

Return To Learn Virtual Town Hall Meeting

6:30 p.m. - 8:00 p.m. July 30, 2020



URBANDALE

Agenda

Return To Learn

Pathways To Learning

Special Education

Social & Emotional

Timeline

Health & Safety

Adjourn



01

**Return To Learn
2020-21 School Year**

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Purpose of Return To Learn Plans

- All districts and nonpublic schools were required to submit a Return-to-Learn Plan to the IA Dept of Education by July 1, 2020.
- Plans designed to help districts meet the challenges of 2020-21 by:
 - Ensuring that required continuous learning options be available for all students;
 - Planning to help students catch-up for the learning they may have missed during school closures this past spring;
 - Integrating public health strategies into Iowa's schools;
 - Enabling schools to move between on-site and remote learning as needed;
 - Helping the Department and partners at Iowa's area education agencies (AEAs) understand how best to support schools.

02

Pathways To Learning 2020-21 School Year

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Pathways To Learning For 2020-21

PATH 1



**On-Site | Hybrid
RCL**

OR

PATH 2



**Remote
Classroom**

Path 1: On-Site/Hybrid/RCL



- Pathway 1 includes in-person learning which means students will participate in learning in a school building at various times this year.
- There are a total of 3 instructional models included on this path:
 1. On-Site (5 days/week on site)
 2. Hybrid (2-3 days/week on site)
 3. Required Continuous Learning (0 days/week on site)
- Throughout the year we may transition between instructional models in response to district/public health.
- Students registered for the 2020-21 school year are automatically on this path.
- First day is August 25 (Rolling Green 1st day July 23)

Instructional Model A: On-Site



- All students and staff are on site (in a school building) 5 days a week for in-person instruction.
- We'll be implementing preventative health & safety measures to mitigate the spread of COVID-19 as much as possible.
- Measures include mandatory face masks K-12 students (masks recommended for Pre-K but not required), thorough hand hygiene, vigilant cleaning and disinfecting high-touch surfaces, disposable lunch sacks, physical distancing when possible; more will be covered in our Health & Safety section.

Instructional Model B: Hybrid



- Students learn both in school & online.
- Original Hybrid had 2 days in school/3 days remote.
- Per Governor's July 17 Proclamation: Hybrid models now require at least 50% of in-person instruction to occur over a two-week period.
- Thus, we've updated our Hybrid model to meet the new requirements.

Instructional Model B: Hybrid (cont'd)



On 7/29, School Board approved the following revised Hybrid model:

- Two groups of students for in-person instruction
- Designated days for instruction:
 - Group “A” attends in person on Tue/Thurs
 - Group “B” attends in person on Wed/Fri
 - Mondays alternate - Group “A” one week; Group “B” the next week
 - Siblings will be kept on the same schedule unless a specific request from a family is made not to do that.

Instructional Model B: Hybrid (cont'd)



- Maintain late starts as indicated in approved school calendar (preK-8) & early outs (UHS)
 - Late starts move to Mondays so as not to disproportionately impact one group of students
 - Professional learning for staff
 - PLC and collaboration time for staff
- Rationale for this hybrid model:
 - Consistency for families who need to find childcare on non-school days
 - Will work to balance classes to ensure as close to 50% maximum capacity as possible - improves ability to social distance
 - Thorough daily cleaning protocols to provide healthiest possible learning environment.

Instructional Model B: Hybrid (cont'd)



- **Adventuretime Before/After School:** If UCSD is in a hybrid instructional model (all online), Adventuretime will provide childcare programming for students during before/after school hours on the days they attend school. Monthly fees will be adjusted at the end of the month based on the number of days that before/after school programming was offered. Information will be communicated to families regarding refund/credit options.
- **Preschool:** All preschool students will attend school 5 days per week when the district is following the hybrid instructional model.

Sample Schedule: Hybrid



Sample Student Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|-----------------------------|-----------------------------|------------------|-----------------------------|---------------|
| Week of ____ | At school | Designated Learning at home | At school | Designated Learning at home | At school |
| Week of ____ | Designated Learning at home | Designated Learning at home | At school | Designated Learning at home | At school |
| Week of ____ | At school | Designated Learning at home | At school | Designated Learning at home | At school |

Instructional Model C: Required Continuous Learning



- All students & staff are engaged in Required Continuous Learning remotely (all online).
- Districts must be granted permission from DE to transition to this model (see Governor's July 17 Proclamation)
- If any school (or the entire district) is ever operating within the Required Continuous Learning model, the hope is to transition to either the Hybrid or In-Person model when we can do so safely.

Instructional Model C: Required Continuous Learning



- Metrics to use when requesting permission for remote continuous learning:
 - 15% or higher positivity rate (on average) in the local county over the previous 14 days
 - Anticipated student absenteeism of 10% or higher
 - Collaboration with the county department of public health
- Permission may be granted for up to 14 days at a time

- The Polk County positivity rate for 7/29/2020 was as of 10:00 am today, 7/30/2020 was 9.1%

Instructional Model C: Required Continuous Learning



- **Adventuretime Before/After School:** If UCSD is in a required continuous learning instructional model (all online), Adventuretime will NOT provide childcare programming for students. Monthly fees will be adjusted at the end of the month based on the number of days that before/after school programming was offered. Information will be communicated to families regarding the refund/credit options.
- **Preschool:** If UCSD is in a required continuous learning instructional model (all online), then preschool would be online as well.

Sample Schedule: Preschool Required Continuous Learning



| Sample Preschool Daily Required Continuous Learning Schedule (For Families) | |
|---|---|
| Time | Instructional Activity |
| 9:00-9:30 | Morning Meeting & Lesson of the Day (Greeting, PBIS, Music, Story) Option 1: Large group synchronous learning via zoom. Option 2: Large group asynchronous learning via zoom video recording will be provided for those who cannot attend at this time. |
| 9:30-9:45 | Small Group Instruction (Literacy, Math, SEL) Option 1: Small group synchronous learning via zoom. 9:30-9:35 (Group 1), 9:35-9:40 (Group 2), or 9:40-9:45 (Group 3) Option 2: Small group asynchronous learning via zoom video recording will be provided for those who cannot attend at this time. |
| 9:45-10:00 | Break |
| 10:00-11:00 | Play/Recess Scheduled Individual Instruction/Family Check-Ins <ul style="list-style-type: none"> Teachers will provide students with additional individual instruction and check-in with families during this time. This will not be daily. The teacher will create and communicate a schedule for the week with parents. Weekly Lesson Plans (Independent Practice) <ul style="list-style-type: none"> Teachers will provide families with lesson plans that will include a variety of remote play and learning opportunities for preschool students to complete during this time or anytime throughout the day. |
| 11:00-1:00 | Lunch/Rest |
| 1:00-3:30 | Play/Recess Scheduled Individual Instruction/Family Check-Ins <ul style="list-style-type: none"> Teachers will provide students with additional individual instruction and check-in with families during this time. This will not be daily. The teacher will create and communicate a schedule for the week with parents. Weekly Lesson Plans (Independent Practice) <ul style="list-style-type: none"> Teachers will provide families with lesson plans that will include a variety of remote play and learning opportunities for preschool students to complete during this time or anytime throughout the day. |

Sample Schedule: Elementary Required Continuous Learning



SAMPLE Daily Elementary Schedule

| Time | Instructional Activity | Time | Instructional Activity |
|---------------|--|---------------|---|
| 9:00 – 9:15 | Morning Meeting | 11:30 – 12:30 | Lunch & Recess/Play |
| 9:15 – 9:30 | Math Whole Group Lesson | 12:30 – 1:00 | Art, Music, PE, Library, Guidance Rotation |
| 9:30 – 10:00 | Small Group and/or Purposeful Practice | 1:00 – 1:15 | Literacy Whole Group Lesson |
| 10:00 – 10:15 | Break | 1:15 – 1:45 | Small Group and/or Purposeful Practice |
| 10:15 – 10:45 | Word Study | 1:45 – 2:00 | Break |
| 10:45 – 11:00 | Writing Instruction | 2:00 – 2:30 | Science or Social Studies |
| 11:00 – 11:30 | “What I Need” Time aka Flex Time for Student Support | 2:30 – 4:00 | Time for teachers to connect individually with kids, planning, etc. |

Sample Schedule: Middle School Required Continuous Learning



SAMPLE Daily Middle School Schedule

| Time | Instructional Activity | Time | Instructional Activity |
|---------------|--|---------------|--|
| 8:25 – 8:55 | Period 1 Whole Group | 11:30 – 12:30 | Lunch |
| 8:55 – 9:25 | Period 1 Small Group/ Guided Support | 12:30 – 1:00 | Period 3 Whole Group |
| 9:25 – 9:45 | Break | 1:00 – 1:30 | Period 3 Small Group/ Guided Support |
| 9:45 – 10:15 | Period 2 Whole Group | 1:30 – 1:45 | Break |
| 10:15 – 10:45 | Period 2 Small Group/ Guided Support | 1:45 – 2:15 | Period 4 Whole Group |
| 10:45 – 11:00 | Break | 2:15 – 2:45 | Period 4 Small Group/ Guided Support |
| 11:00 – 11:30 | Advisory | | |

Sample Schedule: High School Required Continuous Learning



SAMPLE Daily High School Schedule

| Time | Instructional Activity | Time | Instructional Activity |
|---------------|--|---------------|--|
| 8:25 – 8:55 | Period 1 Whole Group | 11:30 – 12:30 | Lunch |
| 8:55 – 9:25 | Period 1 Small Group/ Guided Support | 12:30 – 1:00 | Period 5 Whole Group |
| 9:25 – 9:45 | Break | 1:00 – 1:30 | Period 5 Small Group/ Guided Support |
| 9:45 – 10:15 | Period 3 Whole Group | 1:30 – 1:45 | Break |
| 10:15 – 10:45 | Period 3 Small Group/ Guided Support | 1:45 – 2:15 | Period 7 Whole Group |
| 10:45 – 11:00 | Break | 2:15 – 2:45 | Period 7 Small Group/ Guided Support |
| 11:00 – 11:30 | Connections | | |

Governor's July 17 Proclamation



- Prior to the proclamation, school districts, in collaboration with local public health officials, had the authority to transition between all instructional models as district and/or community health dictated.
- Now, school districts only have the authority to transition between On Site & Hybrid models; districts must request permission & receive approval from the DE to move a school or district to the Required Continuous Learning model.

Governor's July 30 Press Conference



We are currently in the process of reviewing materials shared by the Iowa Department of Education & Iowa Department of Public Health during this morning's press conference. We will make updates to our plans if the new content requires us to do so and we will communicate those updates with you.

For now, here are several key areas that were mentioned:

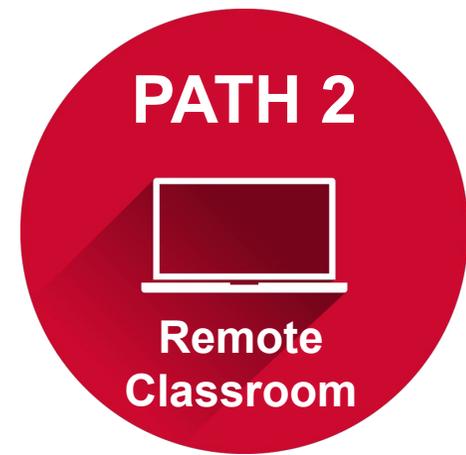
- Outlined metrics for when districts can request Required Continuous Learning for the building or district
- Permission to use Required Continuous Learning can only be granted for up to 14 days
- The process to request Required Continuous Learning will be released the week of August 3rd

Which Model Will We Use



- IA Dept of Ed has released metrics that schools can use in their decision-making as it relates to building and district closures; the process to request permission for closures/remote continuous learning is expected the week of August 3.
- **There isn't 1 model we're choosing for the year;** we may utilize each model as needs arise to provide the safest learning environment for students & staff.
- See “Timeline” for dates associated with selecting an instructional model to begin the school year.

Path 2 - Remote Classroom



- Pathway 2 does NOT include in-person Learning; all learning takes place remotely (online); this is called “**Remote Classroom.**”
- Students complete coursework from home with online instruction with district teachers.
- Families **choose** this option on a semester-by-semester basis.
- First day is August 25.
- Sign up by **Monday, August 3** to choose this option for your student for the first semester.
- Visit: urbandaleschools.com/rtl & click on the expandable section for Remote Classroom Sign Up.

Path 2: Remote for Elementary



- Elementary students may be in a multi-age class w/ a specific elementary teacher providing core instruction (literacy, math, science, social studies) online through whole group, small group & individual instruction.
- Daily schedule would likely include a morning meeting, specials, lunch & "recess/breaks"; schedule would somewhat mimic a normal school day, but condensed to 9:00am - 2:30pm
- Students would not be online the entire day as they would have certain times that they would be online and other times that they would be working offline.
- Students would also be assigned independent work that could be completed offline at any time that day/evening.
- Learning materials would be distributed to families on a regular basis, & work would be turned in online by students so teachers could assess their progress along the way.

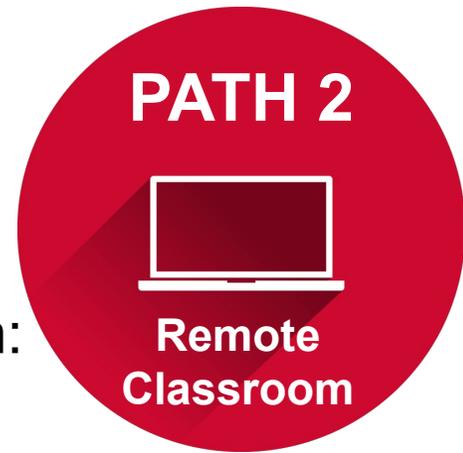
Sample Schedule: Elementary Remote Classroom



SAMPLE Daily Elementary Schedule

| Time | Instructional Activity | Time | Instructional Activity |
|---------------|--|---------------|---|
| 9:00 – 9:15 | Morning Meeting | 11:30 – 12:30 | Lunch & Recess/Play |
| 9:15 – 9:30 | Math Whole Group Lesson | 12:30 – 1:00 | Art, Music, PE, Library, Guidance Rotation |
| 9:30 – 10:00 | Small Group and/or Purposeful Practice | 1:00 – 1:15 | Literacy Whole Group Lesson |
| 10:00 – 10:15 | Break | 1:15 – 1:45 | Small Group and/or Purposeful Practice |
| 10:15 – 10:45 | Word Study | 1:45 – 2:00 | Break |
| 10:45 – 11:00 | Writing Instruction | 2:00 – 2:30 | Science or Social Studies |
| 11:00 – 11:30 | “What I Need” Time aka Flex Time for Student Support | 2:30 – 4:00 | Time for teachers to connect individually with kids, planning, etc. |

Path 2: Remote for UMS

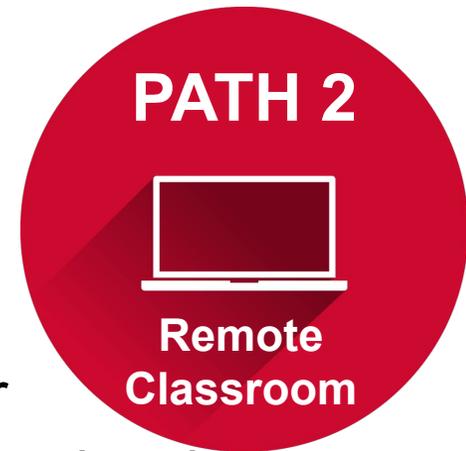


UMS will have these general considerations for Remote Classroom:

- Limitation of screen time
 - Provide a maximum daily screen time of 2 hours per student
 - This will break down to 30 min maximum direct instruction per subject
- We will aim to provide:
 - Manageable expectations for students and families to engage with teachers
 - Time in teachers schedule and master schedule to provide support for students
 - Weekly schedules of meetings, clear learning targets, learning expectations, deadlines, etc., for students and families.
 - Online learning that can be somewhat self-paced with deadlines that align to the “typical” school year.

Path 2: Remote for UMS

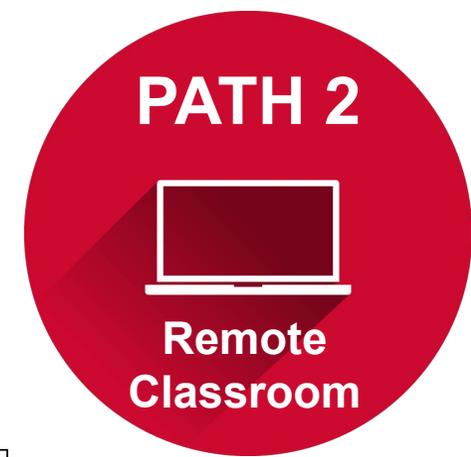
(cont'd)



- A highly qualified teacher in the subject area to support your student. For example, they will have a science teacher supporting their science work.
- Sample Schedule
 - These times are not reflective of the UMS schedule, rather, they are used to provide a visual of what the schedule might look like.
 - Individual student schedules of classes and final times will be finalized prior to school starting.
 - This would be an “A” day schedule, and the opposite periods would occur on the other “B” day and continue to rotate. Advisory would occur each day of the week, except when the “in person” school does not have advisory.

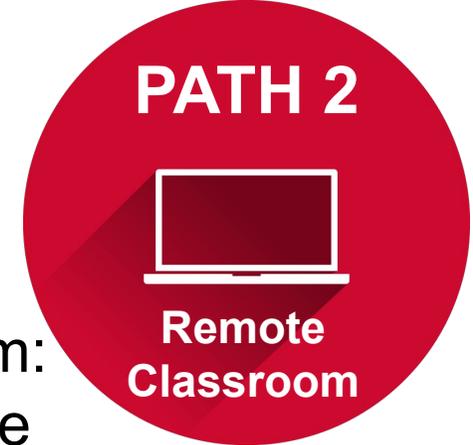
Sample Schedule: UMS Remote Classroom

SAMPLE Daily Middle School Schedule



| Time | Instructional Activity | Time | Instructional Activity |
|---------------|--|---------------|--|
| 8:25 – 8:55 | Period 1 Whole Group | 11:30 – 12:30 | Lunch |
| 8:55 – 9:25 | Period 1 Small Group/ Guided Support | 12:30 – 1:00 | Period 3 Whole Group |
| 9:25 – 9:45 | Break | 1:00 – 1:30 | Period 3 Small Group/ Guided Support |
| 9:45 – 10:15 | Period 2 Whole Group | 1:30 – 1:45 | Break |
| 10:15 – 10:45 | Period 2 Small Group/ Guided Support | 1:45 – 2:15 | Period 4 Whole Group |
| 10:45 – 11:00 | Break | 2:15 – 2:45 | Period 4 Small Group/ Guided Support |
| 11:00 – 11:30 | Advisory | | |

Path 2: Remote for UHS

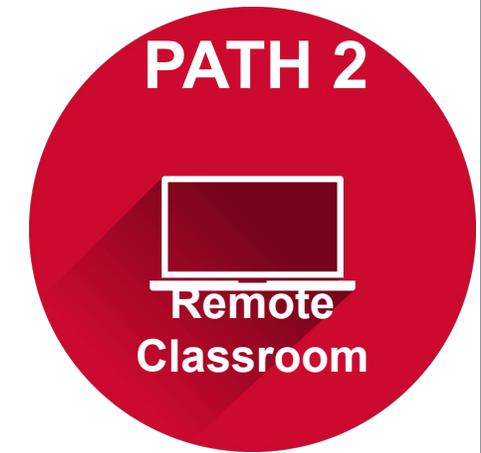


UHS will have these general considerations for Remote Classroom:

- Prioritizing access to classes that students have selected to the extent possible considering specialized equipment.
- Students will receive a district-provided Chromebook as well as needed course materials (i.e. textbook or online access to a book)
- Students will be engaged in learning new content, assignments will be given, and participation is required.
- Schedules for remote learning will be provided
- Instruction will occur in a variety of ways including:
 - Live Zoom sessions with teachers and students who are physically in school (live and interactive)
 - Live-streamed classes (live but not interactive)
 - Recorded lessons/videos/etc.
 - Written communication via email, Moodle/Canvas/Google Classroom
 - Phone calls

Path 2: Remote for UHS

(cont'd)



UHS will have these general considerations for Remote Classroom:

- Students will not be able to choose specific classes to take in person; the remote classroom is all online for at least one semester
- Students are able to participate in extracurricular activities
- In order to maintain as many options for classes as possible, and due to the high number of options UHS is fortunate to be able to provide students, it is unlikely remote classroom students will be clustered into their own separate sections

03

Special Education

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Special Education

- Every special education student will have their own Individual Learning Plan incorporated into their IEP.
 - On-site-follow student's IEP as written
 - Hybrid/Required Continuous Learning-follow Individual Learning Plan
- To add Individual Learning Plans to an IEP it will be an amendment. This can be with a meeting or without an meeting.
- UCSD would like to have all of these done by the beginning of October.

04

Social & Emotional Learning

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Social & Emotional Learning

- Social and Emotional Learning was a priority and point of emphasis for district staff in 2019-20.
- The continued emphasis on this work is included in each school's strategic improvement plan.
- Supporting students' social and emotional learning and well-being is a priority regardless of the instructional delivery model we use.
- In partnership with AEA, UCSD will continue to provide professional learning for staff so that they may effectively support students' needs.

05

Timeline

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Timeline

| | |
|------------|---|
| July 23 | Rolling Green first day of class; DE approved the District's request to begin the RG school year in RCL model. |
| July 29 | School Board approved the District pursuing permission for Rolling Green to continue in RCL model after the current permission expires on 8/06. |
| July 30 | District requesting permission from DE for RG to continue in RCL. |
| Aug 3 or 4 | Tentative Special Board Meeting based on response from DE regarding RG. |
| August 3 | Deadline to sign up for Remote Classroom |
| August 10 | School Board will receive recommendation from District for which instructional model to begin the school year. |
| August 11 | District will inform all families & staff what instructional model the School Board approved to begin our school year on Aug 25. |
| August 25 | First day of school (Traditional Calendar & Remote Classroom) |

06

Health & Safety

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Cleaning Protocols

- Daily cleaning & disinfecting of high-touch surfaces such as door knobs/handles, keyboards, desks, etc.
- Daily cleaning & disinfecting of restrooms, lunchrooms, nurses office, main office.
- Weekly deep cleaning of all rooms and common areas throughout the building.
- All drinking fountains disabled (students may bring a clear water bottle to school & bring home to clean daily).

Temperature Checks

- Schools and Durham Bus Transportation will NOT be conducting temperature checks for students as they enter the building.
- CDC does not currently recommend universal symptom screenings be conducted by schools
- We request that parents continue to monitor your child's health and if your child has a fever of 100.4 or higher, or is feeling ill, keep your child home from school.
- Please be aware, temperature check practices may be different for the Adventuretime Before/After School Program based on specific guidelines for those programs.

Mandatory Face Masks

- All Urbandale CSD staff, K-12 students, vendors, visitors, and spectators are required to wear a cloth face mask (2-ply) while in district buildings and when riding a school bus.
- Cloth face masks are recommended for preschool students, but not required. Although we prefer individuals to wear a cloth face mask, we will allow 2-ply neck gaiters.
- Masks must also be worn in outdoor settings where safe social distancing is not possible.
- The following in-building exceptions apply:
 - Employees working alone in their offices or rooms
 - While participating in activities in which a face covering cannot be worn, or would prohibit respiratory function
 - Individuals with an approved accommodation that prevents the wearing of a face mask.

Mandatory Face Masks (cont'd)

- The District will provide a cloth face mask for every student in grades K-12 and every staff member PreK-12. Students and staff are welcome to bring their own cloth face masks.
- Please make sure any mask brought from home has an appropriate design & label your child's mask with your child's name on the inside edge of the mask.
- Research shows that a face shield alone will not provide the protection a cloth face mask will provide. Your student may wear a face shield with a face mask if you prefer.
- Exceptions will be made for medical conditions or special circumstances. If your student has a medical condition or a special circumstance, please complete the form by 8/10 by visiting: urbandaleschools.com/rti & click on "Face Masks"

Mandatory Face Masks (cont'd)

- For Elem during lunch, lanyards with an attached plastic pouch will be issued to all K-5 students to be worn each day. Masks will be placed in the pouches when not being worn and the lanyards will remain at school. For UMS & UHS, we are currently developing protocols for how students will care for their mask during lunch.
- Weather permitting and whenever possible, PE, recess, and music will be outdoors and students will not be required to wear their face mask. When indoors, students will be required to wear their face mask and teachers will be planning activities that are appropriate while wearing a face mask.
- Students will have several scheduled mask breaks during the school day; currently developing protocols for mask breaks.
- We'll be providing additional face mask guidance in tomorrow's Return To Learn Weekly Update email (7/31).

Response To Positive Cases

- When an individual (student/staff) presents with symptoms while at school, we will immediately isolate the individual and have them go home as soon as possible to consult w/ their medical provider.
- When we learn of a positive case, we will implement the following protocols:
 - We will then be working directly with the Polk County Health Department (PCHD) communicable disease team on the immediate steps we need to take in regard to the length of quarantine required for those that test positive and are close contacts. They will proceed with an investigation of the contacts and make recommendations regarding others who need to quarantine based on the degree of contact with the person who tested positive and when they were last in contact.

Response To Positive Cases (cont'd)

Protocols cont'd

- As a part of that investigation, we'll provide info to PCHD about adherence to mitigation strategies such as cohorting, when and where they were wearing a mask, how long the contacts were, and any other questions PCHD may have that will help them determine the scope of the individuals or groups that need to be recommended for quarantine.
- For those that are considered to be close contacts, they will be instructed to self-quarantine for 14 days after last exposure and monitor their health and any symptoms closely.
- We will be in ongoing communication with all who test positive and close contacts to make sure they don't come back to work/school until they are healthy, symptom free, and cleared to come back.
- There will also be a process followed to communicate pertinent information, maintaining confidentiality, to the appropriate groups that are directly impacted by the positive case.



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