutes independent reading and response Writing Workshop • 2–4 minutes Grammar POP lesson video • 3–5 minutes choice board grammar response • 3–5 minutes video direct teach video • 10–20 minutes independent writing

Elementary Online Learning DailySchedule for Reading Language Arts

Third Grade	Fourth Grade	Fifth Grade
Foundational Skills • 1–2 minutes Vocabulary Skills video • 5-8 minutes independent practice • 1–2 Spelling Skills • 5-8 minutes Spelling Skills Reading Aloud • 8–10 minutes read aloud video • 8–10 Independent Practice Reading Workshop • 8–10 minutes Reading Direct Teach video • 10–15 minutes Reading Independent practice Writing Workshop • 8–10 minute grammar video lesson • 8–10 minutes grammar independent practice • 8–10 minutes Writing Direct Teach writing video • 8–10 minutes Independent Practice writing	Foundational Skills • 1–2 minutes Vocabulary Skills video • 5-8 minutes independent practice • 1–2 Spelling Skills • 5-8 minutes SpellingSkills Reading Aloud • 8–10 minutes read aloud video • 8–10 Independent Practice Reading Workshop • 8–10 minutes Reading Direct Teach video • 10–15 minutes Reading Independent practice Writing Workshop • 8–10 minute grammar video lesson • 8–10 minutes grammar independent practice • 8–10 minutes Writing Direct Teach writing video • 8–10 minutes Independent Practice writing	Foundational Skills • 1–2 minutes Vocabulary Skills video • 5-8 minutes independent practice • 1–2 Spelling Skills • 5-8 minutes SpellingSkills Reading Aloud • 8–10 minutes read aloud video • 8–10 Independent Practice Reading Workshop • 8–10 minutes Reading Direct Teach video • 10–15 minutes Reading Independent practice Writing Workshop • 8–10 minute grammar video lesson • 8–10 minutes grammar independent practice • 8–10 minutes Writing Direct Teach writing video • 8–10 minutes Independent Practice writing

Face to Face Classroom Schedule for Math

Kindergarten Minimum 90 Minute	First Grade Minimum 90 Minute	Second Grade Minimum 90 Minute
Calendar Time - incorporated in class morning meetings. Number Sense Routine/Number Talks 10–20 minutes - Number sense, composing and decomposing numbers, fluency builder Mini Lesson 25 minutes - Direct Content Instruction for students Student Activity/Work Time 25 minutes - Small Groups/Station Work Time/Reflections	Calendar Time - incorporated in class morning meetings. Number Sense Routine/Number Talks 10–20 minutes - Number sense, composing and decomposing numbers, fluency builder Mini Lesson 25 minutes - Direct Content Instruction for students Student Activity/Work Time 25 minutes - Small Groups/Station Work Time/Reflections	Problem Solving Block 20 minutes teacher guided instruction using the CISD Problem Solving Process. Released to independent, partner, or group application throughout the year. Number Talks/Number of the Day 10–20 Minutes - Number sense, composing and decomposing numbers, fluency builders. . Mini Lesson 25 minutes - Direct Content Instruction for students Student Activity/Work Time 25 minutes - Small Groups/Station Work Time/Reflections

Face to Face Classroom Schedule for Math

Third Grade Minimum 90 Minute	Fourth Grade Minimum 90 Minute	Fifth Grade Minimum 90 Minute
Problem Solving Block • 10 minutes independent, partner, or group application • 20 minutes teacher guided instruction using the CISD Problem Solving Process Number Talks • 5–10 minutes ◦ Isolated numeracy skills outside of problem solving. Mini Lesson • 25 minutes ◦ Direct Content Instruction for students Student Activity/Work Time • 25 minutes • Small Groups/Station Work Time/Reflections	Problem Solving Block • 10 minutes independent, partner, or group application • 20 minutes teacher guided instruction using the CISD Problem Solving Process Number Talks • 5–10 minutes ◦ Isolated numeracy skills outside of problem solving. Mini Lesson • 25 minutes ◦ Direct Content Instruction for students Student Activity/Work Time • 25 minutes • Small Groups/Station Work Time/Reflections	Problem Solving Block • 10 minutes independent, partner, or group application • 20 minutes teacher guided instruction using the CISD Problem Solving Process Number Talks • 5–10 minutes ◦ Isolated numeracy skills outside of problem solving. Mini Lesson • 25 minutes ◦ Direct Content Instruction for students Student Activity/Work Time • 25 minutes • Small Groups/Station Work Time/Reflections

Online Learning Schedule for Math

Kindergarten	First Grade	Second Grade
Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities	Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities	Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities

Third Grade	Fourth Grade	Fifth Grade
Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities	Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities	Mini Lesson • 10–15 Minutes ◦ Direct Content Instruction for students--online learning videos ◦ Problem Solving Student Activity/Work Time • 25 Minutes ◦ Independent Work Time ◦ Skill based activities

Face to Face Classroom Schedule for Science 60 Minute Instructional Blocks

Kindergarten Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time • Small groups, science activities, critical writing, reflections.	First Grade Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time • Small groups, science activities, critical writing, reflections.	Second Grade Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time • Small groups, science activities, critical writing, reflections.
Third Grade Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time • 20 minutes ◦ Small groups, science activities, critical writing, reflections.	Fourth Grade Vocabulary Builder/Science Problem Solving • 15 minutes ◦ Content based language development, scientific vocabulary, visual models. ◦ Science Problem solving using the CISD Science Problem Solving Process Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time	Fifth Grade Vocabulary Builder/Science Problem Solving • 15 minutes ◦ Content based language development, scientific vocabulary, visual models. ◦ Science Problem solving using the CISD Science Problem Solving Process Hands on Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific investigations, guided science tasks. Student Activity/Work Time

	• 25 minutes ◦ Small groups, science activities, critical writing, reflections.	• 25 minutes ◦ Small groups, science activities, critical writing, reflections.
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Online Learning Schedule for Science

Kindergarten	First Grade	Second Grade
Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities Student Activity/Work Time • Independent work time, science activities, critical writing, reflections.	Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities Student Activity/Work Time • Independent work time, science activities, critical writing, reflections.	Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities Student Activity/Work Time • Independent work time, science activities, critical writing, reflections.

Third Grade	Fourth Grade	Fifth Grade
Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities	Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities	Vocabulary Builder • 5 - 10 minutes ◦ Content based language development, scientific vocabulary, visual models. Lesson • 20 - Minutes ◦ Direct content instruction for students, scientific demonstrations, online learning videos. ◦ STEMscopes -online activities

Student Activity/Work Time Independent work time, science activities, critical writing, reflections.	Student Activity/Work Time Independent work time, science activities, critical writing, reflections.	Student Activity/Work Time Independent work time, science activities, critical writing, reflections.
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Face-To-Face Classroom Schedule for Social Studies

Kindergarten	First Grade	Second Grade
Vocabulary Builder 5 – 10 minutes - Content based language development, Social Studies vocabulary, visual models. Hands on Lesson 20 – 30 Minutes - Direct content instruction for students - Integrated reading and writing - Embedded skills OR Student Activity/Work Time 20 minutes - Small groups, Social Studies skills activities, critical writing, reflections.	Vocabulary Builder 5 – 10 minutes - Content based language development, Social Studies vocabulary, visual models. Hands on Lesson 20 – 30 Minutes - Direct content instruction for students - Integrated reading and writing - Embedded skills OR Student Activity/Work Time 20 minutes - Small groups, Social Studies skills activities, critical writing, reflections.	Vocabulary Builder 5 – 10 minutes - Content based language development, Social Studies vocabulary, visual models. Hands on Lesson 20 – 30 Minutes - Direct content instruction for students - Integrated reading and writing - Embedded skills OR Student Activity/Work Time 20 minutes - Small groups, Social Studies skills activities, critical writing, reflections.

Third Grade Vocabulary Builder ● 5 – 10 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 20 – Minutes ○ Direct content instruction for students ○ Integrated reading and writing ○ Embedded skills OR Student Activity/Work Time ● 20 minutes ○ Small groups, Social Studies skills activities, critical writing, reflections.	Fourth Grade Vocabulary Builder ● 5 – 10 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 20 – Minutes ○ Direct content instruction for students ○ Integrated reading and writing ○ Embedded skills OR Student Activity/Work Time ● 20 minutes ○ Small groups, Social Studies skills activities, critical writing, reflections.	Fifth Grade Vocabulary Builder ● 5 – 10 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 20 – Minutes ○ Direct content instruction for students ○ Integrated reading and writing ○ Embedded skills OR Student Activity/Work Time ● 20 minutes ○ Small groups, Social Studies skills activities, critical writing, reflections.
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Online Learning Schedule for Social Studies

Kindergarten Vocabulary Builder ● 5 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 10 – Minutes ○ Direct content instruction for students via online videos ○ Integrated reading and writing activities OR Student Activity/Work Time ● 10 minutes ○ Social Studies skills activities, critical writing, reflections.	First Grade Vocabulary Builder ● 5 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 10 – Minutes ○ Direct content instruction for students via online videos ○ Integrated reading and writing activities OR Student Activity/Work Time ● 10 minutes ○ Social Studies skills activities, critical writing, reflections.	Second Grade Vocabulary Builder ● 5 minutes ○ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson ● 10 – Minutes ○ Direct content instruction for students via online videos ○ Integrated reading and writing activities OR Student Activity/Work Time ● 10 minutes ○ Social Studies skills activities, critical writing, reflections.
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Third Grade Vocabulary Builder • 5 minutes ◦ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson • 10 – Minutes ◦ Direct content instruction for students via online videos ◦ Integrated reading and writing activities OR Student Activity/Work Time • 10 minutes ◦ Social Studies skills activities, critical writing, reflections.	Fourth Grade Vocabulary Builder • 5 minutes ◦ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson • 10 – Minutes ◦ Direct content instruction for students via online videos ◦ Integrated reading and writing activities OR Student Activity/Work Time • 10 minutes ◦ Social Studies skills activities, critical writing, reflections.	Fifth Grade Vocabulary Builder • 5 minutes ◦ Content based language development, Social Studies vocabulary, visual models. Hands on Lesson • 10 – Minutes ◦ Direct content instruction for students via online videos ◦ Integrated reading and writing activities OR Student Activity/Work Time • 10 minutes ◦ Social Studies skills activities, critical writing, reflections.

Face to Face Specials Time
Minimum 45 minutes per day of one of the following

Art	Music	P.E *** Minutes to be allocated to meet the TEA required minimum time	Computers	Library
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Online Learning
Minimum 20 minutes per day of one of the following

Art	Music	P.E *** Minutes to be allocated to meet the TEA required minimum time	Computers	Library
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Remote Daily Instructional Schedule for Cleveland Middle School

Sixth Grade Minimum 240 Minutes	Seventh Grade Minimum 240 Minutes	Eight Grade Minimum 240 Minutes
Math (45 minutes)	Math (45 minutes)	Math (45 minutes)
ELAR (45 minutes)	ELAR (45 minutes)	ELAR (45 min)
Science (45 minutes)	Science (45 minutes)	Science (45 minutes)
Social Studies (45 minutes)	Social Studies (45 minutes)	Social Studies (45 minutes)
Electives (45 minutes)	Electives (45 minutes)	Electives (45 minutes)

Remote Daily Instructional Schedule for Cleveland HighSchool

Ninth Grade Minimum 240 Minutes	Tenth Grade Minimum 240 Minutes	Eleventh Grade Minimum 240 Minutes
Math (45minutes) ELAR (45 minutes) Science (45 minutes) Social Studies (45 minutes) Electives (45 minutes)	Math (45minutes) ELAR (45 minutes) Science (45 minutes) Social Studies (45 minutes) Electives (45 minutes)	Math (45minutes) ELAR (45 minutes) Science (45 minutes) Social Studies (45 minutes) Electives (45 minutes)

Remote Daily Instructional Schedule for Cleveland HighSchool

Twelfth Grade Minimum 240 Minute
Math (45minutes) ELAR (45 minutes)

SEL Reopening Plan Program Overview

Who	Components	Services Provided	When	How	Program
Staff	Designed to provide education, support and resource opportunities for staff.	- Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) - Thinking Functionally about Student Behavior (8 modules) - Establish, Maintain, Restore Relationships (5 modules) - Responding to Student Problem Behavior with Empathy (5 modules) - Creating Hospitable Soil Through a Healthy Environment (6 modules) - Multi-Tier Systems of Support (5 modules) - CharacterStrong Culture Year 1 Model (11 modules)	2020-2021 Beginning in August. To be completed by May.	Online	Character Strong
Counselors	Designed to provide education, support and resource opportunities for counselors.	- Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) - Thinking Functionally about Student Behavior (8 modules) - Establish, Maintain, Restore Relationships (5 modules) - Responding to Student Problem Behavior with Empathy (5 modules) - Creating Hospitable Soil Through a Healthy Environment (6 modules) - Multi-Tier Systems of Support (5 modules) - CharacterStrong Culture Year 1 Model (11 modules)	2020-2021 Beginning in August. To be completed by May.	Online	Character Strong
Administration	Designed to provide education, support and resource opportunities for administration.	- Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) - Thinking Functionally about Student Behavior (8 modules) - Establish, Maintain, Restore Relationships (5 modules) - Responding to Student Problem Behavior with Empathy (5 modules) - Creating Hospitable Soil Through a Healthy Environment (6 modules) - Multi-Tier Systems of Support (5 modules) - CharacterStrong Culture Year 1 Model (11 modules)	2020-2021 Beginning in August. To be completed by May.	Online	Character Strong

SEL Reopening Plan Program Overview

Scholars	Designed to provide services to scholars through programming promoting healthy relationships, resiliency, self-efficacy, personal strengths, connect	Assessed and lessons assigned by counselor and or assistant principal with reports shared with teachers, parents, caretakers and guardians.	2020-2021 September	Online	Ripple Effects
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SEL Reopening Plan Program Overview

	scholars to school and increase chances of academic success.				
Parent Resources	Designed to provide support for families in order to support social and emotional learning through early intervention and supports.	Ripple Effects has a manual designed for parents that can downloaded in English or Spanish Parent/Guardian trainer – English https://rippleeffects.com/PDFs/parenttrainer.pdf Parent/Guardian trainer – Spanish https://rippleeffects.com/PDFs/parenttrainer_Spanish.pdf Other resources- https://casel.org/covid-resources/ https://www.movethisworld.com/category/supporting-mental-health-covid-19/	2020-2021 September Followed up by counselors.	Websites- to be provided by campus	Internet
Campus Suggestions	Designed to provide guidance to each campus in order to establish social emotional learning relationships with families.	• Create voluntary SEL campus committee- with the guiding principles being professional learning, school-family-community partnership, cultural responsiveness and competence and inclusion of social-emotional learning across all grades. Standards are broken into two categories — self and social — with goals for scholars to achieve both self-awareness and social awareness • Ensure that families have access to online resources on campus/district website with an emphasis on health and wellness • Ensure City of Cleveland contact information/hotline numbers are readily accessible to staff, families and students when outside school hours • Develop and provide supports for families around talking with their children about COVID-19 and what to expect • Provide or remind family tools website on social-emotional learning, emotional literacy, fostering resilience and diminishing trauma • Invite families to join in PD opportunities being offered to staff relation to social emotional development and trauma	2020-2021 August	Virtual or by Phone websites	Internet

SEL Reopening Plan Program Overview

		• Campus counselors could create teams to perform check-ins for families, prioritizing those families deemed at-risk or most-in-need. • Consider implementing a virtual home visiting model for visiting and supporting families in order to share information, resources, to check in with families to assess what their needs may be and offer supports for families etc.			
Considerations	Designed to provide additional ideas for implementation	• Create a Mindfulness room for individuals to regroup, yoga, to process traumatic events, re-establish connections with each other and receive support that promotes healing • Establish systems that promote supportive staff-scholar relationships to ensure that all scholars have at least one caring staff member who checks in regularly with them and who their positive family contact is in order to connect with for any needed supports • Topics for campuses to consider include but are not limited to: potential increases in bullying behavior, grief, loss, trauma, hope, resilience, fear and anxiety • Campus social workers	2020-2021	As needed	TBD
District	Designed to provide education, support and resource opportunities for all staff.	• Impact: Employees who build resilience are more engaged and are better equipped to handle stress, anxiety, fear, uncertainty, and heightened emotions through the three key pillars of mental fitness.	2020-2021 August	Phone app or computer	Calm (pending)