







# NORWOOD CITY SCHOOL DISTRICT





## 2020-2021 Back to School Plans

Board Approved: July 17, 2020 (Updated on August 4, 2020 to include Governor DeWine's mask mandate)

<b>OPTION 1</b>	<b>STUDENTS <i>IN-PERSON</i> WITH <i>SAFETY PROTOCOLS</i></b> (SEE OPTION 1 GUIDELINES PER COUNTY LEVEL ON NEXT PAGE)  Level 1  Level 2  Level 3  Level 4 	<b>PAGES 1-8</b>
<b>OPTION 2</b>	<b>STUDENTS AT HOME DAILY WITH INDEPENDENT VIRTUAL LEARNING PROGRAM</b> (INSTRUCTION PROVIDED BY EDGENUITY WITH TEACHER SUPPORT)	<b>PAGE 9</b>
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## OPTION 1- GOVERNOR'S RISK CHART FOR REOPENING

Based on the changing levels of the health emergency in Hamilton County, Option 1 has several different categories. This follows Gov. DeWine's color-coded risk level chart by county.

<p>5 Days a Week in Person</p> <p><b>Level 1</b></p>	<p>5 Days a Week in Person</p> <p><b>Level 2</b></p>	<p>Blended in Person and Remote on A/B Schedule 2 days a week</p> <p><b>Level 3</b></p>	<p>Teacher Directed Remote Learning</p> <p><b>Level 4</b></p>
			
<ul style="list-style-type: none"> <li>• 0-1 Indicators triggered</li> <li>• Public Emergency</li> <li>• Active exposure and spread</li> <li>• Follow all current health orders</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 Indicators triggered</li> <li>• Public Emergency</li> <li>• Increased exposure and spread</li> <li>• Exercised high degree of caution</li> <li>• Follow all current health orders</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 Indicators triggered</li> <li>• Public Emergency</li> <li>• Very high exposure and spread</li> <li>• Limit activities as much as possible</li> <li>• Follow all current health orders</li> </ul>	<ul style="list-style-type: none"> <li>• 6-7 Indicators triggered</li> <li>• Public Emergency</li> <li>• Severe exposure and spread</li> <li>• Only leave home for supplies and services</li> <li>• Follow all current health orders</li> </ul>
<ul style="list-style-type: none"> <li>• 5-day school week</li> <li>• Following guidelines and safety protocols set forth in the Back to School Plan</li> </ul>	<ul style="list-style-type: none"> <li>• 5-day school week</li> <li>• Following guidelines and safety protocols set forth in the Back to School Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be split by Group A and Group B</li> <li>• Group A will attend school Monday and Tuesday</li> <li>• Group B will attend school Thursday and Friday</li> <li>• Wednesday will be for remote lessons and/or office hours with teachers and deep cleaning</li> <li>• Families will be grouped together for childcare</li> <li>• During the days a student is not in session they will have assignments</li> </ul>	<ul style="list-style-type: none"> <li>• DART Committee and Norwood Health Department will meet and make a recommendation</li> <li>• Recommendation will be presented to the Board for a vote</li> </ul>

## OPTION 1 - STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Classrooms

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Conduct a student wellness check including temperature prior to sending a student to school. Students with temperatures 100°F or above should stay home.</li> <li>• Provide a mask and/or face shield for your student.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• <b>Preschool</b> <ul style="list-style-type: none"> <li>○ Students are <i>encouraged</i> to wear a mask and/or face shield, as appropriate for the individual student, when entering, exiting, moving around the room, or when working directly with staff (i.e. one-on-one, small group instruction, etc.) when distancing cannot be maintained.</li> </ul> </li> <li>• <b>Grades K-12</b> <ul style="list-style-type: none"> <li>○ Per Governor DeWine’s order on August 4, 2020, wearing a mask and/or face shield is <i>required</i> at all times.</li> </ul> </li> <li>• Maintain maximum physical distance from peers whenever possible.</li> </ul> <p><b>*Face coverings are not necessary for students with health concerns or special needs.</b></p> <p><b><u>Building differences as noted</u></b></p> <ul style="list-style-type: none"> <li>• Students in grades 7-12 will clean desks and seats at the beginning of each class.</li> <li>• Transitions will be minimized as much as possible.</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>• <b>Take the temperature of students in your homeroom each morning and call a health aide to report any students with temperatures above 100 degrees Fahrenheit.</b> <ul style="list-style-type: none"> <li>○ Students with elevated temperatures will be escorted to a quarantine area and parents will be notified immediately.</li> </ul> </li> <li>• Ensure classroom setup of desks provides physical distancing (minimum of 4ft.) for students.</li> <li>• All staff are required to wear a mask and/or face shield.</li> <li>• Ensure students maintain physical distance whenever possible.</li> <li>• Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.</li> <li>• Minimize shared classroom materials.</li> <li>• Keep the classroom door open to maximize airflow and reduce the number of touches to door handles.</li> <li>• Use supplies provided to spray desks, chairs, and any common materials needed before new students transition into the room,</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Make sure teachers are provided with all supplies needed daily including disinfectant and paper towels.</li> <li>• Disinfect classrooms during teacher plan bell, during lunch, and after school.</li> <li>• Cleaning service will deep clean rooms each day after school.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Ensure classrooms are physically distanced (minimum of 4ft.).</li> <li>• Ensure classrooms are disinfected between classes, during plan bells, lunch, and after school.</li> <li>• Ensure supplies are readily available for custodians and teaching staff.</li> </ul>

## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Hallways, Lockers and Common Areas

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>● Provide a mask and/or face shield for your student to wear.</li> <li>● Provide your student with a water bottle daily as water fountains will not be available for use.</li> <li>● Limit items that your child brings to school to include essential materials only.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>● Report immediately to your classroom, upon arrival to school.</li> <li>● Carry a water bottle as water fountains will not be available for use.</li> <li>● Follow all signage in the hallways and common areas.</li> <li>● When possible, stay to the right when traveling down hallways and using stairs.</li> <li>● Limit items brought to school since access to your locker will be limited.</li> </ul> <p><b><u>Building differences as noted in handbooks</u></b></p> <p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>● Building will develop routines to allow for social distancing for accessing their things.</li> </ul> <p><b>Norwood Middle/High School</b></p> <ul style="list-style-type: none"> <li>● Locker use will be with teacher permission, before/after lunch, and at the end of the school day.</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>● Supervise hallways and common areas to ensure students are reporting immediately to class and not congregating in hallways or common areas.</li> <li>● Supervise implementation of locker use schedule to minimize congestion in hallways for buildings that issue lockers.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>● Disinfect common areas based on a schedule provided by school administration. This includes but is not limited to door handles, handrails, toilets, stalls, and sinks.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>● Ensure proper signage is installed in hallways and common areas.</li> <li>● Ensure supplies are readily available for custodians.</li> <li>● Provide reminders, issue warnings, contact parents/caregivers, and issue consequences to repeated expectation violators.</li> <li>● Develop and implement locker use schedules for buildings where lockers are issued to students.</li> <li>● Implement staggered dismissal times if necessary to maximize physical distancing and student safety.</li> </ul>

## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Dropoff, Pick Up, and Visitors

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Conduct a student wellness check including temperature prior to sending a student to school. Students with temperatures over 100°F should stay home. <b>Please call the main office at your child's school to report absence and that your child has a fever.</b></li> <li>• Provide a mask for your student to wear while at school.</li> <li>• Limit visits to school as much as possible.</li> <li>• Conduct a personal health screening prior to coming to a school building and do not come if you are running a fever higher than 100° or showing other symptoms</li> <li>• Follow posted guidelines and read all signage whenever entering the building.</li> <li>• Wearing a mask is required when entering a building.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Report directly to your assigned classroom/area upon arrival to school.</li> <li>• Maintain maximum physical distance from peers whenever possible in hallways, common areas, offices, etc.</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>• Supervise hallways and common areas to ensure students are reporting immediately to assigned class and not congregating in hallways or common areas.</li> <li>• Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Disinfect common areas based on a schedule provided by school administration. This includes but is not limited to door handles, handrails, toilets, stalls, counters, and sinks.</li> <li>• Ensure designated doors are propped open at arrival and dismissal.</li> <li>• Ensure designated doors are closed after arrival and dismissal.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Ensure adequate supervision is available in parking lots and in common areas of the building.</li> <li>• Ensure proper signage is installed in hallways and common areas.</li> <li>• Ensure supplies are readily available for custodians.</li> <li>• Provide reminders, issue warnings, contact parents/caregivers, and issue consequences to repeated expectation violators.</li> <li>• Ensure designated doors are propped open at arrival and dismissal.</li> <li>• Ensure designated doors are closed after arrival and dismissal.</li> <li>• Minimize parent and community volunteers to ensure safety and health of students and staff.</li> <li>• Implement staggered dismissal times or exits, if necessary to maximize physical distancing and student safety.</li> </ul>

## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Transportation (For students attending Great Oaks Campuses and students with disabilities)

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>Conduct a student wellness check including temperature prior to sending a student to school. Students with temperatures over 100°F should stay home.</li> <li>Provide a mask and/or face shield for your student to wear (if applicable) on the bus.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>Maintain appropriate physical distances while waiting for the bus.</li> <li>Sit one per seat on the bus and sit in your assigned seat.</li> <li>Wear a mask and/or face shield while riding the bus (if applicable).</li> <li>Remain seated, facing forward while riding the bus.</li> </ul>	<p><b><u>Drivers</u></b></p> <ul style="list-style-type: none"> <li>Wear a mask and/or face shield while students are on the bus.</li> <li>Provide reminders to students of bus expectations: 1 per seat, wearing masks and/or face shield, seated facing forward.</li> <li>Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.</li> <li>Ensure the bus is disinfected following outlined safety protocols.</li> </ul> <p><b><u>School/District Administration</u></b></p> <ul style="list-style-type: none"> <li>Monitor drop off and dismissal to ensure students do not congregate in groups.</li> <li>Provide consequences, including loss of privilege to ride the bus to those who violate rules.</li> </ul>

### Meetings and Conferences

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>Notify the school of your preference to attend meetings using a virtual platform, via phone, or in-person.</li> <li>In-person meetings should follow appropriate physical distancing protocols and it is required that a mask and/or face shield be worn.</li> <li>Conduct a personal health screening prior to coming to a school building and do not come if you are running a fever higher than 100° or showing other symptoms.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>Participate in meetings as requested by parents/caregivers or school staff.</li> <li>Follow physical distancing protocols.</li> <li>Per Governor DeWine's order on August 4, 2020, wearing a mask and/or face shield is <i>required</i> at all times.</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>When possible, attend meetings from the classroom using video technology.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>Clean and disinfect conference rooms after meetings or provide materials for cleaning and disinfecting to take place.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>Provide parents/caregivers with options for in-person, phone, or video conferencing.</li> <li>Ensure physical distancing guidelines are followed as much as possible when in-person meetings are held.</li> <li>Ensure physical space used for meetings allows for distancing guidelines</li> </ul>

# OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

## Health Services

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Conduct a student wellness check including temperature prior to sending a student to school. Students with temperatures over 100°F should stay home. <b>Please call the main office at your child's school to report absence and that your child has a fever.</b></li> <li>• Provide a mask for your student to wear on the bus and while at school.</li> <li>• Ensure contact information is up to date in the event the nurse needs to contact home.</li> <li>• Students who are ill need to be picked up immediately. Please ensure there are multiple, pre-arranged methods of getting a student home from school should they become ill or exhibit symptoms.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Use designated entrances and exits to the office.</li> <li>• Following physical distancing protocols as much as possible when in office.</li> <li>• Wearing a mask and/or face shield is required if a student is determined to have a fever or other symptoms.</li> </ul>	<p><b><u>Nurse/Health Aide</u></b></p> <ul style="list-style-type: none"> <li>• Wear a mask and/or face shield at all times, and a gown and gloves when working individually with students.</li> <li>• Ensure the workspace is kept clean and sanitized.</li> <li>• Ensure physical distancing protocols are followed whenever possible.</li> <li>• Isolate students who are showing symptoms to a separate area away from other students already in the clinic.</li> <li>• Ensure the clinic is disinfected immediately following a student entering who is exhibiting symptoms.</li> <li>• Ensure doors to the clinic are open to minimize use of door handles and to ensure maximum air flow to the area.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Disinfect clinic based on schedule provided by school administration. This includes but is not limited to door handles, countertops, seating areas, restrooms, etc.</li> <li>• Disinfect the isolation area after students who utilize the area have left the building.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Install barriers as needed to protect employees working in the nurse's office.</li> <li>• Ensure proper signage is installed.</li> <li>• Ensure regular cleaning and disinfecting takes place in the office area.</li> <li>• Ensure seating areas are properly physically distanced.</li> <li>• Ensure the student isolation area is properly supervised when in use.</li> </ul>

## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Restrooms

<b>Student and Parent/Caregiver Expectations</b>	<b>Staff Expectations</b>
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"><li>• Provide a mask for your student to wear.</li></ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"><li>• Follow all signage in the hallways, common areas and restrooms.</li><li>• When possible, stay to the right when traveling down hallways to get to restrooms.</li></ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"><li>• Assist in supervision of restrooms, hallways, and common areas between classes.</li><li>• Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.</li></ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"><li>• Disinfect restrooms based on schedule provided by school administration. This includes but is not limited to door handles, toilets, stalls, and sinks.</li></ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"><li>• Ensure proper signage is installed in hallways, common areas and restrooms.</li><li>• Ensure supplies are readily available for custodians.</li><li>• Provide reminders, issue warnings, contact parents/caregivers, and issue consequences to repeated expectation violators.</li><li>• Provide supervision of restrooms between classes to ensure limited numbers of students are in restrooms at the same time.</li><li>• Implement measures such as closing sinks or urinals when necessary to allow for appropriate physical distancing.</li></ul>



## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Lunches and Cafeteria

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Provide a mask and/or face shield for your student to wear while at school.</li> <li>• Limit visits to school as much as possible including visits to drop off forgotten items.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• When possible, stay to the right when traveling down hallways.</li> <li>• Lunch may be eaten in the classrooms to reduce the number of students in the cafeteria.</li> <li>• If your class is assigned to eat in the cafeteria, wearing a mask and/or face shield is required when in line or moving around the cafeteria. Masks and/or face shields may be removed while eating.</li> <li>• Sit in designated seats.</li> <li>• Follow guidelines for restroom use during lunch periods.</li> <li>• Follow physical distancing guidelines as much as possible when in line and in the serving areas.</li> </ul> <p><b><u>Building differences as noted:</u></b></p> <p><b>Sharpsburg</b></p> <ul style="list-style-type: none"> <li>• Students will eat in the cafeteria as there is room to safely distance students.</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• Some students will eat in the cafeteria and others will eat in classrooms</li> </ul> <p><b>Williams</b></p> <ul style="list-style-type: none"> <li>• Some students will eat in the cafeteria and others will eat in classrooms</li> </ul> <p><b>Middle/High School</b></p> <ul style="list-style-type: none"> <li>• Meals will be eaten in common areas as directed by staff (cafeteria, outdoor areas, gymnasiums, lobby, etc)</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>• Supervise designated eating areas to ensure students are properly physically distanced.</li> <li>• Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.</li> <li>• Wear a mask and/or face shield at all times.</li> <li>• Monitor and issue passes for bathroom use during lunch time.</li> <li>• Use staggered dismissal to ensure physical distancing at the end of lunch in the cafeteria.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Disinfect all table tops and seats before and after each lunch.</li> <li>• Disinfect restrooms and common spaces between lunches. This includes but is not limited to door handles, handrails, toilets, stalls, and sinks.</li> </ul> <p><b><u>Cafeteria Staff</u></b></p> <ul style="list-style-type: none"> <li>• Wear a mask and/or face shield at all times..</li> <li>• Clean and disinfect serving areas and tables between lunches.</li> <li>• Serve all food to students. (Students will not self-serve items as they have in the past.)</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Ensure proper signage is installed in designated eating areas.</li> <li>• Ensure enough seating is provided to ensure proper physical distancing and be practiced.</li> <li>• Add additional seating areas on stage, outside, and in the practice/aux gym to ensure proper physical distancing.</li> <li>• Ensure supplies are readily available for custodians.</li> <li>• Provide reminders, issue warnings, contact parents/caregivers, and issue consequences to repeated expectation violators.</li> <li>• Implement staggered dismissal times if necessary to maximize physical distancing and student safety.</li> </ul>

## OPTION 1- STUDENTS IN-PERSON AND IN-BUILDINGS DAILY WITH SAFETY PROTOCOLS

### Office

Student and Parent/Caregiver Expectations	Staff Expectations
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Conduct a personal health screening prior to coming to a school building and do not come if you are running a fever higher than 100° or showing other symptoms.</li> <li>• In-person office visits should follow appropriate physical distancing protocols.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Use designated entrances and exits to the office.</li> <li>• Following physical distancing protocols as much as possible when in office.</li> </ul>	<p><b><u>Teachers/Assistants</u></b></p> <ul style="list-style-type: none"> <li>• Wearing a mask and/or face shield is required.</li> <li>• Follow physical distancing protocols.</li> </ul> <p><b><u>Office Staff</u></b></p> <ul style="list-style-type: none"> <li>• Monitor and control the number of people in the office at any one time.</li> <li>• Ensure physical distancing guidelines are followed as much as possible when in-person meetings are held.</li> </ul> <p><b><u>Disinfecting Needs (Cleaning Service, Custodians, others as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Disinfect office based on schedule provided by school administration. This includes but is not limited to door handles, countertops, seating areas, restrooms, etc.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Install barriers to protect employees working in the main office.</li> <li>• Reduce community and parent volunteers to ensure safety of all students.</li> <li>• Ensure proper signage is installed in the office and leading into the office.</li> <li>• Ensure regular cleaning and disinfecting takes place in the office area.</li> <li>• Ensure seating areas are properly physically distanced.</li> </ul>

**Remote Learning Level 4 (Only if state or local regulations require a school closure, we would shift into remote learning and more details will be provided.)**

<b>Student and Parent/Caregiver Expectations</b>	<b>Staff Expectations</b>
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Monitor student progress on coursework.</li> <li>• Developing a “school schedule” is recommended to keep routines in place for students while working from home.</li> <li>• Communicate questions and concerns immediately to staff.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Following a regular “school schedule” is recommended to help keep routines in place for students while working from home.</li> <li>• Communicate questions and concerns immediately to teachers.</li> <li>• Follow remote learning expectations. Participate in virtual sessions with teachers as scheduled, watch lessons provided by teachers, and complete assignments according to timelines.</li> </ul>	<p><b><u>Teachers/Assistants/Support Staff</u></b></p> <ul style="list-style-type: none"> <li>• Create lessons that are engaging for students using a variety of strategies.</li> <li>• Schedules will be set up for both office hours and virtual sessions.</li> <li>• Use Google Classroom/Canvas as the platform for all assignments, links to resources, etc.</li> <li>• Grade work in a timely manner and provide feedback to students on assignments.</li> <li>• Support Staff will help meet ongoing needs of the students as outlined by the district.</li> </ul> <p><b><u>Technology Department</u></b></p> <ul style="list-style-type: none"> <li>• Provide help desk assistance when technology issues occur.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Ensure each student has a device at home and internet access.</li> <li>• Monitor and assist teachers in the delivery of content for students.</li> <li>• Implement appropriate grading procedures and work from home guidelines for teachers.</li> </ul>

**Timeline of Changes from One Level to Another**

Once the district is in a specific level (i.e. red), the district will stay at that level for one month from the date the level change was made by the Governor in reference to Hamilton County (if moving to a lower risk level). The change happens immediately if the level becomes more severe, (i.e. red to purple). For example, it would take one month to revert back to orange from a red situation. However, if moving from red to purple, the change is immediate.

## **OPTION 2- STUDENTS AT HOME DAILY**

### **INDEPENDENT VIRTUAL LEARNING PROGRAM (Individual Online Learning with Teacher Support)**

<b>Expectations and Additional Information</b>	<b>Staff Expectations Student and Parent/Caregiver</b>
<p><b><u>Parents/Caregivers</u></b></p> <ul style="list-style-type: none"> <li>• Attend a training session regarding how to use the virtual program.</li> <li>• Monitor student progress on coursework and serve as a Learning Coach.</li> <li>• Developing a "school schedule" is recommended to keep routines in place for students while working from home.</li> <li>• Communicate questions and concerns immediately to staff.</li> <li>• Monitor and support student progress through an online curriculum with parent/caregiver access to the online platform and progress information.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• This option is different from what students experienced during remote learning last spring.</li> <li>• Students participating in this option will be using Edgenuity, an online curriculum and platform, designed by an outside company that specializes in virtual learning.</li> <li>• If the virtual option is selected, the student must remain in the program until the end of the semester. The student can return to in-person learning in January.</li> <li>• Students will not come to a school building for instruction and will not be in the same classes or have the same teachers as students participating in Option 1</li> <li>• It is recommended students follow a schedule to complete online learning, assignments, and assessments.</li> <li>• The online curriculum will meet the same standards as our Norwood City School District curriculum, but it will not necessarily match the same pacing or activities that are delivered in school buildings.</li> <li>• Students will have access to courses in all core areas (English language arts, mathematics, sciences, and social studies)</li> <li>• Students will also have limited access to special area courses (K-6) and elective courses (7-12), Students in grades 7-12 will not have access to their full schedule as planned this past spring.</li> <li>• Communicate questions and concerns immediately to teachers.</li> <li>• Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.</li> <li>• Students will earn grades for their work.</li> </ul>	<p><b><u>Teachers</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will be assigned to the virtual program and will support students as needed.</li> <li>• Work will be graded and feedback provided in a timely manner.</li> <li>• Services will be provided as outlined in a student's Individualized Education Program.</li> </ul> <p><b><u>Technology Department</u></b></p> <ul style="list-style-type: none"> <li>• The district will provide a chromebook for each student to use at home; students will not be asked to share devices.</li> <li>• The district will support families without wi-fi access.</li> <li>• The district will provide help desk assistance when technology issues occur.</li> </ul> <p><b><u>Administration</u></b></p> <ul style="list-style-type: none"> <li>• Ensure each student has a device at home.</li> <li>• Monitor and assist teachers in the delivery of content for students.</li> <li>• Implement appropriate grading procedures and work from home guidelines for teachers.</li> </ul>

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| <ul style="list-style-type: none"><li>• If state or local regulations require a school closure, students participating in this option will continue as scheduled, and will continue to use the online curriculum and platform.</li><li>• Students may continue to participate in after-school activities at their school building, including extra-curricular activities</li></ul> |  |
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## ADDITIONAL INFORMATION

- [LINK TO: Hamilton County Educational Service Center](#)
- [LINK TO: Ohio Department of Education](#)
- [LINK TO: Ohio Department of Health](#)
- [LINK TO: Norwood Health Department](#)
- [LINK TO: Center for Disease Control \(CDC\)](#)
- [LINK TO: Governor DeWine's Planning Guide](#)
- [LINK TO: American Academy of Pediatrics Guide For School Re-Entry](#)

**Thanks to the NCS D Re-entry to School Team Members:** Mary Ronan, Kathy Strasser, Sherry Robbins, John Peter, Barb Smith, Diane Prather, Kim Giles, Karen Elliott, Michelle Whitt, Derek Alsip, Haley Harris, Kristina Chesson, Tina Acres, Leslie Hadaway, Katherine Dykes, Sarah Lape, Tim Ruoff, Holly Covert, Kirsten Bose, Karen Eads, Andrea Alsip, Kathy O'Neal, Joe Miller, Lin Yates, Tom Robinson, Scott Heisel, Eric Lawson, Brad Hunt, Katie Gellert, Glenna Edwards, Mark Gabbard, Terri Havlin, Liz Post, Monica Espinal, Shannon Eshman, Glenna Edwards, Rachel Miller, Brooke Gregg, Julie Rugh, Dawn Attebery, Nichole Wiseman, Annie Stonerook, Terese Booth, Amanda Buop, Debbie Riggs, Molly Goodfriend, Carley Quinter, Parey Haines, Cassie Katencamp, Tom Muenchen, Katie Gellert, Joe Westendorf, Scott Brindley, Kelly Cornelius, Laura Zimmerman, Theresa Lingardo, Tammy Guy, Randall Grandstaff, Laura Ferguson, Alex Heinz, Jen List, Allison Marshall, Emily Jones, Roger Kipp, Kimberly Cotrill, John Stacy, Kenny Stacy, Mike Mayfield, Terri Havlin

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**A RESOLUTION SUSPENDING RESOLUTION #101-20 AND RESOLUTION # 102-20 CONCERNING THE BACK TO SCHOOL PLAN 2020-21 TO ENABLE THE NORWOOD CITY SCHOOL DISTRICT TO RETURN TO FULL TIME INSTRUCTION BEGINNING FOURTH QUARTER OF THE 2020-21 SCHOOL YEAR**

WHEREAS, as the Norwood City School District was planning to re-open last August for the 2020-21 school year, after the March 2020 pandemic shut-down by order of the Governor of the State of Ohio, and;

WHEREAS, the Back to School plan was developed by a team of teachers and administrators working throughout the summer of 2020 using the guidelines of the Ohio Department of Health and then submitted the plan to the Norwood Health Department for review, and;

WHEREAS, on July 17, 2020 resolution #102-20 was passed by the Board of Education, approving the Back to School plan for the Norwood City School District aligning the plan with the risk assessment color levels from the State of Ohio, and;

WHEREAS, the Back to School Plan was amended by resolution # 101-20 to change the mode of instruction in the original plan based on color level, from full- time to a hybrid model, and;

WHEREAS, as the school year progressed the data showed that schools were not the source of COVID spread, that everyone had anticipated, and that the risk assessment color levels were greatly influenced by hospitals/ ICU beds and not the data from schools, thus causing most districts in Ohio to move off the color levels, and;

WHEREAS, the Governor has provided vaccine for educators who are in-person in schools and over 270 Norwood staff members were vaccinated on February 3 and will receive a second dose on March 3. This number includes 88% of certificated staff and 84% of classified staff, indicating levels higher of vaccination than first responders and health care professionals, and;

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**NOW, THEREFORE BE IT RESOLVED**, that resolution #101-20 and # 102-20 concerning the Back to School Plan are suspended so students may return to school full time following the directives of the Governor of the State of Ohio and following the safety protocols from the Ohio Department of Health including but not limited to a mask requirement, frequent hand washing and having sanitizer readily available, electrostatic sanitizing and/or wiping down of common areas and classrooms, desk shields and social distancing, and;

**BE IT FINALLY RESOLVED**, the Norwood City School District will return to full time instruction starting fourth quarter on March 22, 2021. This is to allow two weeks for the second dose of vaccine to reach full effectiveness for our school staff. This resolution will be in effect barring any emergency orders that would come from the Governor's office or the Ohio Department of Health. In addition, the Data Assessment of Risk Team (DART) will continue to meet weekly to look at numbers for the Norwood zip codes with the Norwood Health Department and monitor the numbers in our schools, and make any necessary recommendations to the Board of Education.

**Brandon Atwood, President  
Amber Ballard, Vice  
President  
Debbie Cole  
Sally Raber  
Alice Rericha**



Norwood City School District IRN 044578 Submitted on April 1, 2021 Kristina Chesson	<b>Identifying Academic Needs</b>	<b>Approaches to Address Academic Gap Filling</b>	<b>Identify Social and Emotional Needs</b>	<b>Approaches to Address Social and Emotional Need</b>
<b>Budget Needs</b>				
<b>Elementary</b>				
<b>Spring 2021</b>				
TBD based on number of students participating	We will use Winter MAP Reading data for grades 2-6 to recruit students for our programming opportunities. We will also use Aimsweb plus K-1 Literacy winter benchmarking data to inform plans.	4th Quarter Remediate and Recover using Winter MAP and Aimsweb data in addition to data to target instruction in literacy. Teachers will utilize strategies from LETRS training and Heggerty Phonics/Phonemic Awareness Program, Orton Gillingham as well as Leveled Literacy Intervention (LLI) to address reading gaps.		
TBD based on number of students participating	We will use Winter MAP Math data for grades 2-6 to recruit students for our programming opportunities. We will also use Aimsweb plus for K-1 Math winter benchmarking data to inform plans.	We will focus on math fact fluency and standards based grade level appropriate instruction using small group and individual instruction. We will reinforce weekly skills being taught in the core math program (i.e. place value, foundations of multiplication, etc).		
TBD based on number of students participating	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services needed to help close the gap for students that are not making progress or for students that are making limited progress.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap.		
In kind cost	Due to a blended learning (50%) schedule, preschool students had less exposure to preacademic skills necessary for them to to prepare for Kindergarten.	Students transitioning from preschool to Kindergarten were provided access to Reading Eggs and Math Seeds for home use.		

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In-kind			After school staff are surveyed using the mini-dessa about all students in the afterschool program.	After school staff utilize Peacebuilder climate programming in order to strengthen social and emotional life skills.
In-kind			K - 3 teachers complete the mini-dessa which provides information regarding if SE is a strength, on track or needs support.	Students who need additional support are either in a small group to learn more social emotional skills or referred to counselor / social worker for additional support.
TBD			We recognize the need to screen for SEL in all grades as students return to five days a week learning. Parents have reported an increase in need of supports but we are unclear about the volume of the need.	We are in process of selecting K-12 SEL screener and wellness tracking system.
in-kind			Our data indicated a need for a pro-social skills, self-regulation and prevention program. A Tier 1 support was needed for all students.	K - 6 teachers use evidence-based PAX GBG in their classrooms to promote self-regulation and reduce disruption. Undesired behavior is identified as "spleems". PBIS- PAX Implementation- PAX leaders who are both virtual and in-person are recognized monthly with certificates and coupons. Counselors offer girls' groups following the Girl Circle Curriculum and boys' groups following the Boy Circle Curriculum. Calm App for meditation and Go Noodle for breathing exercises. Counselors and staff members are checking in with all students on a weekly basis. Students needed extra SE help are included in small groups for evidence-based learning through MindUp and other small groups.
TBD			Counselor referrals for mental health support indicate a need for additional individual programming.	We have school based therapy available through our partner Talbert House. We also provide external referrals for parents/families who prefer off-site counseling.
<b>Summer 2021</b>				

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In-kind	We will use Spring MAP data in Reading and Math for grades 2-6 to recruit students for our summer programming opportunities. We will also use Aimsweb plus spring benchmarking data for literacy and math to inform plans and recommendations for the summer.	We will hold a four week summer program with time for reading and math instruction. The instruction will be based on the needs of the individual student. Progress will be determined by check points throughout the summer session. The approach used will be small group direct instruction using guided reading and small group math intervention. The programming is aligned to state standards		
TBD	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services needed to help close the gap for students that are not making progress or for students that are making limited progress. Students that participated in the Spring 2021 may also be encouraged to attend Summer 2021 programming.	Intervention Specialists and related service providers will work with students 1:1 or in small groups using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap. Students will be invited to attend summer school where Intervention Specialists and related service providers will be available to provide interventions. In addition, services will be offered outside of summer school at a mutually agreed upon time with parents.		
TBD	Due to a blended learning (50%) schedule, preschool students had less expose to preacademic skills necessary for them to to prepare for Kindergarten.	A summer learning camp will be offered to students transitioning to Kindergarten. In addition, other students will be offered participation based on progress on TSGold scores, IEP progress monitoring, and teacher created progress monitoring tools.		
TBD	Our preschool and kindergarten enrollment was lower than usual. Our current understanding is that many families made safety choices and had their children stay at home during the year instead of participating in a preschool program or enrolling early in kindergarten.	Early education partners like our Norwood Ready Kids collaborative group have moved up their recruitment goals from September 30 to July 1. This helps our youngest learners, many whose families chose not to send them to preschool because of the pandemic, to prepare for Kindergarten and First grade.		
TBD	We will use a pre test for all student participating in the summer camp	21st Century Avenues for Success will operate a 10 week summer program and embedded in that programming.		

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	held through Avenues for Success for grades K-6.	Our after school program has high enrollment numbers in process for summer learning and enrichment. Students will participate in academic learning with the help of Tri-State Foundation tutors for math and reading from 8am to 1130am in camp, have lunch, then switch to movement and enrichment activities with the help of partners like the library, aquarium, drum, drama and music providers.		
In-kind			Based on the results of our MTSS work and counselor referrals	Talbert House therapists continue to see students throughout the summer.
<b>School Year 2021-22</b>				
TBD	Intervention Specialists and related service providers (OT, PT, Speech) will examine student's progress towards IEP goals based on the Spring and Summer 2021 interventions that were provided. Students that continue to need remediation will be encouraged to attend programming offered during the 2021-22 school year.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap.		
In-kind			Our new school based health center will help identify and refer students who might benefit from social emotional learning or support.	Our mental health school based provider is Talbert House. They saw about 100 clients during the pandemic. We anticipate that number will increase by 20 or more in the 21-22 school year.
In-kind			We will continue using PAX GBG in classrooms and provide additional support and training to teachers.	Students who need additional support are either in a small group to learn more social emotional skills or referred to counselor / social worker for additional support.
<b>School Year 2022-23</b>	To be determined	To be determined	To be determined	To be determined

<b>Norwood Middle School</b>				
<b>Spring 2021</b>				
In-kind	We will use Winter MAP data for grades 7-8 in Reading and Math to recruit students for our programming opportunities.	Based on students skills assessment in MyPath, students will work through specific skill deficits with guided instruction. Students may also have targetted instruction based on the winter benchmarking		
In-kind	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services needed to help close the gap for students that are not making progress or for students that are making limited progress.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap. In addition, Intervention Specialists will work 1:1 or in small groups with students during the 4th Quarter Remediate and Recover Program.		
In-kind			7-8 teachers use evidence-based PAX GBG in their classrooms to promote self-regulation and reduce disruption. Undesired behavior is identified as "spleems". During the return to school five days a week, teachers will evaluate the use of the GBG and if additional support is needed.	Students who need additional support are either in a small group to learn more social emotional skills or referred to counselor / social worker for additional support.
TBD			Students, Parents & Staff will be given a SEL needs assessment to identify challenges.	School social worker is in the building two days per week to provide brief intervention and referrals. We have school based therapy available through our partner Talbert House.
<b>Summer 2021</b>				
TBD	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services	Intervention Specialists and related service providers will work with students 1:1 or in small groups using specially designed instruction (Orton Gillingham, Leveled Literacy		

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	needed to help close the gap for students that are not making progress or for students that are making limited progress. Students that participated in the Spring 2021 may also be encouraged to attend Summer 2021 programming.	Intervention, etc.) to help close the gap. Students will be invited to attend summer school where Intervention Specialists and related service providers will be available to provide interventions. In addition, services will be offered outside of summer school at a mutually agreed upon time with parents.		
TBD	Students may have fallen behind in their grades and those who have a failing grade in reading and math will be provided support.	Students will be enrolled in ELA and math summer programming for one month in the summer to reduce the learning and academic loss.		
TBD			Students often experience some heightened awareness and nervousness about transitioning to a new building. We will have two grades transitioning to a new building.	Incoming sixth and seventh graders will be invited to participate in a Transition program for four days in August to learn about the middle school and engage in team building activities.
TBD			Our Wellness Team will implement and plan additional SEL supports based on assessment survey results from students, parents and staff in the spring.	Talbert House therapists continue to see students throughout the summer as will social workers.
<b>School Year 2021-22</b>				
TBD	Intervention Specialists and related service providers (OT, PT, Speech) will examine student's progress towards IEP goals based on the Spring and Summer 2021 interventions that were provided. Students that continue to need remediation will be encouraged to attend programming offered during the 2021-22 school year.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap.		
TBD	The transition and community activities were limited for our Middle and High School students in our specialized classrooms due to the pandemic. This is a key component	During Summer 2022 a Summer Community Bootcamp will be offered to students. This will include community outings and work skill activities in the community.		

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	for students to develop necessary skills for transition into adulthood.			
TBD			A survey of the wellness team was conducted to chart and track current student support needs. Our Wellness Team will implement SEL supports based on assessment survey results from students, parents and staff in the spring.	Wellness team is considering hiring a full time social worker to provide social emotional support in the middle school during the 21-22 school year.
<b>School Year 2022-23</b>	To be determined	To be determined	To be determined	To be determined
<b>Norwood High School</b>				
<b>Spring 2021</b>				
TBD based on number of students participating	We will use Winter MAP Algebra I to recruit students for our programming opportunities. Additionally, we will use benchmark assessments at the high school level for math to target the work with students. Students will be targeted based on low performance, projection reports and disengagement.	Algebra I and Geometry- Direct instruction as well as individualized instruction on noted in areas of weakness will be provided.		
TBD based on number of boot camps	Benchmarking Assessments completed in AP courses shows demonstrated need.	Boot Camps are designed to bring students on point with AP coursework providing instruction and review with vocabulary as a focus to the work.		
TBD based on number of students participating	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services needed to help close the gap for students that are not making progress or for students that are making limited progress.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction to help close the gap. In addition, Intervention Specialists will work 1:1 or in small groups with students during the 4th Quarter Remediate and Recover Program.		
TBD based on number of students participating	Midterm Benchmark Data is used to determine needs of the students for ELA I and ELA II. Students will be targeted based on low performance.	Direct instruction as well as individualized instruction on noted in areas of weakness will be provided. Progress monitoring will be done throughout the quarter to check the progress of the students.		

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TBD based on number of students participating	OELPA results will be used to determine needs of English Language students	Direct individualized instruction on areas of weakness will be used as well as specific phonics instruction and reading comprehension instruction.		
In-kind			Teachers are trained on QPR and how to refer students to guidance office for SEL support. We have a High School Hope Squad. Each student is trained in QPR. They are aware of how to seek help for themselves and others as well as host events like Hope Week Spring 2021.	The results of seeking help will help to inform our future decision work for Tier 1, 2 and 3 support for students.
In-kind			We are reviewing additional Tier 1 supports for SEL in the high school for roll out fall 2021.	After the review we will make recommendations for additional Tier 1 support.
TBD			Our Wellness Team will implement and plan additional SEL supports based on assessment survey results from students, parents and staff in the spring.	Students who need additional support are referred to counselor / social worker / therapist / prevention consultant for additional support.
In kind			Our new school based health center will help identify and refer students who might benefit from social emotional learning or support.	Our mental health school based provider is Talbert House.
<b>Summer 2021</b>				
In-kind	Some students may have fallen behind during the regular school and are credit deficient.	We have created a summer school credit recovery program to allow students to earn credit for a course that they received a failing grade for during the school year.		
TBD based on number of students participating	Intervention Specialists and related service providers (OT, PT, Speech) are examining student's progress towards IEP goals. Teams are meeting to determine services needed to help close the gap for students that are not making progress or for students that are	Intervention Specialists and related service providers will work with students 1:1 or in small groups using specially designed instruction to help close the gap. Students will be invited to attend summer school where Intervention Specialists and related service providers will be available to		

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	making limited progress. Students that participated in the Spring 2021 may also be encouraged to attend Summer 2021 programming.	provide interventions. In addition, services will be offered outside of summer school at a mutually agreed upon time with parents.		
TBD			Using our framework for supports and based on assessment survey results from students, parents and staff in the spring.	Talbert House continues to see students over the summer.
<b>School Year 2021-22</b>				
TBD based on number of students participating	Intervention Specialists and related service providers (OT, PT, Speech) will examine student's progress towards IEP goals based on the Spring and Summer 2021 interventions that were provided. Students that continue to need remediation will be encouraged to attend programming offered during the 2021-22 school year.	Intervention Specialists and related service providers will work 1:1 or in small groups with students after school using specially designed instruction (Orton Gillingham, Leveled Literacy Intervention, etc.) to help close the gap.		
TBD based on number of students participating and the number of activities	The transition and community activities were limited for our Middle and High School students in our specialized classrooms due to the pandemic. This is a key component for students to develop necessary skills for transtion into adulthood.	During Summer 2022 a Summer Community Bootcamp will be offered to students. This will include community outings and work skill activities in the communy.		
TBD based on number of students participating	By the end of the school year we will have identified the students who are in need of remediation and summer programming due ot failing grades	We will offer a 9th-12th grade credit recovery course to make up coursework and improve course grades and receive credit for coursework.		
In-kind			Using our framework for supports and based on assessment survey results from students, parents and staff in the spring.	We plan to roll out a Tier 1 support for high school SEL.
In-kind			Our new school based health center will help identify and refer students who might	Our mental health school based provider is Talbert House. We

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			benefit from social emotional learning or support.	anticipate increased caseload post pandemic.
<b>School Year 2022-23</b>	To be determined	To be determined	To be determined	To be determined