

Center Point-Urbana Community School District Return to Learn Plan

This is a working document and is meant to be responsive. The information provided may be revised as new guidance, recommendations, and requirements are released by local and state authorities. Ongoing feedback will be gathered to support future decision-making that will bring students back to school.

R2L Plan Overview

Our intent is to provide CPU students with face-to-face learning experiences in a pre-pandemic manner.

State Resources

- IDPH COVID-19 Education Update May 14, 2021:
 - Identifies that COVID-19 in the school setting should be approached like other child illnesses including the elimination of quarantine procedures for exposed students regardless of mask usage.
- IDPH Common Child Illnesses and Exclusion Criteria:
 - Identifies COVID-19 as a common child illness that results in exclusion from the education setting for the positive individual.
- House File 847:
 - Prohibits K-12 schools from mandating face masks effective May 20, 2021.
- Senate File 160:
 - Requires school districts in Iowa to provide on-site learning.

Contact Tracing

- CPU Families can anticipate that their child may be exposed to COVID-19 during the school year.
- Following IDPH guidance, CPU will not contact trace to identify individuals as “close contacts” who may have been exposed to COVID-19 in the school setting.
- The IDPH has identified that school district should handle COVID-19 as an everyday illness such as the flu.

Notifications

- CPU will approach COVID-19 like all other child illnesses.
- CPU will not publish data on the number of active positive cases, historical positive cases, or exposures. (IDPH Guidance)

Exposure

- Individuals who believe they have been exposed to COVID-19 in or outside of the school setting should coordinate with their doctor/county health officials to identify when they may safely return to school.
- Families should notify the school nurse with information regarding their return.
- Staff who believe they have been exposed to COVID-19 in or outside of the school setting will continue to work as long as they remain asymptomatic.

Illness in the School

- Individuals feeling ill should not attend school.
 - It is possible that symptoms of illness may be a result of COVID-19.
- Individuals who test positive for COVID-19 are excluded from school for 10 days after symptoms start and 24 hours with no fever and improved symptoms OR 10 days after positive test (if no symptoms). (IDPH Guidance)
- If the individual receives a negative test, the individual may return after 24 hours with no fever and improved symptoms.

Face Coverings

- Face-coverings are not required for students, staff, or visitors.

Social Distancing

- Social distancing will not be required or maintained in the school setting.
- A priority will be placed on maximizing instruction and collaboration in the classroom environment.

Class Cohorts

- Classes will not be required to cohort and will be allowed to intermix as deemed appropriate for instruction and play.
- Desks and tables will be arranged to maximize instruction and collaboration rather than maximizing physical distance.

Visitors & Volunteers

- Visitors and volunteers will be allowed in CPU classrooms following typical procedures and guidelines.

Transportation

- Transportation will return to pre-COVID mitigation operations, following all legal capacity limits for buses and other transportation vehicles.
- Hand sanitizer will be available for student use when entering and exiting the bus
- High touch surfaces on the school buses and vehicles such as seats, handrails and seat belts will be disinfected regularly by transportation staff.

Food Service

- Food service will return to pre-COVID mitigation operations.
- Social distancing will not be required or maintained in food service and cafeteria settings.
- All lunch rooms will operate at normal capacity.

Reopening

Challenges associated with the schools closures in the Spring of 2020 fostered new challenges for students, families, teachers, and administrators. The result of a collaborative and collective effort became a catalyst for innovative ways to communicate and provide virtual online learning, as well as stronger connections to education's purpose; ensuring equitable access to high quality teaching and learning opportunities. As the Center Point-Urbana School District reopens this fall, several variables will be considered in conjunction with ongoing guidance provided by the Iowa Department of Education, the Department of Public Health, and the Governor's Office.

Two learning models are considered to address factors related to potential future school closures and additional health and safety guidance provided by state and local authorities:

- Face To Face Learning
- Temporary Remote Instruction

Face To Face Learning

Students and staff return to schools and classrooms as normal with safety considerations and recommendations in place to support mitigation procedures.

Temporary Remote Instruction

Any decision to transition to a temporary remote instruction model for any classroom, building, or the entire district will be determined through collaboration with the Iowa Department of Education and Iowa Department of Public Health.

Health and Safety

Promoting Health & Safety

The Center Point-Urbana School District has adopted strategies recommended by Iowa Department of Public Health to support mitigation efforts that promote a healthy and safe learning environment for both students and staff. Additionally, the Iowa Department of Education Reopening Guidance for Schools was utilized to develop this plan.

Hand sanitizer, sanitizing wipes, sanitizing spray, and cleaning supplies will be provided for mitigation purposes. Frequent handwashing and other actions to promote hygiene among students and staff will be promoted as a mitigation strategy.

Identifying & Addressing Student and Staff Illness

The Center Point-Urbana School District will follow the recommendations and guidelines provided by the Iowa Department of Public Health.

IDPH COVID-19 Education Update May 14, 2021:

Identifies that COVID-19 in the school setting should be approached like other child illnesses including the elimination of quarantine procedures for exposed students regardless of mask usage.

IDPH Common Child Illnesses and Exclusion Criteria:

Identifies COVID-19 as a common child illness that results in exclusion from the education setting for the positive individual.

House File 847:

Prohibits K-12 schools from mandating face masks effective May 20, 2021.

Senate File 160:

Requires school districts in Iowa to provide on-site learning.

District Operating Procedures

The health and safety of students and staff were at the center of our decision-making in addition to the potential learning needs of our students. The following areas were considered as critical to reopening schools in the fall. The operating procedures presented in this plan will be revisited on an ongoing basis at the building and district levels as new and unique situations arise.

Transportation

- Families who live within 2 miles of school are encouraged to transport their child(ren) or allow them to walk to school
- Bus route, shuttles, and schedules will be determined based on the number of riders identified
- Parents are asked to assess the health of their children prior to allowing their children to ride the bus
- Hand sanitizer will be available on each bus

Food Services

- Breakfast and lunch schedules may be adjusted to provide additional time for cleaning surfaces
- Handwashing will be promoted prior to and after the lunch period
- Hand sanitizer will be available when entering and exiting the lunch area

Buildings & Grounds

- Custodians will be provided with personal protective equipment, proper cleaning supplies, and regular cleaning schedules.
- On a daily basis, custodians will disinfect, sanitize, and clean, in the following areas within each building:
 - Classrooms
 - Restrooms
 - Weight Rooms
 - Locker Rooms
 - Hallways & Common Areas
 - Media Centers
 - Offices
 - Lunchrooms

Nursing Services

- Nurses will be available to provide assistance when a health concern arises for students and staff
- The district will take direction from the Iowa Department of Public Health as to the up-to-date protocol and procedures when addressing COVID-19

School Learning Environments

- Hand sanitizing stations will be placed at entrance points to buildings
- Students will be encouraged to hand sanitize as they enter the school building
- Hand sanitizer will be available in each classroom to promote cleaning and sanitary conditions

District & School Policies

Student Attendance, Policy No. 501.9: Student Absences - Excused

- The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students.
- However, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school.
- In these circumstances, the superintendent will have discretion to make reasonable accommodations for students, on a case-by-case basis, to attend school through remote learning opportunities within the available resources of the district and as permitted by law.
- During temporary remote instruction, attendance will be taken, assessments may be administered, and grades will count towards students' cumulative grade point average as if they were attending in person.
- The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or 504 team

Extended Absence & Remote Attendance

- The school district will be flexible with students who may become ill as a result of the COVID-19 virus and are expected to remain home from school until the illness has subsided per Iowa Department of Public Health Guidance.

School District Staff

- Staff who are concerned about their health and safety are encouraged to discuss their concerns and options with their building administrator

Return to Learn Models

Face to Face Learning

The CPU School District believes that traditional, in-person learning leads to the greatest learning opportunities for students. Onsite learning allows for teachers to use more effective, evidence-based instructional practices to address student learning needs and provides for more authentic relationships between students and teachers. Face to face learning simply means that learning will take place on a daily basis within school buildings and classrooms.

As additional guidance is released from state authorities, the school district will strongly consider the implications of such guidance and determine the best course of action by analyzing the current reality facing students, families, and staff. The district may request additional input from stakeholders as new information becomes available.

School Closure or Quarantine Decisions

Any decision to transition to a temporary remote instruction model for any classroom, building, or the entire district will be determined through collaboration with the Iowa Department of Education and Iowa Department of Public Health.

Temporary Remote Instruction

Any decision to transition to a temporary remote instruction model for any classroom, building, or the entire district will be determined through collaboration with the Iowa Department of Education and Iowa Department of Public Health.

Mental Health & Wellness

The school district recognizes the need to support both students and staff due to the level of concern and anxiety brought about by the circumstances related to the COVID-19 pandemic. Each and every person will have a different experience, attitude, and belief related to these circumstances and will respond accordingly. The school district is prepared to respond to the needs of our students and staff through the following provisions and actions. Each will support our efforts to reopen our schools and return students to meaningful learning opportunities.

Routines & Communication

- Establish routines to create a culture and environment where students know and understand expectations for learning and behavior
- Identify and implement regular methods for communication between families and school

Relationships & Well-being

- Establish a welcoming culture through appropriate grade-level activities that build community and relationships
- Utilize evidence-based engagement strategies that will support collaboration, transitions, and social emotional learning skills
- Build optimism through appropriate reflective closure activities
- Establish regular student check-ins and communication regarding social emotional needs
- Establish check-on protocol to school counselors for students in greater need of support

Sense of Safety

- Provide staff with professional development as well as strategies to support students in need
- Utilize tools to identify and support positive relationships among students and staff
- Establish wellness and social emotional learning activities to build a sense of safety
- Identify and communicate resources and referral protocols for families to help build a sense of safety at home
- Implement instructional strategies and content to address anxiety and stress
- Provide staff with training, resources, and opportunities to practice and support self-care

Connectedness

- Ensure students have a connection to a supportive and trusted adult
- Identify staff who are able to connect more frequently with at-risk students

Hope

- Identify strategies and activities to develop hope and positivity in students and staff

Teaching and Learning

Assessment

Student achievement will be assessed using a variety of screening and pre-assessment tools. All students in kindergarten through eighth grade will be assessed using the district's adopted math and literacy screening assessments. Formative Reading Records and pre-assessments will be used to track students' academic levels. Students with an IEP or 504 plan will be provided with accommodations accordingly. An assessment calendar will be created to communicate assessment activities.

Academic Support

Students who may be identified as needing additional learning support will have access within the regular classroom setting. Our goal is to provide as much intervention and support within the regular classroom setting as possible to reinforce student relationships and connectedness. We will utilize student assessment results to determine the frequency, intensity, and duration of the supports needed throughout the day. Progress monitoring will be used to track achievement as interventions are implemented. Additional extended time may be warranted depending on the learning gap that exists for students. Consistent communication protocols will be put in place with families to ensure they are informed of any needs that may exist.

Special Education

Students receiving services according to their Individualized Education Plan (IEP) will continue to be provided with specially designed instruction aligned to their specific goal areas as well as accommodations to support access to instruction and the general curriculum.

Special Education teachers will collaborate with families to schedule IEP meetings to review their child's current IEP and determine if additional needs may have surfaced as a result of the extended school closure. The IEP team will convene to consider all factors related to the child's needs. Special considerations for virtual learning may be documented due to rare and unusual circumstances. Additional considerations will also be made for assistive technology provisions and access to other online tools.

Gifted & Talented

Students identified as advanced learners will still exist and require additional support and possibly more rigorous learning opportunities to challenge and engage their intellect in different ways. An emphasis on differentiating instruction along with flexible grouping for students to experience the core learning standards.

Assessment Calendar

Assessment at the beginning of the school year will be critical to determining students' academic levels in order to distinguish the unique needs of each student. Examining the results from these assessments will require a strong collaborative approach that includes general classroom teachers, intervention teachers, special education teachers, and gifted and talented teachers.

ESSER 1, 2, and 3 funds are spent over a period from May 2020 through the summer of 2023

CARES/ESSER 1 (Project 4052)	
Revenue	
	\$ 45,986.00
	\$ 14,043.00
	\$ 60,029.00
Expense	
Transportation Items	\$ 2,950.71
Nursing Supplies	\$ 5,834.06
COVID Signs	\$ 930.75
Water Stations	\$ 8,338.44
Software	\$ 40,365.00
Classroom Supplies	\$ 1,610.04
	\$ 60,029.00

GEERS Technology Funds (Project 4051)	
Revenue	\$ 49,200.00
Expense	
Hot Spots and Chromebooks	\$ 49,200.00

CARES/ESSER 2 (Project 4053)	
Allocation	\$ 222,822.00
Expense	
Software	\$ 14,065.34
Staff Salaries for Online Instruction	\$ 53,396.30
Water Stations	\$ 11,516.38
Custodial Supplies	\$ 19,364.07
Transportation Supplies	\$ 711.13
Instructional Supplies	\$ 6,724.73
Owls/Speaker System/Zoom	\$ 6,248.79
Health Supplies	\$ 2,924.77
Teacher Subs (CARES Leave)	\$ 19,509.76
Nursing Staff Additional Time	\$ 11,861.48
Hotspots	\$ 1,184.76
HS Math Curriculum	\$ 25,839.30
Teacher Salaries(see ESSER 3)	\$ 25,964.82
Building Budgets/Reading Software	\$ 19,860.37
Air Handling at Primary(see ESSER 3)	\$ 3,650.00
	\$ 222,822.00

CARES/ESSER 3(Project 4043/4045)	
Allocation	\$ 500,426.00
Learning Loss Reservation	\$ 100,085.00
Expense	
Teacher Salaries - 2 positions, 2 years	\$ 190,925.70
Additional Supplies/Curriculum	\$ 113,150.30
Summer School -2 years	\$ 100,000.00
Remainder of Air handling Project	\$ 96,350.00
	\$ 500,426.00

5/10/2022