

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

### REQUIRED ELEMENTS OF A LOCAL PLAN

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

DEADLINE: June 24, 2021

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

RESOURCES:

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

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

**School District: Cleveland Heights-University Heights City School District**

**District Contact: Superintendent Elizabeth Kirby**

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## POLICIES FOR INCORPORATING MITIGATION STRATEGIES

**These policies and mitigating strategies are subject to change based on CDC, CCBH, and district adopted guidelines**

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

- Universal and correct wearing of masks
  - The district will continue to wear masks according to the following the board adopted [po8450.01 - PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS](#)
- Physical distancing
  - Physical distancing means keeping space between yourself and other people while outside your home. This means people should stay the recommended distance apart from others (6 feet whenever possible). Visitors, staff and students in CH-UH buildings are expected to follow this guidance. Paw print floor markers and various signage serve as reminders in our buildings. The goal of physical distancing is to limit physical contact to decrease viral spread among people in community settings, such as school.
  - The CDC's gold standard for acceptable social distance is 6 feet, but a minimum of 3 feet is acceptable based on building and classroom limitations to allow for in-person classes.
  - Physical Barriers
    - Plexiglass partitions are on the desks of main office staff in all buildings, on the desks of students receiving in-person services, and on the desks of teachers providing in-person services.
- Handwashing and respiratory etiquette
  - **Increased Handwashing & Sanitizing**

The CDC recommends everyone [wash their hands](#) often with soap and water for 20 seconds. Staff should make sure to wash their hands throughout the school day. Hand sanitizer is provided in all high traffic areas, including entrances to buildings and classrooms. Sanitation wipes and/or disinfectants are provided in common spaces and in classrooms where a sink for frequent handwashing is not available.
- Cleaning and maintaining health facilities, including improving ventilation
  - **Facility Cleaning**

The custodial & cleaning staff clean each building nightly using disinfectants that are approved by the Environmental Protection Agency (EPA) to kill the COVID-19 virus. Custodians have increased the frequency of daytime cleaning of common touch surfaces including handrails, door handles, etc., using EPA approved disinfectant. Custodians have also increased the frequency of restroom checks to ensure hand soap and paper towels remain available. Upon learning of a positive COVID-19 case, additional cleaning and disinfecting takes place in the areas where that staff or student spent time. Water fountains are not available for use in CH-UH at this time. Students and staff must have their own water bottles while in the building.

- **Sanitation Practices**

High-touch surfaces have the potential for disease transmission, although probably far less frequently than originally assumed. Every effort will be made to eliminate as many of these as possible (i.e. prop doors open safely) and routine (between classes, daily, weekly, etc.) disinfection will take place depending on the frequency of use and contact. The disinfectant we used has been approved to kill COVID-19 and Norovirus.

- **COVID and Heating, Ventilation & Air Conditioning Systems (HVAC)**

The District has a variety of HVAC systems that vary from school to school. Some of the systems have air conditioning and some do not; they all however are capable of bringing in outside fresh air. Our district has 1,342,111 square feet of occupied space that we manage in buildings that age from 1920 to recent renovations at our two middle schools.

Because of the pandemic, we have taken the following steps to improve the air quality in all our schools. The outside air setting which normally is set at 10% of the air that is circulated in a space has been increased to 20%. Increasing it further would put a strain on the heating system. We have installed high quality air filters with a [MERV rating](#) from 8 to 13 depending on the equipment it will be going into.

### **Current district steps with CH-UH HVAC system**

How is what we have done aligned with [ASHRAE Guidance](#) and [CDC Maintaining Healthy Environments](#)?

- We have increased outdoor air ventilation from 10% to 20%.
- Our HVAC systems are looked at daily remotely via the HVAC controls system checking for proper operation.
- We will be improving central air filtration by installing higher rated MERV filters.
- We have turned off the “night setback” on our systems allowing them to operate 24 hours a day.
- We adhere to our preventive maintenance work order system to ensure HVAC systems proper operation & maintenance.
- Disable demand-controlled ventilation (DCV).
- Further open minimum outdoor air dampers.
- Improve central air filtration to the MERV-13 or the highest compatible with the filter rack, and seal edges of the filter to limit bypass.
- Keep systems running longer hours, if possible 24/7, to enhance the two actions above.

The District uses the School Dude Preventive Maintenance module for scheduling and documenting the efforts for preventive maintenance of its HVAC systems. The maintenance includes filter changes, motor maintenance, unit inspections of belt wear, bearing wear, system cleanliness and overall proper operation. Typically every dollar spent on preventive maintenance yields \$4 in savings, (EPA: <https://www.epa.gov/iaq-schools/indoor-air-quality-tools-schools-preventive-maintenance-guidance-documents>).

The District has two major system controls that operate our HVAC systems. The elementary schools, Board of Education and Delisle Center use Teletrol Control Systems. The high school and middle schools use the Tridium Backnet system.

- Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments
  - **Managing Suspected COVID-19 Cases**  
If an employee develops COVID-19 symptoms at work, the employee must be sent home. If the employee is not able to safely self-transport, a staff member should contact a family member, emergency contact, or other method of transport to get the employee home or to a healthcare provider. If the employee appears to be in medical distress, a staff member should call 911.  
  
If a student develops COVID-19 symptoms at school, staff must communicate right away to the nurse/ nurse aide before bringing the student to the clinic to ensure safety precautions can be initiated. A nurse or nurse aide will complete a student illness assessment. If it is determined a student should go home, parents will be notified that their child will need to be picked up within 30 minutes. If the student appears to be in medical distress, a staff member should call 911.
  - **Quarantining Close Contacts**  
A close contact is defined as someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset, or for asymptomatic patients, 2 days prior to test specimen collection.

Recent studies have identified that the risk of COVID-19 transmission in schools may be limited with strict adherence to appropriate prevention measures in this type of supervised environment. **As a result, fully vaccinated students and staff possibly exposed to COVID-19 do not have to quarantine and can continue to attend in-person class and participate in sports and extracurricular activities, unless symptoms develop.**

Unvaccinated students and staff who were possibly exposed to COVID-19 while in a K-12 school may continue to attend in-person school if the following conditions are met:

- The school has documented COVID-19 prevention policies, including mask wearing, social distancing, etc.
- The exposure occurred within a classroom environment or while on a school bus
- The person with COVID-19 and any contacts were properly wearing face masks
- Social distancing was maximized in classroom and other settings
- They remain symptom-free

It is important to remember that these guidelines for unvaccinated students and staff apply only when potential exposures occurred in classroom settings.

Unvaccinated students should not attend in-person school or participate in organized sports or extra-curricular activities if their COVID-19 exposure occurred somewhere other than in the classroom.

Anyone, whether vaccinated or unvaccinated, who is a close contact possibly exposed in the classroom should self-monitor for symptoms for 14 days following the exposure.

Close contacts who continue to attend in-person K-12 school and/or participate in activities should continue to follow normal quarantine protocols when they are not in the classroom or participating in school-related activities.

**The Ohio Department of Health has three recommended options for quarantine following possible COVID-19 exposure:**

- Initiate a home quarantine for 14 days following the exposure. This quarantine period provides the lowest risk for transmission. It is preferred for people living in, working at, or routinely visiting congregate living facilities, high density workplaces, or other settings where contact with people at increased risk for severe illness from COVID-19 is possible.
- A reduced quarantine duration allows for a quarantine of 10 days from the exposure
- A reduced quarantine duration of 7 days from the exposure when the person obtains a negative viral test on day 5 or later after the last exposure. A PCR test is preferred, but a rapid antigen test is also approved for ending the quarantine after 7 days.

In all cases, the student (and their parents) should monitor for symptoms for 14 days as many students become symptomatic later in the incubation period.

**Reporting Confirmed COVID-19 Cases**

In September 2020, the Ohio Department of Health issued an order encouraging families and requiring schools and local health

departments to report information about positive COVID-19 cases.

Should a student test positive for COVID-19, parents/guardians are asked to report this to his or her school. Staff are also instructed to report their own positive cases to their supervisors. No names will be made public or shared with anyone outside of a need-to-know basis. Notifications sent to District families and staff will be as general as possible in order to protect privacy. The goal is to help our health department conduct timely, accurate contact tracing. The District tracks cases via [this public dashboard](#).

- Diagnostic and screening testing
  - We are not utilizing for the 21-22 school year
- Efforts to provide vaccinations to educators, other staff and eligible students
  - The District will be pursuing opportunities for our students and staff to be vaccinated utilizing our medical partnership with Metro Health and other local agencies.
- Appropriate accommodations for children with disabilities with respect to the health and safety policies
  - Student IEPs will be implemented specific to IEP identified and applicable health and school nursing services
  - Allowable face covering exemptions will be applied to students with a disability having specific health reasons and or disability specific reason that prevent the wearing of a face covering/mask
  - Home Instruction as a placement option will be considered by the IEP team based on student needs (i.e., educational, social/emotional, health, medical ....), and the determination by the IEP team that Home Instruction is the appropriate Least Restrictive Environment (LRE) for the student

## **FOOD SERVICE PLAN**

- Breakfast:
  - All In-Person Students will have an option to pick up a 5-day Breakfast Bag on Monday for the whole week Monday - Friday.
  - All In-person Students will have an option to have breakfast at school every morning Monday through Friday if they are hungry, forgot, or need something extra before the school day.
- Lunch:
  - All In-Person Students will have a hot lunch available to them every day. All students will eat in the school cafeterias or as designated by the building principal. All students must pick up their lunch in the cafeteria through the normal service line to ensure food quality and choice.
- Virtual Students
  - All Virtual Students will have an opportunity to pick up a multiple day breakfast and lunch at their home school on specific days for example Tuesday and Thursday. Pre-Ordering is required at the Elementary Schools.
- Other Notes:
  - All meals will follow the USDA and NSLP Meal Pattern.

- All dietary and allergy accommodations must have a doctor's note.
  - In 2021-2022 School Year the District is no longer allowed to claim weekend or holiday meals unless there is a school closure.
  - All service options are based off of the current ODE Waivers for NSLP.
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## PLAN TO ADDRESS CONTINUITY OF ACADEMIC AND NON-ACADEMIC SERVICES

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

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

Cleveland Heights-University Heights has taken and will continue to take actions to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs.

### ACADEMIC SERVICES

It is critical that CH-UH deliver a high-quality academic experience. During the previous 2020-21 school year the school district engaged in enhancing technological tools for remote learning and professional development for staff.

### Summer 2021

The CH-UH district will implement an extensive summer of learning and enrichment for all students in grades PreK-12. The camp included the following programs:

| Program          | Grades Served | Date             | Time                               | Location        |
|------------------|---------------|------------------|------------------------------------|-----------------|
| Tiger Cub Camp   | Pre K         | June 7 - July 1  | 9:00 am-12:00 pm                   | Gearity         |
| Tiger Camp       | K-5           | June 7 - July 30 | 7:30 am-5:30 pm<br>8:15 am-3:30 pm | CHHS            |
| Tiger Camp       | 6-8           | June 7 - July 30 | 8:15 am-12:45 pm                   | CHHS            |
| HS Summer School | 9-11          | June 7 - July 1  | 8:30 am- 1:15 pm                   | Delisle Options |

|   |      |   |                   |            |
|---|------|---|-------------------|------------|
|   |      |   |                   | Center     |
| Class of 2021 summer school/credit recovery                     | 12   | June 7 - July 1<br>Students can continue to work until the end of July to be counted towards the district graduation rate | 8:30 am- 1:15 pm  |            |
| AP Success Camp   | 9-12 | June 8 - June 10  | 10:00 am-12:00 pm | CHHS       |
| Open Doors Academy Summer Camp*                                 | 6-8  | June 7 - July 30<br>(closed week of July 4)   | 9:45 am - 4:30 pm | Monticello |
| Summer Melt Transition to College Support for the class of 2021 | 12   | June 7 - August 15  |                   | CHHS       |

\*The program provides enrichment for students. Students in Open Doors Academy (ODA) will access Math or ELA each morning prior to attending ODA at Monticello Middle School. The middle school students in need of more academic support will participate in Tiger Camp in the morning from 8:15 am to 12:45 pm.

In addition to the Tiger Camp, the district provided opportunities for students and families to stay connected to learning. The intention to avoid the summer slide by providing students with online courses to accelerate their learning for the 2021-22 school year. Every K-5 student was provided access to the Exact Path platform and continued their personalized Math and ELA learning path. All 6-12 students have been enrolled in a self-paced, online Edgenuity Boost course, which will help students practice critical skills needed for next year's English and Math courses.

### **Assessing Our Progress**

This [Curriculum and standards for K-5 by week](#) outline standards that students are learning each week. The 6-8 summer school teachers created **weekly assessments** that will be used to measure mastery. Each short assessment is administered to monitor the students' mastery and growth Cleveland Heights-University Heights has taken and will continue to take actions to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs.

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### **School Year 2021-22**

Following an extended period of remote learning last school year, all students will need an acclimatization and review period in order to take full advantage of this academic year. To prepare for the Fall of 2021, the district and school leaders have engaged in rigorous data collection and analysis. The data collection and analysis have provided the district and school leaders with a way to identify students who need additional support, whether related to academics, attendance, and social/emotional learning. The data was used as part of each school building's Response to Intervention (RTI) process, failure rate action plans, quarterly check-ins, monthly district (DLT) and building leadership team (BLT), and principal meetings, as well teacher-based team (TBT) meetings.

The district has engaged school leaders and staff in creating a transition plan for each school that provides targeted groups, support needed, and resources. The additional instructional time will be helpful to both students and teachers, as it maximizes student learning and the ability to fill gaps from the remote learning period last year. Instructional specialists are working on revising the curriculum and district assessments in the Fall of 2021 to identify and emphasize key skills and competencies in a "vertical" approach to help ensure that students in subsequent grades can learn the required content and skills.

A strong focus for CH-UH is a priority on math and literacy growth by grade level, class, and individual student. All students with Reading Improvement Plans (RIMPs) and Title I services will prioritize increased intervention. Each building has an RTI process for reviewing the structure, grade level, class, and individual student data that will continue to be followed to identify students not progressing and at-risk students. Extended-year services (ESY) for students in special education using data from the state and district assessments to fill in gaps and prevent summer slides. In grades 6 – 12, course grades and progress towards meeting graduation requirements will be reviewed and used as a precursor to outline student needs.

### **Action Steps for 2021-22**

- In the fall of 2021-22, the school will resume in-person instruction five days a week.
- Remote learning options for students using Lincoln Learning (K-5) and Edgenuity (6-12), with students being able to participate in AP courses (in person).
- Scheduling of summer intervention for grades K – 12
- The use of Exact Path, Pearson Learning, Lexia, and Edgenuity to accelerate and provide intervention in literacy and mathematics.
- A revised pacing guide calendar will maximize instructional time.
- RTI processes in each building to support students with academics, attendance, and social-emotional.

- PBIS training and support for all staff and students in all schools.
- Continue the focus on providing quality instruction at Tier I for all students.
- A double dose of literacy and math instruction in grades K-8 through structures for intervention.
- Tutors, mentoring, and special help sessions in grades K-12 to provide intervention and enrichment.
- Creation and implementation of Trauma-Informed Action Plan
- Summer intervention and extended school year services for special education students in grades PreK-12.
- Expanded summer interventions in the areas of literacy and math.
- Credit recovery for middle and high school students in all core subjects and some required graduation elective courses.
- Yearly support for students not passing the Ohio State Assessments.
- Summer testing for high school students not passing the Ohio State Assessments.
- Continue to partner with organizations to assist in support of students academically and socially.

### **ESSER III Support**

- CH-UH plans to utilize ESSER III funding for summer and school year support for intervention and enrichment at all schools and intervention programs in Math and Language Arts in all schools.
- CH-UH is planning to utilize ESSER III funding for academic curriculum support in Literacy and Mathematics.
- CH-UH plans to utilize ESSER III funding to expand partnerships to assist with academic, attendance, and social-emotional needs for students and staff.

### **Social/Emotional/Mental Health**

By design, there is intentional overlap in the social-emotional and mental health services and supports provided and that students and staff have access to within the district. Therefore, student's and staff's social-emotional and mental health needs are not viewed or approached separately within the district. Our social-emotional well-being directly impacts and influences our mental health, and our mental health directly impacts and influences our social-emotional well-being. Given the unprecedented circumstances associated with COVID, the district has intentionally focused on student's social-emotional and mental health needs e in the 2021-2022 school year. The district has established a collaborative partnership with the counseling department of Cleveland State University to positively impact the social-emotional and mental health needs of staff and students. An area of focus in the partnership is identifying best practices and resources associated with social-emotional learning and the mental health needs of staff and students.

CH-UH will continue to provide the following continuity in social-emotional and mental health services and supports for students and staff:

- Maintain current School Counselor and Social Worker, staff
- Develop School Counselor and Administrator Goal Agreement with a trauma-informed action focus area based on the Social-Emotional/Mental Health needs of students and staff in each school
- Develop a Trauma-Informed Action Plan focused on the Social-Emotional/Mental Health needs of students and staff in each school
- Conduct a student and staff “Needs Assessment Survey” three times during the school year (Beginning-of-Year, Mid-Year, and End-of-Year) in an effort to identify the Social-Emotional/Mental Health needs of students and staff
- Provide individual, small group, and whole-class lessons based on the Social-Emotional/Mental Health needs of students and staff as identified through the “Needs Assessment Survey” results
- Provide professional development to staff focused on Social and Emotional/Mental Health needs of students and supports
- Provide professional development to staff focused on Social and Emotional/Mental Health needs of staff and supports
- Provide professional development to counselor’s and social workers through a district partnership with Cleveland State University in the areas of Social and Emotional/Mental Health needs of students/staff and supports
- Participation in the “Transformative SEL Institute Implementation” through the Educational Service Center of Northeast Ohio
- Peer monitoring and feedback specific to each school’s Trauma-Informed Action Plan
- Maintain and make available to student’s protocols for accessing assistance from counselors and or social workers in crisis and non-crisis situations
- Utilizing Red Flags protocols to identify and address student needs
  - Threat Assessment
  - Self-Harm/Suicide Screening
  - Mental Health Screening, Support, and Referral
- Utilize existing supports as social and emotional needs are identified to include
  - Home Visits, Formal Wellness Checks, Individual and Small Group
  - Sessions, Peer Groups, Recommendation for Services with Community
  - Partners
- Utilize the district Threat Assessment
- New student tours/school adjustment support
- Student Intervention Plan and Development
- Grief Support Sessions
- Use of Restorative Practices and PBIS
- Completed Attendance Intervention Plans (habitually truant)

- Created attendance incentive plans (chronically absent)
- Collaborated with staff and families to break down barriers to attendance
- Work with CCDCFS according to House Bill 410 (educational neglect, truancy filings, and court hearings)
- Student Assistance Team (SAT) Support
- Identify families that meet McKinney Vento criteria
- Connect families to resources to secure basic needs (i.e., housing, food, health care, etc.)
- Collaborate and educate staff on homelessness to avoid stigmatization
- Regular communication with families to address changes in housing due to homelessness
- Referrals to Heights Suburban Collaborative to assist with housing needs
- Assist with securing documents such as birth certificates and medical records
- Collaborate with community partners to assist families with housing applications fees and other fees related to accessing housing
- Utilize the Postsecondary Plan System (Platform for managing interventions and referrals for student supports)
- Utilize the Attitudes Related to Trauma Informed-Care (ARTIC) tool used to measure trauma-informed care (data collection and recommendations)
- Maintain community partnerships with the following:
  - Cleveland State University
  - Cornerstone of Hope
  - Delta Sigma Theta Sorority Incorporated
  - Dezine for Success
  - Family Connections
  - Frontline (Mobile Crisis)
  - Hospice of Western Reserve
- Maintain current School Counselor and Social Worker, staff
  - Maintain the district Wellness Committee with a focus on planning and promoting wellness activities and providing staff feedback
  - Continue to provide staff with access to wellness programs and resources through Medical Mutual of Ohio.
  - Continue to provide staff with access to fitness discounts through Medical Mutual of Ohio.
  - Continue the Healthy Tiger Nation Initiative to encourage and support the health and well-being of our Tiger Nation by promoting a healthier lifestyle long-term and making healthy living fun for students and staff.

**Food & Child Nutrition Services For 2021-22**

CH-UH will continue its meal services for all students. In collaboration with AVI Food Services, each school principal will design a safe course of breakfast and lunch meals for students each day of school.

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**School Year 2022-23**

Academic, Social-Emotional, and Food & Child Nutrition CH-UH will continue to monitor and evaluate the success of the areas through outlined metrics. CH-UH will provide K-12 support based on our students' educational and social-emotional needs. Our monitoring and periodic reviews will assist in adjusting and providing protocols, procedures, training, and next steps. The ESSER III resources will support the outlined action steps in 2021-22 and 2022-23.

**ESSER III Support**

- CH-UH plans to utilize ESSER III funding for summer and school year support for intervention and enrichment at all schools and intervention programs in Math and Language Arts in all schools.
- CH-UH is planning to utilize ESSER III funding for academic curriculum support in Literacy and Mathematics.
- CH-UH plans to utilize ESSER III funding to expand partnerships to assist with academic, attendance, and social-emotional needs for students and staff.

### PERIODIC REVIEW

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

The district leadership Cabinet will review the progress of the plan at least monthly in order to assess progress and needed adjustments. Metrics around key academic indicators will be tracked frequently based on the availability of data. Revisions to the plan will be made as needed based on a monthly progress check of the implementation of the plan.

## PUBLIC INPUT

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

The safe return plan will be shared with the district reopening advisory committee, a committee of stakeholders across the Cleveland Heights - University Heights. Further, the district will seek input of the plan from the PTA leadership committee. Feedback from these groups will be used to make revisions and adjustments as needed. We will update the community during monthly board meetings if revisions are made to the plan. Part of that reporting will be an explanation of why revisions were made.