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Introduction

The global Coronavirus pandemic has introduced a new level of risk for in-person instruction and in-person gatherings. Our schools are designed to educate students through social, face-to-face interactions, in relatively close spaces and in large groups. The benefits of this approach to education are well accepted. We have heard from our community and access to school is important. We also know our community prioritizes student and staff safety, and expects a thoughtful re-entry plan (Source: Thought Exchange Report).

As we plan for a school year likely to be continuously impacted by the COVID-19 pandemic, the priorities we hold are:

- Providing environments that are as safe as possible for students and staff;
- Providing equitable, guaranteed, and viable education.

Therefore, Columbia Public Schools will be accessible to all students through a choice model. Students and families may choose to engage in their education through an online format or an in-person format, a model which could have different structures depending on relevant conditions.²

The following links will take you to the instructional reopening plans teachers will be using to guide their teaching.

- Elementary School
- Middle School
- High School

The Columbia Public Schools will continue to monitor conditions using the Learning Mode Matrix - 14-Day COVID Tracker. This tool will guide the school district’s decisions and can be accessed on our website.

² [NOTE: It is understood that choice assumes the conditions and Columbia/Boone County Department of Health and Human Services guidelines for our community allow for schools to reopen.]
Early Childhood Program

Pre-K

In-Person Classes

- Students will be assigned to attend the full-day program.
  - Class sizes will not exceed 12 students in a classroom.
  - A waiting list will be maintained and adjustments made to class sizes based on health department guidelines and recommendations.
  - Student attendance will be closely monitored.
    - CPS Early childhood uses a 5,10,15, 20 system. At 5 unexcused absences, families receive a letter discussing the importance of attendance. At 10 unexcused absences, the school social worker visits the family to discuss how the school can help with ensuring the student attends regularly. At 15 unexcused absences, the family comes to the school for a visit with the principal before the student returns to school. At this meeting, a plan for success is created. If 20 unexcused absences are reached, the student may no longer attend and another child is chosen off the waitlist.

Hybrid Model Classes

- Students will be assigned to attend the full-day program.
  - Class sizes will not exceed 12 students in a classroom.
  - All 12 students will attend in-seat Monday, Tuesday, Thursday, Friday with virtual instruction provided on Wednesday. Students will not attend in-seat on Wednesdays. Students will be provided an ipad to complete the virtual lessons each Wednesday.
  - A waiting list will be maintained and adjustments made to class sizes based on health department guidelines and recommendations.
  - Student attendance will be closely monitored.
    - CPS Early childhood uses a 5,10,15, 20 system. At 5 unexcused absences, families receive a letter discussing the importance of attendance. At 10 unexcused absences, the school social worker visits the family to discuss how the school can help with ensuring the student attends regularly. At 15 unexcused absences, the family comes to the school for a visit with the principal before the student returns to school. At this meeting, a plan for success is created. If 20 unexcused absences are reached, the student may no longer attend and another child is chosen off the waitlist.

Created June 22, 2020
Updated September 1, 2020
• In Pre-K classrooms, **every best effort will be made to maintain stable groups** (children will remain in one classroom for learning).

• Large gatherings (such as all-school assemblies and school-wide celebrations) will not occur.

• Classroom protocols will include assigned seating and other measures to minimize contact.

• Pre-K teachers are expected to wear masks. Pre-K students are not expected to wear masks, but may wear them. When unable to social distance it could be expected for preschool teachers to teach preschoolers how to wear masks effectively. Preschoolers could be asked to wear masks when three to four feet of distance is not feasible.

• Schools will make reasonable best efforts to minimize risk, **however, attending our schools in-person will introduce a greater risk of exposure.**

• Individual school closures will be included in the protocol when individuals have positive tests for COVID-19.

• Pre-K students will have access to specials.
Early Childhood Special Education (ECSE)

In-Person Classes

- Students will be assigned to an AM or PM session.
  - Class sessions will be combined, and our goal is to have no more than 16 students per session.\(^2\)
  - Half of our classrooms will be used for the AM session and the other half for the PM session in order to implement the necessary cleaning protocols and maintain stable groups.
  - Teacher and supplemental staff ratios will be adjusted for the larger session size.
  - We will be unable to have peers in our classrooms at this time.

- In Pre-K classrooms, every best effort will be made to maintain stable groups (children will remain in one classroom for learning).

- Large gatherings (such as all-school assemblies and school-wide celebrations) will not occur.

- Classroom protocols will include assigned seating and other measures to minimize contact.

- Pre-K teachers are expected to wear masks. Pre-K students are not expected to wear masks, but may wear them.

- Schools will make reasonable best efforts to minimize risk, **however, attending our schools in-person will introduce a greater risk of exposure.**

- Individual school closures will be included in the protocol when individuals have positive tests for COVID-19.

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\(^2\) DHH (Deaf Hard of Hearing) classes at the Discovery Center will continue with its traditional session.

*Created June 22, 2020*

*Updated September 1, 2020*
**ECSE Hybrid Model Classes**

- Students will be assigned to either an AM or PM session.
  - Each session will attend two days a week in seat with a 30 minute virtual session the other 3 days
  - Students will either attend an AM or PM session with one of the following Hybrid Schedules
    - Monday & Tuesday in-seat, Wednesday/Thursday/Friday virtual
    - Thursday & Friday in-seat, Monday/Tuesday/Wednesday virtual

- Half of our classrooms will be used for the AM session and the other half for the PM session in order to implement the necessary cleaning protocols and maintain stable groups.

- We will be unable to accommodate peers in our classrooms at this time in order to follow class size guidelines.

- In Pre-K classrooms, every best effort will be made to maintain stable groups (children will remain in one classroom for learning).

- Large gatherings (such as all-school assemblies and school-wide celebrations) will not occur.

- Classroom protocols will include assigned seating and other measures to minimize contact.

- Schools will make reasonable best efforts to minimize risk, however, attending our schools in-person will introduce a greater risk of exposure.

*DHH classes at the Discovery Center will continue with their traditional session and will attend 2 days a week in seat and 3 days virtual groups.*
Virtual Learning Option via CPSElementary@Mizzou

- K-5 CPS students will have the option to enroll in CPSElementary@Mizzou, an online program taught by CPS teachers using materials and training from the University of Missouri.
  - CPSElementary@Mizzou is an innovative partnership between Columbia Public Schools and Mizzou Academy. This online program for elementary students offers families a K-5 solution that supports student engagement, success, and safety. This strong and cohesive program puts students at the center of the learning process.
  - CPSElementary@Mizzou includes core materials developed by Mizzou Academy as well as intervention and enrichment opportunities developed by Columbia Public Schools. In K-2, students will learn language arts, mathematics, and science. In 3-5, students will learn language arts, mathematics, science, and social studies. In addition to content knowledge and skill development, Mizzou Academy courses also focus on global awareness, inquiry, and student leadership skills.
  - CPSElementary@Mizzou will be taught by Columbia Public Schools elementary teachers. CPS will open up applications for interested teachers to apply. Students will have daily interaction with their teachers via video conferencing. They will also have access to school counselors, learning specialists, and other CPS teachers as needed.
- CPS teachers will be selected to teach CPSElementary@Mizzou using a system designed by CPS teachers and leaders.
- K-5 grading practices will follow the same format as the 2019-20 grade card.
- Even though a family has chosen CPSElementary@Mizzou, the student will continue to be affiliated with their child’s home school building, including communications from their school building.
The District will ask families to acknowledge that as a virtual education student, their child will take part in online learning activities, including video conferencing or other communications with his or her teacher and classmates.

- During those communications, the District will not have the ability to limit or monitor the individuals supervising students participating in virtual learning.
- Therefore, there is an acknowledgement that by allowing students to participate in the group virtual learning platform with other students, their own child will be seen by other students who are participating in the same virtual learning activities. Additionally, their families or caretakers monitoring the activity may also be seen.

Special Education, Section 504 and CPSElementary@Mizzou

If a child has an IEP, can they still enroll in CPSElementary@Mizzou?  
Yes, all students have the following options:
- CPSElementary@Mizzou
- In-Person Learning

If a family chooses to enroll in CPSElementary@Mizzou, how will their child receive their special education services?  
All students eligible for special education services have the option to come to the building to receive their special education services, receive their special education services remotely or a combination of the two. For example: a parent may choose for their child to receive reading services remotely, but bring their child in for physical therapy.

If a family chooses CPSElementary@Mizzou and also chooses for their child to receive their special education services in-person in their building, will their child be provided transportation?  
No, all students participating in CPSElementary@Mizzou would be required to provide their own transportation should they decide to access their special education services including speech/language therapy, physical therapy, occupational therapy, etc. and/or building activities.

When will a child’s services be provided?  
All services will be provided during the regular school day. A student’s specific schedule will be developed by and communicated through the special education teacher and/or specialist assigned to deliver the specific service.

What if a child is in a district special education classroom where the curriculum is based on alternative learning standards (MAP-A) and/or significantly modified to meet his/her educational needs?  
Special Services has developed a distance learning curriculum to support students whose education is based on alternative learning standards. These students could opt into this CPS distance learning option as an alternative to CPSElementary@Mizzou.

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If a family of a student in a district special education classroom chooses the CPS distance learning option (as referenced in the previous question) and also chooses for their child to receive their special education services in-person in their building, will their child be provided transportation?
No, all students participating in the CPS distance learning option would be required to provide their own transportation should they decide to access their special education services including speech/language therapy, physical therapy, occupational therapy, etc. and/or building activities.

Will a child receive the same amount of services if their family chooses remote learning?
While these decisions are made by the IEP team, the amount and frequency of specific services may need revision to provide Free and Appropriate Public Education (FAPE) in a remote learning environment.

If a child has a 504, can the student still enroll in CPSElementary@Mizzou?
Yes, all students have the following options:
- CPSElementary@Mizzou
- In-Person Learning

If a family chooses to enroll in CPSElementary@Mizzou, will their child receive accommodations?
Yes, Section 504 students are eligible to receive 504 FAPE plan accommodations that are determined by the team.

If a family chooses to enroll in CPSElementary@Mizzou, can they make a 504 referral for an initial evaluation?
Yes, CPS will follow the U.S. Department of Education evaluation process for initial evaluations.

If a family chooses to enroll in CPSElementary@Mizzou, can the 504 FAPE Plan be updated or revised?
Yes, the 504 FAPE Plan can be revised via email, via phone, via zoom, or in-person with the 504 team, which consists of parents, teachers, 504 coordinators, and any other staff members.

When IEP/504 meetings are held in person, will physically-distanced spaces be made available for all participants?
Yes, an appropriate meeting space that is compliant with the Columbia/Boone County Health Order will be made available. Additionally, many CPS staff will participate in the IEP or 504 meeting by Zoom or by phone. This will allow for adequate socially distancing and to decrease the number of individuals physically present in the space.
Students who begin in CPSElementary@Mizzou at the beginning of the school year will commit to this mode through the end of the semester and have the opportunity to transition back into their home schools during a posted window of enrollment. Students who wish to move from in-person to CPSElementary@Mizzou can do so, after consultation with the building principal and depending on teacher availability.

**Elementary EL (English Learners) in CPSElementary@Mizzou**

- EL students who enroll in CPSElementary@Mizzou will receive EL instructional support embedded in the Mizzou Academy curriculum.

- Students will have two options for direct EL support from a CPS EL teacher:
  - Students will have the option to join in-person EL groups in their assigned EL building at a specified day and time each week for direct EL support
  - Students will have the option to join online groups via Zoom at a specified day and time each week
    Note: Parents who do not allow their student to attend in-person or online EL groups will have to sign a form stating they are opting out of direct EL support.

- Students who choose to attend in-person EL groups will go to their assigned EL building. These students will have to provide their own transportation.

- Students who choose to join online EL groups will work with the assigned EL teacher, who may or may not be the student’s current EL teacher.

- The EL department and teachers will work with families of EL newcomers who wish to enroll in CPSElementary@Mizzou to determine if this is the best fit for them.

- Students who choose CPSElementary@Mizzou will continue to be identified as EL students and will be required to take the annual EL test, ACCESS, in January or February 2021. The EL Department will schedule testing sessions for students in CPSElementary@Mizzou.

- All enrolling students who meet the criteria for English Learner testing will be given the EL screening test during the enrollment process, even if the family chooses to enroll the students in CPSElementary@Mizzou. The EL department will work with the family to schedule the screening test for newly enrolled students.

- For more information regarding EL students and Fall 2020, please open this link: [CPS EL Students - Plan for 2020-21 - FAQs](#).

- Nutrition Services for students enrolled in CPSElementary@Mizzou will include grab and go (where families come to the school to get their child’s lunch) and food delivery (where families can come to a bus stop in their neighborhood to get their child’s lunch).

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*Updated September 1, 2020*
• **Nutrition Services**: The District is working on a two-tiered system to make meals accessible to families who choose to enroll their children in CPS Virtual and Hybrid students (Virtual learners, five (5) sets of meals, hybrid learners three (3) sets of meals to take home):
  ○ Tier 1: Families who are interested in meal service and able to come to the school building to pick up food, will be able to do so.
  ○ Tier 2: For those interested in meal service without transportation, we are coordinating efforts with community partners to ensure that students have meals delivered to their neighborhood.
  ○ Parents and/or guardians must contact Student Services to arrange services prior to pick up and/or delivery of meals. Instructions will be provided by Student Services on how to obtain sets of meals for enrolled students. Student numbers will be used to track student purchases.

**Social & Emotional Support**

• Staff will promote the 3 Rs to assist with school reentry and adjustment: **Routines, Relationships & Resilience**

• Students will have access to weekly Second Step Social Emotional Learning Curriculum lessons, as well as other resiliency-building lessons provided by school counselors.

• The CPS School Counseling Program website provides additional mental health supports for students, parents and educators.

• Mental health supports and resources will be regularly advertised through the CPS School Counseling Program Facebook page and Twitter feed. @CpsSchCounselor

• School counselors will be available to consult with parents and teachers about student mental health supports and referrals.

• CPS District Behavior Support Specialists and Boone County Schools Mental Health Coalition Coordinators will partner with schools to provide consultation and direct student support.

• Telehealth therapy and other student support services will be available virtually through various community providers.

• Students and parents will have access to virtual school counseling services as needed, including individual brief counseling, parent consultation and referral. Please contact your child’s home school counselor for support with issues impacting your child’s learning.
Elementary
Kindergarten - Fifth Grade

In-Person

- All in-person lessons will be housed in Schoology (the CPS online learning platform). This will allow students and teachers to easily pivot to at-home instruction in the event of a temporary school closure (and remain in place until reopening).
  - Students who begin in-person classes will be transferred to virtual learning with their teacher in the event of school closure.
  - Students who enroll in CPSElementary@Mizzou at the start of the year will remain in the CPSElementary@Mizzou program regardless of CPS closure.

- Students will be assigned to attend the school in their attendance area. The school district may reassign a child’s school of attendance, if necessary. For example, if a school building has reached in-person capacity and there is room at another school, the District may assign children to a different school. If that becomes necessary, the District will provide transportation. (Policy JCB).

- K-5 grading practices will follow the same format as the 2019-20 grade card.

- CPS is providing bus-transportation, and families will be asked to request service for the year so that we can plan effectively for ridership.
  - Due to COVID-19 social distancing recommendations, it is highly recommended students provide their own transportation.
    - If a child currently has transportation written into their IEP plan, the IEP Team will make the most appropriate decision for those students.
  - Transportation rules may temporarily revert to state minimum standards (two miles for elementary and middle school and three miles for high school (Policy EEA).
  - School arrival and departure times are set, however, there is an understanding that families providing their own transportation may need leniency in some situations when children arrive a little late and leave a little early. Each school will have procedures for arrival and dismissal.

- In K-5 classrooms, every best effort will be made to maintain stable groups (children will remain in one classroom for learning, including lunch). There will be ample time for children to use the restroom and be outside with peers. Elementary teachers are very experienced in ensuring movement for children.
○ A stable group is an individual’s personal collection of people who have been in their three to six foot perimeter (these are the people who they usually interact with).
○ Elementary students will be supervised while eating lunch in their classrooms.

• Schools will make reasonable best efforts to minimize risk, however, attending our schools in-person will introduce a greater risk of exposure.
  ○ Classroom protocols will include the expectation that students wear masks, sit in their assigned seats, and will follow other directions to minimize contact.
    ■ In addition to a mask, a student will be allowed to wear a facial shield as an additional layer of protection (as the City Ordinance does not consider a facial shield a replacement for a mask).
    ■ Classroom teachers should provide time for students to take “mask breaks” throughout the school day.

• Large gatherings (such as all-school assemblies and school-wide celebrations) will not occur.
  ○ Recess can be on blacktop or in fields with structured games. The use of balls and some equipment (jump ropes, hoola hoops, etc) will have a plan for cleaning after use. Depending on numbers, we may have multiple zones. We are also unsure at this time what equipment might be open. Playground guidance was provided for each school.

• If an individual in the school has a positive test for COVID-19, the school will close (more information about this can be found in the Safety and Well Being section).

• K-5 students will have access to P.E., Art, Music, Media, Special Education, English Learner Services, Title I Services, and intervention, regardless of in-person or online.

• Elementary P.E.
  ○ Classroom energizers/mindful minutes can be done in the classroom where students stay at or near their assigned desks/workstations. We will provide regular classroom breaks for outdoor or hallway walking and movement activities. When it is possible, P.E. may be held outside the classroom.

• Elementary Art
  ○ All students attending in-person CPS instruction in the fall will continue to receive art instruction during the school year. Art specialists will be delivering their lessons in the students’ home classroom and modifications are being made to the curriculum and instruction to limit shared supplies and ensure that
each student is receiving high-quality instruction whether at school or in an online environment, should a school need to close temporarily. Special attention is being paid to engaging the creative mind and activating each student as creator, presenter, responder, and connector through the visual arts.

○ Elementary art will have safety guidelines, which may be modified over time.

● Elementary Music

○ All students attending in-person CPS instruction in the fall will continue to receive music instruction during the school year. Music specialists will be delivering their lessons in the students' home classroom and modifications are being made to the curriculum and instruction to limit shared supplies and ensure that each student is receiving high-quality instruction whether at school or in an online environment, should a school need to close temporarily. Special attention is being paid to engaging the creative mind and activating each student as creator, presenter, responder, and connector through the musical arts.

○ Elementary music will have safety guidelines, which may be modified over time.

● Elementary Media

○ All students attending in-person CPS instruction in the fall will continue to learn foundational technology skills during the media specials rotation (50 minutes every four days.) These lessons, available for face-to-face learning in the students' home classroom or virtual learning, will be delivered utilizing student-assigned iPads.

○ Library Media Specialists will continue to work with classroom teachers to integrate information and technology literacy skills into classroom content as needed. Digital learning skills needed for virtual learning will be prioritized at the beginning of the 2020-21 school year. These skills include learning how to use mobile devices for learning, how to access digital reading resources, and how to access CPS instructional resources.

○ Students attending CPS schools and CPSElementary@Mizzou will be able to check out print and digital materials from CPS library media centers. Procedures for doing so will be shared at each CPS building.
● Elementary Social & Emotional Support
  ○ Staff will promote the 3 Rs to assist with school reentry and adjustment: **Routines, Relationships & Resilience**

  ○ Classroom teachers will provide weekly Second Step Social Emotional Learning Curriculum lessons.

  ○ The CPS School Counseling Program website provides additional mental health supports for students, parents and educators.

  ○ Mental health supports and resources will be regularly advertised through the CPS School Counseling Program Facebook page and Twitter feed. @CpsSchCounselor

  ○ School counselors will be available to consult with parents and teachers about student mental health supports and referrals. Telehealth therapy and other student support services will be available virtually through various community providers.

  ○ CPS District Behavior Support Specialists and Boone County Schools Mental Health Coalition Coordinators will partner with schools to provide consultation and direct student support.

  ○ School counselors will co-lead classroom meetings with classroom teachers when appropriate to assist students with processing stress.

  ○ School counselors will provide regular classroom lessons and discussions which focus on building resilience and coping skills to strengthen emotional well-being.

  ○ Individual and crisis counseling will be available to in-person and virtual learners.

  ○ As time allows, group counseling group counseling will be available as necessary for students within a stable grouping and where social distancing guidelines can be maintained.

  ○ In-person counseling will adhere to all social distancing guidelines including the use of masks and maintaining a distance of 6 feet. Materials and spaces will be sanitized after the session, and office spaces will remain empty for 30 minutes between students.

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*Updated September 1, 2020*
• Elementary Special Services
  ○ All special education students will be provided instruction relative to their IEP goals.
  ○ A child’s case manager will work with families to ensure a child’s IEP is being met.
  ○ Students’ services will be provided in a pull-out and/or push-in model to ensure the student’s IEP goals are being addressed.
  ○ Teachers and students in our Hearing Impaired Program will have access to transparent masks.
  ○ If CPS has to close a school or the district due to health concerns, students will continue to receive their services from their special education teacher.
  ○ When IEP/504 meetings are held in person, an appropriate meeting space that is compliant with the Columbia/Boone County Health Order will be made available. Additionally, many CPS staff will participate in the IEP or 504 meeting by Zoom or by phone. This will allow for adequate socially distanced and to decrease the number of individuals physically present in the space.

• Elementary EL (English Learners) for in-person classes
  ○ Elementary EL students will receive direct support for English language development from an EL-certified teacher.
  ○ If CPS has to close a school or the district due to health concerns, students will continue to receive EL support online from their EL teacher.
  ○ In-person EL support will primarily be provided through push-in into elementary classrooms. This will help maintain stable groups in the elementary buildings.
  ○ All enrolling students who meet the criteria for English Learner testing will be given the EL screening test during the enrollment process. For elementary students in EL buildings, the EL teacher will administer the test and report the results to parents/guardians immediately after testing. For students who live in the attendance areas of Alpha Hart Lewis,
Benton, Midway, and Two Mile Prairie, or who will attend Ridgeway will need to come to the EL office to complete EL testing prior to starting in-person classes. Students who are enrolling in any of these five schools can make an appointment for testing by calling 573-214-3965.

○ For more information regarding EL students and Fall 2020, please open this link: CPS EL Students - Plan for 2020-21 - FAQs

● EEE Program
  ○ For those students that will be accessing CPS@MIZZOU, a synchronous EEE Zoom session will occur on the child’s scheduled EEE day, at 1:30 p.m. Additional assignments will be completed throughout the week, with office hours established to provide EEE students instructional support that might be needed.

○ EEE students attending school in-person, will participate in Zoom sessions which will be held on the morning of each building’s specified EEE day. These meetings will take place at the beginning of the day and will be synchronous. Additional independent learning will occur throughout the school week, with support provided by EEE teachers when needed.

○ Regardless of the option a family has chosen, EEE teachers will assist their students in creating a weekly learning plan that will encompass new content and assignment choices. These learning plans will involve student choice in areas such as: research, readings, writings, video clips, experimentation, and both independent and/or group projects. Throughout the week, following the synchronous Zoom meetings, students will have opportunities to engage with their EEE teacher to receive support, feedback, and encouragement. All instruction and independent learning units will be accessed through Schoology. EEE, for all students, will begin the week of September 14.

○ In the case of school closure, a student’s weekly EEE learning plan, including synchronous Zoom meetings and online learning activities, will continue as scheduled. Fall 2020 online curriculum is designed to follow a predictable, consistent, and sustainable format.
Columbia Public Schools is offering two options for student learning for the 2020-2021 school year. The first option, detailed below, is CPSElementary@Mizzou. This is a fully virtual model for instruction. The second option, listed below, for CPS elementary students is our In-Person model. The in-person model will transition into an In-Person Hybrid Model depending on factors such as, 14-day positive case rates, Boone County Health Department recommendations, and/or CPS daily attendance rates (more details are provided below).

Option 1: CPSElementary@Mizzou

a. CPSElementary@Mizzou is a fully virtual option. For this reason, students attending this program will never be impacted by Boone County Health Department recommendations, as all students learn in a virtual setting, every day. Students will receive their virtual instruction, at their current grade-level, from a CPS teacher, five days a week. Additionally, students will receive a device and any additional materials necessary for a successful virtual learning
experience. Please note that students who enroll in this option will be required to remain with CPSElementary@Mizzou for the entirety of the first semester. Any requests from families to move students out of CPSElementary@Mizzou beginning in January, must be made through your student’s building principal, as all moves in January, back to traditional CPS elementary buildings, will be dictated by class sizes and teacher availability. It is important that families who choose to access the CPSElementary@Mizzou option should consider this as their child’s academic programming for the 2021 school year. You are able to access your child’s school supply list here.

Option 2: In-Person Option

If you choose this option for your child, in-person instructional programming will include any/all of the following three models. The model in which we operate will be determined in conjunction with the Boone County Health Department and can be seen on the daily indicator on our district’s website.

a. **Traditional five day school week.** This model for in-person learning at CPS is least likely to be utilized for the foreseeable future; however, it is the goal of our district to return to this model as soon as it is safe for our students and staff to do so. All elementary schools would run their traditional bell schedule, with all students in the building for in person learning, five days a week.

b. **In-Person-Hybrid Model.** The new Coronavirus, COVID-19, is transmitting in our community at a level that makes the risk very high to have the standard number of students in classrooms. The Columbia/Boone County Health Department has indicated CPS can host in-person school if we can ensure physical distancing of 3 feet to 6 feet, with masks. By dividing our student population in half, we can achieve that physical distancing standard in our classrooms. Dividing into two groups means each group gets only two (2) days per week in the school building. Cleaning between groups, allowing student access to teachers for support, and providing time for teachers to continue to plan for this very complicated system are what will happen in the buildings on the 5th day. This model is the one in which CPS students will most likely return to school given our current COVID-19 cases in Boone County. The CPS hybrid model means that your student will attend school in-person two(2) days per week and will work remotely for the other three days. Your child will be assigned to Group 1 (Likely last names A-K as much as possible) or Group 2 (Likely last names L-Z as much as possible). We will keep families together when last names are different based on the oldest child’s last name. Below is an example of a weekly schedule for student learning when CPS is utilizing the Hybrid Model for instruction. All students, K-5, will be provided devices to complete work during the three days when they are not participating in person, learning with the teacher. While learning will continue on these days, they will be asked to log in to Schoology to complete work while away from school. Teachers will be intentional regarding modeling and supporting Schoology use, so that all students, K-5, can be successful learners.
on those days they do not report to their building. Please note that CPS administrators and teachers understand the importance of monitoring screen time; thus, the schedule for the Hybrid Learning Model will reflect that commitment. A detailed schedule will be provided by your child’s teacher.

### DRAFT SAMPLE K-2 Hybrid Learning Schedule

<table>
<thead>
<tr>
<th>K-2 Schedule Group 1</th>
<th>Monday (in seat)</th>
<th>Tuesday (in seat)</th>
<th>Wednesday (virtual)</th>
<th>Thursday (virtual)</th>
<th>Friday (virtual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting/Check in</td>
<td>Class Meeting/Check in</td>
<td></td>
<td>For Virtual Days students and families will log into Schoology to access lessons and activities.</td>
<td>Fundations &amp; Heggerty</td>
<td>Fundations &amp; Heggerty</td>
</tr>
<tr>
<td>Fundations/Heggerty</td>
<td>Fundations/Heggerty</td>
<td></td>
<td>Guidelines for Wednesday Schedule</td>
<td>Fundations &amp; Heggerty</td>
<td>Fundations &amp; Heggerty</td>
</tr>
<tr>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td></td>
<td>Reading³ (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
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<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>Lunch/Recess Time</td>
<td>Lunch/Recess Time</td>
<td></td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
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<td>Science/SS</td>
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<td>Math</td>
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<tr>
<td>Intervention</td>
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<td>Intervention</td>
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<tr>
<td>Specials</td>
<td>Specials</td>
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</tbody>
</table>

³ During reading time, a teacher may want to invite students who are at home to Zoom in for a quick mini lesson or opportunity to practice a skill with their teacher.
<table>
<thead>
<tr>
<th>K-2 Schedule Group 2</th>
<th>Monday (virtual)</th>
<th>Tuesday (virtual)</th>
<th>Wednesday (virtual)</th>
<th>Thursday (in seat)</th>
<th>Friday (in seat)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Class Meeting/Check in 25 Minutes</td>
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<tr>
<td>For virtual Days students and families will log into Schoology to access lessons and activities</td>
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<td></td>
<td>Fundations &amp; Heggerty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundations/ Heggerty</td>
<td>Fundations/ Heggerty</td>
<td>Fundations &amp; Heggerty</td>
<td>Fundations &amp; Heggerty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading⁴ (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td>Guidelines for Wednesday Schedule</td>
<td>Writing</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td></td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>Science/SS</td>
<td>Science/SS</td>
<td></td>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Science/SS</td>
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<tr>
<td>Math</td>
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<tr>
<td>Intervention</td>
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<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
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<tr>
<td>Specials</td>
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<td>Specials</td>
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</tbody>
</table>

⁴ During reading time, a teacher may want to invite students who are at home to Zoom in for a quick mini lesson or opportunity to practice a skill with their teacher.

*Created June 22, 2020
Updated September 1, 2020*
<table>
<thead>
<tr>
<th>3-5 Schedule Group 1</th>
<th>Monday (in seat)</th>
<th>Tuesday (in seat)</th>
<th>Wednesday (virtual)</th>
<th>Thursday (virtual)</th>
<th>Friday (virtual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting/Check in</td>
<td>Class Meeting/Check in</td>
<td>For Virtual Days students and families will log into Schoology to access lessons and activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Guidelines for Wednesday Schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td>Math</td>
<td></td>
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</tr>
<tr>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Science/SS</td>
<td></td>
<td></td>
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<tr>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
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<tr>
<td>Specials</td>
<td>Specials</td>
<td>Specials</td>
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</tr>
</tbody>
</table>

During reading time, a teacher may want to invite students who are at home to Zoom in for a quick mini lesson or opportunity to practice a skill with their teacher.

Created June 22, 2020
Updated September 1, 2020
<table>
<thead>
<tr>
<th><strong>3rd-5th Schedule Group 2</strong></th>
<th>Monday (virtual)</th>
<th>Tuesday (virtual)</th>
<th>Wednesday (virtual)</th>
<th>Thursday (in seat)</th>
<th>Friday (in seat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Virtual Days students and families will log into Schoology to access lessons and activities</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Class Meeting/Check in (25 minutes)</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Writing</td>
<td>Guidelines for Wednesday Schedule</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Math</td>
<td></td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Science/SS</td>
<td></td>
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<tr>
<td></td>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
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<tr>
<td></td>
<td>Specials</td>
<td>Specials</td>
<td>Specials</td>
<td>Specials</td>
<td></td>
</tr>
</tbody>
</table>

c. **All-Virtual Learning:** This model for instruction is when our community’s COVID-19 cases over a 14-day period are above 50 cases per 10,000 people, the Boone County Health Department has determined that all virtual learning mode is necessary to keep staff and students safe, and/or our CPS daily attendance has fallen below 75%. In this

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6 During reading time, a teacher may want to invite students who are at home to Zoom in for a quick mini lesson or opportunity to practice a skill with their teacher.

*Created June 22, 2020*

*Updated September 1, 2020*
model, all students, K-5, would access instruction from their teacher five (5) days per week, as students would not have to be taught in two different groups to comply with social distancing restrictions.

Daily instruction will be delivered via Zoom with the support of Schoology to enhance, and ensure consistency and equity in learning opportunities for all of our learners. Students will be able to utilize their devices to support this model of learning. If we move from an (a.) In-Person Model, or a (b.) Hybrid model to a (c.) All Virtual Learning Model, your student will stay with their in-person teacher. Please note that your child will not move to the CPSElementary@Mizzou virtual option, shown above. Classes will be taught via Zoom and a full virtual schedule, similar to the one below, will be provided so that you know when your child will need to log be available for learning. Below is an example of a virtual schedule, should we have to move to this model. Please note that CPS administrators and teachers understand the importance of monitoring screen time; thus, the schedule for the All-Virtual Learning Model will reflect that commitment. A detailed schedule will be provided by your child’s teacher.

**Draft Sample K-2 Schedule for All-Virtual Learning**

<table>
<thead>
<tr>
<th>K-2 Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:55</td>
<td>Class Meeting/ Check in</td>
<td>Class Meeting/ Check in</td>
<td>Second Steps</td>
<td>Class Meeting/ Check in</td>
<td>Class Meeting/ Check in</td>
</tr>
<tr>
<td>8:55 - 9:25</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Specials</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
</tr>
<tr>
<td>9:25-10:10</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:10 - 10:55</td>
<td>Writing</td>
<td>Math</td>
<td>Specials</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>10:55 - 12:10</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td>Lunch/ Break</td>
<td>Lunch/ Break</td>
<td>Lunch/ Break</td>
</tr>
<tr>
<td>12:10 - 12:55</td>
<td>Science/SS</td>
<td>Writing</td>
<td>Specials</td>
<td>Science/SS</td>
<td>Writing</td>
</tr>
</tbody>
</table>

*Created June 22, 2020
Updated September 1, 2020*
### Draft Sample 3rd-5th Grade Schedule for All-Virtual Learning

<table>
<thead>
<tr>
<th>3-5 Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:55</td>
<td>Class Meeting/Check in</td>
<td>Class Meeting/Check in</td>
<td>Second Steps</td>
<td>Class Meeting/Check in</td>
<td>Class Meeting/Check in</td>
</tr>
<tr>
<td>8:55-9:25</td>
<td>Reading (Benchmark)</td>
<td>Reading (Benchmark)</td>
<td>Specials</td>
<td>Reading (Benchmark)</td>
<td>Writing</td>
</tr>
<tr>
<td>9:25-10:10</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:10-10:55</td>
<td>Writing</td>
<td>Math</td>
<td>Specials</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>10:55-12:10</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
</tr>
<tr>
<td>12:10-12:55</td>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Specials</td>
<td>Writing</td>
<td>Science/SS</td>
</tr>
<tr>
<td>12:55-1:25</td>
<td>Intervention</td>
<td>Intervention</td>
<td>Specials</td>
<td>Intervention</td>
<td>Intervention</td>
</tr>
<tr>
<td>1:25-3:00</td>
<td>Small Group Meetings</td>
<td>Small Group Meetings</td>
<td>Specials</td>
<td>Small Group Meetings</td>
<td>Small Group Meetings</td>
</tr>
</tbody>
</table>

*Created June 22, 2020
Updated September 1, 2020*
3. School Supplies for CPS In-Person Learning
In an effort to reduce the opportunity for germs to spread, from student to student and home to home, we are asking that students purchase their school supply kits online. Kits will arrive at your child’s school, prior to school starting. If you have not ordered your child’s school supplies, you may do so here.

We will ensure students have the supplies necessary in order to complete their work in a Hybrid or All-Virtual learning model.

4. Grades
Students, K-5, will continue to utilize the same report card as in previous years. The only exception to this are specials classes. Adjustments to grading for art, music, and P.E. will be made in an effort to accommodate the Hybrid or All-Virtual learning models.
Secondary:  
Middle School and High School

Each family will choose either online classes or in-person classes (this includes in-person hybrid). In the event a family has not yet contacted their school, the school will make contact with the family.

CPS Virtual Option (Online)

- CPS Virtual courses will mirror the in-person versions; same curriculum, pacing, and assessments.

- Grades for 6-12 students will be reported using an A-F grading system.

- Students who choose CPS Virtual will continue to be affiliated with their assigned school building and will continue to receive communications from that school.

- Students should have access to download speeds of 2.5 Mbps in order to effectively be a CPS Virtual student. CPS will provide a hotspot or other available connectivity options and make every modification it can in order to give access to a student who wants to choose CPS Virtual. In the end, if adequate access cannot be achieved, CPS Virtual would not be an option for that student.

- Students who have chosen CPS Virtual have committed through the end of the first semester. They will have the opportunity to transition back into their assigned schools in-person for the start of the second semester in January or elect to continue with CPS Virtual.

- If students select CPS Virtual, they are still eligible for MSHSAA Sports and Activities, if they meet the enrollment and credit requirements (MSHSAA By-Law 2.3.4.b)

- The District will ask families to acknowledge that as a virtual education student, their child will take part in online learning activities, including video conferencing or other communications with his or her teacher and classmates.
  - During those communications, the District will not have the ability to limit or monitor the individuals supervising students participating in virtual learning.
  - Therefore, there is an acknowledgement that by allowing students to participate in the group virtual learning platform with other students, their own child will be seen by other students who are participating in the same virtual learning activities. Additionally, their families or caretakers monitoring the activity may also be seen.
● **CTE (Career and Technical Education) Classes** will be available for students.
  ○ Some CTE courses require in-person labs, and those labs will be made available to students. Students who choose CPS Virtual will be allowed to enroll in and attend in-person CTE courses.

● **Secondary (English Learners) in CPS Virtual:**
  ○ EL students who enroll in CPS Virtual will receive EL services.
  ○ Students will work with an EL teacher online via Zoom at a specified day(s) and time each week.
  ○ Parents who do not allow their students to attend online EL groups will have to sign a form stating they are opting out of direct EL support.
  ○ Students who choose CPS Virtual will work with a CPS EL teacher, who may or may not be the student’s current EL teacher.
  ○ The EL department and teachers will work with families of EL newcomers who wish to enroll in CPS Virtual to determine if this is the best fit for them.
  ○ Students who choose CPS Virtual will continue to be identified as EL students and will be required to take the annual EL test, ACCESS, in January or February 2021. The EL department will schedule testing sessions for students in CPS Virtual.
  ○ All enrolling students who meet the criteria for English Learner testing will be given the EL screening test during the enrollment process, even if the family chooses to enroll the students in CPS Virtual. The EL department will work with the family to schedule the screening test for newly enrolled students.
  ○ For more information regarding EL students and Fall 2020, please open this link: [CPS EL Students - Plan for 2020-21 - FAQs](#)

● **Nutrition Services:** The District is working on a two-tiered system to make meals accessible to families who choose to enroll their children in CPS Virtual and Hybrid students (Virtual learners, five (5) sets of meals, hybrid learners three (3) sets of meals to take home):
  ○ Tier 1: Families who are interested in meal service and able to come to the school building to pick up food, will be able to do so.
  ○ Tier 2: For those interested in meal service without transportation, we are coordinating efforts with community partners to ensure that students have meals delivered to their neighborhood.
  ○ Parents and/or guardians must contact Student Services to arrange services prior to pick up and/or delivery of meals. Instructions will be provided by
Student Services on how to obtain sets of meals for enrolled students. Student numbers will be used to track student purchases.

- **Secondary (Special Education) in CPS Virtual:**
  - Special education students who enroll in CPS Virtual will receive special education services.
  - All services will be provided during the regular school day.
  - If a child is in a district special education classroom where the curriculum is based on alternative learning standards (MAP-A) and/or significantly modified to meet his/her educational needs, Special Services has developed a distance learning curriculum to support students whose education is based on alternative learning standards.
  - A parent can elect to have their student access the instruction virtually via the assigned online course specialist and/or bring their student into the building for their services during their scheduled special education classes. Parents will be responsible for providing transportation to and from the school in this situation.
  - A parent could elect for their child to receive their related services (e.g., speech-language, physical therapy, occupational therapy) via teletherapy and/or bring their child in for in-person instruction with the therapist.
  - Students who choose CPS Virtual will work with a CPS special education teacher, who may or may not be the student’s current special education teacher.

- **Performing Arts (Band, Choir, Orchestra, and Theatre)**
  - Most performing arts classes within the Fine Arts Department will continue with enrolled students. There are some classes that will be presented only in an online model (e.g., Music Theory and AP Music Theory). Other classes will be suspended for this year due to the inability to not offer the course in an effective online manner (e.g., Beginning Piano). Each course will have safety guidelines, which may be modified over time.
  - All students regardless of attending in-person or with CPS Virtual will be following the same course expectations, scope, and sequence.
  - Students enrolled in performing arts classes who are attending CPS Virtual will have access to all lessons, materials, and class opportunities and will be
expected to keep up with assignments and course expectations.

○ Students attending CPS Virtual may have to participate in CPS Performing Arts courses through streaming technology (e.g., Zoom) to receive instructor assistance and lessons with peers who are receiving in-person instruction when schools are not closed.

○ Some performing arts courses require in-person practicing, and those spaces will be made available to students. Students who choose CPS Virtual will be allowed to enroll in and attend in-person performance courses.

- **Visual Arts**

  ○ Most visual art classes within the Fine Arts Department will continue with enrolled students. Each course will have safety guidelines, which may be modified over time.

  ○ All students regardless of attending in-person or with CPS Virtual will be following the same course expectations, scope, and sequence.

  ○ Students enrolled in visual arts classes who are attending with CPS Virtual will have access to all lessons, materials, and class opportunities and will be expected to keep up with assignments and course expectations.

  ○ Students enrolled in visual arts classes who are attending with CPS Virtual will be asked to supply basic supplies that will allow them to successfully complete class activities and lessons. Specialty supplies and equipment will be provided for students or loaned as requested and available.

  ○ Students attending CPS with CPS Virtual may have to participate in CPS visual art courses through streaming technology (e.g., Zoom) to receive instructor assistance and lessons help with peers who are receiving in-person instruction when schools are not closed. If available and there is enough enrollment, a dedicated online teacher may be provided.

  ○ Some visual arts courses require in-person work time, and those spaces will be made available to students. Students who choose CPS Virtual will be allowed to enroll in and attend in-person performance courses.
• **Library Media Services**
  - All students, those attending in-person or with CPS Virtual, will have access to print and digital materials available through the CPS Library Media program.
  - All students, those attending in-person or with CPS Virtual, will be instructionally supported by CPS media specialists both online and in-person.
  - Limited access to CPS media centers will be available for individual and small groups of students. Social distancing rules will be followed.
  - Safety measures will be enacted to clean and sanitize circulated materials.

• **Social & Emotional Support**
  - Staff will promote the 3 Rs to assist with school reentry and adjustment: **Routines, Relationships & Resilience**
  - 6th grade Students will have access to weekly Second Step Social Emotional Learning Curriculum lessons.
  - The CPS School Counseling Program website provides additional mental health supports for students, parents and educators.
  - Mental health supports and resources will be regularly advertised through the CPS School Counseling Program Facebook page and Twitter feed. @CpsSchCounselor
  - School counselors will be available to consult with parents and teachers about student mental health supports and referrals.
  - CPS District Behavior Support Specialists and Boone County Schools Mental Health Coalition Coordinators will partner with schools to provide consultation and direct student support.
  - Telehealth therapy and other student support services will be available virtually through various community providers.
  - Students and parents will have access to virtual school counseling services as needed, including individual brief counseling, parent consultation and referral. Please contact your child’s home school counselor for support with issues impacting your child’s learning.
Secondary:  
Middle School and High School  

In-Person

● Schools will make reasonable best efforts to minimize risk, however, attending our schools in-person will introduce a greater risk of exposure.
  ○ Classroom protocols will include the expectation that students wear masks, sit in their assigned seats, and will follow other directions to minimize contact.
    ■ In addition to a mask, a student will be allowed to wear a facial shield as an additional layer of protection (as the City Ordinance does not consider a facial shield a replacement for a mask).
    ■ Teachers are encouraged to plan “mask breaks” for students.
    ■ Exceptions to the mask expectation will need to be coordinated with the school administration.

● In-person classes will mirror the CPS Virtual platform. Teachers will be teaching in-person and using the online lessons, and in the event of a school closure, instruction will transition to virtual learning immediately.

● Students will be assigned to attend the school within their attendance area. The school district may reassign a child’s school of attendance, if necessary. For example, if a school building has reached in-person capacity and there is room at another school, the District may assign children to a different school. If that becomes necessary, the District will contact parents in advance of this happening and the District will provide transportation. (Policy JCB)

● While principals hire teachers to work in specific schools, all teachers are hired to work for Columbia Public Schools. Therefore, for the 2020-21 school year, it is possible teacher assignments could be changed based on enrollment. The Human Resources Department would work with teachers and principals should this be necessary.

● CPS is providing bus-transportation, and families will be asked to request service for the year so that we can plan effectively for ridership.
  ○ Due to COVID-19 social distancing recommendations, it is highly recommended students provide their own transportation.
  ○ Transportation rules may temporarily revert to the state-minimum standard (two miles for elementary/middle school and three miles for high school (Policy EEA).
School arrival and departure times are set; however, there is an understanding that families providing their own transportation may need leniency in some situations when children arrive a little late and leave a little early. Each school will have procedures for arrival and dismissal.

If a child currently has transportation written into their IEP plan, the IEP Team will make the most appropriate decision for those students.

- Large gatherings will be limited. This may result in:
  - Students reporting to a classroom upon arrival, instead of large gatherings
  - Altered cafeteria procedures
  - Limited attendance and/or guidelines at sporting or other events
  - Concerts and performances in small groups
  - Modified bus loading and unloading procedures
  - Cancellation or modification of school dances or parties

- Classroom protocols will include assigned seating and other measures to minimize the expansion of a stable grouping and aid in contact tracing.

- CTE (Career and Technical Education) Classes will be available for students.
  - Some CTE courses require an in-person lab, and those labs will be made available to students. Families enrolled in the CPS Virtual option will be allowed to enroll in in-person CTE courses.
  - Limited transportation will be provided between schools.

- Early College Program courses will be available for students enrolled in the District’s partnership with MACC. Dru Nash will continue to communicate with these students.

- Secondary EL (English Learner) Services - In-person
  - Secondary EL students will receive direct support for English language development from an EL-certified teacher.
  - If CPS has to close a school or the district due to health concerns, students will continue to receive EL support online from their EL teacher.
  - All enrolling students who meet the criteria for English Learner testing will be given the EL screening test during the enrollment process. All secondary students who are enrolling in CPS must take the screening test at the district office. Students can make an appointment for testing by calling 573-214-3965.
  - For more information regarding EL students and Fall 2020, please open this link: [CPS EL Students - Plan for 2020-21 - FAQs](#)
● **Secondary Special Services**
  ○ All special education students will be provided instruction relative to their IEP goals.
  ○ A child’s case manager will work with families to ensure a child’s IEP is being met.
  ○ Students’ services will be provided during the students’ special education classes, in a pull-out and/or in a push-in model to ensure the student’s IEP goals are being addressed.
  ○ Teachers in our Hearing Impaired Program will have access to transparent masks.
  ○ If CPS has to close a school or the district due to health concerns, students will continue to receive their services from their special education teacher.
  ○ When IEP/504 meetings are held in person, an appropriate meeting space that is compliant with the Columbia/Boone County Health Order will be made available. Additionally, many CPS staff will participate in the IEP or 504 meeting by Zoom or by phone. This will allow for adequate socially distancing and to decrease the number of individuals physically present in the space.

● **Performing Arts (Band, Choir, Orchestra, and Theatre)**
  ○ Most performing arts classes within the Fine Arts Department will continue with enrolled students. There are some classes that will be presented only in an online model (e.g., Music Theory and AP Music Theory). Other classes will be suspended for this year due to the inability to not offer the course in an effective online manner (e.g., Beginning Piano).
  ○ All students regardless of attending in-person or with CPS Virtual will be following the same course expectations, scope, and sequence.
  ○ Classes will be reorganized to emphasize social distancing and may require reductions in typical class sizes. This will potentially include alterations to traditional class expectations. Playing instruments, singing, or acting scenes may only happen in small groups while other students complete CPS Virtual course activities and work on other curricular expectations until they can meet with the instructor.
○ We will utilize all available digital tools and classroom resources for sectionals or group rehearsals where social distancing is achievable. **Each course will have safety guidelines, which may be modified over time.**

○ Students will use their own equipment to avoid sharing. When this is not possible appropriate cleaning and sanitizing will take place.

○ If CPS has to close a school or the district closes due to health concerns, some students will be allowed limited access to instruments or practice spaces that can not be achieved at home (e.g., Percussion students accessing large percussion equipment for practice and skill advancement).

**Visual Arts**

○ Most visual art classes within the Fine Arts Department will continue with enrolled students.

○ All students regardless of attending in-person or with the CPS Virtual option will be following the same course expectations, scope, and sequence.

○ Classes will be reorganized to emphasize social distancing. **Each course will have safety guidelines, which may be modified over time.**

○ We will utilize all available digital tools and classroom resources to maximize student learning.

○ Students will use their own equipment to avoid sharing. When this is not possible appropriate cleaning and sanitizing will take place. Teachers will demonstrate proper hand washing and cleaning of tools, equipment, and media so that students can properly clean shared items when appropriate. Students will follow teacher demonstration and expectations.

**Physical Education**

○ Classes will engage in outdoor activities as much as possible.

○ Social distancing will be managed as much as possible.

○ Students will be provided with their own equipment for class, when possible and equipment will be regularly disinfected.

○ Handwashing before and after physical activity will be expected.
Activities will be used which limit close contact with others.

Students may not have access to locker rooms.

**Library Media Services**
- All students, those attending in-person or with CPS Virtual, will have access to print and digital materials available through the CPS Library Media program.
- All students, those attending in-person or with CPS Virtual, will be instructionally supported by CPS media specialists both online and in-person.
- Limited access to CPS media centers will be available for individual and small groups of students. Social distancing rules will be followed.
- Safety measures will be enacted to clean and sanitize circulated materials.

**Secondary Social & Emotional Support**
- Staff will promote the 3 Rs to assist with school reentry and adjustment: **Routines, Relationships & Resilience**
- 6th grade RTI/Advisory teachers will provide weekly Second Step Social Emotional Learning Curriculum lessons.
- The CPS School Counseling Program website provides additional mental health supports for students, parents and educators.
- Mental health supports and resources will be regularly advertised through the CPS School Counseling Program Facebook page and Twitter feed. @CpsSchCounselor
- School counselors will be available to consult with parents and teachers about student mental health supports and referrals.
- CPS District Behavior Support Specialists and Boone County Schools Mental Health Coalition Coordinators will partner with schools to provide consultation and direct student support.
- Telehealth therapy and other student support services will be available virtually through various community providers.
School counselors will provide lessons and discussions which focus on building resilience and coping skills to strengthen emotional well-being through schoology groups.

Individual and crisis counseling will be available to in-person and virtual learners.

As time allows, group counseling will be available as necessary for students within a stable grouping and where social distancing guidelines can be maintained.

In-person counseling will adhere to all social distancing guidelines including the use of masks and maintaining a distance of 6 feet. Materials and spaces will be sanitized after the session, and office spaces will remain empty for 30 minutes between students.
**Why a 2-day-a-week in-person hybrid model?**

The new Coronavirus, COVID-19, is transmitting in our community at a level that makes the risk very high to have the standard number of students in classrooms. The Columbia/Boone County Health Department has indicated CPS can host in-person school if we can ensure physical distancing of 3 feet to 6 feet, with masks. By dividing our student population in half, we can achieve the physical distancing standard in our classrooms.

Dividing into two groups means each group will have two (2) days per week in the school building. Cleaning between groups, allowing student access to teachers for support, and providing time for teachers to continue to plan for this very complicated system are what will happen in the buildings on the 5th day.
Why a “4x4” or “4-block” at high school, and why not all the classes at once in middle school?

● With only 2 days per week of in-person instruction and 3 days of online instruction, the A/B model of alternating classes at high school would have given:
  ○ 1 day per week of in-person instruction per course (HS)
  ○ An inconsistent schedule for each set of hybrid classes (Mon/Tue and Thu/Fri) (HS)
  ○ Students managing 6 or 7 classes in both the in-person and online environment (HS and MS), with an alternating day schedule (HS)
  ○ Teachers managing 10 different classes of students (each of their five courses, split in half) (HS & MS)

● With a reduction in the number of courses at one time
  ○ 2 days a week of in-person instruction per course (HS & MS)
  ○ A consistent schedule, every day, regardless of in-person or online
  ○ Students will manage 3 or 4 classes (add one elective for MS) in both the in-person and online environment

Teachers will be managing only 6 different classes of students

What are the basics?

● Students separated into groups: Group 1 and Group 2.
  ○ Groups determined by last name.
● Group 1 students
  ○ Attend in-person on Mondays and Tuesdays
  ○ Attend remotely on Wednesdays, Thursdays, and Fridays
● Group 2 students
  ○ Attend remotely on Mondays, Tuesdays, and Wednesdays
  ○ Attend in-person on Thursdays and Fridays
● MS classes core classes will be taken two at a time, by quarter
  ○ Core classes will be extended time each day and during one quarter of each semester
  ○ Elective classes will remain daily for a standard period of time
● HS classes will be offered by semester
  ○ Students will be enrolled in up to four credit-bearing classes in each semester
  ○ Semester-long classes will be for 1.0 credit
  ○ Quarter-long classes will be for 0.5 credits
  ○ Classes will change at the semester break
● Semester 1 will end on January 15. Semester 2 will begin on January 19.
● Grading will be A, B, C, D, F; GPA will be calculated
● Student schedules will be the same each day
● Wednesdays will include independent work and teacher access time for support
**How will a schedule look different?**

In the 8-block schedule (pre-2020-2021), a student’s sample schedule would have been:

<table>
<thead>
<tr>
<th>1A</th>
<th>Band</th>
<th>1B</th>
<th>Spanish 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>US History</td>
<td>2B</td>
<td>Study Hall</td>
</tr>
<tr>
<td>3A</td>
<td>Chemistry H</td>
<td>3B</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>4A</td>
<td>English 11</td>
<td>4B</td>
<td>Digital Media</td>
</tr>
</tbody>
</table>

This schedule, in 2020-2021 this could look like:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Band</td>
<td>1 Spanish 3</td>
</tr>
<tr>
<td>2 US History</td>
<td>2 Study Hall</td>
</tr>
<tr>
<td>3 Chemistry H</td>
<td>3 Algebra 2</td>
</tr>
<tr>
<td>4 English 11</td>
<td>4 Digital Media</td>
</tr>
</tbody>
</table>

For the sample student above, a GROUP 1 student, the week will look like:

**Monday & Tuesday - in-person (Semester 1)**

8:55 - 10:32 am          Go to Band (1st period)
10:32 - 11:05 am          Go to A lunch
11:11 am - 12:45 pm      Go to US History
12:51 - 2:25 pm          Go to Chemistry H
2:31 - 4:05 pm           Go to English 11

**Wednesdays - remote (Semester 1)**

9:00 - 11:00 am        Access all teachers for support
9:00 am - 4:05 pm      Login to Schoology Band, US History, Chemistry H, and English 11 and complete the learning activities in the order as chosen by the student
Thursday & Friday - remote (Semester 1)

8:55 am       Login to the Schoology Band course
11:11 am      Login to the Schoology US History
12:52 pm      Login to the Schoology Chemistry H
2:31 pm       Login to the Schoology English 11

On these days, students will complete the expected learning and activities. They may spend more or less time on each course. The teacher might require real-time access, but it would only be during the scheduled time for the class.

Another student’s sample schedule would have been (pre-20-21):

<table>
<thead>
<tr>
<th>1A</th>
<th>AP World Studies (Block) - AP World History &amp; Honors English 10</th>
<th>1B</th>
<th>AP World Studies (Block) - AP World History &amp; Honors English 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>Foundations of Art</td>
<td>2B</td>
<td>PE (Sem 1)/Creative Cuisine (Sem2)</td>
</tr>
<tr>
<td>3A</td>
<td>Study Hall/AUT</td>
<td>3B</td>
<td>Algebra 2 Honors</td>
</tr>
<tr>
<td>4A</td>
<td>Biology</td>
<td>4B</td>
<td>French 3</td>
</tr>
</tbody>
</table>

This schedule, in 2020-2021 this could look like:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AP World Studies (Block) - AP World History &amp; Honors English 10</td>
<td>AP World Studies (Block) - AP World History &amp; Honors English 10</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE (Q1)/Creative Cuisine (Q2)</td>
<td>Foundations of Art</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Algebra 2 Honors</td>
<td>Study Hall/AUT</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>French 3</td>
<td>Biology</td>
</tr>
</tbody>
</table>
For the sample student above, a GROUP 2 student, the week will look like:

**Monday & Tuesday - remote (Semester 1)**
8:55 am  Login to the AP World Studies Block
11:11 am Login to the PE (until quarter); Creative Cuisine (2Q)
12:52 pm Login to the Schoology Algebra 2 Honors
2:31 pm  Login to the Schoology French 3

*On these days, students will complete the expected learning and activities. They may spend more or less time on each course. The teacher might require real-time access, but it would only be during the scheduled time for the class.*

**Wednesdays - remote (Semester 1)**
9:00 - 11:00 am  Access all teachers for support
9:00 am - 4:05 pm Login to Schoology AP World Studies (Block), PE/ Creative Cuisine, Algebra 2 Honors, and French 3 and complete the learning activities in the order as chosen by the student

**Thursday & Friday - in-person (Semester 1)**
8:55 - 10:32 am  Go to AP World Studies (1st period)
10:32 - 11:05 am Go to A lunch
11:11 am - 12:45 pm Go to PE (1Q) Creative Cuisine (2Q)
12:51 - 2:25 pm  Go to Algebra 2 Honors
2:31 - 4:05 pm  Go to French 3
### Sample B-Block Schedule (pre-2020-2021)

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Band</td>
<td>8:55-9:32 am</td>
</tr>
<tr>
<td>9-10</td>
<td>Spanish</td>
<td>9:40-10:16 am</td>
</tr>
<tr>
<td>10-11</td>
<td>English</td>
<td>10:30-11:06 am</td>
</tr>
<tr>
<td>11-12</td>
<td>History</td>
<td>11:11-11:47 am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15-12:45 pm</td>
<td>Go to Chemistry H</td>
<td></td>
</tr>
<tr>
<td>1:15-1:45 pm</td>
<td>Go to English 11</td>
<td></td>
</tr>
</tbody>
</table>

### Sample 4x4 Schedule 2020-2021

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Band</td>
<td>8:55-9:32 am</td>
</tr>
<tr>
<td>2</td>
<td>Spanish</td>
<td>9:40-10:16 am</td>
</tr>
<tr>
<td>3</td>
<td>History</td>
<td>10:30-11:06 am</td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>11:11-11:47 am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15-12:45 pm</td>
<td>Go to History</td>
<td></td>
</tr>
<tr>
<td>1:15-1:45 pm</td>
<td>Go to Spanish</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Group 1 (Last Names A-K) Student - Semester 1

**Mon. In-Person**
- 8:55-9:32 am: Go to Band
- 9:40-10:16 am: Go to Spanish
- 10:30-11:06 am: Go to History
- 11:11-11:47 am: Go to English

**Tues. In-Person**
- 8:55-9:32 am: Go to Band
- 9:40-10:16 am: Go to Spanish
- 10:30-11:06 am: Go to History
- 11:11-11:47 am: Go to English

**Wed. Remotely**
- 9-11 am: Access all teachers for support

**Thurs. Remotely**
- 8:55 am: Log into Schoology Band
- 8:55 am: Log into Schoology History
- 11:11 am: Log into Schoology English

**Fri. Remotely**
- 8:55 am: Log into Schoology Band
- 8:55 am: Log into Schoology History
- 11:11 am: Log into Schoology English

### Sample Group 1 (Last Names A-K) Student - Semester 2

**Mon. In-Person**
- 8:55-9:32 am: Go to Spanish
- 9:40-10:16 am: Go to Spanish
- 10:30-11:06 am: Go to History
- 11:11-11:47 am: Go to English

**Tues. In-Person**
- 8:55-9:32 am: Go to Spanish
- 9:40-10:16 am: Go to Spanish
- 10:30-11:06 am: Go to History
- 11:11-11:47 am: Go to English

**Wed. Remotely**
- 9-11 am: Access all teachers for support

**Thurs. Remotely**
- 8:55 am: Log into Schoology Spanish
- 8:55 am: Log into Schoology Spanish
- 11:11 am: Log into Schoology Spanish

**Fri. Remotely**
- 8:55 am: Log into Schoology Spanish
- 8:55 am: Log into Schoology Spanish
- 11:11 am: Log into Schoology Spanish

---

*Created June 22, 2020
Updated September 1, 2020*
How will a schedule look different?

Sample Group 2 (Last Names L-Z) Student - Semester 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon. Remotely</th>
<th>Tues. Remotely</th>
<th>Wed. Remotely</th>
<th>Thurs. In-Person</th>
<th>Fri. In-Person</th>
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</thead>
<tbody>
<tr>
<td>8:15 - 9:00 am</td>
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</tr>
</tbody>
</table>

Sample Group 2 (Last Names L-Z) Student - Semester 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon. Remotely</th>
<th>Tues. Remotely</th>
<th>Wed. Remotely</th>
<th>Thurs. In-Person</th>
<th>Fri. In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 9:00 am</td>
<td>8:15 - 9:00 am</td>
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</tr>
</tbody>
</table>

Sample Secondary Student Schedule Group 2 (Last Names L-Z)

Sample 8-Block Schedule (pre-2020-2021)

<table>
<thead>
<tr>
<th>Semester 1 &amp; 2</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A AP World Studies Block</td>
<td>1A AP World Studies Block</td>
</tr>
<tr>
<td>2A Foundations of Art</td>
<td>2A AP World History &amp; AP World History AP Test Prep</td>
</tr>
<tr>
<td>3A Study Hall/AUT</td>
<td>3B Algebra 2 Honors</td>
</tr>
<tr>
<td>4A Biology</td>
<td>4B French 3</td>
</tr>
</tbody>
</table>

Sample 4x4 Schedule 2020-2021

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AP World Studies Block</td>
<td>1 AP World Studies Block</td>
</tr>
<tr>
<td>2 Quarter 1 - PE</td>
<td>2 Foundations of Art</td>
</tr>
<tr>
<td>3 Algebra 2 Honors</td>
<td>3 Study Hall/AUT</td>
</tr>
<tr>
<td>4 French 3</td>
<td>4 Biology</td>
</tr>
</tbody>
</table>
**What about Advanced Placement courses?**
The 4x4 provides a challenge for AP courses. For AP courses offered in the first semester, additional support will be provided during the second semester for students to prepare for AP exams, in the form of guided review sessions and opportunities to take practice exams. For AP courses offered in the second semester, the completion of the content will be complete prior to the exams, but the preparation for the tests will look much like it does for those taking first semester, with additional support.

**What happens in these sessions? In-person and online?**
During the time students are in in-person class, teachers will be instructing to help students learn in the moment, and prepare them for the following three days of school - the days between each in-person experience. While online, students will access their courses via Schoology each day and complete the activities assigned. They could include video lessons, online activities, assignments, discussion groups, etc. Students will not have real-time (synchronous) instruction during those sessions. There might be assignments due.

**How will grades and credit work?**
Students have grade cards at the end of each quarter, and for high school students, credit will be awarded at that time. For a full semester course in high school, a passing grade (A, B, C, or D) will result in 0.5 credits at the end of a quarter. At the end of the semester, students who have passed both quarters will have earned 1.0 credit in the course.

**What if a student is in an integrated block course?**
In our high schools, a large number of students take Social Studies and English Language Arts courses in an integrated block. These blocks will meet all year. The credit will be awarded differently. Instead of earning 1.0 credits by the end of one semester, these courses will allow students to earn 0.5 credits in the Social Studies course, and 0.5 credits in the English Language Arts course each semester.

**What about music, Career and Technical Education (CTE), and World Languages?**
The 4x4 provides a different paradigm from how we have approached high school education. Instead of a year-long experience, each course will only be a semester long. While a full-adoption of a 4x4 would have changed the way we gather student course requests, this is an emergency adoption, and student requests will be honored as received. If a student wants to change a course at semester, and there is room in the course to do so they may change. An example might be a student in Band first semester might want to also take it second semester. Another would be a student in level 3 of a World Language might want to continue on to level 4 in the second semester. Similar examples can be found in CTE and other programs.

*Created June 22, 2020*
*Updated September 1, 2020*
What happens on Wednesdays?
Students will have access to teachers during office hours (these will be virtual, but could also be in-person) over the course of a two hour period in the beginning of the day. In that time, in addition to general access for support there could be structured review sessions. After that time is complete, students should begin their school day, making their own choices about the amount of time needed to complete the necessary tasks for each course.

For teachers, after office hours are complete, the day will be spent in building level professional learning communities and district level curriculum work. There is a great deal of collaboration needed to allow this system to work.

How will CPS Virtual be offered?
Our CPS Virtual teachers also teach in-person courses. Students in CPS Virtual will take half of their courses in the first semester and half in the second semester.

Will students still be eligible for MSHSAA Activities?
Students enrolled in three or four courses in a semester will be eligible for MSHSAA Activities. Students in the in-person hybrid or CPS Virtual will both be eligible for MSHSAA Activities.

How will this impact students in the Early College program through MACC?
Students in the Early College program will still take their courses at MACC in the morning or afternoon, and take one or two CPS courses the remainder of the day.

What about students who plan to take dual enrollment courses at Mizzou or other colleges?
Students will still have the time blocked out of their schedule to take courses at colleges and universities. The schedule conflicts that have always been a problem in the past will no longer restrict the student, since the students schedule will be the same each day.
In the event there is evidence of district-wide transmission of COVID-19, or if there is wide-spread human-to-human transmission in Boone County or the City of Columbia, CPS will enter the highest level of alert, which may include restrictions on access to buildings, if recommended by public health authorities.

In order for CPS employees and the general public to best understand access rules, CPS will use a Daily Mode Indicator:

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7 Source: Adapted from Parkway School District Pandemic Plan
CPS Daily Mode Indicator Definitions

Traditional School (Pre-Pandemic School): All classes will take place in school buildings. There are no restrictions on visitors and volunteers in the building.

In-School with AMI Support: Courses will be taught with a technology integration model. Courses will align with CPS Virtual courses and be taught in the building with teachers using technology. Only students and staff in CPS buildings. Visitors and volunteers must receive pre-approval from the Elementary or Secondary Assistant Superintendent.

Online School: Elementary students will receive instruction online through CPSElementary@Mizzou and Middle and High School students will receive instruction through CPS Virtual. Online School will NOT be impacted by COVID-related building closures.

Hybrid: In an effort to observe social distancing recommendations, students enrolled in the in-person option will receive instruction two days a week in person and three days a week online. Students already enrolled in the online programs (CPSElementary@Mizzou and CPS Virtual) will NOT be impacted by this model.

AMI (Alternative Method of Instruction): AMI refers to school courses taught only online when triggered by a building closure.

CPS Daily Mode Indicator Levels 1-4

In Levels 1-4, the District may consider implementing the following actions, if recommended:

Access Control

Aslin Administration Building Access - (Effective July 6, 2020 - July 31, 2020)

- The Aslin Building may be visited by appointment for needs that cannot be met by phone or online between the hours of 8:00 AM to 5:00 PM.
- The public is expected to wear face masks or other coverings when coming to the offices.
- A limited number of masks will be available for public use.

These changes will be in place until the situation is re-evaluated by the Columbia Public Schools and the Columbia/Boone County Health Department.

- Front Desk will be staffed between the hours of 8:30 a.m. to 5:00 p.m.
- Day and evening custodial service will resume.

Created June 22, 2020
Updated September 1, 2020
• The Aslin building will be divided into zones. These zones will be considered “Stable Groups.”
  ○ It will be expected that personnel wear masks while working outside their zone or when meeting with someone outside their zone (Stable Groups).

School Building Access
• All entrances to schools will be locked.
• Entry into schools will be restricted to staff and students. Other visitors and volunteers must receive pre-approval from the Elementary or Secondary Assistant Superintendent.
• In Levels 2 - 4 of the District’s Daily Mode Indicator, any requests for in-building meetings may be considered. A meeting request form can be submitted to degan@cpsk12.org.
• If a child needs to be picked up for any reason, they will be supervised at the front door while they wait for their parent/guardian.

Student Movement in the School Building
• Principals will explore options like unidirectional hallways in schools with narrow hallways (or provide “lane lines” for bidirectional traffic in schools with wider hallways).
• Teachers will monitor hallways by standing in the doorway of their classrooms.
• Building principals will work to stagger release times to avoid large gatherings of students.

Cafeteria Activities
At elementary, a plan will be developed for delivering meals to students if cafeteria or group-style dining is suspended. This may take the form of delivery of meals to classrooms with the assistance of school staff. It is my understanding that all elementary students will eat all of their meals in their classrooms, and that Nutrition Services will serve students in the hallways and/or cafeterias using extra shifts. Nutrition Services will work with principals to make the best plan for the building.

At secondary, procedures will be in place to reduce the number of students accessing meals at one time. Procedures could include:

• Additional lunch shifts;
• Orchestrated group releases to stand in line in food service areas;
• Assigned seating for middle school students; and,
• Expanding eating areas (students will have additional places to eat).
  ○ High school students will be allowed to eat off campus to help reduce group sizes.
• Nutrition Services will pre package meal components for ease and protection of food options. Disposable Q-tips and/or barcodes will be used.
to enter a student’s number into the meal counting system to maintain the integrity of allergy tracking.

- Nutrition Services’ staff will use gloves and face shields in addition to face masks during service.
- Thorough cleaning of high touch surfaces will be maintained.

- In Levels 2, 3, and 4 of the District Daily Indicator, there may be some degree of suspension of activities, including sporting events, performing arts performances, field trips, and after-school classes and clubs, as determined by the Incident Command Team in consultation with the Columbia/Boone County Health Department.
  - Schools will be required to complete a school event form before holding school activities.

- CPS will continue to encourage social distancing and will avoid incentives for students or staff to go to school when they are sick (e.g., cancel perfect attendance awards).
  - In Levels 2, 3, and 4, there will be no limit on the number of excused absences.

- CPS will remind families to be honest regarding keeping sick or exposed students at home and reporting confirmed or suspected COVID-19 cases in their households.
CPS Daily Mode Indicator Levels 5

- In Level 5, when CPS has to close the school district, teachers may be able to access their classrooms, however, the default will be their building will be closed. The District recognized that classroom access would allow teachers reliable internet, and will make the decision to allow access in consultation with the Director of Nursing and Director of Safety and Security.

- All CPS building ventilation systems have been inspected and filters will be replaced more frequently.

Surveillance, Screening, and Triage

- Students and staff who have a fever (100.4 or higher without fever-reducing medication) and/or cough will be asked to stay home and report the absence to the school attendance office or supervisor.

- Students and staff who have been traveling must complete a daily self-check (travel is defined as any place outside of Boone County). This self-screening outlines that you should not enter a building if, in the past 14 days, you have experienced:
  - Fever (100.4 or higher) or a sense of having a fever (you don’t feel well);
  - Chills, shortness of breath, cough, sore throat, headache;
  - Congestion or runny nose;
  - Nausea, vomiting, and diarrhea;
  - New loss of smell or taste, new muscle aches;
  - or if you or a close contact has been diagnosed or presumptively diagnosed with COVID-19.

- Those who are identified to have a fever and/or cough will be expected to wear an appropriate mask, use hand sanitizer, and go to a designated area to be picked up by parents and sent home.
  - If a child or a parent/guardian refuses to wear a mask, the school will not force an individual to wear a mask, and will work to educate and teach. It is expected the CPS employee will continue to wear a mask in this situation.
  - Individuals suspected of being exposed to COVID-19 may be excluded from entry into the building and the child will be escorted out.
Nursing

- CPS Health Services staff providing health care will be either KN-95 respirators or N-95 respirators fit-tested (and trained in its proper use, if equipment is available). Additionally, protective eyewear will be provided to nurses.

- CPS Health Services staff regularly keeps a log of health room visits. The name and phone/number/address of all persons seen with fever and new cough will be recorded. Due to student privacy, these records are not public, however, information may be shared with the Columbia/Boone County Health Department, as appropriate.

- The Columbia/Boone County Health Department will provide guidance on students and staff who have had contact with people who are suspected COVID-19 positive.

- When a child is sent to the health room for potential symptoms of COVID-19, the following protocols will be used:
  
  Students and staff will be sent home and/or should remain at home if exhibiting one or more of the symptoms of COVID-19 based on CDC guidelines that are not otherwise explained including:
  
  - Temperature of 100.4 degrees F or greater (without the use of fever-reducing medication)
  - Cough, shortness of breath or difficulty breathing
  - Fatigue, muscle or body aches, headache, sore throat
  - New loss of taste or smell
  - Nausea or vomiting, diarrhea
  - Unexplained rash
  - A concerning health condition that may require further medical evaluation

  Note: This list is subject to change as new information is obtained.

- A Care Room may be utilized, per CDC guidelines, to examine any student exhibiting COVID related symptoms. The Care Room consists of plastic sheeting and a zippered opening. Students will be asked to wear a mask, if possible, during the examination. If a student is being sent home due to illness, they may wait in the Care Room, supervised by an adult until parents/guardians can be contacted and belongings obtained from the classroom. They will be escorted outside to wait with an adult until parents arrive. The Care Room will then be disinfected and the zipper down to close the room from use. There will be exceptions for children who cannot physically or emotionally enter a Care Room. Nurses will make these decisions in consultation with the school administration.
# COVID-19 SCREENING CRITERIA

<table>
<thead>
<tr>
<th>Exposure</th>
<th>HIGH RISK Symptoms</th>
<th>Moderate Risk Symptoms not otherwise explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a person with COVID-19</td>
<td>● New cough&lt;br&gt;● Difficulty breathing&lt;br&gt;● Loss of taste/smell</td>
<td>● Fever (&gt;100.4°) or chills&lt;br&gt;● Congestion/runny nose&lt;br&gt;● Nausea/vomiting/diarrhea&lt;br&gt;● Sore throat&lt;br&gt;● Headache&lt;br&gt;● Muscle or body aches</td>
</tr>
</tbody>
</table>

## Scenario 1: What to do if a student/staff screens POSITIVE for COVID-19 SYMPTOMS

<table>
<thead>
<tr>
<th>Screening Results</th>
<th>Does the Student/Staff Require a COVID-19 Test?</th>
<th>When Can the Student/Staff Return to School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Moderate risk symptom AND No COVID-19 Exposure</td>
<td>NO</td>
<td>Return to school 24 hours after symptom resolution OR If the provider believes an alternate diagnosis is the cause of signs and symptoms, return precautions should be specific to diagnosis</td>
</tr>
</tbody>
</table>

Created June 22, 2020
Updated September 1, 2020
## Scenario 2: What to do if a student/staff screens POSITIVE for COVID-19 SYMPTOMS

<table>
<thead>
<tr>
<th>Screening Results</th>
<th>Does the Student/Staff Require a COVID-19 Test?</th>
<th>When Can the Student/Staff Return to School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 High risk symptom OR ≥ 2 Moderate risk symptoms AND No COVID-19 Exposure</td>
<td>YES Consult Provider</td>
<td></td>
</tr>
</tbody>
</table>

**Negative COVID-19 Test:**
Return to school 24 hours after fever resolution and symptom improvement
OR
if an alternate diagnosis is the cause of signs and symptoms, return precautions should be specific to diagnosis.

**Positive COVID-19 Test or NO* Test**
Return to school at least 24 hours since resolution of fever without the use of fever-reducing medications AND Improvement of symptoms AND At least 10 days have passed since symptoms first appeared

*In situations where COVID-19 cannot be performed in a student with COVID-19 symptoms, the decision to return to school sooner can be made by the school nurse in conjunction with the student’s medical provider.
### Scenario 3: What to do if a student/staff screens POSITIVE for COVID-19 EXPOSURE

<table>
<thead>
<tr>
<th>Screening Results</th>
<th>Does the Student/Staff Require a COVID-19 Test?</th>
<th>When can the Student/Staff Return to School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to a person with COVID-19</td>
<td>Per Health Department instructions</td>
<td>Quarantine for 14 days from the last exposure to a person with confirmed or suspected COVID-19. This could be &gt; 14 days depending on the last point of contact. If student develops high risk or moderate risk symptoms during quarantine, they need to be evaluated for COVID-19</td>
</tr>
</tbody>
</table>

"Created June 22, 2020
Updated September 1, 2020"
Employee Feels Sick
Columbia Public Schools COVID-19 Response Protocols

If employee is at home
Yes
Employee stays home, reports to supervisor (who instructs employee to contact primary care provider)
Notify Director of Safety and Security
Site supervisor may close down employee work area for 24 hours
Notify Custodial Services
All work areas cleaned and sanitized after 24 hours; refer to COVID exposure cleaning protocol
Open employee work area for use

If employee is at work
Yes
Employee informs supervisor (who instructs employee to contact primary care provider), and returns home.
Employee notifies Human Resources Office

School nurse asks employee COVID-19 symptom questions in a confidential setting:
School nurse tells site supervisor

No
Nurse recommends doctor visit and/or testing for COVID-19
Supervisor notifies supervising Cabinet member
Notify Superintendent
Symptom-free for 24 hours (deemed to be other health issue)

Positive test
Notify Health Services Coordinator
Notify Chief Human Resources Officer
Complete COVID-19 testing as requested/required
Negative test

Inform supervisor of test results
Inform Supervising Cabinet Member of test results
Notify Superintendent
Notify Health Services Coordinator

10 days have passed since symptoms first appeared
Free of fever (>100.4°F) without the use of fever-reducing medicine for 24 hours
Other symptoms of COVID are improving
Employee may return to work

Close Contact Means:
• Within 6 feet for 15 minutes or more (cumulative time)
• Touching

CPS Health Plan Note: Coronavirus COVID-19 testing and test-related visits in an office visit, urgent care center, emergency department, telehealth and telemedicine vendor at 100% of allowable, deductibles and co-pays waived; for both in and out of network.

Updated September 1, 2020
Employee Close Contact with Individual Who Has Tested Positive
Columbia Public Schools COVID-19 Response Protocols

If employee is at home
- Yes
  - Employee stays home and reports to supervisor (who instructs employee to contact primary care provider)

If employee is at work
- Yes
  - Employee informs supervisor, meets with nurse, and leaves work premises (if no nurse, employee will contact primary care provider)

Site supervisor may close down employee work area for thorough cleaning
- Supervisor notifies supervising Cabinet member
- Notify Superintendent

Employee completes COVID-19 testing
- Inform supervisor of test results
- Inform Chief Human Resources Officer and Health Services Coordinator

Notify Health Services Coordinator
Notify Chief Human Resources Officer
Notify Director of Safety and Security
Notify Custodial Services, if necessary

All work areas cleaned and sanitized after 24 hours; refer to COVID exposure cleaning protocol
- Open employee work area for use

Close Contact Means:
- Within 6 feet for 15 minutes or more (cumulative time)
- Touching

Negative test
- Contact within employee household
- Quarantine for 14 days after household individual’s isolation is complete
  - New symptoms have not appeared
  - Employee may return to work

Positive test
- Symptomatic
- Quarantine for 14 days
  - New symptoms have not appeared
- Free of fever (>100.4F) without the use of fever-reducing medicine for at least 24 hours AND/OR
  - Other symptoms of COVID are improving
  - 10 days have passed since symptoms first appeared
- Isolate at home until 10 days have passed since test
  - New symptoms have not appeared

CPS Health Plan Note: Coronavirus COVID-19 testing and test-related visits in an office visit, urgent care center, emergency department, telehealth and telemedicine vendor at 100% of allowable, deductibles and co-pays waived; for both in and out of network.
In the event of a Suspected Case of COVID-19

In the event of a suspected case of COVID-19, the following protocols will be followed:

SCENARIO

● An employee or student doesn’t feel well and visits the school nurse.
● The nurse determines symptoms may be COVID related (use flow chart above).

OR

● An employee tells their supervisor that they have been exposed to COVID-19, and they have not yet contacted their primary health provider, gotten a test, or contacted the health department.

EMPLOYEE

● The employee will contact their primary healthcare provider and the provider will arrange for testing. If the employee is at home when they don’t feel well, they will call Human Resources to let them know.
  ○ The reason for this is to make sure we offer the correct leave, if it is related to COVID-19. This will help an employee from having their sick leave charged.
● If the employee tests positive for COVID-19, the provider that ordered the test will call the employee with the positive result.
● The Health Department will also contact the employee and conduct a risk assessment (contact tracing).
  ○ If the employee resides in a county other than Boone, then that county’s Health Department will contact the employee.
● The Health Department will ask the employee about all close contacts the employee had from the 48 hours prior to symptoms up to and including the day the employee began isolation measures. Human Resources will also ask the employee for close contacts.
● The Health Department will direct the individual and any other person at possible risk of being infected with what to do.
● Until the employee has gotten clear directions from the Health Department or Human Resources, the employee must quarantine at home.
STUDENT

- The school nurse will contact the parent. When the parent arrives, the nurse will encourage the parent to have the child tested. The nurse will offer to assist the parent with making phone calls to the healthcare provider.
- The nurse will also notify the CPS Director of Nursing and discuss next steps.
- The healthcare provider will arrange for the student to be tested. If the student tests positive for COVID-19, the healthcare provider will contact the parent.
- The Health Department will then contact the parent and conduct a risk assessment (contact tracing).
- The parent will be asked about any close contacts the student may have had from the 48 hours prior to symptoms up to and including the day the employee began isolation measures.
- They will direct the parent on what the student and any other person at possible risk of being infected with what to do.

1. If the employee has been told to self-quarantine, they should contact his/her/their direct supervisor/principal. If the student has been told to self-isolate, the family will be requested to call the school. The school will check to see if there are siblings or other family members in Columbia Public Schools. The Health Department will provide guidance on the appropriate next steps with regard to contacts.

2. The principal/supervisor will contact her/his/their direct supervisor (e.g., Assistant Superintendent). The direct supervisor will contact the Superintendent. Superintendent will advise the Cabinet and the Board of Education.

3. Superintendent will consider initiating the following CPS Positive COVID-19 Protocols:
   - Safety and Security will consider closing a classroom, a hallway of classrooms, or an entire building for 24 to 48 hours for cleaning, or longer if directed by the Health Department.
   - The Director of Transportation Services may be contacted so he can alert Student Transportation of America (STA) and review seating charts.
   - Human Resources must be contacted so that leave protocols can be initiated.
   - The Communications Department will contact the Health Department for additional guidance.
   - Official communication to the Board of Education, CPS administrators (as appropriate), and families (and media, if appropriate) will come from the Community Relations Department (Michelle Baumstark, Community Relations Director).
   - The building principal or building supervisor (or area supervisor) will follow up with the staff member or family of the student.
4. The District has established guidelines and protocols concerning notifications should there be a student or staff member who tests positive for COVID-19. The process includes notifying the Health Department and determining exposure and close contacts. If it is determined that the individual is positive and there are close contacts, the Health Department will contact those specific individuals regarding next steps for quarantining and testing. The District will notify parents/guardians and school staff after being formally notified by the Health Department.

Student privacy law prohibits the District and schools from discussing any individual student information.

5. In order for an employee or child to return to school/work, the following benchmarks must be achieved:

- At least 10 days since symptoms first appeared and
- At least 24 hours with no fever without fever-reducing medication and
- Symptoms have improved.

If the employee or child has never had symptoms, they can return to school/work 10 days after the positive test.

6. **If you test positive but are asymptomatic:**

The employee should:

- Notify your immediate supervisor
- Notify Human Resources
- Gather list of close contacts at work starting two (2) days before close contact or positive test
- Stay home and isolate until the following benchmarks have been met:
  - 10 days since testing positive with no symptoms
  - If symptoms then begin, must be 10 day from when symptoms appear

For an Employee who is a **close contact but tested negative OR did not test at all:**

- Notify immediate supervisor
- Notify Human Resources
- Stay home and quarantine for 14 days from last contact with COVID-19 confirmed or suspected positive individual

*Created June 22, 2020
Updated September 1, 2020*
Custodial

- CPS will maintain adequate supplies of soap, paper towels, hand sanitizer, and tissues throughout each school. The Custodial Department will ensure the maintenance of stock.

- CPS will clean frequently-touched surfaces and objects (e.g., tables, water fountains, and doorknobs) with district-supplied cleaning and disinfectant products. Computer safe disinfectant methods will be used for computers and keyboards.

Communication

- Regular updates to the Board of Education, community members, and parents/guardians will be provided, as determined by the Director of Community Relations and the Incident Command Team.

- Every three weeks, the City of Columbia and the Columbia Public Schools will release an update to their plan. The planned dates for these updates will be:
  
  8/10
  8/24
  9/21
  10/12
  11/2
  11/23
  12/14

- Here is a list of resources teachers and families may use to learn about CPS Updates and School Closures:
  
  - www.cpsk12.org
  - www.cpsk12.org/fall2020
Student Transportation

CPS is providing bus-transportation, and families will be asked to request service for the year so that we can plan effectively for ridership. Due to COVID-19 social distancing recommendations, it is highly recommended students provide their own transportation.

Before the boarding:

● STA will communicate to parents and students information on new processes, including the expectation that children wear masks.
● They will instruct parents to not allow students to attend school or take the bus if sick.
● STA bus drivers will watch for continued coughing and may request a student sit in a designated area on the bus and wear their mask. If a child refuses to wear a mask, the driver will not force the child to wear a mask.
● The STA bus driver will immediately alert the school administration about any concerns upon arrival.

Bus stops: STA will review the number of students per stop and look to limit the number to no more than 10, if possible.

Bus:

● STA drivers will sanitize the rail frequently with an EPA approved disinfectant.
● STA will sanitize seats between routes with an EPA approved disinfectant.
● The front row seats will be used at the discretion of the driver or CPS Administration.
● STA drivers and monitors will not work if they are sick.
● STA will require drivers and monitors to wear masks.
   ○ Students are expected to wear masks on the bus.

● STA will assign seats for all riders.
   ○ Each bus’s list of assigned seating will be maintained so it can be provided to the Health Department for contact tracing, if needed.

● Students within the same household (or students who are considered in each other’s stable group) will be assigned seats together or in seats across from, in front of, or behind each other, as appropriate.

● STA will limit the number of students per row to 3 students, when possible.
   ○ In a hybrid model, students will be limited to one per seat (with potential exceptions for siblings)
• STA will pay special attention to students at higher risk of severe illness from COVID-19, especially students riding special education and early childhood special education buses.
  ○ CPS may encourage alternative forms of transportation for these students, or prioritize social distancing for these students.
  ○ For students whose disability inhibits his/her ability to safely wear a mask, the student’s case manager and/or building administration will communicate with STA regarding the exception for the student to not wear a mask.

• CPS may designate a bus for transporting students home who may be exhibiting symptoms, if feasible. **School administrators will call STA directly and try to arrange busing. CPS will not ask individual bus drivers to take children home.**

• Middle school activity buses will be available after school when schools are able to host after school activities. Students will be seated one student per seat.

**Unloading:** Avoid congestion as the students unload buses. Stagger when buses unload to the extent possible, or if possible, create multiple points of entry for buses.
CPS Pandemic Period/Response Activities
(School Closed)

The decision to close CPS Schools may be made as a means to prevent further spread of an epidemic, or in response to high student and/or staff absenteeism. The Superintendent will make school closure decisions in consultation with the Incident Command Team, the Columbia/Boone County Health Department, and neighboring school district superintendents. Current CDC recommendations will help guide closure decisions.

Possible School Closure Trigger Points:

- Student absenteeism
  - When it is not economically prudent to keep the school open.

- Teacher/Staff absenteeism
  - When the number of staff available to supervise and instruct students drops below what is necessary to maintain a safe learning environment.

- Confirmed case(s) of COVID-19.
  - A classroom, a hallway, or an entire school may be closed at the direction of the Safety and Security Director.

- To protect the public health and safety
  - When advised to close by the Governor or state and local health authorities.

The decision to close on these triggers is the school district's decision in conjunction with guidance from the Columbia/Boone County Public Health and Human Services, the Missouri Department of Health and Senior Services, and the CDC.

Schools may close if absenteeism is in the range of 30 percent to 40 percent for two consecutive days. Instruction would then transition to virtual learning.
Authority to Close Schools

• In a pandemic, schools may be closed and/or opened by the order of the director of the Department of Health and Senior Services (DHSS) or his/her designee. See 19 CSR 20-20.050 Quarantine or Isolation Practices and Closing of Schools and Places of Public and Private Assembly. Due to the need for consistency throughout the state, school closures and/or openings to protect the public health and safety will be directed at the state level.

• The School Superintendent has the authority to close and/or open school for absenteeism due to School Closure Trigger Points, as noted above. The Board of Education establishes the academic calendar for the school district (Policy IC).

• In Missouri, local public health authorities (LPHA) and/or the director of the DHSS have the authority to close and/or open schools for public health and safety trigger points, as noted above.

• Schools may be closed to all staff and students, or just students. If schools are closed only to students, staff members are expected to work regular schedules or use appropriate leave (unless otherwise directed by Human Resources). When schools are closed, there may be opportunities to bring back small groups of students for specific intervention or instruction on a case by case basis. This decision will require district approval and must meet Health Department guidelines.

• The superintendent may cancel all activities on district property by outside groups, even if some schools in the district remain open. When a school is closed, activities scheduled at that school, including use by community groups, may be canceled. Activities held at another location that involve students and staff from a closed school may cancel at the discretion of the building principal, in consultation with local health authorities and the school district’s director of nursing.
Human Resources

As we continue to navigate COVID-19 and the impact it has on our organization, we have never lost sight or focus on the impact it has also had on our staff, students and community. We know that each individual has been impacted in different ways and that everyone has differing views on how we should return and what that should look like.

Starting July 6, District employees will be returning to work at their office/in their building according to their work calendar. Supervisors will provide details on reporting expectations as guidelines continue to change. The Human Resources Department has created a manual to be used as a guide to help provide direction as the COVID-19 landscape changes.

We will continue to refer to the Department of Health recommendations regarding sanitation, social distancing, and personal protection equipment (PPE). We will change structures and systems to comply with guidelines. As the guidelines change and adjust, so will our direction and communication. We will continue to adapt to our environment and provide the best support to our staff, students and community.

Daily Self-Check
If you are an employee and are exhibiting symptoms, daily self check is important Please note if you have experienced one of the following within the last 14 days, you are recommended to stay home:

- a fever (100 or higher), a sense of having a fever;
- chills, a cough, sore throat, headache, congestion or runny nose;
- new loss of smell or taste, new muscle aches;
- or if you or a close contact has been diagnosed or presumptively diagnosed with COVID-19.
- Nausea or vomiting, Diarrhea

Employees should not come to work under any circumstances if they are sick and they should leave work immediately if they start to feel ill. Please contact Human Resources with questions.

Additionally, the City of Columbia has an online resource that lists testing sites throughout our region.

CPS Health Plan Note: COVID-19 testing and test-related visits in an office visit, urgent care center, emergency department, telehealth and telemedicine vendor at 100 percent of allowable; deductibles and copays waived; for both in and out of network.

8 Source: Adapted from Clayton Public School District

Created June 22, 2020
Updated September 1, 2020
Masks
● All employees will be expected to wear masks/face coverings, the District will provide all employees with two masks.
  ○ Please wear a mask when interacting with others not in your stable group (i.e. in the hallways and outside of your classroom/department).
● You may bring your own mask to work or one will be provided to you.
● Please refer to the signs in your building for additional tips on protecting yourself and others while wearing a mask.

Social Distancing
● CPS will continue to monitor health department recommendations regarding social distancing.
● Do not congregate in public spaces like restrooms, break rooms/kitchens, or hallways.
  ○ Supervisors will remove chairs from break rooms and reorganize the spaces so social distancing is maintained.
● Schools will provide adequate and safe coverage for teachers who need to utilize lactation rooms during the day. Additionally, when staff require coverage for other regular and/or unexpected needs, the building administration will arrange coverage.
● Employees will work with their supervisors to identify an appropriate place to eat, plan, and work (for example, a teacher will want a space to plan during their teacher-directed time).

Wash Your Hands and Practice Good Health Etiquette
● While every building will have additional hand sanitizer stations and every classroom will have hand sanitizers, there will be an expectation of students following these healthy practices:
  ○ Clean your hands (consider regular “hand washing” breaks) and disinfect frequently touched items.
  ○ Avoid touching your eyes, nose and mouth.
  ○ Cover your mouth and nose with a tissue when coughing or sneezing; or use the inside of your elbow, not your hands.
  ○ Clean your hands (wash them or use hand sanitizer) after coughing, sneezing, eating/handling food or touching things in “common” areas in your building (kitchen, mailroom, copier, lobby, etc.).
● Additional layers of support will be provided to classrooms.
  ○ Wipes and/or cleaning solutions will be provided in every classroom.
Student Services

Maintaining the health and safety of our students continues to be of paramount importance as we plan for our return to school. With that in mind, it is crucial we ensure student information remains up to date. In the event that a student becomes ill, we must be able to get in contact with the legal parent/guardian or their designated alternate contact. The following protocols will be used to ensure a family’s address is correct:

- Parents will be asked if any information has changed.
- The CPS District Registrar, Jeni Brooks, will attempt to make contact with K-5 students whose Spring 2020 work packets were returned due to incorrect address information to obtain updated student information.
- If the District Registrar is unable to reach the family, Home School Communicators will attempt to locate families and obtain updated information when they return to work in August.
  - In some instances, it may be necessary to wait until the student returns to school to determine the accurate residence information.

In the event a student needs to be sent home:

- For students who exhibit symptoms (fever, cough, etc.), as defined by the health department guidelines, and whose parents are unable to be located, the alternate contact person will be called to pick up the student.

- CPS may designate a bus for transporting students home who may be exhibiting symptoms, if feasible. **School administrators will call STA directly and try to arrange busing.** CPS will not ask individual bus drivers to take children home.

- The Home School Communicator (HSC) may be asked to transport the student home for parents who are unable to pick up their child due to a lack of transportation. Both the HSC and the student will be expected to wear a mask. Whenever possible, the student should ride in the back seat of the vehicle with the windows open.

What happens when a student does not come to school?

There is concern that children who were enrolled in 2019-20 (and still residing in Columbia) may not return to school in the 2020-21 school year. CPS will work to locate children and present the families with our school options.
Importance of Good Mental Health

The importance of good mental health cannot be understated at this time. The COVID-19 pandemic is a rapidly evolving situation that is causing stress and uncertainty for many of us.

There are steps school leaders and staff can take to foster health and well-being in themselves and their school communities. Keep in mind that recovery from a crisis takes time and may not happen in a linear fashion—especially during a pandemic that does not have a defined, known end.

- Awareness, balance, and connection can help;
- Set and celebrate achievable goals;
- Celebrate the resilience of the great people around you who go above and beyond as they support and help others in times of crises.\(^9\)

Here are just a few resources from the CPS Counseling and Crisis Counselor:

**Helping Children with Traumatic Separation or Traumatic Grief Related to Covid-19**

**National Association of School Psychologists - Trauma Resources**

**Trauma Sensitive Schools Online Professional Development**
[https://dpi.wi.gov/sspw/mental-health/trauma/modules](https://dpi.wi.gov/sspw/mental-health/trauma/modules)

**CPS Parent-Community University**

Dr. Tashel Bordere, University of Missouri Certified Thanatologist, Assistant Professor, Human Development & Family Science State Extension Specialist, Youth Development

[https://www.youtube.com/watch?v=qbiU46zwKJY&t=18s](https://www.youtube.com/watch?v=qbiU46zwKJY&t=18s)

\(^9\) Adapted from the National Association of School Psychologists (NASP)
Professional Development

Professional learning is the cornerstone for a strong educational system and will continue for all CPS employees when needed or required. For this summer and transitioning into the 2020-21 school year, all measures will be taken to provide employees with a safe method of receiving professional development that meets health department guidelines. When at all possible, professional development sessions will be provided virtually or with as minimal contact as possible.

If there is a need for face-to-face, in-person professional development to occur, social distancing and other safety measures will be followed in accordance with the health department guidelines.

Professional Development Travel

At this time CPS has suspended in-state and out-of-state travel due to safety concerns. Employee safety is paramount and extreme caution should be taken to not expose employees to undo risk through work-related travel.

If an employee believes there is a situation that warrants travel being approved for district business, please send your supervisor and Shelli Adams (shadams@cpsk12.org) an email outlining the reason for the exceptions to travel for district business. Approval will need to be secured before any paperwork is to be completed or travel arrangements can be made.

All virtual professional learning that does not require travel needs to follow the established procedures for approval through the supervisor and/or budget manager. No changes have been made to the process of approval for non-travel expenses.
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11. Columbia College
12. Columbia Fire Department
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