CHATTANOOGA CHARTER SCHOOL OF EXCELLENCE & CHATTANOOGA CHARTER SCHOOL OF EXCELLENCE MIDDLE

REENTRY & CONTINUOUS LEARNING PLAN 2020-2021 SCHOOL YEAR

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Introduction

As we continue to navigate the unchartered waters that have arisen with COVID-19, Chattanooga Charter School of Excellence (CCSE-E) and Chattanooga Charter School of Excellence Middle (CCSE-M) are taking the necessary steps to support our scholars, teachers, schools and community to reopen schools safely and successfully in the Fall 2020. Our goal is to ensure that this challenging pandemic experience still has positive outcomes for our scholars through our partnership and collaboration. This plan expands upon the previous remote learning experiences from the Spring 2020 with the new objective of providing a successful reopening plan in the Fall 2020. This plan was collaboratively developed via a strategic task force, composed of teachers, teacher leaders, school administrators, the Governing Board and with input and perspectives integrated from parents and students.

Please note that the Reopening Plan for CCSE and CCSE-M will align closely but with some exceptions to Hamilton County School District's Reopening Plan (hereinafter, District's COVID-19 Learning Plan (Phase-Based)) with the differentiations that are needed to meet the survey results our parents/guardians completed. In addition, both schools' reopening plan is guided by the specifications of the Center for Disease Control (hereinafter, CDC)., including a number of personal prevention practices and environmental cleaning and disinfecting protocols to help lower the risk of COVID-19 exposure and spread when schools are open for instruction. Both schools will continue to adhere to CDC considerations, in conjunction with state and local laws, rules, and regulations, when preparing to reopen school campuses in August of 2020. One of the key efforts implemented by the school that guided our approach to re-opening in the fall is to survey every single family both digitally and via phone call when necessary to determine their preferences for how they return to school in the fall and other perspectives they may have. Based on recent conversations around these surveys, school leadership team meetings, and local district and state guidelines, this plan was designed accordingly to address safety guidelines while still maximizing purposeful teaching and learning. This guide clarifies roles and responsibilities of scholars, professors, and families relative to each of the different models that will be available to families during the different COVID-19 phases. It also outlines the instructional time and curriculum resources that will be available for scholars during this time as well as the communications platform and other pertinent information.

With this Learning Plan and our continuous calibration and communication throughout the year, regardless of which learning option CCSE and CCSE-M scholars select, we cannot wait to welcome families back and support them for the 2020-2021 school year.

Jeffrey J. Hernandez
Principal

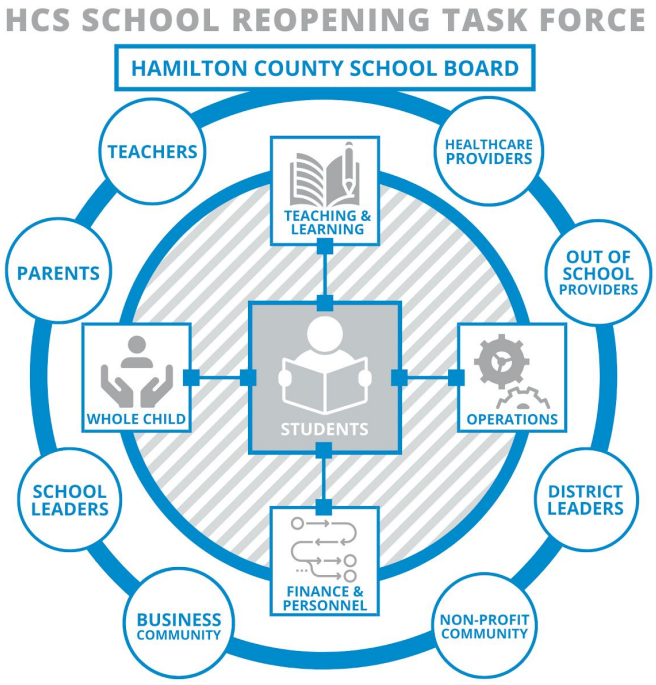
Continuous Learning Plan Landscape Analysis

In March 2020, Hamilton County Schools, including Chattanooga Charter School of Excellence (herewith referred to as "CCSE-E") AND Chattanooga Charter School of Excellence Middle (herewith referred to as "CCSE-M"), faced the unprecedented challenge of transitioning to fully-remote learning for all of our students with only a few days' notice. We initiated a launch sequence for instruction, operations, and technology - and then continuously adapted our processes to meet the needs of our students, staff, and families. Teachers stepped up immediately by creating live virtual lessons via ZOOM and paper-work packets. Operationally, Through partnership with HCS, CCSE-E and CCSE-M placed significant emphasis on continuing a feeding program that was accessible to all throughout the closure and served student meals. Our communication strategy had consistency and included daily touch points with all families and staff. . Finally, in March 2020 we urgently distributed all available school devices and informed parents of the free WiFi stations, but we know more is needed to close the digital equity gap. These successes and lessons learned inform our Continuous Learning Plan for the Fall 2020.

Just like HCS, the Governing Board for CCSE-E and CCSE-M is committed to success for all students through increased student achievement, parent and community involvement, safe schools, and accountability. The Governing Board has aligned to the HCS set of goals to guide district leadership in their oversight of school operations:

- Ensure a safe, clean, and orderly environment that promotes learning in all schools.
- Improve academic performance of all students through implementation of a system of high standards and accountability in all classrooms.
- Recruit and retain effective and qualified teachers for all children.
- Enhance and strengthen the programs that promote good citizenship, teach character education, and value diversity.
- Develop a parent involvement program in every school.
- Implement a comprehensive plan that provides clear and open lines of communication among central office employees, school staff, parents, and the community.

Since the commencement of the planning for the HCS CLP, leadership at CCSE-E and CCSE-M, participated in all principal meetings to inform the planning of the schools' CLP. Therefore, CCSE-E and CCSE-M aligned to the HCS goals to establish the foundations of this reentry plan and guide our efforts in seeking input from our community, parents, students and staff.



Guiding Principles

Minimizing risks to public health

- Focus on students, teachers and employees.
- Understand and manage the increased risks for older and immune-compromised teachers and students.
- Alignment to state and county health department recommendations, as well as CDC guidance.

Addressing impacts on students' learning and well being

- Skill gaps created by uneven remote learning.
- Social emotional support.

Recognizing schools' importance to the community

- Safety, stability, food security and social development.

Optimizing operational readiness

- Effective health and safety measures to mitigate the risk of infection.
- Ensuring we are prepared for:
    - Infrastructure needs.
    - Budget challenges.
    - Aligning supply chain with mitigation needs.

To give credit to the task force that HCS utilized, below you we have outlined the members they included:

Co-Chairs & Members

In planning for an effective and efficient reopening of HCS facilities, the School Reopening Task Force includes representatives from all relevant stakeholder groups. These individuals have firsthand experience directly aligned to the purpose of the work, and the knowledge to inform a high-quality reopening plan. Task Force members' roles and responsibilities are outlined here.

Task Force Co-Chairs

Description of Co-Chairs' responsibilities: Responsible for organizing the structure and comprehensive development of the District's reopening plan. Lead Task Force meetings, facilitate discussions, and serve as an interface between the School Reopening Task Force and the District's leadership team for input, recommendations, and critical feedback.

Co-Chairs:

- Keith Fogleman, Chief Talent Officer for HCS
- Lieutenant Colonel (Retired) William T. Brooks, Director of JROTC for HCS

Project Manager:

- Jennifer Bronson, Integrated Student Supports Program Manager for HCS

Task Force Members

Description of members' responsibilities: Attend and actively participate in the School Reopening Task Force meetings and subcommittee meetings, where applicable; provide role-aligned insight and expertise to inform Reopening priorities and next steps; gather input and expertise from your sector to guide Task Force work; complete information-gathering and reporting tasks with subcommittees, where necessary.

Parents:

- Rebecca Aslinger, Chattanooga School for Arts & Sciences
- Cheryl Cambron, STEM School Chattanooga
- Tonia Martin, Brown Middle School
- Lakitta Taylor, Brainerd High School
- Christy Highfill, Loftis Middle School
- Sarah Marquez Berestecky, East Side Elementary

Teachers:

- Jill Phillips, Harrison Elementary School
- Joli Brown, Ooltewah Middle School
- Sarah Ginsberg, East Ridge Elementary School
- James Cunningham, Clifton Hills Elementary School
- Lauren Brock, Soddy Middle Schools
- Emily McDonald, Red Bank High School
- Ashley Cox, The Howard School

Principals:

- Dr. Shane Harwood, Signal Mountain Middle High School
- Lakesha Carson, East Lake Academy of Fine Arts
- Ruth Pohlman, McConnell Elementary School

Students:

- Macy Tidmore, Chair, Student Advisory
- Rowan Perry, Vice Chair, Student Advisory

Community and District Leaders:

- Jenny Hill, School Board
- Tiffanie Robinson, School Board
- Molly Blankenship, Chattanooga 2.0
- Rachel Gammon, Northside Neighborhood House
- Stacy Johnson, La Paz
- Warren Wells, Unum
- Amanda Johns/Erin Washington, TVA
- Lauren Hawkins, Hamilton County Health Department
- Dr. Charles Woods
- Dr. Stephen Adams
- Jeanette Omarkhail, Hamilton County Education Association
- Sheryl Fletcher, HCS School Health
- Garfield Adams, HCS Exceptional Education
- Dr. Robert Sharpe, HCS Learning Community

Internally at CCSE-E and CCSE-M, the following members comprised the school level Reopening Task Force:

- Mr. Laurence Brown, Board Chair
- Mr. Lucien Ellington, Vice - Chair
- Mr. Cliff Butler, Treasurer
- Dr. Elaine Perez, Secretary
- Dr. Veronica Herrera, Member
- Bishop Kevin Wallace, Member
- Mr. Ruel Harrison, Member
- Ms. Marcia Griffin, Founder/Chief Executive Officer
- Mr. Jeffrey Hernandez, Principal
- Ms. Cassandra Peters, Assistant Principal (K–2)
- Dr. Jennifer Huskins, Assistant Principal (3–5)
- Ms. Tina Childers, Assistant Principal (6–8)
- Mr. Artur Glants, Chief Operation Officer, National Academic Educational Partners, Inc.
- Ms. Marissa Gracia, Chief Academic Officer, National Academic Educational Partners, Inc.

Background

Guiding Organizations

Centers for Disease Control (CDC)

Hamilton County Schools, including CCSE-E and CCSE-M, is guided by the Center for Disease Control (hereinafter, CDC) in deciding when and how to safely reopen and operate our schools. See also Appendix A for the CDC Symptom List. The CDC reminds us that "the more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread," and that the virus is mostly spread when people talk, cough, or sneeze.[1] Therefore, the CDC recommends a number of personal prevention practices and environmental cleaning and disinfecting protocols to help lower the risk of COVID-19 exposure and spread when schools are open for instruction. CCSE-E and CCSE-M will continue to adhere to CDC considerations, in conjunction with state and local laws, rules, and regulations, when preparing to reopen school campuses in August 2020. The CDC's risk-based recommendations are shaped by the following guiding principles:

- *Lowest Risk:* Students and teachers engage in virtual-only classes, activities, and events.
- *More Risk:* Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- *Highest Risk:* Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

[1] https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Tennessee Department of Education

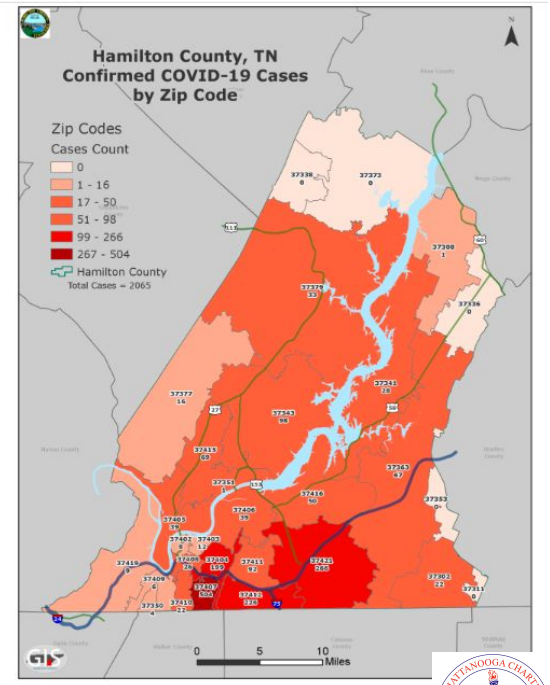
The Tennessee Department of Education has issued a Reopening Schools: Overview Guide for Local Education Agencies (LEAs), as well as various reopening toolkits, that collectively inform this reopening plan. The Department of Education recommends planning for COVID-19-induced school closure and risk-conscious reopening in alignment with the following phases: *Response* (March), *Resilience* (April - June), *Return* (July - September), *Resurgence* (Varies), *Reimagination* (Ongoing).[2] Therefore, we are especially mindful of the components of the *Return* phase in the creation of this report:

Return Phase (July - September), Tennessee Department of Education

Descriptor	School reopening with districts structured in different ways.
Health	In cooperation with public health, employ policies and procedures to prevent, identify, and mitigate spread of COVID19. Monitor reopening related to virus spread.
Academics	Launching a new school year with a thoughtfully planned academic program (using locally-driven model) to include distance learning options for medically high risk children, those who may need to quarantine for 14 days after an exposure, and with a distance learning plan ready to launch in the case of resurgence.
Staff	Ensure staff expectations and roles align with the reopening plans and that staff are included in that planning. Employ strategies to mitigate the impact of decreased staffing capacity and lack of reliable availability of substitute teachers upon reopening.
Operations	Adjusting existing and developing new procedures to accommodate school reopening to include accommodations for cohorts of students into small groups, physically distancing individuals, and implementation of possible testing strategies.

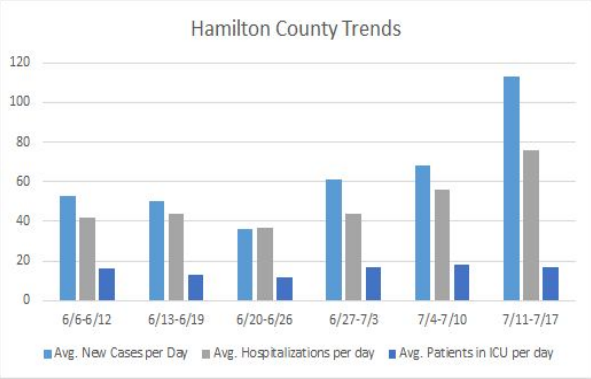
Hamilton County Health Department

CCSE-E and CCSE-M is abreast of all guidance provided by the Hamilton County Health Department by attending all principal meetings held by HCS relating to the reopening of schools in August 2020. HCS and the School Reopening Task Force are in continuous communication with the Hamilton County Health Department to monitor spread, track cases, and identify trends when gauging the risk of COVID-19. The Health Department publicly and regularly reports the number of positive, negative, and total number of COVID-19 test results for the county, as well as deaths. The Department also provides



[2] Reopening Schools - Overview Guide for LEAs .docx

demographic information (e.g., sex, race, ethnicity, age) for all positive cases; for instance, as of this writing, 8% of positive cases in Hamilton County are children aged 0-10, and 12% of positive cases reported are aged 11-20.[3] Trend data is also publicly available, including a "heat map" for positive cases by zip code, as seen here.



Trend Data

Hamilton County Trends as of July 22, 2020

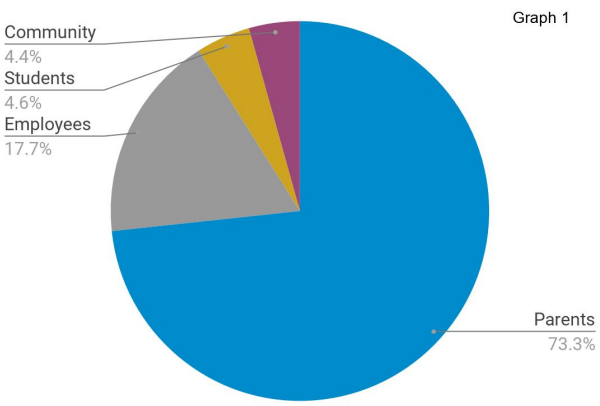
There have been 4,539 positive cases since the inception of the pandemic and 64% of the cases have recovered. 41 deaths have been experienced in the county. There are currently 1,611 active cases in the county.

- Average weekly cases per day peaked during the week of July 11 through July 17.
- Average new cases per day have been trending up for three weeks.
- Average hospitalizations per day have been trending up for three weeks.
- Average patients in ICU per day have been an increased trend for three weeks.

HCS Stakeholder Surveys

The enrolled community of CCSE-E and CCSE-M participated in the HCS stakeholder survey described below. The parents' voices from our school constituents are included in the data points outlined below.

The HCS Schools Reopening Task Force partnered with the HCS Accountability and Research Department administered a stakeholder survey, open to respondents from Wednesday, June 3, through Monday, June 8, 2020. Participants were invited to take the survey in English or Spanish by email, text, through the website and social media accounts, and over the phone via the HCS Help Hotline. Participation was significant. Roughly 25,000 individuals completed the survey, and over 5,000 respondents gave additional written feedback. The majority of respondents identified as parents or guardians of an HCS student, and over 4,000 HCS employees completed the survey. (See Graph 1.) More than 1,000 community members also participated; however, for reporting purposes, their responses were not included in the analysis that follows.



The six survey items were designed to:

1. Gauge the number of families and students that **plan to return to school** in person in August.
2. Gauge the level of **interest in a remote learning option**.
3. Determine how many of our students and staff

l9).aspx

have **digital access**.

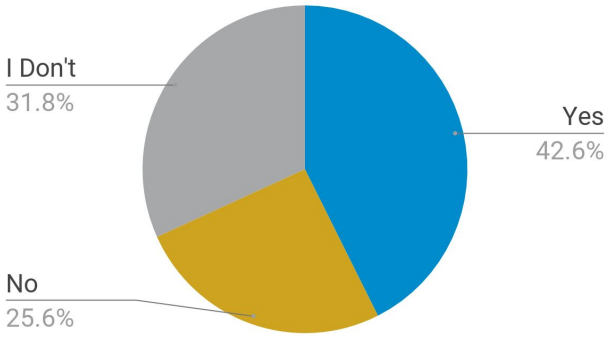
4. Identify our **stakeholders' priorities**.

5. Understand what **alternative school options** are possible for our students and staff.

6. Distinguish the importance of various **health and operations factors** to stakeholders when they consider students attending school in person in August.

When asked, "Given what we know currently about the COVID-19 pandemic, would you return to school or send your child back to school in person on August 12, 2020?" just over 40% of the 25,000 respondents answered in the affirmative, while 25% said no, and nearly a third said that they were not sure. (See Graph 2.)

Graph 2



Of the 25% of respondents that indicated no, they would not return to school in August, 95% (N= 4,629) said they were interested in a virtual school option. Moreover, 10,000 total respondents indicated interest in a virtual school option.

With regard to digital access, less than 2% of respondents reported no access to any internet connection (e.g., no mobile or wired home connection). However, nearly a third of respondents did not report having access to a wired, home internet connection. Almost 19,000 of the 25,000 participants indicated they had access to a device for distance learning, such as a Chromebook or tablet. (See Table 1.) Over 1,000 respondents provided contact information in order to receive additional information regarding internet access.

Table 1

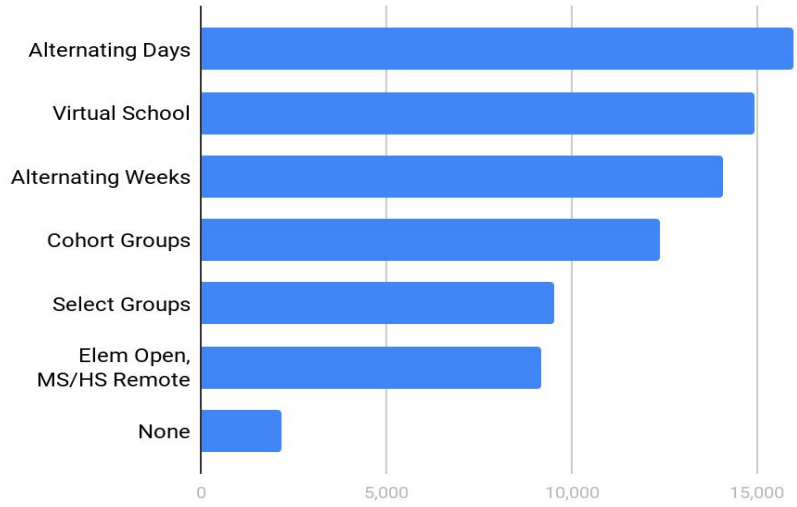
Digital Access	%	N
No Access to Internet	1.4%	313
Mobile Internet	74.8%	16,358
Home Internet	67.1%	14,691
Device	86.3%	18,891

Stakeholders were asked to rank order a list of five priorities when considering opening HCS schools in person in August; stakeholders' priorities were, in order from most to least significa~~nt:~~

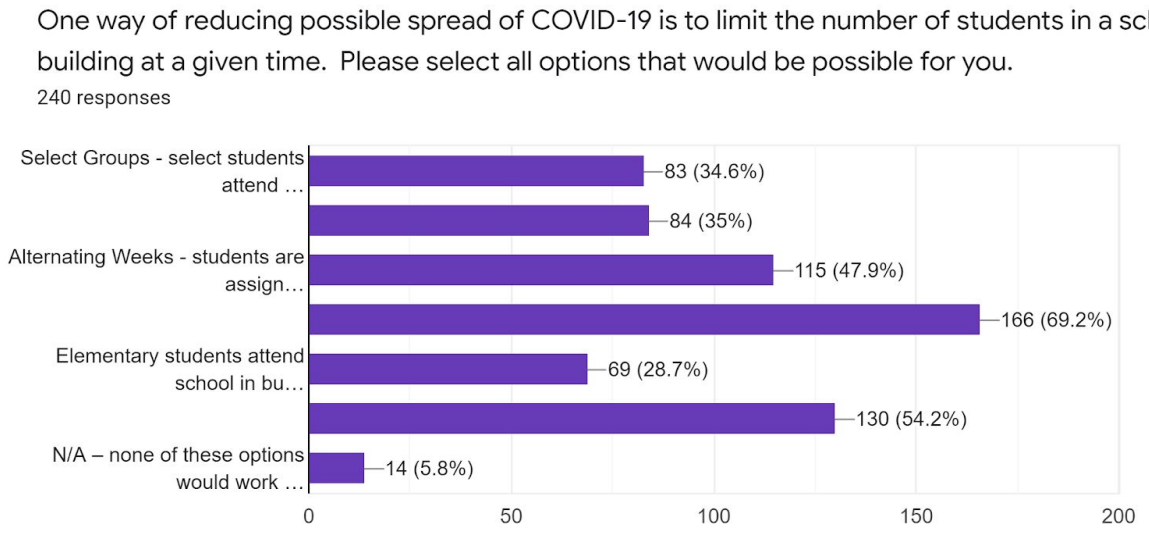
Stakeholders' Ranked Priorities

1. **Protecting student and staff health**
2. **Supporting students' social and emotional needs**
3. **Having options for learning (in-person, remote)**
4. **Maximizing in-person learning**
5. **Ensuring I have child care/Knowing I have a place to go during the day [*students*]**

Graph 3



Survey respondents were also offered a list of alternative school options designed to reduce the number of students on campus, and then respondents were asked which would be possible for them (*staff* and *students*) or their student (*parents/guardians*). The options selected as most possible for these groups were alternating days, virtual school, and alternating weeks. (See below.) ~~Graph 3.)~~



Finally, we asked stakeholder respondents to scale a series of health and operational factors when considering students attending school in person in August 2020, including a number of considerations related to health and safety. The scale for these factors was as follows:

Must be in place before returning	Would make me more comfortable returning	Would not affect my decision to return	Would make me uncomfortable returning	Would not return if this were in place

On the respective ends of that scale, respondents felt most strongly that enhanced cleaning and symptom self-reporting or checking must be implemented before returning to

in-person learning. In contrast, some respondents felt student masks, a vaccine, and social distancing would prevent them from returning to school in person. (See Table 2.)

Table 2

Must be in place before returning (N)	Would not return if this were in place (N)
Enhanced Cleaning (11,573)	Students Required to Wear Masks (2,850)
Self-Report Symptoms (7,664)	Vaccine Available (1,928)
Checked for Symptoms (7,013)	Social Distancing (1,454)
Separate Supplies (6,057)	Staff Required to Wear Masks (1,261)
Staggered Recess and Lunch (5,123)	Cohorts/Class-Only Interactions (1,099)

A second stakeholder survey was administered June 26 through July 2, 2020. Over 20,000 responses to the survey were recorded over that seven-day period; approximately 78% of responses were from parents and 16% from employees, with the rest from students and community members. The survey was administered in English and Spanish in person at our food distributions sites, online, and over the phone. More than 90% of respondents reported that they understood the phased approach to reopening HCS schools and the family options for learning. At that time, approximately 62% of parent and student respondents stated that they intended to return to school in-person via the HCS Learning Continuum option, while 32% said they intended to participate in HCS at Home, with the remaining 6% expressing interest in HCS Virtual School (more information about these learning options can be found below in School Year 2020-2021 Learning Options).

CCSE-E and CCSE-M Stakeholders' Survey

In addition to the HCS survey, CCSE-E and CCSE-M conducted its own survey to gather data on the needs of the schools' specific community. Data indicates that 60% of the schools' CCSE-E and CCSE-M parents responded to this initial survey, ranking their comfortability with returning to school. With regard to digital access, 11% of respondents reported no access to any internet connection (e.g., no mobile or wired home connection). 70% of families indicated they had access to a device for distance learning, such as a Chromebook or tablet. (See CCSE-E & CCSE-M Survey Table.)

CCSE-E & CCSE-M Survey Table

Digital Access	% of Families	N of Families
No Access to Internet	11.3%	27
Mobile Internet	47.1%	113

Home Internet	51.7%	124
Access to Device	70%	168

The questions that were included in the initial survey were:

- Given what we know currently about the COVID-19 pandemic, would you send your child back to school in person on August 10, 2020?
- How will your scholar get to school?
- If not, would you be interested in an CCSE-E and CCSE-M remote school option; similar to the one that was done at the end of the school year in March - May?
- My child has access to: (Choose all that apply)
    - Choices: The internet through a mobile device; The internet through a separate home connection; A device; No access to internet; No access to devices
- Please rank your priorities for opening school, with 1 being the least significant priority and 5 being the most significant priority.
    - Maximizing in person learning; Having options for learning; Ensuring I have child care; Protecting student and staff health; Supporting students social and emotional well-being
- One way of reducing possible spread of COVID-19 is to limit the number of students in a school building at a given time. Please select all options that would be possible for you.
    - Select groups; Cohort groups; Alternating weeks; Virtual school; Elementary students attend school in buildings, while middle school students continue remote learning; Alternating days; N/A None of these options would work for our family
- Given what we currently know about the COVID-19 pandemic, how important are each of the following factors when considering attending school?
    - Students are required to wear masks; Students and staff self-report symptoms before entering the school; Students and staff are checked for symptoms before entering the school; COVID-19 vaccine availability
- Given what we currently know about the COVID-19 pandemic, how important are each of the following factors when considering attending school?
    - Enhanced cleaning of schools; Student belongings are separated and shared supplies are limited; Cafeteria food is individually packaged; Class spaces are better ventilated (windows and doors open, fans on where applicable)
- Given what we currently know about the COVID-19 pandemic, how important are each of the following factors when considering attending school?
    - Staggering recess and lunch times to reduce crowding; Students only interact with those in their class(es); Class sizes are reduced; Social distancing (all students and staff 6+ feet apart)
- Given what we currently know about the COVID-19 pandemic, how important are

each of the following factors when considering attending school?

- Buses run with reduced riders to limit exposure; Visitors and volunteers are limited on campus; Staggering drop-off and pick-up times to reduce crowding; Before and after-school childcare is available

In follow-up to the first survey, a second survey was released for parents to declare the learning option parents wanted for their child for August 2020. The survey questions included:

- Scholars in Grades 3 - 8 will be given devices. Scholars in Grades K - 2 will need a device.
- There are 2 OPTIONS. Your family can only choose ONE of the options on the next page. Please note that if you do not make an option selection, then option 1 will automatically be selected for your family.
- I understand that if my family does not make an option selection my scholar will automatically be selected for OPTION 1: COVID-19 Learning Plan (Phase-Based) Blended Learning.
- OPTION 1: COVID-19 Learning Plan (Phase-Based): Scholars will engage in face-to-face, remote learning, or a blended learning configuration to supplement instruction, practice and assessment depending on the current phase of the School Reopening Plan.Remote Learning: Internet-based learning environment where instruction, practice, assessment and communication are facilitated using digital resources. This refers to learning and instruction that is not done with a live teacher but is assigned, for example, digital program requirements and lessons such as IXL, ReadingPlus, i-Ready, Achieve300, various videos, Google Classroom, etc.
- OPTION 2: EaglesAtHome Remote Learning: Group-Based Virtual Learning - This refers to students logging on to a webinar platform at a specific time per a specific schedule with a live teacher. Self-Paced Virtual Learning - This refers to a student logging on to a platform, for CCSE-M we will use Edgenuity for Biology and Algebra 1, and they will complete course modules at their own pace with support and guidance from parents. These modules will consist of videos and various activities and assessments. Teacher office hours will be made available for scholars or parents to reach out for support with these courses.
- I understand that by signing up for the EaglesAtHome Remote Learning, I am committing that my scholar will participate for one (1) full semester participation ending on Friday, December 18, 2020.
- I understand that prior to finalizing registration, there may be a need to be a follow-up discussion to address any scholar specific needs in relation to EaglesAtHome Remote Learning.
- I understand that if I want to continue the EaglesAtHome Remote Learning option for my scholar after this semester ends, I must sign up again when the window opens in December for the second semester beginning January 6, 2021.
- I understand that once this commitment is finalized, my student WILL NOT be able to participate on campus (COVID-19 Learning Plan (Phase-Based) Blended Learning)

during the first semester of attendance.

- I understand that EaglesAtHome Remote Learning may not support the full course offerings that are available at my scholar's CCSE-E and CCSE-M school. Details will be communicated from CCSE-E and CCSE-M after finalizing the sign up process.
- I understand that by signing up for EaglesAtHome Remote Learning, I will follow all attendance, grading, engagement, etc. guidelines for this remote learning which is set by CCSE schools and the EaglesAtHome Remote Learning plan.
- I understand that if I need internet support it is available. On a first-register first-served basis, WiFi hotspots will be available through an income based qualification process for scholars who do not have access to the internet.
- My family agrees that the decision we have made here is final for the first semester which runs from August to December 2020. We agree that we cannot make any changes after this due to the Tennessee educational requirements for attendance.

Data indicates the following breakdown for each learning option:

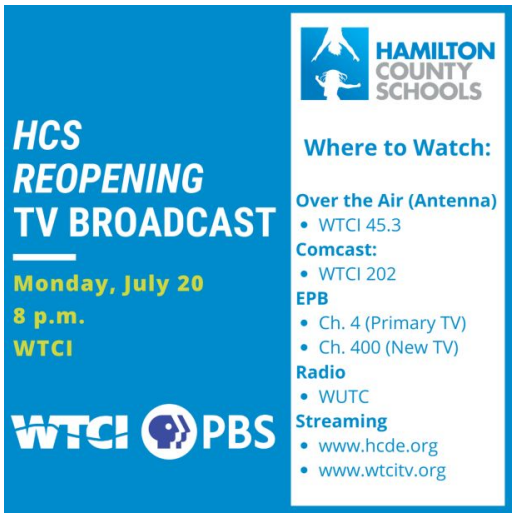
School	EaglesAtSchool %	Face-to-Face N	EaglesAtHome %	EaglesAtHome N
CCSE-E	52.5%	210	47.5%	191
CCSE-M	52.7%	119	47.3%	107

Engagement Calendar

In addition to the School Reopening Survey, the HCS Engagement team designed a series of opportunities for all stakeholder groups to participate in discussion about and provide input for reopening our schools. A selection of those opportunities, by month, is listed here. CCSE-E and CCSE-M parents were made aware of the dates and their participation was encouraged.

- June 2020: Learning Continuum Plan Parent Focus Group, Academic Survey, Reopening Listening Session, Survey Outreach (Canvassing at Food Sites, Targeting Phone Banking, Flyers), HCS Continued Learning PBS Special
- July 2020: HCS Continued Learning PBS Specials, HCS at Home Sign-Up
    - Staff Town Halls:
        - July 7 - July 16: HCS Superintendent hosted a total of ten virtual town halls for staff members, two per Learning Community, to discuss the plan for reopening, answer questions and gather feedback. The Town Halls were also attended by each Learning Community's respective Community Superintendent, and at least one representative from each of the following departments to answer department-specific questions: Reopening Taskforce, Human Resources, Exceptional Education, Teaching & Learning/Innovation, and Operations.

- Parent, Student, Spanish Translated, Faith Community, and Community Partner Town Halls:
  - July 14 - July 30: HCS Superintendent hosted a total of twelve TownHalls for the community, including five for parents, three for students, two Spanish-translated Town Halls, and one for the Faith Community and Community Partners, respectively.
- August 2020: Back to School Bash, Video Communication from Superintendent
- August 4, 2020: CCSE-E and CCSE-M will host a parent orientation Zoom, at 6 PM, for all parents that will have their child participate in the EaglesAtSchool Program.
- August 5, 2020: CCSE-E and CCSE-M will host a parent orientation Zoom, at 6 PM, for all parents that will have their child participate in the EaglesAtHome Program.



School Reopening Plan

Hamilton County Schools and the School Reopening Task Force built this School Reopening Plan around a phased approach that includes data-driven and safety-minded gating criteria. CCSE-E and CCSE-M will adhere to the phase approach designed by HCS. The aim of this approach is, first and foremost, to protect the health and wellbeing of our students and staff while mitigating the likelihood of COVID-19 exposure, and maximizing opportunities for learning. Below are the defined phases and related criteria for each phase with risk levels and mitigation measures. Currently, we intend to remain within a phase for at least two weeks, while we monitor data that would cause us to transition to a new phase, at either a higher or lower risk level. This timeframe is in line with prevailing recommendations of taking 14 days to assess whether mitigation strategies are impacting overall rates of new COVID-19 infections.

Phases

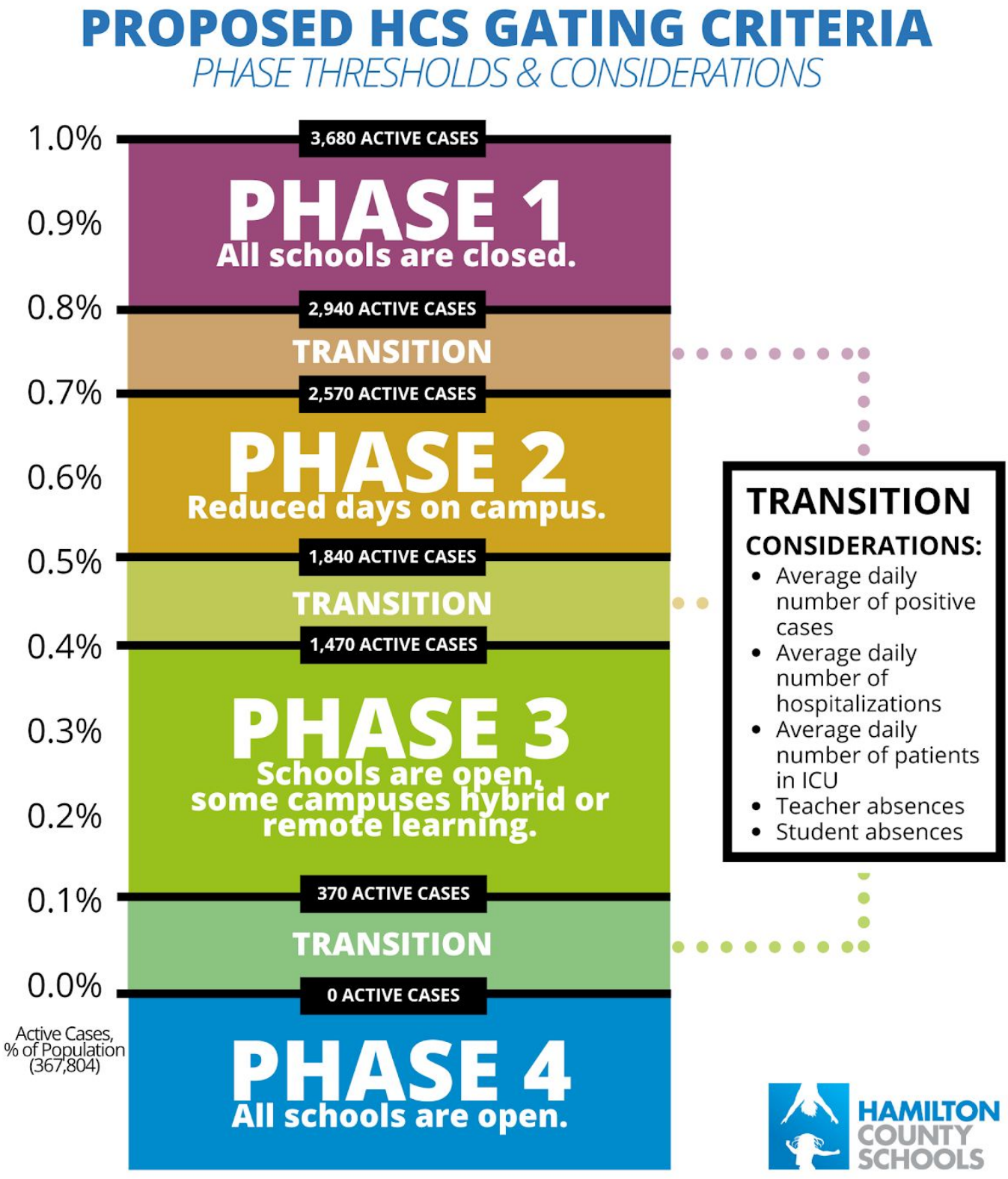
Phase 1: Risk of spreading COVID-19 is significant. *Requires Significant Mitigation.*
All schools are closed. Students not physically attending school and are completing coursework through remote learning. HCS, including CCSE-E and CCSE-M, is prepared to support students' well-being and academic development remotely for an extended period of time. This remote learning involves live lessons through ZOOM adhering to a predetermined schedule that will be communicated to the parents at the beginning of the school year.

Phase 2: Risk of spreading COVID-19 is moderate but increasing. *Requires Moderate Mitigation.*
Reduced on-campus hours for all schools, with two days per week of face-to-face instruction for each student. Students will work remotely the remaining three days of the week, resulting in a hybrid learning model. Short-term closure procedures (remote learning) will occur for COVID-19-affected buildings. Phase 2 health and safety guidelines are in place. If a short-term closure is required, CCSE-E and CCSE-M will provide live lessons through ZOOM adhering to a predetermined schedule that will be communicated to the parents at the beginning of the school year.

Phase 3: Risk of spreading COVID-19 is minimal. *Requires Minimal Mitigation.*
Schools are open; however, short-term closure procedures will occur for COVID-19-affected buildings. These short-term closures may be followed by reopening with reduced on-campus hours (moving between remote and hybrid learning). Phase 3 health and safety guidelines are in place. If a short-term closure is required, CCSE-E and CCSE-M will provide live lessons through ZOOM adhering to a predetermined schedule that will be communicated to the parents at the beginning of the school year.

Phase 4: No risk of community transmission of COVID-19. *Requires No Mitigation.*
All schools are open. Curriculum delivered on campus via face-to-face instruction, with blended learning strategies that integrate digital resources. HCS will monitor and be prepared to react to identification of COVID-19 positive tests that affect staff members or students. Additional health and safety guidelines may be enacted in consultation with the Health Department.

Gating Criteria: Thresholds & Considerations



Transition Considerations

When determining a Phase transition, HCS will work closely with the Hamilton County Health Department and other local health officials and experts to consider the following data and trends. CCSE-E and CCSE-M will adhere to the direction provided by HCS for this transition consideration. A table similar to the one below will be used to regularly inform district and school building leaders of the relevant information being considered in a Phase transition.

(Date): Status - Phase (1, 2, 3, or 4) COVID-19 Infection Rate - (%) (Number) Active Cases
Trend (increasing or decreasing) of active cases.
Average daily number of positive cases.
Average daily number of hospitalizations.
Average daily number of patients in ICU.
Number of schools closed due to infections.
Teachers absences
Students absences

Digital Access

School-Issued Devices

Just like HCS, information about device accessibility was collected from CCSE-E and CCSE-M families through the survey disseminated for parents to select learning option a; specifically, families electing to participate in the EaglesAtHome program were asked during sign-up if each individual student participating in EaglesAtHome had an individual device.. Devices for Phases 1, 2, and 3 remote and hybrid learning will be distributed at the earliest opportunity in order to facilitate access to digital and virtual learning resources while at home. Due to the school's one-to-one initiative, all 3rd through 8th graders will have access to a device. Devices for our K-2 students will be distributed according to need (prioritizing households with no devices). All devices are centrally tracked by serial number and asset tag; a small replacement stock is held by our IT office for students to use while their device is being repaired or replaced. We are currently prioritizing purchases of

devices via CAREs funding and local dollars (with the state technology matching grant) to purchase additional devices for students , which will meet our 1:1 goal. I
To enhance our ability to track devices, CCSE-E and CCSE-M purchased equipment and software, GoGuardian, that will allow our IT department to utilize a management system to improve tracking ~~of equipment~~ and reconciliation of equipment. This will also allow for streamlining processes for checking in and out of equipment and repairing or replacing equipment.

WiFi & Internet Access

Information about wifi access and internet connectivity was collected from CCSE-E and CCSE-M families through the school registration survey; specifically, families electing to participate in the EaglesAtHome program were asked during sign-up if there was an internet connection available to the student at home. During a Phase 1, 2, or 3 remote or hybrid learning configuration, this information will inform our transition plan, and help school leaders assess internet accessibility for their students. In all four phases, the school will provide WiFi Hotspots to families who do not have access to the internet. . Wifi access for students is currently available at free digital drive throughs at 26 strategic locations across Hamilton County; families can also take advantage of WiFi at various public places throughout the community.

HCS will be announcing a partnership with EPB, our local electricity provider, to establish a new program that will provide free high speed WiFi to eligible students. In many cases, eligibility Is being extended to students' families even if they have internet on a cell phone or another basic internet plan. To qualify for this program, the family must demonstrate financial need and have a student enrolled in HCS. CCSE-E and CCSE-M are optimistic to be included in this initiative since the school is part of HCS.

Troubleshooting and Technical Assistance

Students and families may request assistance with technology issues or to repair or replace a device by calling the HCS Tech Hotline Xavier Pinero at 407-591-1694 or contacting the school directly at 710-1121 from 7:00 AM to 3:30 PM, Monday through Friday. This resource was made available shortly after school buildings closed in Spring 2020, is available throughout the summer for those participating in summer learning or credit recovery programs, and will continue to be available to families in the 2020-2021 school year. If calling outside of regular Hotline hours, callers are encouraged to leave a message which will be returned the following business day. Damaged devices may be turned in for repair; lost or stolen devices are the responsibility of the student/guardian.

Acceptable Use Policy

All CCSE-E and CCSE-M students and their parents/guardians and all employees, whether participating in remote or in-person learning, must sign the district's Internet Safety Policy

and the Technology Acceptable Usage Agreement. In addition, students and parents have to sign the CCSE-E and CCSE-M Technology Usage Agreement.

Terms, Defined

EaglesAtHome: All CCSE-E and CCSE-M students have the option to register for remote learning, while maintaining their seat at their enrolled school. Families must register for this option during the designated window and are required to commit to a full semester of learning.

EaglesAtSchool: Students will engage in face-to-face, remote learning, or a hybrid learning configuration depending on the current phase of the School Reopening Plan.

Hybrid Learning: Teaching model combining face to face options with an online component to supplement instruction, practice, and assessment.

LMS: Learning Management System, in Hamilton County Schools LMS refers to Canvas.

Remote Learning: Internet-based learning environment where instruction, practice, assessment, and communication are facilitated using digital resources.

Health & Safety Plan

To limit COVID-19's impact at CCSE-E and CCSE-M, we must focus on the fundamentals of health and safety in order to mitigate risk for students, staff, and families during the 2020-2021 school year.

Face Coverings

The research tells us that COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, or raises their voice.[4] These droplets can land in the mouths or noses of, or be inhaled by, people who are nearby. We now know that a portion of individuals with COVID-19 are asymptomatic, and even those that eventually develop symptoms can transmit the virus before showing any symptoms.

To reduce the spread of COVID-19, the CDC and Tennessee Department of Health recommends that people:

1. Stay at home when sick or symptomatic.
2. Wear cloth face coverings in public settings when around people, especially when other social distancing measures are difficult to maintain.

3. Reinforce handwashing with soap and water for at least 20 seconds or use of hand sanitizer when soap and water are not readily available.

As we return to school our goal is for students to stay in school and to minimize specific school closures and quarantine situations for students. The CDC and Tennessee Department of Education recommends that face coverings should be worn by staff and students (particularly older students) and are most essential in times when social distancing can not occur. This is supported by the Hamilton County Health Department and medical professionals that served on our task force. We recognize that face coverings may be challenging for students and staff (especially younger students) to wear in all-day school settings and have factored that into the plan to protect the health and safety of students, staff and families.

Face coverings should:

- Cover the nose and mouth and be secured to the head with ties or straps or simply wrapped around the lower face.
- Fit snugly but comfortably against the side of the face.
- Be made of washable materials such as cotton, silk, or linen.
- Include multiple layers of fabric.
- Allow for breathing without restriction.

[4] https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Enhanced disinfecting occurring at all schools.
- Staff are required to wear a face covering when entering the building and at all times unless working alone in a closed door office or classroom. Employees who are working in cubicles or open office areas near other employees are required to wear a face covering at all times.

Phase 2 and 3: Schools are on a reduced schedule or open with short term closures in some buildings. *Risk of spreading COVID-19 is minimal to moderate.*

- All students and staff are required to wear a face covering except as noted below. The only exception is being in a well-ventilated space that will accommodate social distancing. A face covering will not be required when outdoors or in a large indoor space such as a gymnasium in which social distancing can be maintained.
- It is recommended but not required that K-2 students wear face covering in the classroom, as long as they are in a cohort with the same group of students.
- A face covering is always required when outside the classroom in the building for all students and staff, even for K-2 students.
- Each school will provide a safe space and time during the school day for students to remove face covering.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- No face covering is required.

Students, Staff, and Families: Prevention

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Enhanced disinfecting occurring at all schools.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Students and staff are to stay home if sick or symptomatic. For student absence and staff leave policies, please see Appendix B.
- Symptom Checking App utilization continues. Phase 2 temperature checks.
- Initiate temperature checks.
- Positive Test and "Sick at School" protocol, and a Rapid Response Team are implemented. Please see Appendix C for more information.
- Social distancing and face coverings required for staff and students.
- Enhanced disinfection processes continue.
- Building Entry and Exit protocols continue.
- No non-essential visitors, staff or vendors. Sign-in required with Raptor.
- Gatherings will require social distancing requirements.
- Athletic and extracurricular events will be conducted in accordance with Phase 1 of guidance from the National Federation of State High School Associations (NFHS). HCS will evaluate utilizing Phase 2 guidance as conditions improve.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Students and staff are to stay home if sick or symptomatic.
- Initiate use of Symptom Checking App for students and staff. Phase 2 temperature checks.
- Positive Test and "Sick at School" protocols and a Rapid Response Team are implemented. Please see Appendix C for more information.
- When feasible, s required for students and staff when social distancing cannot be maintained.
    - Schools returning from closure will have more restrictive requirements.
- Enhanced disinfection processes initiated.
- Building Entry and Exit protocols implemented.
- Limitations for non-essential visitors, staff, and vendors implemented. Sign in required with Raptor.
- Gatherings will require social distancing requirements.
- Athletic and Music events will be conducted in accordance with Phase 3 of guidance from the National Federation of State High School Associations.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Changes to class size and student spacing unnecessary; can resume normal seating.
- Continued emphasis on staying home if an employee or student is sick.

Classroom and School Areas

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools and playgrounds are closed.
- When opening a building to employees or visitors is unavoidable, seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark spacing on the floor or at tables).

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Desks should face in the same direction (rather than facing one another). Where desks are unavailable, students should sit, spaced apart, on one side of tables facing the same direction.
- Keep student's belongings separated from others' and labeled or kept in separate containers; sharing items is discouraged.
- Avoid sharing supplies unless necessary, limit the use of supplies and equipment by one group of students at a time and disinfect between uses.
- Classroom windows should be open when possible and conditions allow.
- Restrict hallway use or stagger movement, and establish movement patterns. Where

feasible, hallways should be marked for one-directional movement on the floor and/or with appropriate signage. Suspend use of lockers.

- Avoid mixing students in common areas and playgrounds particularly with students from other classes. Gathering places marked off and/or reconfigured for social distancing.
- Avoid taking multiple classes to bathrooms at once.
- Separate recess times or areas by class.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Implement social distancing strategies for the unique space and needs of the school.
- Avoid sharing supplies unless necessary, limit the use of supplies and equipment by one group of students at a time and disinfect between uses.
- Avoid mixing students in common areas and playgrounds when feasible. Gathering places reconfigured for social distancing.
- Where feasible, hallways should be marked for one-directional movement.
- Rearrange student desks to maximize the space between students.
- Classroom windows should be open when possible and conditions allow.
- Lockers may be used where appropriate social distancing can be maintained.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Changes to class sizes and spacing unnecessary; can resume normal seating.
- Hallways and other school areas, as well as lockers, may return to normal use.

Disinfecting Protocols

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- Enhanced disinfecting occurring at all schools

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Water fountains will not be used.
- Multiple opportunities planned throughout the day for handwashing and use of hand sanitizer.
- Hand sanitizer and other disinfecting supplies provided for classroom use.
- Classrooms fogged at least once per week.
- Disinfect restrooms after each class goes as a group.
- Common areas should be sanitized regularly throughout the day - door knobs, handrails, etc.

- Related Arts classrooms must be sanitized between classes. The teacher could take care of this if given the appropriate equipment and supplies.
- Classroom doors should be kept open as much as possible to reduce touching of doorknobs.
- Supplies (soap, paper towels, etc.) checked frequently throughout the day.
- Guidance on disinfecting shared musical instruments and no sharing of common classroom items such as pencils, glue, textbooks, etc.
- Custodial company conducts training for their staff on enhanced disinfecting.
- Custodial company follows a written protocol plan for when custodians call in sick.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Water fountains will not be used.
- Multiple opportunities planned throughout the day for handwashing and use of hand sanitizer.
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- Custodial company conducts training for their staff on enhanced disinfecting.
- Custodial company follows a written protocol plan for when custodians call in sick.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Normal operating procedures per custodial contract in effect.
- Continued emphasis on staying home if an employee or student is sick.

Academic Plan

Standards-Based Instruction, Explanation of Approach

CCSE-E and CCSE-M will have pacing guides to serve as a scope and sequence of our state-approved textbooks and include support mechanisms embedded in the plans that will allow for remediation and a tiered approach to meeting the needs of all students. CCSE-E and CCSE-M have developed an acceleration plan using a corequisite and interleaving skills approach. The guides address unfinished learning by embedding prior content standards strategically throughout the year to maximize appropriate content and conceptual connections. Our remediation and intervention plans are embedded in instruction and provided through targeted, scheduled opportunities that are appropriate for the grade band.

Additional measures include: identifying gaps and linking supports inside the guides, opening the Universal Screener within the first week of school, requiring testing for all students (grades K-8) during the initial screening window, pushing out spiral reviews in core content areas, and providing on-going adjustments inside the guides based on formative assessment data. Through PLC collaborative planning structures, including quarterly full day release day for planning, teachers will collaborate vertically and identify standards that may not have been taught or that were taught but not mastered.

Over 200 of our most “at risk” rising K-8th grade students attended CCSE - E and CCSE- M Summer School Program and received instruction around unfinished learning and core skills that provided a forward-facing entryway into the subsequent grade-level standards. The summer school program ensured that our most vulnerable student groups were prioritized for this remediation and intervention experience. For the school year, lessons and units of study have been developed to use within the 2020-2021 curriculum guides and as RTI support in grades K-8. This is supported by the digital programs such as i-Ready, IXL, and Reading Plus

CCSE-E and CCSE-M will be working with teachers to identify learning needs that will be addressed during RTI time with students. The small group meetings will focus on reducing skill gaps in student knowledge by utilizing research-based interventions. Tiered intervention is an expectation in face-to-face, and remote, and virtual settings.

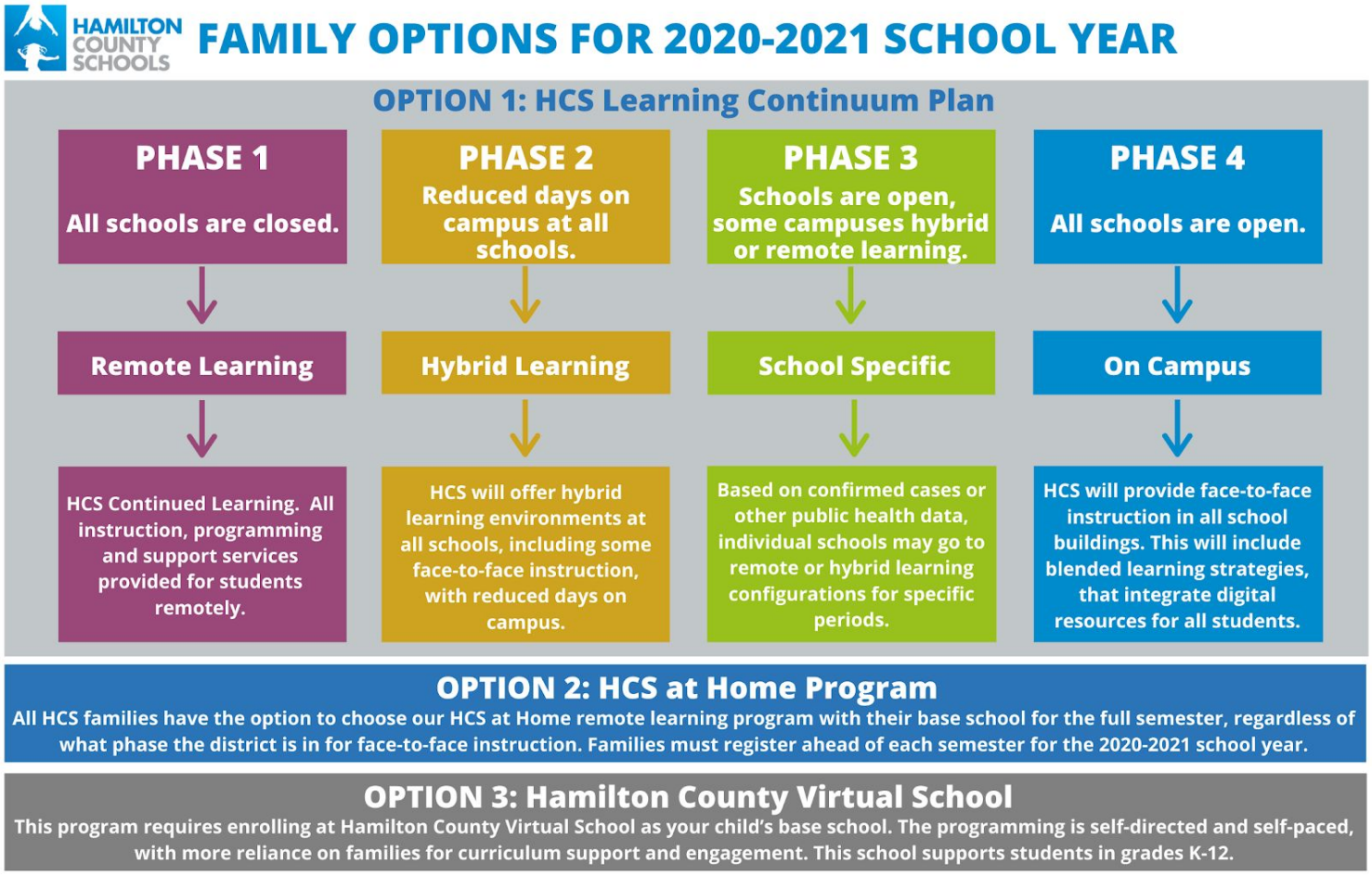
In alignment to HCS phased approach for reopening schools, CCSE-E and CCSE-M have prioritized in-person learning for all students through our phased approach. Even as we acknowledge moderate to increasing risk from COVID-19, we continue to offer at least two days of in-person learning (with additional days for some students with special needs and English Learners). We maintain five days of in-person learning during Phase 3, for those families who have selected our learning continuum for face-to-face instruction.

CCSE-E and CCSE-M Summer School Remote Learning

The summer school program was offered to rising 1st-9th grade students, and ran from June 15 to July 17, 2020. The program was by invite only targeted students who had performed at the “below” performance level on TNReady assessments for the past three years in ELA, math or both subjects. For early grades, we used i-Ready data and benchmark data. The summary profile of academic risk and the demographic breakdown of student enrollment demonstrates our commitment to serving the most vulnerable student populations. The summer school program was absolutely free and convened Monday through Friday from Kindergarten through 5th grade from 9:00AM - 12:30PM, 6th through 8th from 8:00AM - 12:45PM, and students taking honors classes 8:00AM to 10:00AM and 12:45PM - 2:15PM, and addresses learning in the following subject areas: reading, language arts, math, and science, and honors classes of Algebra 1 and Biology.

The summer school lessons are standards-aligned.

School Year 2020-2021 Learning Options



Prior to Start of School

<u>Learning Option Sign-Up</u>

- Parents must sign-up students for the EaglesAtHome beginning on July 17 ,2020; sign-up will close at 11:59PM on July 27, 2020.
- EaglesAtHome sign-up is for a minimum of a full semester.
- Students that register for the EaglesAtHome Program will maintain their seats at their enrolled schools for the 2020-2021 school year.
- The EaglesAtHome program is opt-in; if a student does not sign-up for EaglesAtHome during the designated sign-up window, that student will participate in the CCSE-E and CCSE-M COVID-19 Learning Continuum (Phase Based) Plan by default.
- Attendance for EaglesAtHome and the CCSE-E and CCSE-M COVID-19 Learning Plan (Phase Based) will be recorded per the School Board's Attendance Policy and tiered intervention plan, and the Continuous Learning Plan Attendance Policy (See Appendix B).

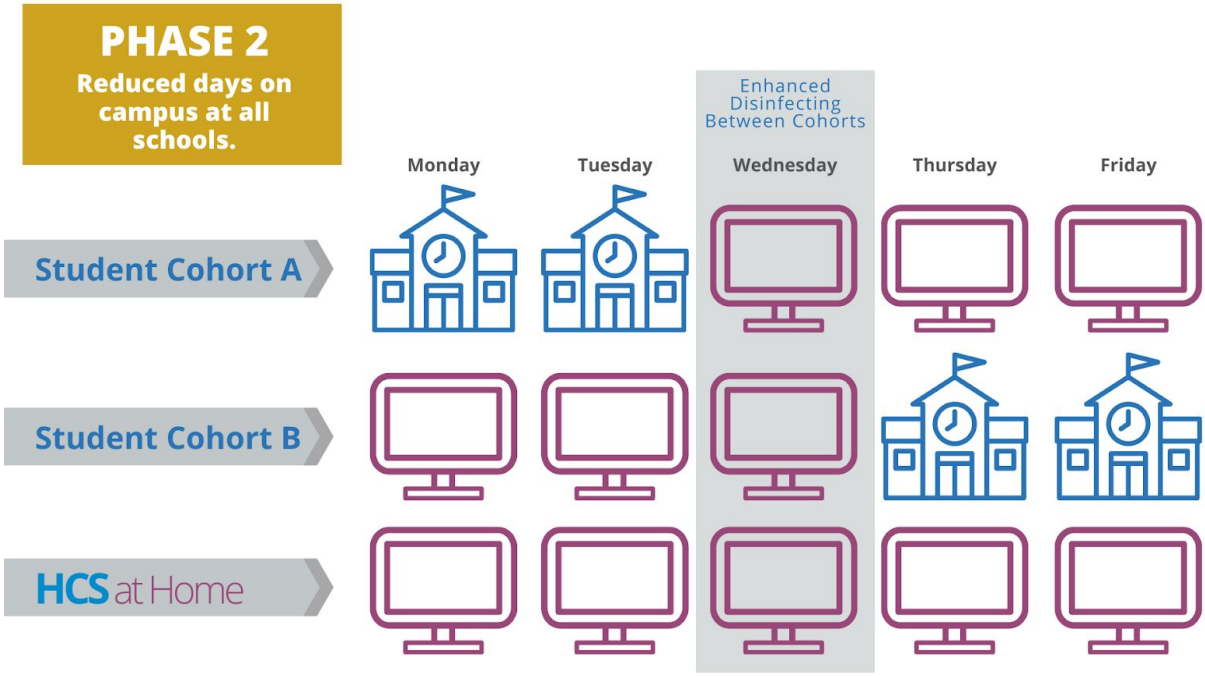
CCSE-E and CCSE-M COVID-19 Learning Plan

The CCSE-E and CCSE-M COVID-19 Learning Plan option will allow students to follow the phases outlined in the School Reopening Plan Phases. Depending on which phase CCSE-E and CCSE-M school is in during the school year, students will be learning through either remote learning or face-to-face instruction CCSE-E and CCSE-M COVID-19 Learning Plan is the default option for all students. Families who want to follow the phased plan for in-person learning do not need to complete any additional sign-up or registration steps.

CCSE-E and CCSE-M COVID-19 Learning Plan Student and Parent Orientation

- Students and Parents are required to attend an orientation. It will be available to students and parents in multiple formats, including:
    - Website video.
    - Town Hall meetings.
    - School-based orientations (Zoom or in-person).
    - Orientation packets.
- The orientations will include a Student and Parent Health and Safety orientation to ensure expectations are understood, including:
    - Taking the HCS SAFE Pledge and committing to following SAFE behaviors every day. See Appendix D for more information.
    - Expectations for social distancing and face coverings.
    - Directives to stay home if sick or symptomatic.
    - Requirements Phase 2 temperature checks.
    - Protocols for building entry and exit.
    - Restrictions and guidelines for gatherings and events.
- An additional Phase 2, reduced on-campus schedule orientation will review:
    - Building protocols.
    - Student and Parent expectations.
    - Learning protocols, hours, and supports for remote,, including consideration for students participating in dual enrollment courses.
    - Other supports that the student and parent can expect.

Phase 2 Schedules



Middle School Example

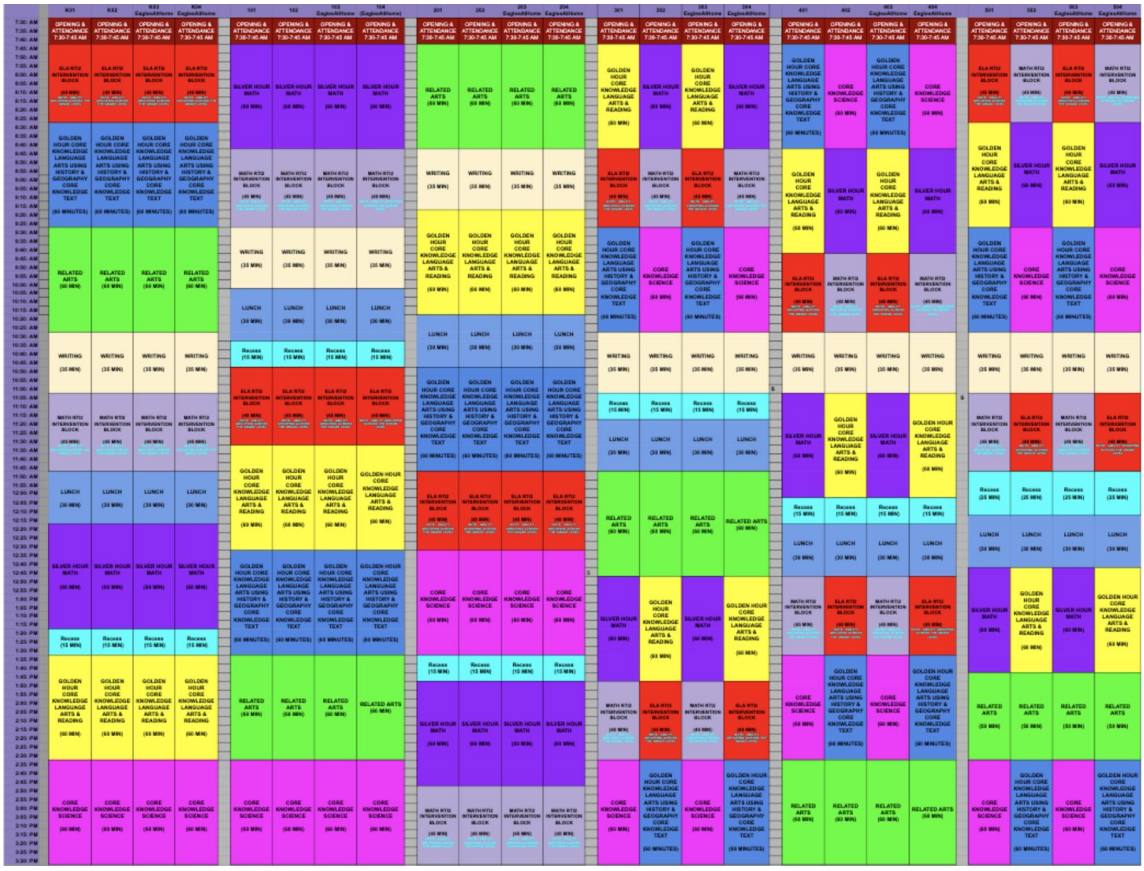
In an effort to ensure that the students access equity in the instruction they receive, the EaglesAtSchool will follow the same schedule on the two days they are on-site as they will on the three days they are at home for remote learning. All remote Please see sample of the schedule below for each grade level.

7.5 hour day: Arrival and dismissal staggered for bus riders and car riders.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:32AM	Period 1 Group A	Period 1 Group A	Extended Learning/ Online Support Enhanced Disinfecting Day	Period 1 Group B	Period 1 Group B
8:35 - 9:27AM	Period 2 Group A	Period 2 Group A		Period 2 Group B	Period 2 Group B
9:30 - 10:22AM	Period 3 Group A	Period 3 Group A		Period 3 Group B	Period 3 Group B
	Lunch			Lunch	

10:25 - 11:51AM (Includes lunch)	Period 4 Group A	Period 4 Group A		Period 4 Group B	Period 4 Group B
11:54AM - 12:56PM	Period 5 Group A	Period 5 Group A		Period 5 Group B	Period 5 Group B
12:49 - 1:41PM	Period 6 Group A	Period 6 Group A		Period 6 Group B	Period 6 Group B
1:44 - 2:36PM	Period 7 Group A	Period 7 Group A		Period 7 Group B	Period 7 Group B
2:39 - 3:30PM	Period 8 Group A	Period 8 Group A		Period 8 Group B	Period 8 Group B

Elementary Example

In an effort to ensure that the students access equity in the instruction they receive, the EaglesAtSchool will follow the same schedule on the two days they are on-site as they will on the three days they are at home for remote learning. All remote Please see sample of the schedule below for each grade level.



EaglesAtHome

The EaglesAtHome program keeps students connected to the CCSE-E and CCSE-M community while learning from their home environment. Students will work with teachers in all content areas and learn the same content at the same pace as their peers who attend in-person classes. Attendance will be taken each day and will be recorded as if they were attending in-person at CCSE-E or CCSE-M. Students will follow the daily arrival and dismissal times of their school.

<u>EaglesAtHome Remote Learning Guiding Principles</u>

- Expectations: The students, teachers, and families are committed to remote learning across the continuum.
- Support: Regardless of the level of tech experience, varied supports will meet the needs of students, teachers, and families.
- Professional Development: Teachers will be supported and expected to continue to learn and share their learning to support students.
- Resources: Digital platforms and resources will be provided to help students connect with learning.

<u>EaglesAtHome Guardrails and Expectations</u>

- Students will remain at the center of all decisions. To that end, any student or staff person involved in EaglesAtHome, understands and agrees to the following guardrails for EaglesAtHome.
    - Expectations for HCS at Home are clearly outlined in these dual handbooks for Faculty and Staff, as well as Students and Parents.
- Content Demonstration Teachers will be responsible for creating content for all teachers to use to model their own lessons or use directly with their EaglesAtHome or in-person students in a remote, hybrid, or blended learning configuration. These grades and subjects areas will receive a Content Demonstration Teacher (CDT).
- The Project Coach Steering Committee is working on a draft guide for conducting observations and providing teacher feedback in either a face-to-face or virtual setting. The guide will be available to principals in August prior to starting observations. Training materials are being developed for administrators on best practices for delivering feedback in a virtual setting. Instructor-led training sessions will be hosted and Canvas courses will be made available as a training option.
- Grading policies for HCS at Home will follow that of the student's enrolled school.

EaglesAtHome Learning Curriculum

- K-8: Students receive the same/similar content as their peers at in-person school.
    - *Kindergarten:* The same content area Kindergarten standards will be covered in remote EaglesAtHome learning as in-person learning, and will follow the same pacing, scope, and sequence. Our Kinder literacy and math curricula will include a developmentally appropriate program, with a focus on evidenced-based math and literacy practices; our EL curriculum will be adapted to support instruction in a fully remote or hybrid environment. These guides allow opportunities for remediation and acceleration as determined by informal and formal assessments. These resources will also guide decisions for instruction to include a mix of synchronous learning activities as a whole group or in small groups, or asynchronous, with students working independently. Teachers will plan a schedule with a balance of child-initiated play and teacher guided experiential learning. Whole child supports, including intentional relationship building, are integrated into the programming.
        - Orientation and schedule: The first 3 student days for kindergarten will be dedicated to making connections with families. This could be through parent conferences or small group meetings. The purpose is to develop a foundation for building a relationship and share expectations for learning both in and outside the classroom. Kindergarten students will be a priority when making decisions for in person scheduling and programming.120 minutes will be dedicated to literacy instruction, to include 60 minutes of foundational skills. 90 minutes will be dedicated to math instruction. Social/emotional skills will be embedded throughout the day.

- *Early Literacy (K-2):* All students participating in EaglesAtHome or in-person learning in grades K through 2nd are required to receive a 120-minute reading block guided by the state approved Expeditionary Learning Curriculum. In-person and remote learning for 1st and 2nd will follow a 7-hour school day.
- The curriculum is divided by modules and provides eight weeks of instruction designed to help students develop literacy skills as they build knowledge about the world. Within that time, one hour will be dedicated to a Foundational Skills Block. Teachers will teach and assess all reading foundations standards and language standards associated with spelling and letter formation. If in a hybrid or remote model, schedules will include a mix of synchronous learning activities such as whole group or small groups, or asynchronous, with students working independently.
- *Elementary School (K-5):* The K-5 instructional delivery model for EaglesAtHome and in-person instruction utilizes evidenced-based materials in ELA (including two hours of daily content-based literacy) and math (2nd grade samples), and incorporates opportunities for remediation. All 1st through 5th graders, whether in-person or remote, will follow a 7 hour schedule that integrates SEL, Exceptional Education, English Language Learner services and intervention, samples are below and here.
- *Middle School (6-8)*: The same content area 6-8 standards will be covered in remote HCS at Home learning as in-person learning, and will follow the same pacing, scope, and sequence. Our middle school math and literacy curricula reinforce evidence-based teaching approaches and ensure all grade-level Tennessee standards are covered. Other course content will be delivered using Edgenuity.

- Social Emotional Learning (SEL) and Whole Child supports will be integrated into the core curriculum for both in-person and EaglesAtHome students, and will include use of a SEL curriculum and SEL Screener.
- SEL and Whole Child Supports will be rolled out according to an implementation timeline that prioritizes student and staff well-being and relationship building.
    - Whether students participate in remote or in-person instruction, school counselors will be available to serve them and expected to adhere to the appropriate role of the school counselor.

EaglesAtHome Sports and Extracurricular Activities

- Students in good standing with their remote school work may participate in sports and clubs at the school.

EaglesAtHome Student and Parent Orientation

- Students and Parents are required to attend an orientation. It will be available to students and parents in multiple formats, including:

    - Website video.
    - Town Hall meetings.
    - School-based orientations (Zoom or in-person).
    - Orientation packets.
- Students participating in sports and clubs will be required to participate in a Student and Parent Health and Safety orientation to ensure expectations are understood while at their home school, including:
    - Taking the HCS SAFE Pledge and committing to following SAFE behaviors every day. See Appendix D for more information.
    - Expectations for social distancing and face coverings.
    - Directives to stay home if sick or symptomatic.
    - Requirements for use of a Symptom Checking App. Phase 2 temperature checks.
    - Protocols for building entry and exit.
    - Restrictions and guidelines for gatherings and events.

Whole Child Supports Plan

SEL/Counseling

Phase 1, 2 and 3: All schools are closed. *Risk of spreading COVID-19 is significant.*

- SEL screener for all students. Results from the screener and other data will be used to provide whole child interventions for students.
- Implement SEL curriculum brain breaks videos.
- All school counselors will offer virtual individual, group, and whole class counseling sessions.
- School counselors will collaborate with support staff to lead our efforts of connecting with all students intensely focusing on unreachable students.
- Counselors will lead Care Teams to support students' and families' needs during quarantine and track data.
- Counselors will create SEL video lessons for students.

Phase 2 and 3 : Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*
In addition to support provided in Phase 1 the following supports will be modified for Phase 2 and 3.

- Counselors/teachers will administer SEL screener for all students. Results from the screener and input from teachers will be used to create a Student Success Plan to provide whole child support and interventions for students.
- All school counselors will continue to offer virtual individual, group, and whole class counseling sessions. In person counseling support will be available.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- SEL/Counseling services are provided per normal procedures and expectations.

English Language Learners (ELL) Program

School closures due to COVID-19 have impacted students and families across the district, including those in our English Language Learner community. However, during the 2019-2020 school year, many instructional challenges caused by the pandemic were overcome through the utilization of both high and low tech solutions to provide educational opportunities. These solutions ranged from the utilization of digital conference and learning platforms to provide direct services, to instructional packets supporting the review of content areas, continued learning, and language development. The CCSE-E and CCSE-M English Language Learners program will continue to work with varied high and low tech solutions to keep pace with continued learning. To ensure minimizing the impact of school closures, prioritizing English learners must remain at the forefront as we plan to re-open campuses in the fall.

The English Language Learners Program will strive to support and provide English learners (ELs) the best possible opportunities to develop English language proficiency, so students may achieve academic success and realize their full potential. The ELL team is committed to

providing support including interpretation and translation services, equitable learning opportunities, and support with English Language Development (ELD). ELL students at CCSE-E and CCSE-M have access to Achieve 3000, which differentiates lessons at 12 levels of English and 8 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state and Common Core Standards and performance on high – stakes tests, and preparing them for college and career – and beyond. This is all done to ensure the individual learning needs of ELs are met and students can communicate information, ideas, and concepts necessary for academic success in content areas. The following roadmap will provide guidance for schools supporting ELs during the various phases of school reopening. The roadmap will ensure we meet the continued academic and language development needs of our students in alignment with WIDA English Language Development (ELD) standards:

Standard	
Standard 1 - Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2 - Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3 - Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4 - Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5 - Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

English as a Second Language (ESL) Teachers: Our ESL teachers are charged with developing communication and increasing language proficiency through embedding language within content areas including Mathematics, English Language Arts, Social Studies, and Science. The ESL teachers will tailor support for the individual or small groups of ELs, as they develop the required basic interpersonal communication skills and academic language to fully engage with the content materials.

Interpreters: Our school interpreters will continue to provide services to support communication to and with students and families through the following: serving as language conduits as we outreach to families; providing accurate information regarding updates; translating documents to send to families in Spanish and other languages; and providing language support for ongoing meetings as requested by administrators, staff,

and teachers in various modalities to include teleconference, video conference, or face-to-face based on the phases utilized by the district.

Special Consideration for Continuing Educational Opportunities

As campuses plan to re-open in the fall, special consideration should be given to English language learners. In order for students to continue to achieve growth with English language development, best practices and strategies must be considered and planned. As we plan to return based on the various defined phases of reopening, we may anticipate the physical closure of schools. In anticipation of closures, the Tennessee State Board of Education has amended the policy to allow "LEAs and public charter schools to provide a minimum of five (5) hours of direct services per week, rather than one (1) hour per day, if the LEA or public charter school is operating under an approved Continuous Learning Plan pursuant to State Board Rule 0520-01-17 during the 2020-21 school year" (June 22, 2020, Final Reading: English as Second Language (ESL) Policy 3.207).

Additional Considerations for English Language Learners with Disabilities

During all phases, both ESL and Exceptional Education teachers should be provided time to consult regarding the support of core instruction.

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Screen potential ELs remotely. The administration of the formal assessments will follow when students return to campus.
- Students are not physically attending school and are supported remotely.
- Direct services will be provided by a certified ESL teacher.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

During school closures, ELs are at risk for not making adequate gains regarding language development. However, intentionality with providing additional time for English learners to receive face-to-face support is required. During phase 2, ELs would participate in face-to-face-instruction following all health and safety guidelines. The face-to-face instruction will support the recuperation of skills and support the closing of the achievement gap.

- Screen potential ELs in person while school is providing face-to-face instruction.

- English language learners will be supported with continued English language development through three days of face-to-face instructional services following all required safety protocols and CDC guidelines. The three days of face-to-face instruction will be a continuation of learning with regularly scheduled general educators in their respective classes and additional English language direct services provided by certified ESL teachers. The face-to-face instruction will support continued academic and language development of ELs while meeting the minimum hours of direct services, as per the ESL Policy 3.207.

- ESL services will be based on the language needs of students and in alignment with supporting growth with the language acquisition domains: listening, speaking, reading and writing.
- During remote learning, support for ELs will continue to be provided.
- Direct services will be provided by a certified ESL teacher.

Phase 3: Schools are open, with some short-term closures in some buildings. Risk of spreading COVID-19 is minimal.

- Screen potential ELs in person while school is providing face-to face instruction; during short-term closures, screen potential ELs remotely. The administration of the formal assessments will follow when students return to campus.
- ESL services will be based on the language needs of students and in alignment with supporting growth with the language acquisition domains: listening, speaking, reading and writing.
- During short-term closures, support for ELs will continue remotely.
- Direct services will be provided by a certified ESL teacher.

Phase 4: All schools are open. No risk of spreading COVID-19.

- ESL services are provided per normal procedures and expectations.

Exceptional Education, 504

CCSE-E and CCSE-M students receiving Exceptional Education services will receive equitable access and opportunity to receive a quality education, whether attending school in person or participating in the ~~HCS at Home~~ EaglesAtHome program.

Exceptional Education in the ~~HCS~~ CCSE-E and CCSE-M Learning ~~Continuum~~Plan Configuration

If a student opts to participate in the CCSE-E and CCSE-M Learning Continuum option, he or she can expect the following access to Exceptional Education services across the Phases of the continuum:

	PHASE 1: All Schools are Closed	**PHASE 2: Reduced Days on Campus (A/A/Remote/B/B)**	**PHASE 3: Schools are open, some campuses hybrid or remote**	**PHASE 4: All Schools are Open**
Ex. Ed. Services	All exceptional education services will be provided remotely.	The IEP team will determine if additional face-to-face instruction is needed on a case-by-case basis up to a maximum of 4.5 days* a week of face-to-face instruction.	When a school building is open all exceptional education services will be provided per students' IEPs; when a specific building is closed all exceptional educational	Exceptional education services will be provided per students' IEPs.

		*Wed. will be a half-day of remote instruction in order to complete building sanitation.	services will be delivered remotely.	
Assessment	Follow TDOE guidance regarding initial evaluation timelines and components that require face-to-face interactions. Recommended reevaluation outcomes that do not require face-to-face evaluation may be completed via virtual IEP Team meetings.	When possible, evaluation appointments with Assessment Specialists (School Psychologists, SLPs, OTs, PTs, Vision Specialists, Audiologists) should be scheduled on campus during students' assigned remote instruction days. If such scheduling is not possible, students will be evaluated during assigned on campus instruction days.	When a school building is open assessments will occur on campus; when a specific building is closed assessments will follow Phase 1 protocols.	Resume regular Child Find referral process and triennial reevaluations.
Related Services: OT/PT/SLP/ Vision	All related services (including OT, PT, Speech/Language therapy, Deaf Education and Vision services) will be provided via teletherapy platforms.	(a) Students may receive related-services on campus during their assigned face-to-face instructional days. (b) Students may receive related-services on campus during their assigned remote instructional days. OR (c) Students may receive related-services via teletherapy.	When a school building is open all related services will be provided per students' IEPs; when a specific building is closed, all related services will be delivered remotely.	Related services will be provided per students' IEPs.
Homebound	Homebound will continue to be provided remotely at this time.			Homebound services will be provided per students' IEP.

<u>Exceptional Education in the EaglesAtHome Configuration</u>

Students attending the EaglesAtHome program:

- Will be connected to their school while learning remotely from their home environment.
- Students will work with teachers in all content areas and learn the same content at the same pace as their peers who attend in-person classes.
- Attendance will be taken each day. Students will follow the daily arrival and dismissal times of ~~their enrolled~~ CCSE-E and CCSE-M school.

Exceptional Education Assessment in the ~~HCS at Home~~ EaglesAtHome Configuration

Initial Assessment:

- A guardian may submit an initial Child Find evaluation request in writing to the student's school principal.
- Assessment specialists will schedule testing sessions to occur at the student's school.
- Questions regarding the initial Child Find evaluation process should be submitted to Kathy Petros, Supervisor of Assessment, at petros_kathy@hcde.org.

Triennial Reevaluation:

- Eligible students who are due for a triennial reevaluation will be monitored by their Ex Ed case manager.
- Case managers will facilitate the scheduling of an IEP Team meeting so that the team can review the student's Reevaluation Summary Report and eligibility outcomes can be determined.
- For reevaluation outcomes that require face-to-face components, assessment specialists will schedule testing sessions to occur at the student's zone school.

If a student opts to participate in the ~~HCS at Home~~ EaglesAtHome program, he or she can expect the following access to Exceptional Education services while learning remotely:

	PHASE 1: All Schools are Closed	**PHASE 2: Reduced Days on Campus (A/A/Remote/B/B)**	**PHASE 3: Schools are open, some campuses hybrid or remote**	**PHASE 4: All Schools are Open**
Ex Ed Services Related Services	All HCS at Home Ex Ed and Related Services will be received remotely.	HCS at Home Students may (a) receive services on campus OR (b) receive services remotely	HCS at Home Students may (a) receive services on campus OR (b) receive services remotely	HCS at Home Students may (a) receive services on campus OR (b) receive services remotely

Multi-Handicapped and Medically Fragile Students:

- Parents have the option to choose the ~~HCS at Home~~ EaglesAtHome program.
- Parents may pursue medical documentation that indicates a medical doctor's recommendation for homebound instruction due to a medical condition.

Social Work & Attendance

Social Workers: During all four phases, social workers are entrusted to educate school staff on the appropriate role of school social workers; work with each school's SEL/Care Team to

identify student needs, services in place, and gaps noted; follow up with each school's SEL/Care team on resources/services provided; monitor student and family progress.

Attendance Specialists: In all learning configurations, attendance specialists educate school staff on the appropriate role of attendance specialists; work with each school's attendance committee to ensure tiered plan is understood and implemented, and the School Board Attendance Policy and SY 20-21 Student Attendance Policy is adhered to; follow up, as required, for students unaccounted for; make referrals to correct attendance/engagement issues (CARB); where appropriate, refer to Juvenile Court.

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Social workers receive and respond to referrals remotely in order to align resources and services for students and families attendance specialists.
- Social Workers collaborate virtually with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate virtually with school attendance committees to design and implement targeted attendance tiered plan and interventions.
- Home visits are suspended.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Social workers receive and respond to referrals per normal procedures and remotely, as needed, in order to align resources and services for students and families.
- Social workers collaborate per normal procedures and virtually, as needed, with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate per normal procedures and virtually, as needed, with school attendance committees to design and implement targeted attendance tiered plans and interventions.
- Home visits permitted with proper Phase 2 Health and Safety protocols.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Social workers receive and respond to referrals per normal procedures in order to align resources and services for students and families.
- Social workers collaborate per normal procedures with school and Learning Community SEL/Care Teams.
- Attendance specialists collaborate per normal procedures with school attendance committees to design and implement targeted attendance tiered plan and interventions; committees may convene virtually during times of remote learning.
- Home visits permitted with proper Phase 3 Health and Safety protocols.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Social worker services are provided per normal procedures and expectations.

- Attendance Specialists' job duties are performed per normal expectations.

Operations Plan: School Buildings, Transportation, School Nutrition, Extracurricular Activities, and Childcare

Buildings

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- Buildings and playgrounds are closed to the public; employees are allowed to enter buildings only as necessary, and visitors are permitted by appointment and with administrator approval only.
- Approved employees and visitors are required to wear a face covering while in the building.
- When opening a building to employees or visitors is unavoidable, social distancing is required and groups are not permitted to congregate.
- Sign-in and symptom disclosure are required for all persons entering any building.
- Aerosol and touch-protectant screens (e.g., plexiglass shields) are in place for all public-facing employees, such as front office secretaries.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- No non-essential visitors, staff, or vendors. Approved visitors are required to wear a face covering while in the building.
- Seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark visitor que spacing on the floor).
- Sign-in using the visitor management system is required by all employees and visitors that are not assigned to that building. This includes ~~HCDE~~ CCSE-E and CCSE-M employees that have a current ID badge that enter a building for which they are not assigned.
- Symptom disclosure is required for all persons entering any ~~HCS~~ CCSE-E and CCSE-M building.
- Aerosol and touch-protectant screens (e.g., plexiglass shields) are in place for all public-facing employees.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Limit non-essential visitors, staff, or vendors. Approved visitors are required to wear a face covering while in the building.
- Seating should be arranged to accommodate social distancing and discourage groups from congregating (e.g., remove chairs from the waiting room, mark visitor que spacing on the floor).
- Sign-in using the visitor management system is required by all employees and visitors that are not assigned to that building. This includes CCSE-E and CCSE-M employees that have a current ID badge that enter a building for which they are not assigned.

- Symptom disclosure is required for all persons entering any ~~HCS~~ CCSE-E and CCSE-M building.
- Aerosol and touch protectant screens (e.g., plexiglass shields) are in place for all public-facing employees.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Non-essential visitors, staff, and vendors are permitted.
- Sign-in using the visitor management system is required by all visitors.
- Normal seating and que spacing may resume.
- Symptom disclosure and protectant screens no longer required.

Transportation

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- No bus transportation provided for students.
- Enhanced disinfecting occurring on all buses.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Before entry onto the bus the student will have their temperature taken and logged, with a no-touch thermometer.
- Students must sit in their assigned seat each day.
- Bus rider capacity will be limited; as feasible, riders will be distanced by placing an empty seat between any riders not of the same household.
- Students who live in the same house are permitted to sit in the same seat.
- Drivers are required to disinfect buses between routes.
- Face coverings are mandatory for student riders, drivers, and attendants. No exceptions.
- A list of bus riders is tracked daily to assist in contact tracing, in the event a bus rider or driver tests positive for COVID-19.
- Parents/Guardians must agree to the above Phase 2 policies for their child(ren) to ride the bus; this includes mandatory -wearing, and assigned seating.
- Students will not be permitted to ride the bus in a Phase 2 learning configuration if they do not follow Phase 2 rules.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Before entry onto the bus the student will have their temperature taken and logged, with a no-touch thermometer.
- Students must sit in their assigned seat each day.
- As feasible, riders will be distanced by placing an empty seat between any riders not of the same household.
- Students who live in the same house are permitted to sit in the same seat.
- Drivers are required to disinfect buses between routes.

- Face coverings are mandatory for student riders, drivers, and attendants. No exceptions.
- A list of bus riders is tracked daily to assist in contact tracing, in the event a bus rider or driver tests positive for COVID-19.
- Parents/Guardians must agree to the above Phase 3 policies for their child(ren) to ride the bus; this includes mandatory -wearing, and assigned seating.
- Students will not be permitted to ride the bus in a Phase 3 learning configuration if they do not follow Phase 3 rules.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Transportation is provided per normal procedures and expectations.
- Drivers, attendants, and riders are encouraged to stay home if they feel sick or are symptomatic.
- No personal protection equipment is required for drivers, riders, or attendants.
- Regular use of hand sanitizer and hand washing is encouraged per normal operating procedures.

School Nutrition

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- Enact offsite food programs.
- Meals will be available for pickup at selected schools.
- Employees are required to wear face coverings and gloves.
- Symptom and temperature screening.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Employees are required to wear face coverings and gloves.
- Symptom and temperature screening.
- Classroom dining to reduce congregation.
- An adult accompanies students to assist with social distancing enforcement.
- Students, teachers, and cafeteria staff wash hands before and after every meal.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Employees are required to wear face coverings and gloves.
- Temperature and symptom screening.
- Classroom dining to reduce congregation.
- Teachers accompany students to assist with social distancing enforcement.
- Students, teachers, and cafeteria staff wash hands before and after every meal.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Meal activities continue per normal operating procedures.
- Students, teachers, and cafeteria staff wash hands before and after every meal.

- Continued emphasis on staying home if an employee or student is sick.
- Face coverings are made available, but are optional for employees.

Sports & Extracurriculars

Phase 1: All schools are closed. *Risk of spreading COVID-19 is significant.*

- All schools are closed.
- No on-site activities are allowed.
- All inter-school activities are discontinued.
- After-school activities are cancelled.

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate.*

- Students and staff are expected to stay home if sick or experiencing symptoms.
- Extracurricular opportunities for students can convene under local, state, and national health and safety guidelines approved by the principal.
- All coaches, band directors, and activity sponsors are trained to implement appropriate health and safety procedures, including measures to mitigate exposure/spread and to appropriately respond to a sick or symptomatic person.
- Emphasize health and safety procedures and practices for extracurricular participants, such as social distancing and hand washing or sanitizing.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal.*

- Students and staff are expected to stay home if sick or experiencing symptoms.
- Extracurricular opportunities for students should convene under local, state, and national health and safety guidelines approved by the principal and Community Superintendent.
- All coaches, band directors, and activity sponsors are trained to implement appropriate health and safety procedures, including measures to mitigate exposure/spread and to appropriately respond to a sick or symptomatic person.
- Emphasize health and safety procedures and practices for extracurricular participants, such as social distancing and hand washing or sanitizing.

Phase 4: All schools are open. *No risk of spreading COVID-19.*

- Return to normal, standard operating procedures for athletics and extracurriculars.
- Continue to align with the recommendations set forth by the NFHS.
- Encourage health and safety procedures and practices for extracurricular participants, such as distancing and hand washing or sanitizing.

Communications Plan

Audiences

- Staff
- Students
- Parents
- Media
- Community

Goal

Communicate effectively the processes and procedures developed by the Task Force to safely open schools for students and staff.

Objectives

1. Reach all staff members with the complete plan for reopening schools by July 17.
2. To reach all parents with the complete plan for reopening schools before the end of July. To allow for two-way communication with parents and other stakeholders.
3. To make the majority of the community aware that a plan is in place for school to reopen safely for students and staff in August.
4. To solicit input, opinions, and feedback from all stakeholder groups via stakeholder surveys.
5. To keep all stakeholder groups informed of COVID-related situations via a pre-determined and pre-drafted set of communication templates that address topics likely to come up in a COVID-realted situation.

Strategies

- Make the full Reopening Plan available for parent and public review and use communications resources to drive the public to the site to view.
    - Create, distribute, advertise, and continuously update a Frequently Asked Question (FAQ) document based on stakeholder feedback
- Break the full plan into smaller segments by topic area and share on a regular schedule through the month of July. Segments could include Academic experience, getting to school and home again, the school day, health and safety, and before and after school (extracurricular ~~and child care~~).
- Involve schools, teachers, and learning communities by providing a template for schools to communicate with homes.
- Involve community partners in sharing plans in the community.
- Include companion communication that will be addressed to Latinx community to mirror district communication.
    - Materials developed for external distribution will be finalized with sufficient time to translate said materials into Spanish, and can be made available for translation into other languages via the ~~district~~ school website and ~~district~~ interpreters.

Methods

- Post the plan on the school website in a prominent location so that it will be easy for parents, staff, students, and community to find and review.
- Produce daily communication based on themes to break the full report into smaller segments with an update scheduled for each day in July. Each communication will link to the full report.
- Use internal communication spearheaded by school leaders, learning community leaders, and district communications channels to ensure staff members are aware and understand the full plan.
- Regular video updates to provide the latest information about schools reopening. The videos will be in a news magazine format and will include school, district, and public health representatives.
- Provide all updates to the media.
- Share all updates with community partners.

Communications Mediums Used

- School Website
- Internal and external daily theme messages delivered by email to staff, parents, and community
- Social media (Facebook, Twitter, Instagram, ~~YouTube, En Español Facebook~~)
- School communication direct to parents (SchoolMessenger phone messages, email, text)
    - Any school communication can and will be made available in print to any stakeholder at any school or district front offices at the request of the stakeholder.
- Virtual Parent Meetings via Zoom, ~~Facebook Live, and Youtube Live~~.
    - Question and answer formats will vary depending on the Town Hall medium.
- Learning Community newsletters and communication channels
- School and teacher newsletters and communication
    - Provided in written and/or digital formats
- Local media outlets - news, news magazine programs
- YouTube video update links delivered to all mediums
- Community Partner communications channels

Evaluation

- Include methods for recipients to respond with thoughts and concerns in each written communication.
- Evaluation of success with staff by July 10. Use to alter methods and mediums if necessary.
- Final evaluation of staff reached July 20.
- Consistent reviews of responses from communication provided by recipients.

Emergency Communication

- The Communication Department will work alongside individual schools and distinct leaders to inform all stakeholders of COVID-related situations, as needed, via a pre-determined and pre-drafted set of communication templates that address topics likely to come up in a COVID-related situations, including:
    - School Reopening Communications Toolkit Guide
    - First Day of School Communication Template
    - School Closing/Reopening Communication Template
    - Reopening School Social Media Messages
    - Cheat Sheet for COVID-19 Communications
    - Communications: Roles and Responsibilities During COVID-19
    - Confirmed COVID-19 Communications Plan for Schools

Professional Development, Training, and Reopening Culture Plan

Prior to Start of School

Educator Professional Development

CCSE-E and CCSE-M was represented at the following professional development sessions:

- Elementary School Summer Professional Development 2020
    - Including Google Classroom, i-Ready, Achieve 3000, Reading Plus, Guided Reading, Virtual Learning, STEMscopes, and Eureka Equip.
- Middle School Summer Professional Development 2020
    - Including Investigating Engaging Math Lessons, Best Practices and Technology, Google Classroom, i-Ready, Achieve 3000, Reading Plus, Guided Reading, McGraw Hill, Discovery Education, SpringBoard, and Eureka Equip.
    - Whole Child, Social Emotional Learning Professional Development and Training
    - Including Edgenuity and Smiling Minds.

New Teacher and New Employee Orientations

ADD NEW EAGLE SCHEDULE

New Eagle Teacher Academy

- Focus on building virtual relationships with parents and students.
- PD for remote learning models and content.
- Review resources available to support the new teachers through the 4 phases.

Teacher COVID-19 Induction

- Teachers will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:
    - Expectations for social distancing and wearing a face covering.
    - Expectations to stay home if sick.
    - Phase 2 temperature checks.
    - Building Entry and Exit protocols.
    - Limitations for non-essential visitors, staff, and vendors.
    - Gatherings and events.
- Phase 2, reduced on-campus schedule orientation will review:
    - Building protocols.
    - Teacher expectations.
    - Student and parent expectations.
- Learning Protocols and Professional Development will be covered for:
    - Remote/online Learning.
    - ~~Blended~~ Face to Face Learning.

Support Staff COVID-19 Orientation

- All employees will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:
    - Expectations for social distancing and wearing a face covering.
    - Expectations to stay home if sick.
    - Phase 2 temperature checks.
    - Building Entry and Exit protocols.
    - Limitations for non-essential visitors, staff, and vendors.
    - Gatherings and events.
- Departmental Trainings regarding specific departmental protocols

Parent COVID-19 Orientation

- Orientation will be available to parents in multiple formats:
    - School based orientations (zoom or in-person)
    - Orientation packets
    - School Website Video
- The orientations will include a Student and Parent Health and Safety orientation to ensure expectations are understood:
    - Taking the HCS SAFE Pledge and committing to following SAFE behaviors every day. See Appendix D for more information.
    - Expectations for social distancing and wearing a face covering.
    - Expectations to stay home if sick.
    - Phase 2 temperature checks.
    - Building Entry and Exit protocols.
    - Limitations for non-essential visitors, staff, and vendors.
    - Gatherings and events
- Phase 2, reduced on-campus schedule orientation will review:
    - Building protocols.
    - Student and Parent expectations.
    - Learning hours and supports.
    - Other supports the student and parent can expect.
- Learning protocols defined for students based on:
    - Remote Learning.
    - Blended Learning.

Concurrent School Year Training

Professional Development for Educators

- Principal PLC Series on Accelerating Literacy with EL Education.
- Elementary Coaches Meetings.
- Elementary School District Professional Development Plan.
- Middle School District Professional Learning Trajectory.
- High School Professional Learning Trajectory and draft High School Professional Learning Session Overview.

- Whole Child, Social Emotional Learning Professional Development and Training.

Student COVID-19 Orientation

- Orientation will be conducted on the first day of school for students. Electronic and hard copy Orientation packets will be provided.
- The orientations will include a Student Health and Safety orientation to ensure expectations are clear for all reopening phases.
    - Expectations for social distancing and wearing masks.
    - Cleanliness protocols for handwashing, coughing, and sneezing practices, and disinfecting high touch surfaces.
    - Expectations to stay home if sick.
    - Phase 2 temperature checks.
    - Understanding "Sick at School" protocols.
    - Understanding Building Entry and Exit protocols.
    - Limitations for non-essential visitors, staff, and vendors.
    - Phase 2, reduced on-campus schedule orientation will review:
        - Building protocols.
        - Student expectations.
        - Learning hours and supports.
        - Other supports the students can expect.
- Learning protocols defined for students based on:
    - Remote/online Learning
    - Blended Learning

Phase 2: Reduced on-campus hours. *Risk of spreading COVID-19 is moderate, but the risk is increasing toward significant.*

- Conduct Phase 1 protocol reviews with student and school staff.
    - Prepare for remote learning.
- Alert parents with school level ~~and district level~~ messaging.
    - Website resources are focused to support Phase 1.

Phase 3: Schools are open, with some short-term closures in some buildings. *Risk of spreading COVID-19 is minimal, but the risk is increasing toward moderate.*

- Conduct Phase 2 protocol reviews with student and school staff.
    - Schedule review.
    - A and B group reminders to students.
- Alert parents with school level and district level messaging.
    - Website resources are focused to support Phase 2.

Phase 4: All schools are open. *No risk of spreading COVID-19, but the risk is increasing toward minimal.*

- Conduct Phase 3 protocol reviews with student and school staff.
- Alert parents with school level and district level messaging.

- Website resources are focused to support Phase 3.

Teacher Support

Just like HCS teachers, CCSE-E and CCSE-M Teachers are offered a series of induction and ongoing support.

New Teacher Network

- Monthly New Teacher Network sessions to support:
  - Novice Teachers
  - New to CCSE-E and CCSE-M
  - New to Building
  - Pre-Service Teachers
- Individual mentoring to first year teachers supported by a Lead Mentor (facilitator's guide) or Supporting Mentor
  - Site Based induction and 1 on 1 mentoring and coaching

New Teacher Academy 2.0 - Classroom Organization and Management Program (COMP)

COMP is a common sense approach to effective classroom management that is a research-based, research-proven professional development program that provides support to create and manage an effective learning environment in classrooms.

- COMP training enhanced to showcase hybrid teaching (in-person and virtual best practices)
- 14 Presenters and "Model" Virtual Teachers identified and recorded best practices in preparation for training.
- An additional layer of trainer training to plan and practice virtual teaching, learning, presenting best practices
- Training was modified to showcase hybrid teaching (in person and remote)l best practices.
- New Teacher Academy will take place on July 20 - July 23, and include eight tracks spanning from grades K to 8th.

Implementation Monitoring and Effectiveness

Areas for Monitoring and Oversight	Oversight Owner	Monitoring Focus
Instruction		
Instruction Materials	Principal & Assistant Principal	• Grade band specific instructional materials are identified and aligned to adopted materials • Grade-specific protocols are used for instructional preparation. • Preparation and planning practices are evident in schedules as well as coaching and teacher feedback. • Planning support is grounded in instructional materials.
Instruction Schedule - Kindergarten	Principal & Assistant Principal	• Instructional schedules, staffing, and design focuses on an in person developmentally appropriate program. • In person kindergarten is prioritized in scheduling and programming. • Evidence-based literacy and math materials and practices are clearly evident. • Whole child supports are incorporated into the program to help students acclimate to the school environment.
Instruction Schedule - Elementary	Principal & Assistant Principal	• Instructional schedules, staffing, and design prioritizes in person learning for early grades and focuses on an instructional program that reinforces evidence based skill development in reading and math. • Instructional materials show strong alignment to standards and instructional shifts inherent in TN academic standards. • Literacy and math instruction are prioritized and provide enough time and support to merge lost learning concepts and skills into daily instruction. • Intervention and remediation opportunities are identified and programming design is clearly communicated. • Whole child supports are incorporated into the program to help students reacclimate to school.
Instruction Schedule - Middle School	Principal & Assistant Principal	• Instructional materials and delivery models utilize materials that are identified and used in high quality instructional planning processes. • Schedules, staffing, and design focuses on an instructional program that reinforces evidence-based teaching approaches for ELA, math, science and social studies. • Opportunities for remediation and skill-based intervention are embedded in core instruction and during additional time scheduled daily. • Literacy and math mastery are assessed in real time

		and allow for students to receive responsive supports. • Whole child supports are incorporated into daily schedules to help students acclimate to the structure, nuances, and routines of the middle school environment.
Learning Loss and Remediation	Principal & Assistant Principal	• We will continue to use assessment as a major part of our monitoring of learning. We purchased CASE - TE21 assessments and will give pre-assessment to assess learning loss. • We will continue with our Benchmark schedule with carefully crafted assessments that align to TN State Standards. • Teachers will be able to use 10 question assessments that we embedded in our content documents for frequent check for understanding.
Grading, Feedback and Student Achievement	Principal & Assistant Principal	• Grading students in a distance learning format. • Providing regular feedback to students on their work, and how it will measure and track achievement and growth.
Early Literacy	Principal & Assistant Principal	• For grades K through two,there is a 90-120 minute reading block that includes sounds-first, foundational skills instruction and knowledge building instruction grounded in high quality materials. • Intervention supports for learning loss are identified and students are provided additional time for skill-specific instruction as well as content level remediation. • Students' early literacy skills are closely monitored to ensure learning is accelerated and on track.
Academic Counseling	Principal & Assistant Principal	• Detailed plans demonstrating a counselor assigned to every student, with clear expectations. • Plans detail checks on every schedule to ensure that there are no gaps in classes and alignment to student course plans and postsecondary goals. • Detailed plans for students who are credit deficient and those plans offer support. • Plans for seniors who have not taken the ACT or SAT, test prep support and a scheduled time for the test. • Detailed plans for office hours and/or availability for academic counseling in traditional and virtual settings.
Attendance	Principal & Assistant Principal	• Ensures attendance tracking procedure aligns with the instructional delivery model. • Ensures attendance policies align with the law and statutory requirements. • Ensure daily staff contact with the student (virtually or by phone) and assignments being submitted for ELA and math.
Instructional Technology	Principal & Assistant	• Ensures a plan for distributing devices, tracking them,

	Principal	and storing them safely. ● Ensures a plan and set of procedures for addressing technical assistance and troubleshooting needs from students and staff related to technology. ● Ensures clear policies regarding safety and security related to the use of technology for both staff and students. ● Ensures accommodations for all students to have reasonable opportunity for virtual access for ELA, math and science. ● Ensures all major student groups are served including students with disabilities, English Learners, gifted students, and vulnerable students. ● Ensures a clear contingency plan on how students will have access to the virtual option in the case of a lost, damaged, stolen or otherwise inaccessible device.
Professional Development		
Virtual or Distance Learning	Principal & Assistant Principal	● Ensures effective professional development is delivered to staff related to virtual or distance learning. ● Ensures technical training on distance learning tools, integrating instructional practices in digital/ distance learning and professional development gives strategies on how to reach vulnerable groups of learners in a distance learning environment
Student Engagement and Classroom Climate	Principal & Assistant Principal	● Ensures delivery of effective professional development to staff related to student engagement and classroom climate. ● Plans clearly articulate how teachers will use engagement for checks for understanding, academic feedback, and additional scaffolds in a distance format, and also how that classroom environment and climate will create academic expectations over time.
Student Supports	Principal & Assistant Principal	● Ensures effective professional development delivered to staff related to student supports. ● Plans clearly articulates how sessions will be differentiated by student group and needs, and also includes how it will be part of a coherent instructional plan. ● Ensures professional development will also include all aspects related to the whole child.
Learning Loss	Principal & Assistant Principal	● Ensures a clear plan exists for delivering professional development to staff related to addressing learning loss in students through grade-level instruction including vertical planning to revise scopes and how to assess student learning loss data to support individualized remediation in distance learning formats.

Communication and Engagement	Principal & Assistant Principal	• Ensures the communication plan for families and families utilizes multiple modes of communication. • Ensure pre-determined and pre-drafted communication templates exist that address many of the likely topics to come up in the event of additional COVID-related needs. • Ensures there is a clearly articulated communication channel in place for families. • Ensures families receive regular communication from their child's teacher(s) on a daily basis (e.g. homework, behavior log, Dojo, planner, etc.). • Ensures communication plan builds in time for translation of all communication materials. • Ensures communication materials are available both in the office and on the campus webpage. • Ensure a clear way exists for families to engage with the district and the school. • Ensures the communication plan includes all district staff, campus-based administrators, and teachers, support staff and community stakeholders.

Appendix A
CDC Symptom List

COVID-19 Symptoms
Source: Center for Disease Control and Prevention (CDC)

COVID-19 affects different people in different ways. Infected people have had a wide range of symptoms reported – from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

Call your medical provider for any other symptoms that are severe or concerning to you.

Appendix B

Student Attendance and Staff Leave Policies

Student Attendance Policy

Per the Rules of the Tennessee State Board of Education, Continuous Learning Plan Rule 0520-01-17, and the School Board Attendance Policy, Hamilton County and CCSE-E and CCSE-M Schools will track and report daily attendance when students are participating in a remote or in-person learning configuration according to the SY 20-21 Attendance Guidelines, and excerpt of said policy is here:

Definitions

Excused Absence: Absences are excused that fall within the HCS guidelines to include 1) personal illness (with parents having greater discretion), 2) death in the family (not to exceed three days), 3) recognized religious holidays regularly attended by persons of that faith, 4) dental, doctor, court, etc., with proof of appointment. Students unable to physically attend school as a result of an allowable excused absence may engage in remote learning and be counted present rather than an excused absence.

Unexcused Absence: Any absence that fails to fall within the HCS guidelines for excused absences are categorized as unexcused. The guidelines for unexcused absences will also include students that are not signed in (without providing an allowable excuse), not participating in a full day of remote learning, or students that fail to sign in five (of the seven) days a week. CCSE-E and CCSE-M will also monitor the Assignment Calendar within Edgenuity and Compass platforms which creates a formal time management plan that provides the students with a visual display of course obligations. This calendar is an accountability check to ensure that the student is devoting enough time in a day, week, and month to successfully complete all of the course requirements.

Illness: Illnesses are defined as students with a fever or other health-related symptoms. Returning to school is permitted when symptom free (without fever reducing medication) for a 24-hour period. Parents of children who have a fever (100.4 or higher) and/or have a probable or confirmed case of COVID-19 will need to follow the district's specific procedures on getting clearance to return to school, which will align to CDC and health department guidance. For students well enough to complete course work but unable to attend school in person due to fever or possible COVID exposure, attendance via remote learning is encouraged to allow students to complete coursework at home and be counted as present. Attendance for remote learning will follow the same process as for HCS at Home students.

Procedure for Monitoring Attendance

Phase One (All schools are closed)

~~HCS~~ EaglesAtHome Continued Learning (Including ~~HCS at Home~~ EaglesAtHome students). Students will be expected to sign-in daily at a designated time to be

engaged in a blended learning model (two-way, real time, pre-recorded videos, etc.) Students signing in are counted as present. Students failing to sign-in will be marked absent and referred to members of the school-based attendance committee to follow the established protocol for attendance monitoring. The list of unaccounted for students will be reviewed daily by members of the attendance committee to determine trends, strategize interventions, etc. Students experiencing technical issues (internet, device issues, etc.) are to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such cases, parents/students will work collaboratively with the school to enable completion of alternative assignments to maintain attendance status.

Phase Two (All schools on Remote Learning model) *and*
Phase Three (Schools are open, with school-specific adjustments)

CCSE-E and CCSE-M Learning ~~Continuum~~ Plan. Students engaged in face-to-face learning will follow the tiered approach established by the district to monitor attendance. Attendance will be taken at a designated time at each school. Students reporting should have no symptoms (fever, etc.) and have not been exposed to someone testing positive for COVID-19. The process for monitoring attendance will involve a school-based attendance committee that will document all absences. The list of absent students will be reviewed daily by members of the attendance committee to determine trends, strategize interventions, etc. School-based extracurricular activities are allowable with regular school attendance. Any student dismissed from school for illness, will be allowed to participate in remote learning (if well enough to do so) to maintain attendance status. However, he/she must have documentation from a health-care provider prior to participating in any further extracurricular activity.

On remote learning days, students will have attendance procedures and expectations the same as those students participating in EaglesAtHome.

Note: *Students in quarantine (up to 14 days) for possible COVID-19 exposure can maintain attendance (if well enough to do so) through daily sign in for EaglesAtHome Learning. Students that fail to do so will be counted absent.*

EaglesAtHome. Students working in EaglesAtHome will be expected to sign-in daily at a designated time to be engaged in a blended learning model (two-way, real time, pre-recorded videos, etc.) Students signing in are present. Students failing to sign-in will be marked absent and referred to members of the school-based attendance committee to follow the established protocol for attendance monitoring. The list of unaccounted for students will be reviewed daily by members of the attendance committee to determine trends, strategize interventions, etc. Students experiencing technical issues (internet, device issues, etc.) are to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such

cases, parents/students will work collaboratively with the school to enable completion of alternative assignments to maintain attendance status.

Phase Four (All schools are open.)

CCSE-E and CCSE-M Learning Plan. Students engaged in on-campus learning will follow the tiered approach established by the HCS district to monitor attendance. Attendance will be taken at a designated time at each school. Students reporting should be without symptoms (fever, etc.) and without exposure to someone testing positive for COVID-19. The process for monitoring attendance will involve a school-based attendance committee that will document all absences. The list of absent students will be reviewed daily by members of the attendance committee to determine trends, strategize interventions, etc. School-based extracurricular activities are allowable with regular school attendance. Any student dismissed from school for illness, will be allowed to participate via remote learning (if well enough to do so) to maintain attendance status. However, he/she must have documentation from a health-care provider prior to participating in any further extracurricular activity.

Note: Students in quarantine (up to 14 days) for possible COVID-19 exposure can maintain attendance (if well enough to do so) through daily sign in for remote learning, similar to HCS at Home students Students that fail to do so will be counted absent.

EaglesAtHome. Students working in EaglesAtHome will be expected to sign-in daily at a designated time to be engaged in a blended learning model (two-way, real time, pre-recorded videos, etc.) Students signing in are present. Students failing to sign-in will be marked absent and referred to members of the school-based attendance committee to follow the established protocol for attendance monitoring. The list of unaccounted for students will be reviewed daily by members of the attendance committee to determine trends, strategize interventions, etc. Students experiencing technical issues (internet, device issues, etc.) are to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such cases, parents/students will work collaboratively with the school to enable completion of alternative assignments to maintain attendance status.

Excused vs. Unexcused Absences

Phase One (All schools are closed.)

CCSE-E and CCSE-M Continued Learning (Including EaglesAtHome students). Excused absences are those with a justifiable reason as defined by CCSE-E and CCSE-M students experiencing technical issues (internet, device issues, etc.) to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such cases, parents/students will work collaboratively with

the school to enable completion of alternative assignments to maintain attendance status. Verification of excused absences should be submitted to school designated personnel.

Phase Two (All schools on Hybrid Learning model) *and*
Phase Three (Schools are open, with school-specific adjustments.)

CCSE-E and CCSE-M Learning ~~Continuum~~ Plan. Excused absences are defined as absences that fall within the HCS guidelines as 1) personal illness (with parents having greater discretion), 2) death in the family (not to exceed three days), 3) recognized religious holidays regularly attended by persons of that faith, 4) dental, doctor, court, etc. with proof of appointment. Unexcused absences are absences that do not fall within the guidelines of the above mentioned absences. Verification of excused absences should be submitted to school designated personnel.

EaglesAtHome. Excused absences are those with a justifiable reason as defined by HCS. Students experiencing technical issues (internet, device issues, etc.) are to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such cases, parents/students will work collaboratively with the school to enable completion of alternative assignments to maintain attendance status. Verification of excused absences should be submitted to school designated personnel.

Phase Four (All schools are open.)

CCSE-E and CCSE-M Learning ~~Continuum~~ Plan. Excused absences are defined as absences that fall within the HCS guidelines as 1) personal illness (with parents having greater discretion), 2) death in the family (not to exceed three days), 3) recognized religious holidays regularly attended by persons of that faith, 4) dental, doctor, court, etc. with proof of appointment. Unexcused absences are absences that do not fall within the guidelines of the above mentioned absences. Verification of excused absences should be submitted to school designated personnel.

EaglesAtHome. Excused absences are those with a justifiable reason as defined by HCS. Students experiencing technical issues (internet, device issues, etc.) are to immediately notify the school (within two hours of sign-in time) to enable issues to be resolved quickly. In such cases, parents/students will work collaboratively with the school to enable completion of alternative assignments to maintain attendance status. Verification of excused absences should be submitted to school designated personnel.

Parent Excused & Excused Personal Illness -
Additional Latitude during COVID-19 Response

Due to the unique circumstances presented by the COVID-19 global pandemic, this guidance is intended to provide families the information they need to ensure their child is able to fully engage in learning, while also protecting the school community's health and safety.

Though our tiered attendance policy (School Board Policy 6.200) limits families to three (3) parent-excused absences for illness before requiring a note from a medical professional, we do recognize that we are asking families to be more cautious and keep their children at home for even minor symptoms of illness, due to the risks from the novel coronavirus. In those cases, we would ask that families ***proactively*** communicate with designated personnel at their school and allow their child to participate in ***remote learning*** for the day, such that the student would still be counted present.

We also understand that students may have more extended illness this year related to COVID-19 and/or flu, where they are sick beyond the three (3) parent excused absences but may not have visited a health care provider (as some doctor offices may be advising against in person appointments in specific cases due to the risk of COVID-19). ***In this event, administrators have the ability to record absences as excused for illness by the school, if the parent proactively communicates the child's health status***. Schools will determine specific procedures for which personnel will record this information and how parents are to communicate regarding illnesses that are beyond the three allowable parent-excused days but did not involve a doctor's office visit to receive a note.

Internal Tracking

All attendance tracking will be documented in the HCS PowerSchool database.

Interventions

Prior to the initiation of any intervention strategy, verification of attendance status will be confirmed by the school-based attendance committee.

Tier One intervention (one to five unexcused absences) will be school- based and may include one or more of the following strategies: robo call, phone meeting, phone conference with guardian and/or student to review the attendance mandates.

Tier Two intervention (eight to ten unexcused absences) will involve the school attendance specialist conducting a needs assessment with each individual family to identify barriers to school attendance. The results of the needs assessment may result in a referral to the school social worker or a community service agency to provide support to the family.

Tier Three intervention (greater than ten unexcused absences) will involve the Community Attendance Review Board to engage additional community partners in addressing the

barriers to attendance. Attendance issues that continue beyond the Tier Three intervention will result in a referral to **Juvenile Court.**

Parental Notification

Notification of attendance procedures will be placed in the HCS Student Code of Acceptable Behavior. Both students and parents are expected to sign and return an acknowledgement of this policy to the school.

Staff Leave Policy

Leave Benefits for Employees Pertaining to COVID-19:

The Families First Coronavirus Response Act (FFCRA) was effective on April 1, 2020. Beginning on that date, emergency paid sick leave and emergency FMLA leave pertaining to COVID-19 will be available to employees under certain circumstances. These emergency leave benefits will be available until December 31, 2020.

High Risk Categories:

The Centers for Disease Control (CDC) has noted that, with regard to COVID-19, certain individuals fall into high risk categories. Per the CDC, these categories are as follows:

- People aged 65 years and older. NOTE: CCSE is using 60 years as the baseline for high risk for COVID-19 due to age.
- People with chronic lung disease or moderate to severe asthma.
- People who have serious heart conditions.
- People who are immunocompromised.
- People of any age with severe obesity or certain underlying medical conditions, particularly if not well controlled, such as those with diabetes, renal failure, or liver disease.

Emergency Family and Medical Leave (FMLA) Expansion Act:

FMLA leave benefits under the FFCRA are available to employees who commenced employment with Hamilton County Schools no later than March 2, 2020.

Employees are entitled to up to twelve (12) weeks of FMLA leave if they are unable to work (or telework) because the school or child-care provider of the employee's child is closed or the child's child-care provider is unavailable as a result of an emergency associated with COVID-19. The child-care provider must be a provider that receives monetary compensation for providing services on a regular basis.

Appendix C

Rapid Response Teams, "Sick at School" & Positive COVID-19 Test Protocols

Prior to Start of School

Establish a Rapid Response Team

- The purpose of the Rapid Response Team is to:
    - Respond quickly to sick children during school hours.
    - Respond to a positive COVID-19 test of a student or a staff member.
    - Communicate with parents and guardians when a student presents as sick or symptomatic, or reports a positive COVID-19 test.
- Membership of the Rapid Response Team includes, but is not limited to:
    - School Administrator.
    - School Counselor.
    - Others as determined by district and school Administrators.
- Communications protocols for the Rapid Response Team are to be established prior to school starting; guidance from HCS and other Guiding Organizations is forthcoming.

During School Year

Sick Child at School

- As soon as a sick student is identified with COVID-like symptoms, the student is sent to the office.
- The office staff will triage the student and, as appropriate, isolate the student from others.
- The sick student will be provided a face covering to wear, as tolerated.
- Engage the Rapid Response Team and, in addition:
    - Contact parent for dismissal.
    - Identify any relevant classmates for potential contact tracing, facilitated by the Hamilton County Health Department.
- The office staff must disinfect the school clinic and other areas where a sick student was triaged or provided aid.
- Any students sent home with a fever should remain home until they are fever- and symptom-free, without the aid of fever-reducing medicine, for a minimum of 48 hours before returning to school.

Positive COVID-19 Test

- Parents/Guardians are to contact their student's school to report that their student has tested positive or had exposure to another person that has tested positive.
- A student exposed to another person testing positive must remain out of school for up to 14 days.
- Students that test positive must have a written return-to-school authorization from the Hamilton County Health Department.
- School administrators and the school nurse will work with the Health Department to contact trace and determine possible exposure to other students and staff.
- A classroom occupied by a person that tested positive for COVID-19 should be closed off for a minimum of 24 hours to allow respiratory droplets to settle; after 24 hours, the classroom will be disinfected and cleaned thoroughly.

- All areas used by a person that tested positive for COVID-19 will be cleaned and disinfected (e.g., offices, bathrooms, and common areas).
- If an CCSE-E and CCSE-M employee is exposed to a person that tested positive for COVID-19, they are to self-report such exposure using the CCSE-E and CCSE-M Employee Self Reporting Illness/Exposure Form and follow up with the Hamilton County Health Department and their health care provider.

Appendix D

HCS SAFE Pledge