

Return to Learn Plan Special Board Meeting

July 2020



Special Board Meeting Agenda

1. We are going to go through some district data, health and safety aspects, general aspects, and then plans for each of our building levels.
2. The second part of the meeting will be your opportunity to ask questions and clarifying information.

CRCSD Priorities

- Health and safety of our students, staff, and families
- Education, equity, and opportunity for ALL students
- Choice for families
- Listening to staff and families and making the best plans for our students and staff



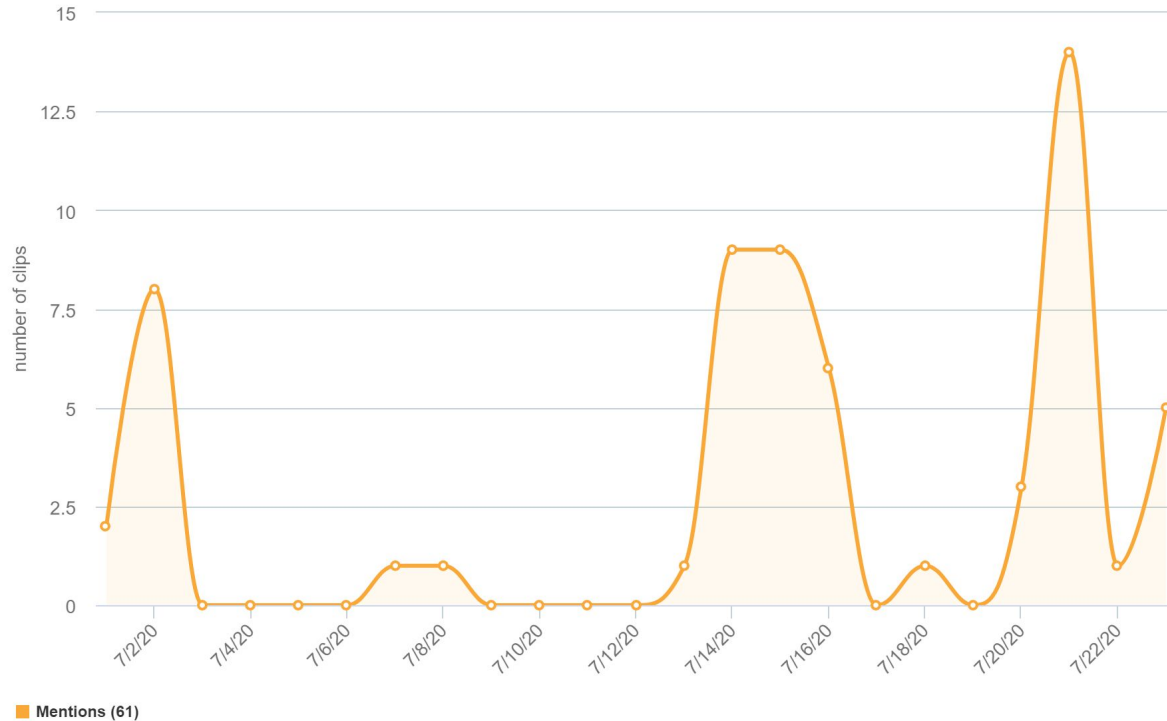


Feedback, Input, and Coverage

CREA Meetings	<ul style="list-style-type: none">• Monday, July 20th<ul style="list-style-type: none">■ CREA + Administration Collaboration• Wednesday, July 22nd<ul style="list-style-type: none">■ ES/MS Specials meeting• Thursday, July 23rd<ul style="list-style-type: none">■ HS teacher leader feedback & Principal meeting■ Elem. Specials meeting■ MS Remote Learning Kickoff■ HS CREA meeting■ HS work groups discussed at this meeting• Friday, July 24th<ul style="list-style-type: none">■ ES Remote Learning Design Exploration (Kickoff)• Monday, July 27th, 4:00<ul style="list-style-type: none">■ Leadership meeting with CREA reps.
Staff Virtual Session	~750 attendees
Community In Person	~85
Community Virtual	~617
Facebook Live	-numbers as high as 800 first session and averaged 300-400 remaining sessions
News Coverage	61 Return to Learn media clips since July 1

Feedback, Input, and Coverage

Total Mentions

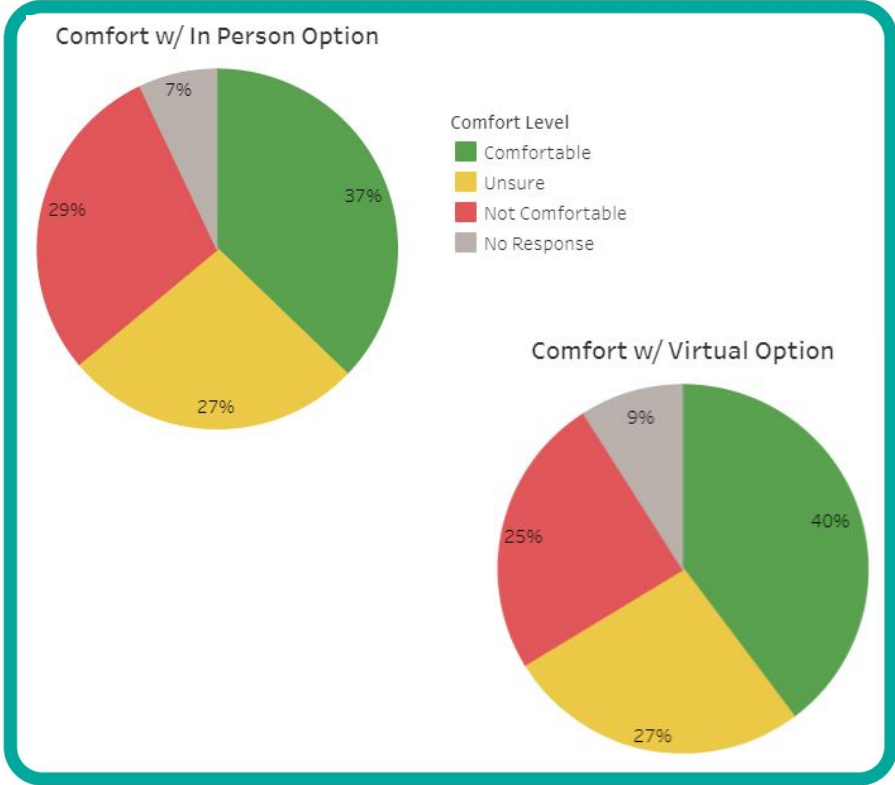
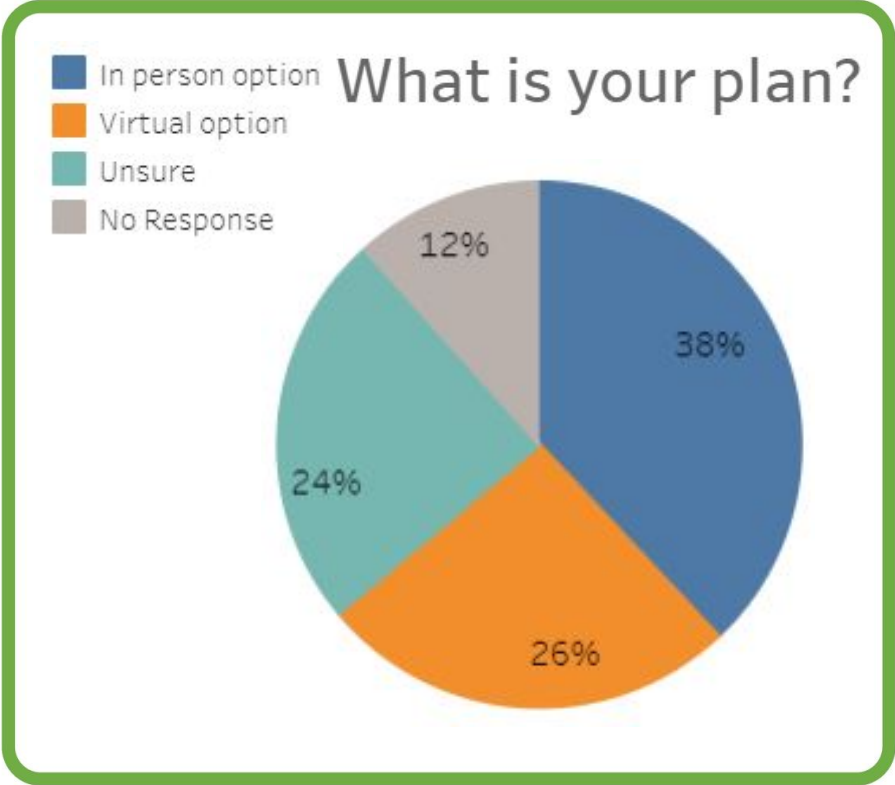




Family Engagement Survey:

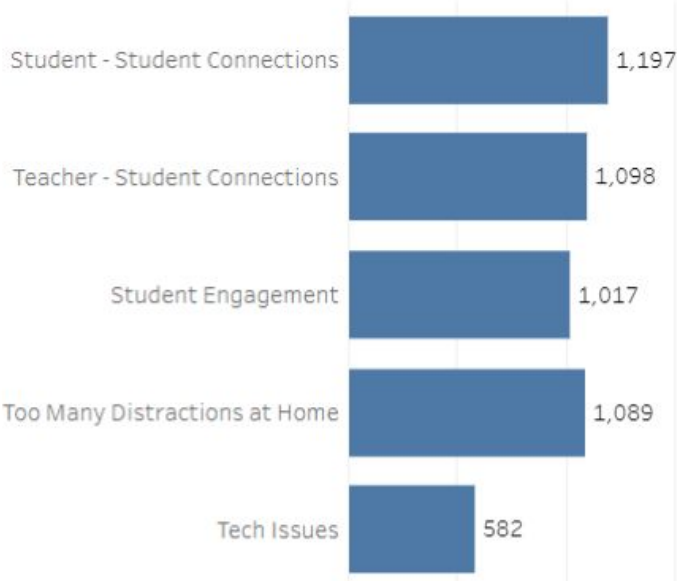
- Responses: 6,233 (+1076)
- Students: 10,805 (+1974)
- Emailed and texted to families/translated to preferred language
- Mailed to families without working phone and/or mailing address.
- Distributed QR codes at food sites.

Family Engagement Survey

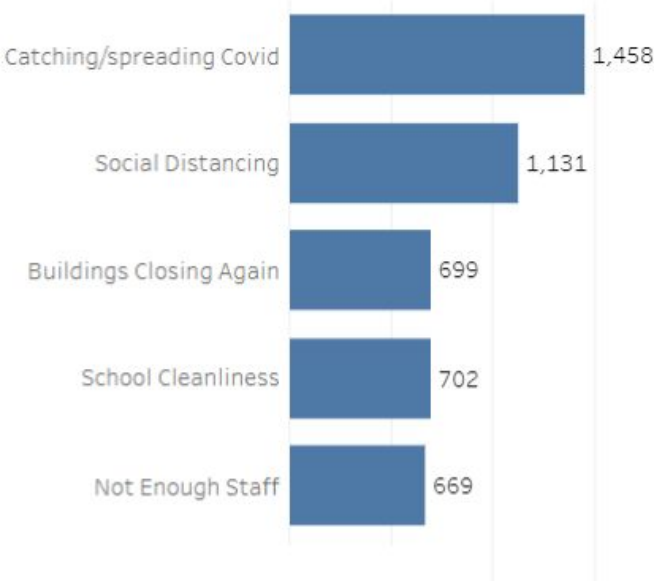


Top Concerns of Families

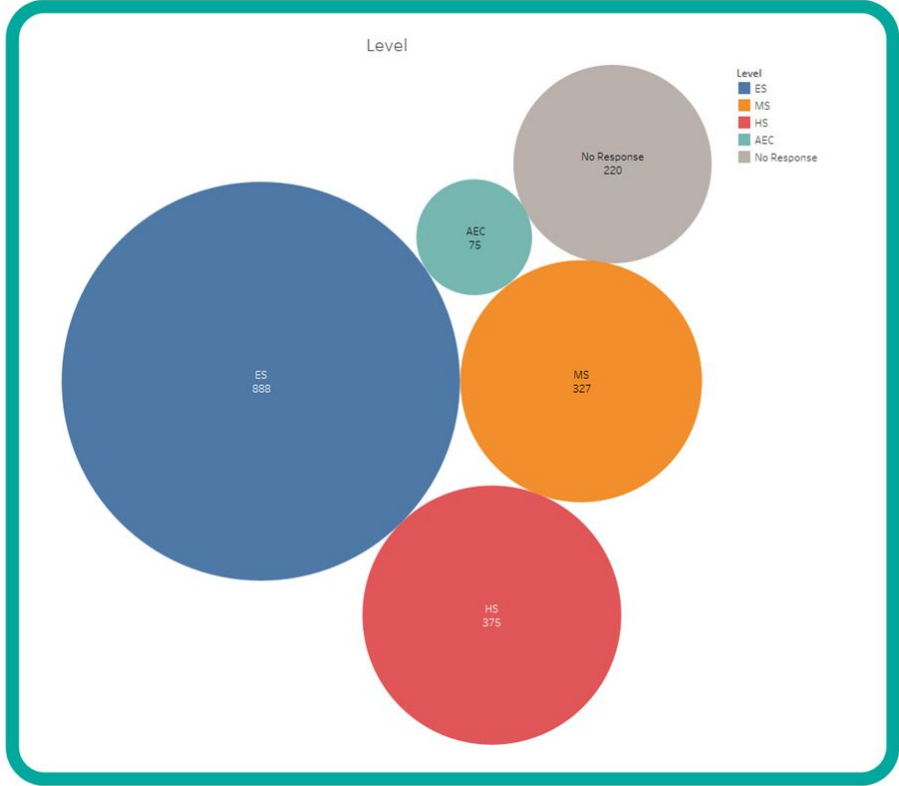
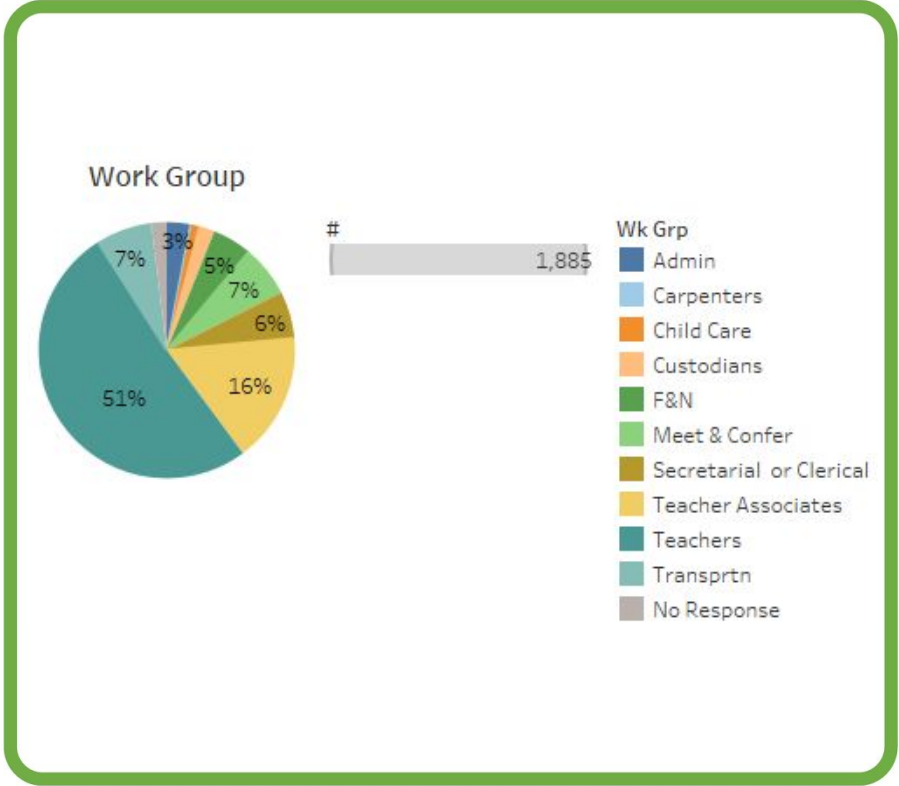
Concerns with Virtual Option



Concerns with In Person Option

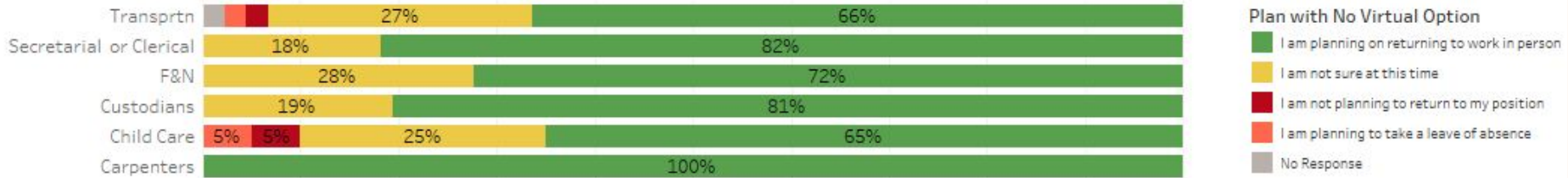


Staff Engagement Survey

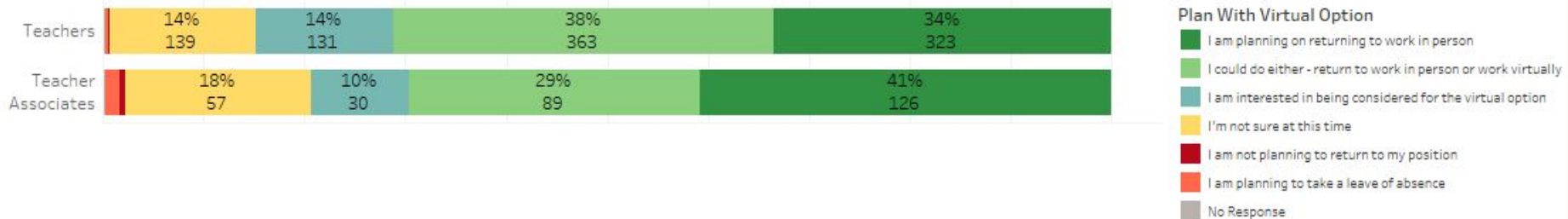


Staff Engagement Survey

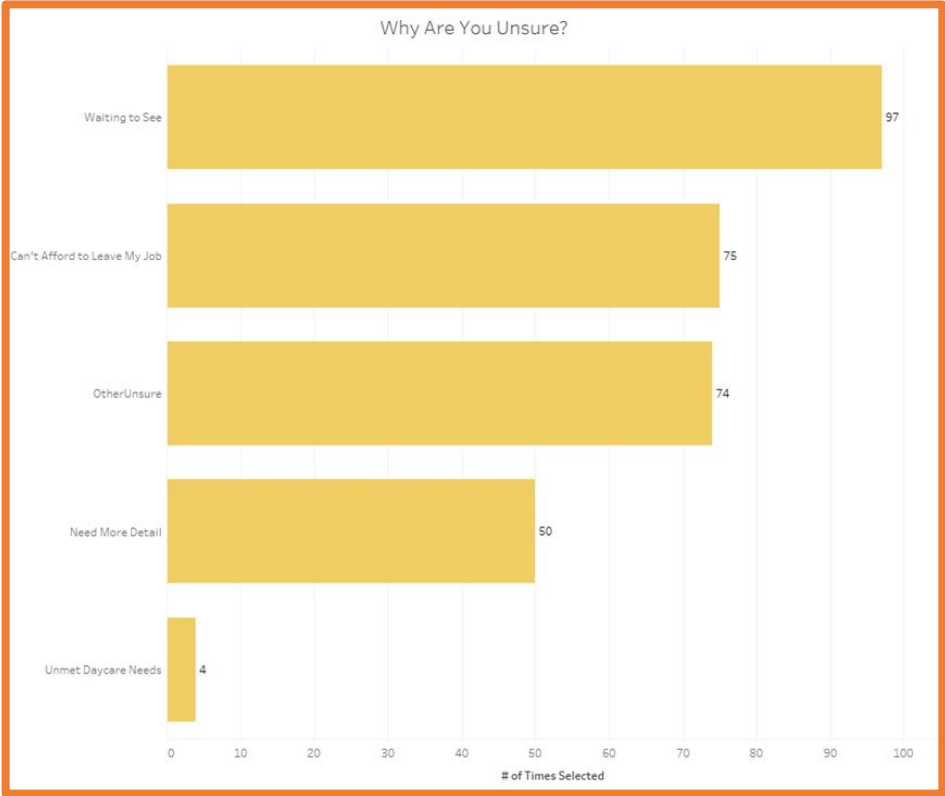
Carpenters, Child Care, Custodians, F&N, Secretarial/Clerical at a Building, Transportation - What is Your Plan in the Fall?



Teachers, Teacher Associates - What is Your Plan in the Fall?

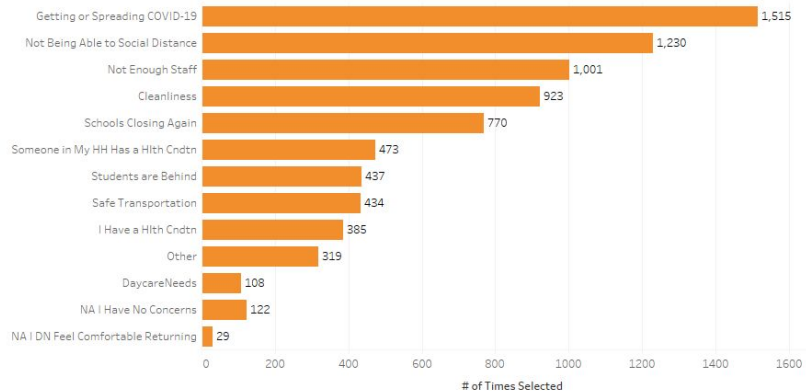


Staff Engagement Survey

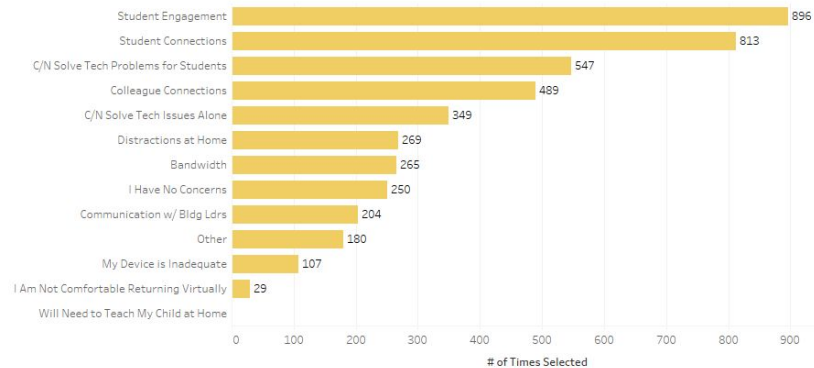


Top Concerns of Staff

Concerns Returning In Person



Concerns Returning Virtually



Overview of Draft Plan for Families

Parents will have a choice of whether to send their children back to school with increased safety measures or keep them home for remote learning.

This will look different at each level based on student numbers, space, instructional requirements, staffing, and potential additional factors.



Health and Safety



Masks and/or Face shields are required for students and staff. Accommodations will be made for those who need them.



Common areas and classrooms will go through a thorough sanitation process each night.



Handwashing and hand sanitizer stations will be commonly used in all classrooms.



Health and Safety



All measures will be taken to keep students socially distant in the classroom and common areas. New procedures such as staggered arrival and dismissal times, meals in classrooms, and staggered breaks will be implemented.



The staff to student ratio will be minimized and some grade-levels may elect a cohort model of teaching



Transportation



Students choosing to ride the bus will be required to wear masks and sanitize their hands upon entering and exiting the bus. Bus attendants will be assigned to buses to aid in the process. Buses will be disinfected after each route.



Food and Nutrition

Meals will be served and consumed in areas that minimize contact points. Meals will still be provided to the students choosing the virtual at their resident schools.



Facility Cleaning



In the effort to keep our students and staff safe during this global pandemic, the District will enhance its facility cleaning to include but not limited to the following:

- Nightly, the custodial staff will disinfect student and staff furniture, counters, and high touchpoint areas.
- During the day, the custodial staff will increase the frequency of cleaning high touchpoint areas such as, doorknobs, handrails, and other highly touched areas in common spaces.
- Wall mount and pedestal hand sanitizers will be installed in all classrooms without sinks, and in common spaces such as the cafeteria. In addition, hand sanitizers will be at each entrance to the school.
- The students and staff will be asked to hand sanitize when they enter the building.



Facility Cleaning



In the effort to keep our students and staff safe during this global pandemic, the District will enhance its facility cleaning to include but not limited to the following:

- The District has purchased several battery-operated pump-up sprayers and electrostatic victory disinfect guns. These will allow the custodial staff to perform disinfectant tasks efficiently.
- Classroom instructors will be asked to remove unnecessary furniture such as bean bag chairs, upholstered furniture, and stuffed toys. This will allow classrooms to be arranged in such a way to encourage social distancing and will make it easier for the custodial staff to do their daily disinfecting.
- Custodial staff will perform deep cleaning procedures on inservice days throughout the school year and in cases of outbreaks in the schools.
- Schools will be provided floor decals that will help with the social distancing as the students traverse the school.



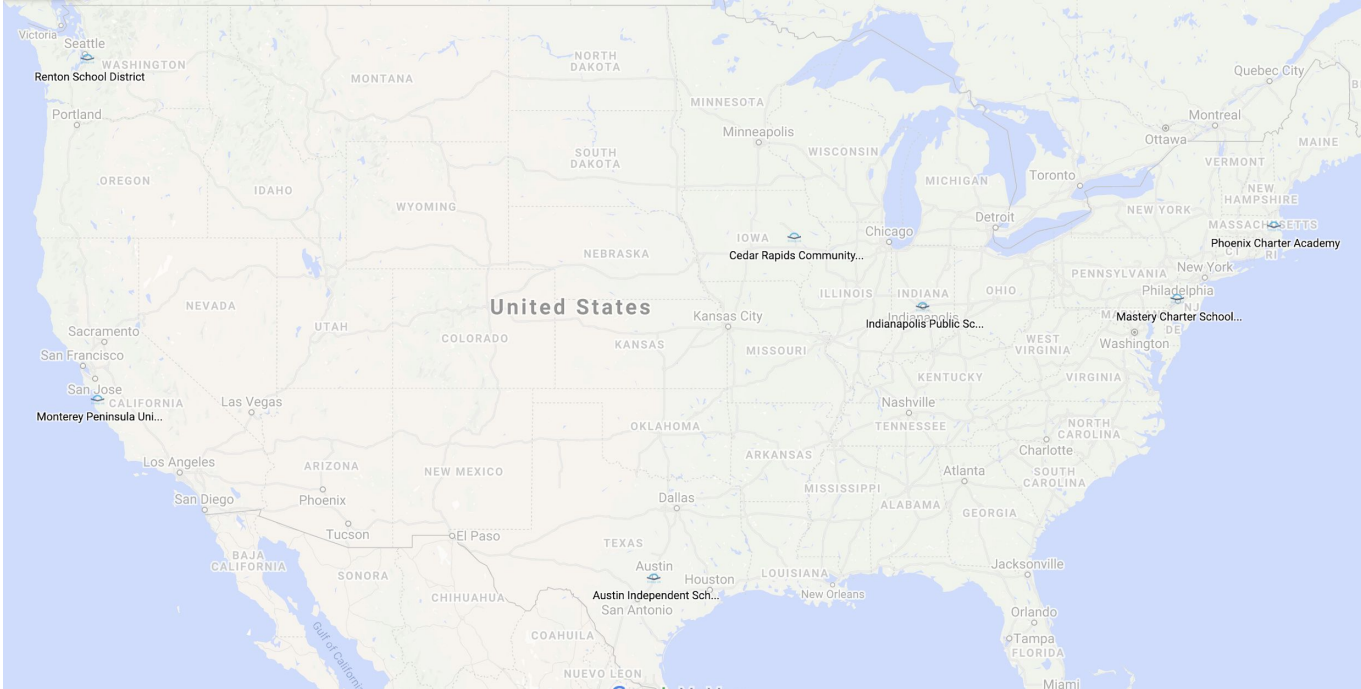
Strategy Lab

Cedar Rapids has joined a national cohort and we are listening to the advice from the following regarding the openings to school:

1. Harvard's School of Public Health (Ariadne Labs)
2. Linn County Public Health
3. CDC
4. Department of Education
5. Parents and community members
6. Staff members



Strategy Lab Cohort



Austin Independent School District
(Austin, TX)

Cedar Rapids Community School District
(Cedar Rapids, IA)

Indianapolis Public Schools
(Indianapolis, IN)

Mastery Charter Schools
(Philadelphia, PA; Camden, NJ)

Monterey Peninsula Unified School District
(Monterey, CA)

Phoenix Charter Academy
(Chelsea, MA)

Renton School District
(Renton, WA)



A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.

Loss of learning

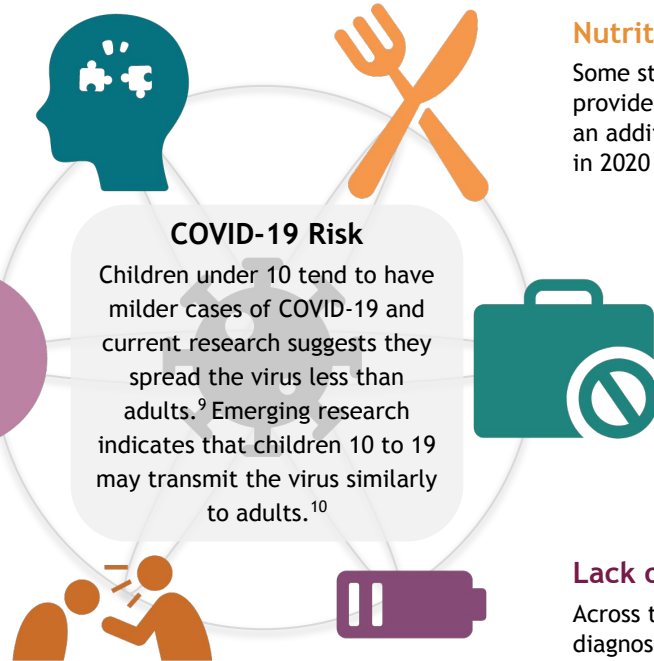
Students could return in the fall already behind due to lack of in-person education, with up to 30% less reading learning and up to 50% less math learning compared to gains during a typical school year.¹

Social & emotional impact

In a US survey, 29% of parents said their children's emotional and mental health were suffering due to social distancing and closures.² Additionally, 13% of adolescents in the US receive mental health care from their schools, with school being the only source of support for 35% of those children.³

Reduced detection of child abuse

Teachers serve as mandatory reporters of child abuse and neglect. Hospitals across the country saw increases in child abuse injuries and deaths that coincided with lockdown orders.⁴



Nutritional insecurity

Some students depend on free/reduced-price meals provided in schools. Estimates suggest there will be an additional 1.2 to 6.8 million food insecure children in 2020 than there were in 2018.⁵

Loss of parental employment

Parents may be unable to work if they can't find childcare options to replace school. Recent research suggests that if schools and daycares remain closed, 17.5 million workers, or 11% of the US workforce, may face major barriers to work.⁶

Lack of access to essential services

Across the US, about 1.5 million children have a diagnosed speech impairment⁷ and approximately 1 in 54 children have been diagnosed with autism spectrum disorders.⁸ These children, and others that require specialized supports, may have missed speech therapy and critical development services they previously received at school.

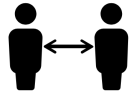
Public Health Principle Definitions



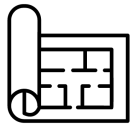
Masks and PPE: All children and staff should have a cloth mask (or medical masks) at all times, and other PPE should be available for nurses and individuals treating a suspected case.



Hygiene (Personal and Space): Cleaning hands, surfaces, and spaces to reduce exposure to COVID-19 droplets which includes handwashing, hand sanitizing, wiping down surfaces, and deep cleaning.



Density and Distance: Limit large numbers of people in an enclosed space and allow distance between people to reduce the risk of spreading and catching air droplets.



Space Layout and Air Quality: Assessing how the design and configuration of building and other spaces promote adequate airflow, ventilation, and movement within and between spaces.



Cohorting and Scheduling: Grouping limited numbers of students and staff, keeping the group together, and limiting inter-group contact to reduce exposure to COVID-19.



School Model Design

The current *draft* school models have been designed around the following parameters:

1. Prioritizing staff and student **safety**
2. Providing **options** to families and staff
3. **Limiting interactions** between staff and students



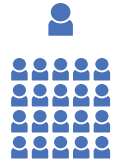
Elementary Schools

In Person

All PK-5 students can return to in-person instruction and will be assigned a homeroom teacher for the year. ELL and students with IEPs will still receive targeted support. Student to teacher ratios would be approximately 20:1.



- Staff and Students from School A
- Staff and Students from School B
- Staff and Students from School C



Virtual

Students not able or willing to return in person will participate in **CRCSD Remote Learning**. **CRCSD Remote Learning** will include all ES teachers and students who select the virtual option, rather than being tied specifically to the resident ES building.



CRCSD Remote Learning

#WeAreCRCSD

ELEMENTARY SCHOOL FEEDBACK

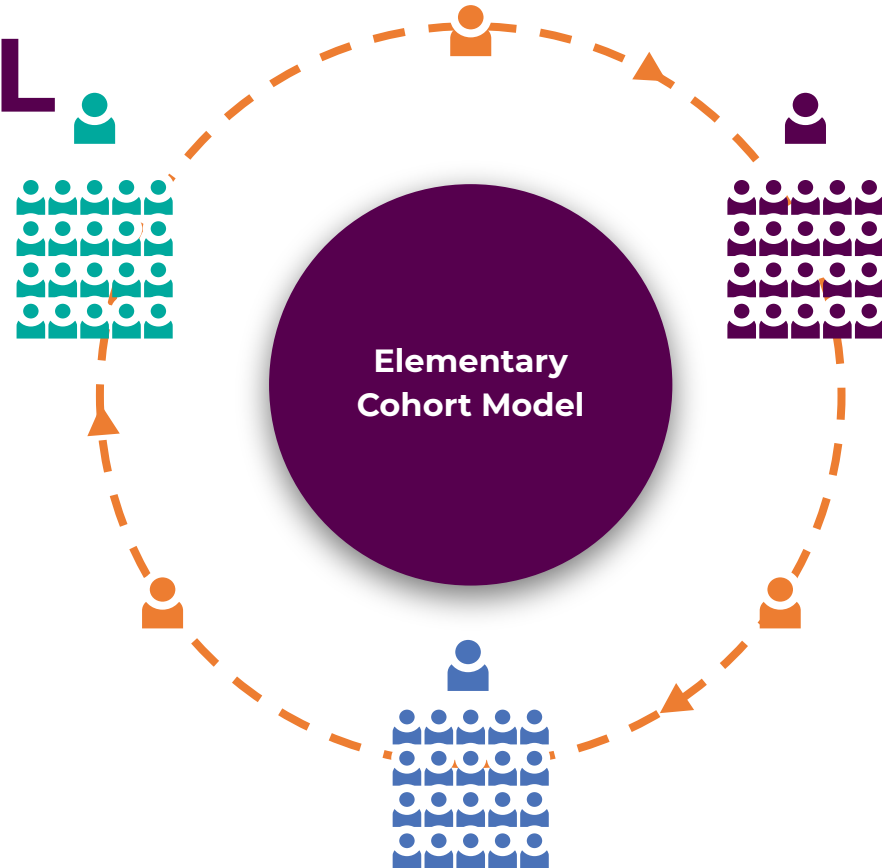
Feedback	Response
Minimize contact between specials teachers and students while ensuring classroom teachers have planning time.	Created specials schedules in which specials teachers interact with one-third of student body every six weeks. Half of these sessions are in specials rooms and half are in classrooms.
Reducing class size below the projected 20:1 ratio	Waiting on final staff and student numbers before making decisions.
Families need clarity on both in-person and virtual options before being asked to make decisions.	Developed sample schedules, expectations and clear models for both virtual and in-person learning models.

ELEMENTARY SCHOOL IN PERSON MODEL

All PK-5 students can return to in-person instruction and would be assigned a homeroom teacher. Each homeroom cohort would remain the same to limit contact between students.

Our goal for student to teacher ratios would be approximately 20:1.

Specials teachers will rotate to the cohort for art, music, and PE.



REMOTE LEARNING MODEL

Commitments and Responsibilities		
Student	Parent/Guardian	Teacher
<ul style="list-style-type: none"> Attend all direct instruction sections via Google Meet (unless a designated excused absence) Complete all independent practice activities Manage and organize online time and independent practice Adhere to CRCSD's acceptable use policy and behavior expectations Complete at least 30 minutes of iReady and 75 minutes of STMath weekly 	<ul style="list-style-type: none"> Enable the student to attend all direct instruction sections via Google Meet Monitor the student's progress on independent practice (homework) Communicate regularly with the student's teacher Monitor the student's overall academic progress (grades) Allow for a student space to complete academic activities that align to CRCSD's video conferencing guidelines Adhere to CRCSD's acceptable use policy and behavior expectations 	<ul style="list-style-type: none"> Design and deliver effective online instruction, assessment, and feedback Deliver CRCSD's guaranteed and viable curriculum Communicate regularly with the student and her/his parent(s)/guardian(s) Monitor the student's overall academic progress Willingness to teach a course that is not aligned to your in person assignment but is still aligned to your certification Adhere to CRCSD's acceptable use policy and board policies Fulfill a contractual day by staying logged-in during direct instruction and independent time Report to home building for the day

DESIGN PRINCIPLES:

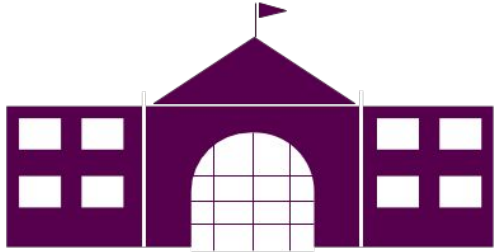
- Age appropriate times for asynchronous learning and synchronous learning
- CRCSD guarantee and viable curriculum (tight with standards and assessment)
- Small group instruction
- Social and Emotional Learning (Caring Schools Community Curriculum)
- Learning is the constant, time is the variable (Voice and choice designing around learner variability)
- Connection to home building

REMOTE LEARNING MODEL SCHEDULE

Grade-level Breakdown:

- PK-K
- 1-2
- 3-5
- 6-8
- 9-12

Middle Schools



In Person

All 6-8 students can return to in-person instruction and will be assigned a homeroom teacher for the year. ELL and students with IEPs will still receive targeted support. Student to teacher ratios would be approximately 20:1.

Virtual

Students not able or willing to return in person will participate in **CRCSO Remote Learning**. **CRCSO Remote Learning** will include all MS teachers and students who select the virtual option, rather than being tied specifically to the resident MS building. Another option is **Cedar Rapids Virtual Academy**.



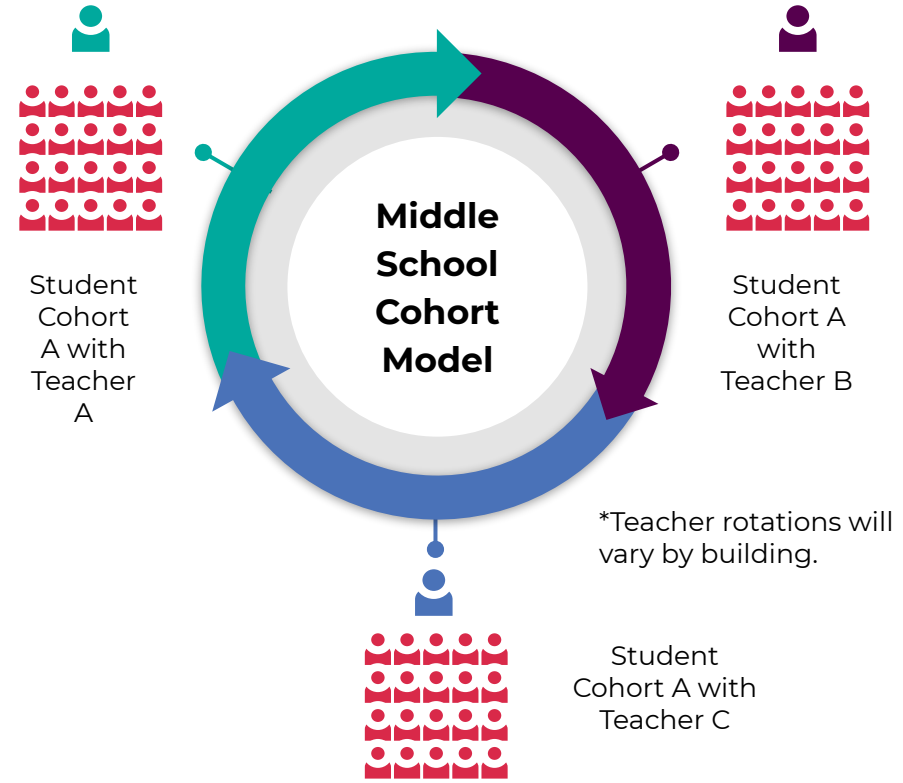
MIDDLE SCHOOL IN PERSON MODEL

All 6-8 students can return to in-person instruction and will be assigned an advisory teacher. Each advisory cohort will remain the same to limit contact between students.

Our goal is to maintain approximately 20 students in each advisory cohort.

Building leaders, teachers and teams will work to design teachers rotations based on staff feedback and building resources.

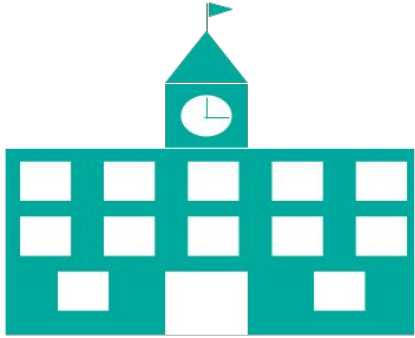
Advisory teachers will supervise and facilitate learning in cohorts. Learning will be designed by content area teacher. Feedback for students will be provided by content area teachers.



MIDDLE SCHOOL FEEDBACK

Feedback	Response
<p>Families - Families and community depend on 5 day school schedule.</p>	<p>Commitment to 5 days a week for all students.</p>
<p>Families - Families need clarity on both in-person and virtual options before being asked to make decisions.</p>	<p>Developed sample schedules and clear models for both virtual and in-person learning models.</p>
<p>Staff - Challenges and trade-offs in MS associated with limiting exposure through cohorts (i.e. did we consider hybrid model?).</p>	<p>Hybrid = increased exposure for teachers, 2-3 days school week.</p> <p>Prioritized staff and student health by limiting exposure through cohorting students.</p> <p>Gathered more feedback on teacher comfort regarding exposure and rotations.</p>
<p>Staff - Request for more flexibility within the cohort model for building admin, teachers, and leadership teams to collaborate to design teacher rotations.</p>	<p>Flexibility given to buildings. Teacher rotations, if preferable, can be designed by building leaders and teacher teams.</p>

High Schools



In Person

All 9-12 students can return to in-person instruction in a hybrid model. Students will follow an **A/B Block schedule** to allow for a full course load with required subjects and electives. This means students will take up to 4 classes on an "A" day and up to 4 classes on a "B" day. In the proposed hybrid phase, students will be split into 2 cohorts and will attend school buildings 2-3 days per week and attend to online learning 2-3 days per week. Weeks will be assigned as "A"day Week and "B"day Week. Cohorts will be determined by each building.

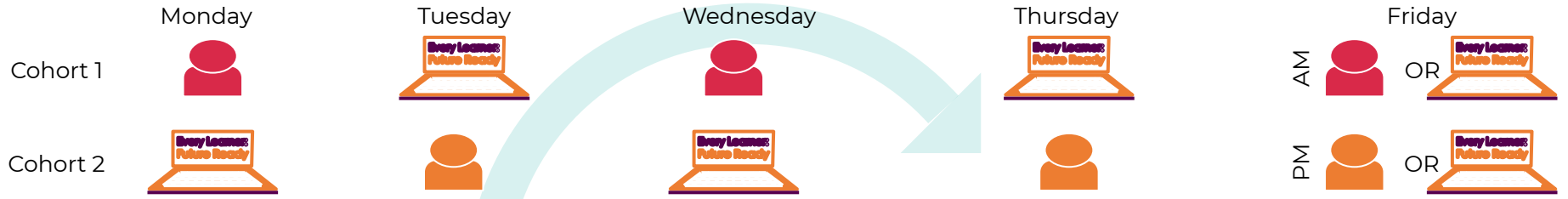
Virtual

Students not able or willing to return in person will participate in Remote Learning. **High School Remote Learning** will include online instruction from their resident school in tandem with the same courses offered in person. The student is tied specifically to their resident HS building and will participate in the A/B Block schedule by remoting into the class period on their cohort assigned day and time.

Students also have an online option to participate in **Cedar Rapids Virtual Academy** which is a fully accredited online high school.

HIGH SCHOOL MODEL

“A” WEEK (ALL “A” Day CLASSES only)



“B” WEEK (ALL “B” Day CLASSES only)



HIGH SCHOOL FEEDBACK

Feedback	Response
<p>Families - Families want their students to have access to the courses their child needs.</p>	<p>Students can access all courses by attending in-person or remotely. Teachers plan for and teach all courses with online access.</p>
<p>Families - Families of Cohort 2 students wanted the opportunity for their students to start on Mondays also.</p>	<p>Switch the cohort rotations: "A" Week starts with Cohort 1 and "B" Week starts with Cohort 2.</p>
<p>Teachers - Number of unique student exposures throughout the week is a health and safety concern.</p>	<p>Group the "A" day classes into one week, instead of spread over two weeks. Group the "B" day classes into one week, instead of spread over two weeks.</p> <ul style="list-style-type: none"> - This solution keeps the same total number of instructional days and minutes in a two week period. - This solution reduces the number of unique exposures by 50%. (i.e. Reducing from 140 exposures per week to 70)
<p>Teachers - Challenges of teaching in-person and online students who are taking the same class.</p>	<p>The schedule creates a management system where teachers are working with 10-15 students per class period.</p> <ul style="list-style-type: none"> - The schedule focuses on 3 or 4 classes per week instead of 6-7 classes per week. - Professional learning supports for digital resources and online instruction will be provided.

Digital Tools

High Schools:

- All students issued a Chromebook (Fall of 2019)
- 350+ internet hotspots available

Middle Schools:

- All students will be issued a Chromebook in August (Devices are here!)
- 350+ internet hotspots available
- Network Infrastructure Updates

Elementary Schools:

- All students will have device issued to them
PK-K -iPads, grades 1-5 Chromebooks -- iPads are here, Chromebooks arrive in late July
- 1,500 internet hotspots available
- Network Infrastructure Updates

Digital Literacy Considerations

- August Teacher/Principal Professional Learning
- Foundational/Procedural Learning for:
 - Students
 - Parents/Guardians
 - Paraprofessionals
- Evaluation of Additional Digital Software Tools



Special Education

- All students with IEPs will have a Remote Learning Plan created for them between August 1st and when school begins.
 - All special education teachers are receiving PL on the Remote Learning Plan process this summer
 - Families will be able to choose virtual or face-to-face in the same manner as any other district student
 - Discussions will take place around what services will look like when school begins
 - Meetings will take place between parents and the special education teacher unless a full IEP meeting is needed
 - Services Defined (Paras, OT, PT, SLP)
- Unique Circumstances
- Models
 - Self-contained, co-teaching, pull-out, push-in





Questions and Feedback

