

Return to Learning ~ Meeting Notes and Questions ~ 3/19/21

Focus of meeting today:

Review of all previously offered possible solutions and discussion. Add, delete, and revise any of the information. A survey will be sent to each of the committee members to not agree/disagree and add final thoughts

Elementary Discussion:

Remote students who stay remote:

Students currently remote, remain with their remote teacher.

Remote students who return to in-person learning:

Students will go into an existing in-person classroom in their building or another building.

-We need to communicate that there is a possibility of a child going to another building that is not his/her homeschool. There is a need to be transparent, and perhaps bring this up at a board meeting or share numbers of available “in-person spots” at building

-Should we utilize a lottery approach to assign these spots? How would a lottery approach impact siblings?

-What if parents are not ok with this, may they withdraw their request to come back?

-Class caps will be considered according to contract, and adding additional classes may be considered

-Principals will decide into which classroom/teacher student(s) will be placed

-Transportation will be provided in the event that a child will not be attending their homeschool

- Hybrid learners who choose in-person will remain with same teacher, if they choose full remote teacher will change.

Hybrid learners remain hybrid:

Possible solutions: A new classroom would be created per building, requiring the hiring of new teachers. Hybrid learners not wanting to come in at all, should be permitted to go remote.

-Better understanding of the contact tracing process, quarantine protocol, as well as class makeup (mixing with cohorts etc.) may result in parents changing their minds about remaining hybrid.

When a student is absent or quarantined:

When student is absent or quarantined the teacher will be in touch to plan for asynchronous work.

-Possible concern that healthy children who may be quarantined are sitting home quarantined with no contact with peers – can we find a way to live stream children in this situation in order for them to remain connected and engaged in the classroom somehow? This is currently permitted/being practiced at GFMS and CHS, and why not at the elementary schools?

-At the elementary level, the logistics of livestreaming are challenging due to the physical environment/setting and station-teaching that typically occurs in elementary classrooms. In addition to multiple staff and small group instruction occurring in the classroom: ENL, RtI, Special Education teachers and related service providers.

-Could we utilize our elementary clinicians to reach out for lunch-bunch groups to help them feel connected?

ALL- Classroom set up:

Teacher involved in set-up of classrooms. Furniture to be removed at teacher request.

-We have enough furniture. We need to look into storage.

-Kindergarten students may use tables vs. desks

-Custodians will clean dividers and make sure they are affixed to desks

-Teachers need time to set up classrooms, etc.

Elementary and Middle Recess:

Rotate pods of students in different play areas and sanitize hands in-between use. Have hand sanitizer stations outside.

- Consistency needed between buildings
- We are not permitted to put up tents w/o an architect being involved
- Color code play equipment for classes – Pod specific balls, toys, items
- Utilize PTO and form committees to address further

All Under 6 feet and PPE:

If students are distanced under 6 feet, polycarbonate dividers on every other desk and masks required. Set up can vary from room to room as long as health guidelines are followed.

-Polycarbonate dividers have been ordered! They will be attached to the desks by custodians.

Lunch:

Polycarbonate barriers less than 6 ft.

Open uptown for HS

Use PTO tables in the gymnasium as needed.

-Breakfast service can be large, possible more staff needed to speed line up – may only be required at MPES

Students will have lunch in their classrooms. This will require the district to hire more monitors.

All Transportation:

Parents can request to have student wear a face shield with a mask on the bus. District will provide shield to students who want them.

Parents will have the option to transport their child rather than take the bus.

All Air purifiers in lieu of barriers:

If students are less than 6 feet apart, a barrier must be used

-Windows need to be opened whenever possible

-Fans (box fans) provided to all classrooms who need one

-KES classrooms near bus garage need something to purify air as windows cannot always be open due to fumes and noise

-Can we use a/c – to be determined

All SEL:

Optional CCSD community meditation session via zoom outside of the school day

Continue SEL lessons when students return to in-person learning, with special attention for students returning from remote learning

Mental health screener

-Should we add a question to the COVID health screener? Parents may not want this!

Monitoring children's social emotional health daily

Staggered transition back – 4 days first week and 5 days second week

-Should we ask parents how they feel their children will transition back to school?

-Staggering the return/or shorten the first week back and build students' stamina should be considered

-Administration should figure out the logistics of this and consider cohort A/B attendance # days

Information sheets about quarantine procedures distribute to parents/communicate

Orientation for students returning to in person learning

-Consider orientation for parents also, similar to what occurs in September

First week/spirit week pajama week

Video introductions of administration and support staff (similar to Mr. Kenny's video he created for a special education classroom)

All Start date:

April 12 or 13, depending on quarantine guidelines

- Allow for time for classroom set up and poly-dividers to arrive
- Concerns about families traveling over spring break, and COVID screener asking the travel question (there is not quarantine for travel if you are vaccinated)

Preparation:

April 16 CTA day is moved to April 12 and April 13 becomes the start date

- Consider having the CTA day even earlier which would allow troubleshooting of additional logistical concerns that may arise;
- Consider each cohort having a day to see their new classroom (Mon = cohort A and Tues = cohort B) and then Wednesday could be full class
- Poly dividers should be delivered by then (the new ones ordered are somewhat higher than those currently in place)

Final Discussion:

As of now, there are no final dates that have been selected. We have some really great suggestions. We still need to send out a parent survey. We need to review with the Superintendent. This is a committee in order to hear from all stakeholders, and we have come to consensus for all items. These are the recommendations we are making as a committee. However, final decisions are made by Superintendent/Board.

Final requests to consider:

- Consistency in elementary buildings
- Flexibility to use technology as needed
- Principal coffees
- Share preliminary information with families before they make decisions
- Share contact tracing process, as appropriate, with parents
- Communication will be most important to a successful Return to Learn!