Baseline Learning Plan Fall 2020
Remote and In Person

Introduction

The following outlines a **baseline plan** for the fall. New information, guidance and variables materialize on a daily basis. In order to respond to the inevitably changing environment, our Board and Leadership must have a common understanding of this **baseline plan**, from which necessary adjustments will be made.

Sources of such guidance include:
Federal:

- Center for Disease Control (CDC)
- US Dept of Education
- Federal Emergency Management Agency (FEMA)

State:

- Ohio Department of Education (ODE)
- Governor DeWine's office

Local:

- Cuyahoga County Health Department
- City of Cleveland
- Sponsors (CMSD, ESCLEW)
- IG Schools Policies

The plan includes Health and Safety in Buildings, Educational Program and Model, Intergenerational Program, Additional Policies Needed.

Focus on Health and Safety in Buildings

A. **Family Options and County Alert Levels (see Attachment 1)**
    1. Option 1: 100% Remote Learning Option
        a. ALL families have this option ALL year in 2021 due to changes in state law that allow community schools to receive payment for online learning
        b. If Cuyahoga County goes to Level Purple, ALL students will be 100% Remote
    2. Option 2: 4 Days In Person with Wednesdays remote for deep clean of buildings (during Orange, Red)
        a. Priority to families with essential workers, limited childcare options, children with special needs, etc.
    3. Option 3: Hybrid 2 Days In Person-3 Days Remote Option (during Orange, Red)
    4. If Cuyahoga County reaches Level 1-Yellow, ALL families may switch to In Person (or remain remote)

5. Parent Registration/Selection of an Option by **July 31st**, Class/teacher assignment by **Aug 7th**
    a. **Limited spaces for in-person options due to physical distancing** within each classroom. Initial data showed half of families requesting in person learning. With the addition of a Hybrid Option, the July 31st selection data will determine if demand for in person exceeds supply of what our buildings may hold. If this occurs, families with essential workers, or limited access to childcare, or other necessity, will take priority. **(see Attachment 2)**
    b. Making Changes after school starts
        i. All families will have the ability to make a change from one option to another, for the 2nd trimester in November
        ii. In event of a change in family situation or other emergency during the first trimester, families can work with their Principal directly on a case by case basis should a change be needed.
6. Teacher Assignments by Aug 7th
    a. Protecting medically fragile/immune-compromised teachers and staff
        i. As soon as possible, but in no event later that August 1st, a notice will be sent to all employees that the Schools are willing to consider requests for accommodations needed upon return to the workplace for a disability, including CDC listed medical conditions that may place them, or a household member, at a higher risk of serious illness if contracting COVID
        ii. Any employee requests must be submitted in writing to Rachel Hanni, Director of Network Human Resources, prior to August 5th and include the basis for the request
        iii. Requests will be considered on an individual basis through an interactive and confidential process consistent with federal and state guidelines
    b. Determining teaching assignments
        i. Contracts this year included a statement about the possibility of a change in teaching assignment. Depending on class configurations there may be a combination of learning stages within a group of students. This will be determined after July 31st family registration data is available.

B. Safety Protocols in the Buildings

1. Arrival
    a. Screening questions and temperature taking by contracted clinic aides in appropriate PPE at Arrival.

        i. Procedure would be done while child is still in vehicle, or in care of person dropping off.
        ii. Follow CDC guidelines for threshold temperature.
        iii. If walkers have a temperature, they will be immediately separated in an isolation room until the parent can pick up
        iv. If temp is too high, provide resources for local testing locations
    b. Each building has different needs, TIS may need additional visual cues installed on the walkway from car drop off into building (cost tbd)
    c. Additional Expenses
        i. Near West only: $25,000 for clinic aide
        ii. All: additional hours for extending service to cover arrival ~$3,000 per school
        iii. touch-free thermometers ~$2,000 per school
        iv. PPE for clinic aides - minimal
2. Masks required for all staff and students
    a. Exceptions may include medical reasons documented by a professional, or other developmental issue that may prevent a child from keeping a mask on.
    b. Staff and students should bring their own personal masks from home.
    c. Schools will stock extra masks in child and adult sizes for students and staff who might forget.
    d. Schools investigating procurement of face shields to have available for all in-person staff and students. These may be worn WITH a mask for added protection.
    e. Additional Expenses
        i. Stock of masks $2,000 per school
        ii. Face shields $2,000 per school
        iii. Note: These amounts are for starting amounts. May need to refresh/resupply through school year)
3. Capacity and Classroom layouts
    a. 6-foot radius or 113 sf per person to allow appropriate physical distancing in hallways and classrooms
    b. Depending on the actual size of each room, class sizes will be reduced to approximately 8-10 students (more or less depending on physical space of each room)
    c. Visual cues throughout the hallways, restrooms and classrooms for social distancing (taped “X’s” on the floors, sinks taped off, etc.)
    d. Mobile or static table/desk shields at student seats

e. Individual supplies and material sets for each child
f. Send home school supplies and book sets for remote learners
g. Additional Expenses
    i. Table/desk shields $4,000 per school
    ii. Individual supply sets tbd
    iii. Postage, supplies, book sets for remote learners tbd

4. Meal Distribution-eat in classrooms
    a. Grab and Go breakfast at arrival, carried to classroom
    b. Lunches delivered to classrooms
    c. Additional Expenses
        i. May need additional personnel/contracted time from food vendor tbd
        ii. carts and trash receptacles $1240 per school
5. Visitors limited and field trips cancelled (virtual intergenerational programs)
6. Transitions limited for students (and staff) to home classroom (of 8-10 students), restroom, and outside only (no movement to specials, math, cafeteria, gym, etc.). Staff stay with these same students and not exposed to other students in building, creating a "bubble" of individuals, lowering exposure risk and improving response in event of a positive case. (see C. Reduction of Exposure in Event of Outbreak)
7. Air Quality capital investment
    a. Researching new technology to ionize classroom air and render virus particles harmless. Operations Directors have collected information, risks, study results.
    b. Facilities Adv. Council to meet **Mon, July 27** to discuss
    c. Additional capital expense
        i. up to $30,000 per school

C. **Reduction of Exposure in Event of Outbreak**

1. County Level 4-Purple, 100% Remote
    a. Shut Down Policy and procedure for entire building (separate attachment) will be **ready for Board consideration on August 10th**
2. Student or Staff Member tests positive
    a. Open communication is key. All families and staff are instructed to notify the Principal immediately upon receiving a positive test result.
    b. Schools will contact local Health Dept with details such as disinfection schedules, where and when the individual was, who they were in contact with, etc. to determine necessary quarantine and contact tracing (individual/whole class/whole floor of classes sharing a restroom/whole building)

c. Human Resource and Student/Family Policies and procedures **will be ready for Board consideration on August 3rd and 10th** respectively for:
    i. Immediate isolation upon symptoms (isolation room identified)
    ii. Forced quarantine
3. Student or Staff Members has household member test positive
    a. Staff/Family notifies Principal
    b. Schools will contact local Health Dept with all relevant details to determine necessary quarantine and contact tracing
4. Student or Staff Member exhibits symptoms
    a. Staff member is immediately dismissed and other adult substitute supervises students, list of testing sites provided. May not return to work until symptom-free.
    b. Student is immediately isolated in designated 'isolation room,' under contracted clinic aide care. Parents are immediately notified to pick up child. List of testing sites is provided. Deep clean and disinfect all areas in classroom and restrooms. Student may not return until symptom-free.

D. **Cleaning, Sanitizing and Disinfecting Protocols (see Attachment 3 for detail)**
1. MTThF Schedule
2. Wednesday and Weekend Schedule
    a. Additional Expenses
        i. Increased contracted costs for extended evening and weekend cleaning tbd
        ii. Personnel for cleaning during the school day tbd
        iii. Supplies: sanitizer, rags, buckets, bottles, Lysol wipes, Lysol spray, bleach/cleaning solutions, TIS floor scrubber solutions/pads, mops/mop heads, gloves tbd (being procured now)

Educational Program and Intergenerational Model Integrity

A. Assumptions
1. COVID-19
    a. We will spend time this year teaching and learning remotely.
    b. We will need to move between in-person and remote learning quickly—potentially overnight in some cases (quarantine, Level 4)

c. The pandemic cannot create a separate and unequal educational experience
d. Families have expressed a need for both options

2. Teaching and Learning
    a. Students learn best with personalized instruction and feedback that is timely and specific. (Hattie)
    b. Students learn to do independently what we provide opportunity for them to practice with support. (Allington)
    c. The most successful classrooms in the spring were classrooms where students had regularly used technology in their independent work during the regular school day.
    d. Teacher collaboration leads to improved learning outcomes. (DuFour)

B. **Social and Emotional Supports for students AND staff**

1. Tier 1 (everyone):
    a. In addition to the social and emotional aspects of our model, special attention will be made to students processing, questioning and talking about how they feel and what they are experiencing in terms of the pandemic and racial injustice and civil unrest. All students will participate in daily Morning Meetings, as part of our social emotional curriculum. Additional time will be included to provide additional opportunities to share, connect and build community.
    b. All staff will have access to beginning of the year and ongoing training in understanding trauma, its impact on students and their learning, as well as strategies for supporting students in the classroom. Virtual staff meetings will have designated time for sharing, connecting and supporting each other.
        i. Additional costs tbd
2. Tier 2 (individuals):
    a. Teachers will conduct at least one non-academic check-in with individual students each week. This will coincide with Jupiter messages to parents to ensure school/home communication and response to child trauma and distress.
    b. Administrators will conduct at least one mental/emotional health check-in with individual teachers each week. Resources and referrals will be made available.

3. Tier 3 (identified students, families, and staff): Students and staff identified to have more significant need will have access to additional mental health and social work supports.
4. Behavior Policies and Procedural Changes (including progressive discipline and suspension policies) for In-Person learning with physical distancing and limited "bubbles" of individuals (as an attachment) **will be completed for Board consideration on Aug 10th**

C. Teaching Towards Independence
   1. ALL students will learn in a **boundless digital environment** this year with enhancements that include
      a. teachers teaching small groups
      b. 1:1 instruction and support
      c. in-person teaching and support for students and families who need it the most.
      d. Additionally, we will provide physical reading material for K-2 students in the form of Leveled Literacy Intervention (LLI) consumable books delivered to homes.
         i. Additional expense: ~$2000 per school
   2. Learning Management Systems (LMS): The use of an LMS will allow for teachers to post personalized curriculum for students, while providing students and families with a predictable place to find and turn in assignments. An LMS also provides teachers with a predictable space to provide feedback and communicate with students and families about students' learning and progress.
      a. K-2 See Saw
         i. Additional expense: $5.50 a student. ~$1,500 per school
      b. 3-8 Google Classroom (free)
   3. <u>Synchronous (Live) Learning:</u> Live teaching accounted for the most positive feedback from both families and staff about our Emergency Distance Learning Plan in the spring. Live teaching allows for connection between students and staff and students with other students. Small group and 1:1 teaching allows a teacher to target the demonstrated needs of students and is often the most effective teaching and learning in schools. Ongoing partnerships with families will continue to positively impact learning outcomes for all students. Live Learning will take place in person and over Zoom for remote learners.

a. Morning Meeting: In person students will participate while social distancing from peers; remote learners will participate as part of the class through Zoom. Primary classrooms will be outfitted with cameras and microphones to support.
b. Small Group and 1:1 Instruction: Teachers will use document cameras at kidney tables with shields to facilitate small group instruction with students in person and over Zoom. All staff computers will have document camera software loaded onto their computers to allow for what is under the document camera to be shown over Zoom to students who are remote.
c. Family Conferences to ensure partnership and communication
d. Additional expense:
    i. Cameras and microphones: tbd
    ii. document camera software tbd, Minimal, possibly to replace any outdated or unusable document cameras.

4. Asynchronous (recorded) Learning: Recorded learning allows teachers to provide consistent Tier 1 instruction to all students—regardless of setting.
    a. Mini-lessons, whole group instruction: Focus will be on teachers developing (fewer) interactive video lessons accessible to all other teachers, that create opportunities for students to share their thinking and for teachers to collect formative assessment data.
    b. Follow-up, small group re-teaching
    c. Additional expense:
        i. $1000 per school for digital tools
5. Independent Practice: Students will have multiple opportunities to practice and apply what they learn, as during a typical school year. Additional resources will be purchased to support independent practice that meets the needs of individual learners' needs:
    a. Readers will receive consumable books that match their instructional level and will be used in in-person and Zoom small group reading groups for Primary and Developing Stage students.
    b. Math: All students will have access to Math iXL, which is a responsive computer program, which aligns with the adopted math curriculum and will provide teachers with data for small group instruction and to monitor student progress.
    c. Additional expense:
        i. *$2,000 per school, included above*

ii. iXL $3875 per school

D. **The Week at a Glance:** Currently weighing 2 scenarios (see Attachment 4 for detail)
   1. In Person M,T,Th,F and Wednesday is remote for all as a deep clean day for the buildings
   2. In Person EVERY week day, with an earlier dismissal time of 1:30, all specials remote every day, deep cleaning every day

E. **Instructional Hours and Instructional Delivery Methods Student Experience Each Day**
   1. A Remote learning platform does NOT mean students are learning through screens all day or learning from a computer and not a teacher. There will always be a combination of person to person teaching (whether remote or in building), video lessons, and independent practice.

From the Spring: Instructional Hours/Day		**This Fall: Instructional Hours/Day**	
Morning Meeting (live)	45 mins	Morning Meeting/Arrival+ Breakfast (live)	1 hour, all together at one time, in person or over zoom
Instruction (videos)	75 mins	Whole Group Instruction (prepared videos)	1 hour (four prepared 15-minute videos)
		Small Group, 1:1 Instruction (live)	2 hours (four 30 min sessions with teacher in person or over Zoom)
Independent Work	75 mins	Independent Work	90 mins (three 30 min session on own)
Specials	45 mins	Specials (2 videos + 2 activities/day)	60 mins (2 prepared 15 min videos that pair with 15 min activities)
Total	3.5 hours	Total	6.5 Hours

F. **Possible Daily Schedule**
   1. Follows instructional hours' breakdown of recorded content, small group instruction, and independent practice for each subject:

Typical Day: In-Person	**Detail**
8-9AM Morning Meeting	• Remote Learners over Zoom and can see class

	• In-Person Learners Socially Distanced, can see remote learners, and eating grab and go breakfast			
9:00-10:30 AM Math **30 minute rotations (in-person)** -Whole Group Lesson (video)+Guided Practice -Small Group Lesson w Teacher (live)--reinforces whole group lesson video; remote learners join by Zoom, materials mailed weekly -Independent Practice (IP) (on own)	Time	Small Group A (3-4 students in person; 3-4 students over Zoom)	Small Group B (3-4 students in person; 3-4 students over Zoom)	Small Group C (3-4 students in person; 3-4 students over Zoom)
	9:00-9:30	Meet with Teacher	Video+ IP	Video +IP
	9:30-10:00	Video+ IP	Meet with Teacher	Independent Practice
	10:00-10:30	Independent Practice	Independent Practice	Meet with Teacher
10:30-12:00 Reading **30 minute rotations (in-person)** -Whole Group Lesson (video)+Guided Practice -Small Group Lesson w Teacher (live)--reinforces whole group lesson video; remote learners join by Zoom, materials mailed weekly -Independent Practice (on own)	Time	Small Group A (3-4 students in person; 3-4 students over Zoom)	Small Group B (3-4 students in person; 3-4 students over Zoom)	Small Group C (3-4 students in person; 3-4 students over Zoom)
	10:30-11:00	Meet with Teacher	Video+ IP	Video+IP
	11:00-11:30	Video +IP	Meet with Teacher	Independent Practice
	11:30-12:00	Independent Practice	Independent Practice	Meet with Teacher
12:00-12:30 Lunch	Delivered to Rooms			
12:30-2:00 Writing **30 minute rotations (in-person)** -Whole Group Lesson (video)+Guided Practice -Small Group Lesson w Teacher (live)--reinforces whole group lesson video; remote learners join by Zoom, materials mailed weekly -Independent Practice (on own)	Time	Small Group A (6 students; 3-4 students in person AND 3-4 thru zoom)	Small Group B (6 students; 3-4 students in person AND 3-4 thru zoom)	Small Group C (6 students; 3-4 students in person AND 3-4 thru zoom)
	12:30-1:00	Meet with Teacher	Video+ IP	Video+IP
	1:00-1:30	Video	Meet with Teacher	Independent Practice
	1:30-2:00	Independent Practice	Independent Practice	Meet with Teacher
2:00-3:00 Specials/Classroom Teacher Planning **30 minute rotations (in-person)** -Whole Group Lesson (video)+Guided Practice -Small Group Lesson w Teacher (live)--reinforces whole group lesson video; remote learners join by Zoom, materials mailed weekly -Independent Practice (on own) PE/Yoga Music/Art	Time	Small Group A (6 students; 3-4 students in person AND 3-4 thru zoom)	Small Group B (6 students; 3-4 students in person AND 3-4 thru zoom)	Small Group C (6 students; 3-4 students in person AND 3-4 thru zoom)
	2:00-2:20	Meet with Teacher	Video+ IP	Video+ IP
	2:20-2:40	Video	Meet with Teacher	Independent Practice
	2:40-3:00	Independent Practice	Independent Practice	Meet with Teacher (Rotate Days)

G. **Attendance Requirements and Procedures—ODE Guidance to take by the HOUR**
   1. Daily attendance will be taken during Morning Meeting and documented in Power School.
   2. Academic (class and hourly) attendance will be collected in Jupiter Ed according to ODE guidelines.

H. **Special Education**
   1. Identified Students:
      a. All Individual Education Plans (IEPs) will be followed as written
      b. Identified students will receive support and instruction from Intervention Specialists, specialized services from service providers
      c. Preference given for in-person
      d. Annual meetings and other meetings as needed will be held over Zoom or phone and documented
   2. Students recommended for evaluation during the 2020-21 school year:
      a. Planning meetings will be held over Zoom
      b. Evaluations will be done in person as possible, or over Zoom where applicable

I. <u>ODE-Specific Questions for Remote Learning Plan Due to Board, CMSD, ESCLEW and ODE</u>
   1. **How will student instructional needs be determined and documented?**
      Instructional needs of students will be determined by our current battery of assessments, including NWEA MAP, and documented in Jupiter Ed with the following continuations and modifications:

a. Allow for virtual assessment
b. Use flexible scheduling to support social distancing and safety
c. Cluster cohorts will meet virtually to look at data and determine instructional needs
d. Data will be collected and accessible on our grading platform Jupiter Ed

2. **What method will be used for determining competency, granting credit, and promoting students?**
   a. Promotion to the next **learning stage** will be determined by student performance on current benchmark assessments.
   b. Promotion to next **grade level in math** is determined by student performance on math benchmark assessments.
   c. See assessment section above for modifications.
   d. Benchmarks will be adjusted to account for lost spring instruction and state assessments.
3. **What will be the schools' attendance requirements, including how the school will document participation in learning opportunities?**
   a. Daily attendance will be taken during Morning Meeting and documented in Power School.
   b. Academic (class and hourly) attendance will be collected in Jupiter Ed.
4. **How will student progress be monitored?**
   Student progress will be monitored in a frequent, ongoing manner so educators can respond quickly if the student is not making adequate progress, is on track, or needs increased challenges.
   a. <u>In School:</u>
      i. No change, continued use of formative and summative assessments to address learning needs
      ii. Documentation in Jupiter Ed (teacher training for all teachers)
      iii. Review and planning within cluster cohorts
      iv. Using current interventions to support (RIMP, Title, Classroom Interventions, Etc.)
   b. <u>Virtual Learning:</u>
      i. Modified delivery of assessment (flexible scheduling and virtually)
      ii. Documentation in Jupiter Ed (teacher training for all teachers)
      iii. Review and planning with cluster cohorts
      iv. Using current interventions to support (RIMP, Title, Classroom Interventions, Etc.) in a virtual setting
5. **How will equitable access to quality instruction be ensured?**

Equitable access to quality instruction and learning is a top priority.

a. In School:
   i. Families who do not have access to flexible childcare will be prioritized for in-person 4 or 5-day openings.
   ii. Identification and follow-up with non-participating students and families, including classwork, surveys, and other tasks or sign-ups.
   iii. Attendance intervention team at each school to support getting to school
b. Virtual Learning *(ALL students on Wednesdays):*

   Tech:

   i. Providing hotspots to families that need internet access
   ii. Providing Chromebooks or other devices to families
   iii. Providing FIT tech support to families and staff
   iv. Protective computer bags for transport to and from home and school
   v. Additional Expenses:
      a. $15,000 per school for hotspots and service (depending on family need)
      b. $24,000 per school for additional devices
      c. $2,200 per school for Family Help Desk
      d. Computer bags tbd
c. Engagement:

   Reaching by phone/text to survey or communicate to non-participants to find out barrier and problem solve solution

6. **What professional development activities will be offered to teachers?**
   a. Creating Community:
      i. Understanding trauma, recognizing the effects in the in-person and remote learning environment, and strategies for support
      ii. Diversity, equity, and inclusion: understanding identity, recognizing and questioning racial bias
      iii. Developing community through Zoom Morning Meetings
   b. Engaging Academics:
      i. Tools for enhancing digital lessons, including Padlet, Loom, edPuzzle, Socrative, and other tools
      ii. Teaching small groups: virtually, in-person, and at the same time
      iii. Using SeeSaw with students (for teachers and parents)
      iv. Teachers leading teachers: Lessons learned with Google Classroom

c. Assessment:
    i. Common assessments and thin-slicing: naming trends and planning for response and re-teaching using digital tools
    ii. Understanding and turning assessment data into action to address students' needs
d. Additional expense:
    i. Equity and inclusion training for all teachers and staff tbd

Intergenerational Learning

A. Draft to be submitted asap

Family Communication and Engagement

A. **Weekly Scheduled Town Halls in July and August**
    1. Co-host with a scientist to join as guest speaker when describing safety measures (Nichole's contact from Case)
B. **Produce Short Video** "Day in the Life of a Student" to help families visualize
C. **Orientations for New and Returning Families**
    1. Training on Learning Platforms
D. **Connecting New and Veteran Families** in unstructured virtual sessions
E. **Family Sessions** with Topics Curated by Parent Groups
F. **Monthly Virtual Parent Group Meetings**

Other Human Resource Policies Needed (for Aug 3rd)

A. Determining number of needed staff for 2020-21:

a. Based on current family need data (52% of students report needing in-person learning), there is a need for 14-15 homeroom teachers per school:

b. Depending on the breakdown of families who confirm needing in-person, hybrid, or remote learning for the fall, we *may* be able to offer hybrid classroom or two days only of in-person teaching, but this would require at least 17 students at a cluster level requesting the hybrid model.

B. Refusal to Work/accept assignment for In-person Learning

a. Written requests for accommodations for those with underlying medical conditions and at a higher risk for severe illness if contract COVID 19 (or household members with these factors) will be considered through an interactive and confidential process compliant with federal and state regulations.

b. After review of any applicable requests for accommodation, if assignment can only be performed in person at school, refusal to work/accept assignment is grounds for termination or long term unpaid leave of absence.

C. Teachers and Staff Quarantine and/or Sick: **(HR Policies attached by August 3rd)**

b. Required to stay home or leave the workplace if experiencing COVID symptoms

c. If approved in advance, Employee may work remotely from home at full pay, in the following circumstance:

i. Positive COVID test and asymptomatic or otherwise able to work; or

ii. Quarantined per CDC and state/local guidelines but asymptomatic

d. Sick Leave and Banked Days if sick at 100% daily rate of pay

i. **Teachers: 10 days** accessible at start of year (unless new, 90-day probation)-exercise right to waive probation in event of COVID?

ii. **Year-round Staff: 12 days** accessible at July 1 (unless new, 90-day probation) -exercise right to waive probation in event of COVID?

iii. Banked are saved from previous years' unused days

e. FFRC Paid Leave if COVID (documentation required) **10 days** at 100% daily rate of pay
    i. May access up to 6 weeks FFRC for necessary childcare due to COVID at 60% of pay
f. Short & Long Term Disability (documentation required, 60% of pay)

D. Teacher and Staff Testing
    a. If previously diagnosed, require negative COVID test for employees prior to returning to the workplace
    b. Temperature screening daily
    c. When call in sick, report if experiencing any COVID symptoms

Additional Resources:

1. Attachment 1: Family Options
2. Attachment 2: Infographic Family Selection and Socially Distanced Classes
3. Attachment 3: Cleaning, Sanitizing and Disinfecting Protocols
4. Attachment 4: Week at a Glance
5. Timeline & Process for this Plan (forthcoming)
6. Summary of Additional COVID expenses and potential sources (forthcoming)
7. List of Neighboring Districts' and Charters' Options (forthcoming)

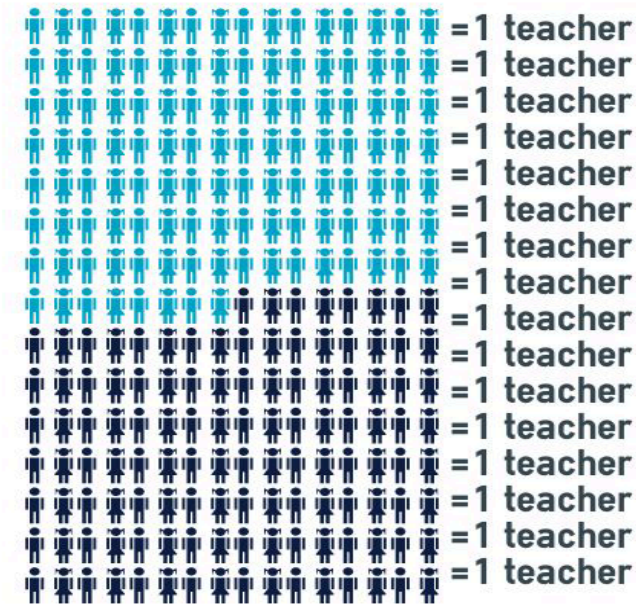
Learning Setting Options

Cuyahoga County today

Yellow-1	Orange-2	Red-3	Purple-4
Families have option of 100% Remote Learning regardless of Level			
All students will have access to 5 days in person	**4 days In Person** • 4 days/week in person • 1 remote learning day/week (Wednesdays) • Priority given to families without access to flexible childcare or for school-recommended students		Buildings closed to all
	Hybrid (2 days In Person, 3 days remote) Two groups rotating by last name/family, considering number of students • Cohort 1: In-person Monday, Tuesday; remote learning Wednesday-Friday • Cohort 2: Remote learning Monday-Wednesday; in-person Thursday, Friday		

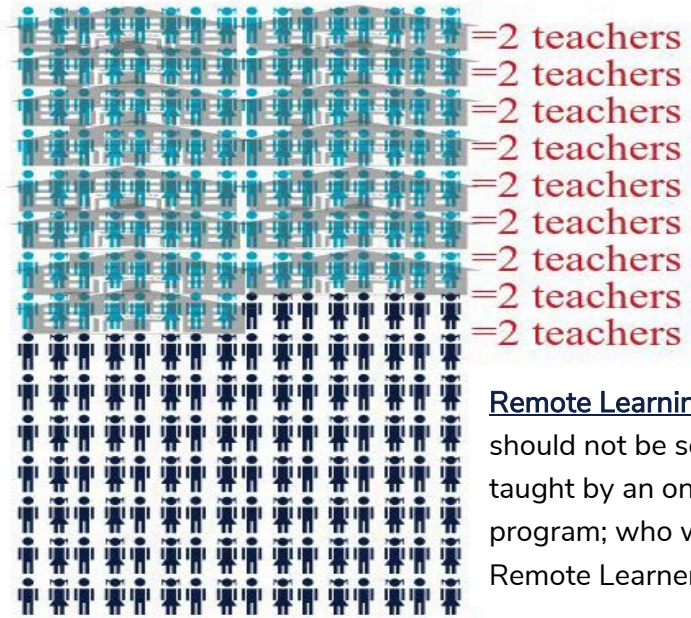
	M	T	W	Th	F
Cohort 1	In Person	In Person	Remote	Remote	Remote
Cohort 2	Remote	Remote	Remote	In Person	In Person

July Sign Ups showed about half of families in need of In Person



Physically Distanced Classrooms limit 1 teacher for every 8-10 In Person

Each gray School overlay represents 8 students in 1 classroom/1 teacher



Remote Learning should not be solely taught by an online program; who will teach Remote Learners?

Solution: ALL students learn through a Remote Learning platform whether in the buildings or at

What this means for students:

Individualized Instruction

Small group instruction with their teacher

1:1 instruction with their teacher

Quality recorded lessons from multiple teachers

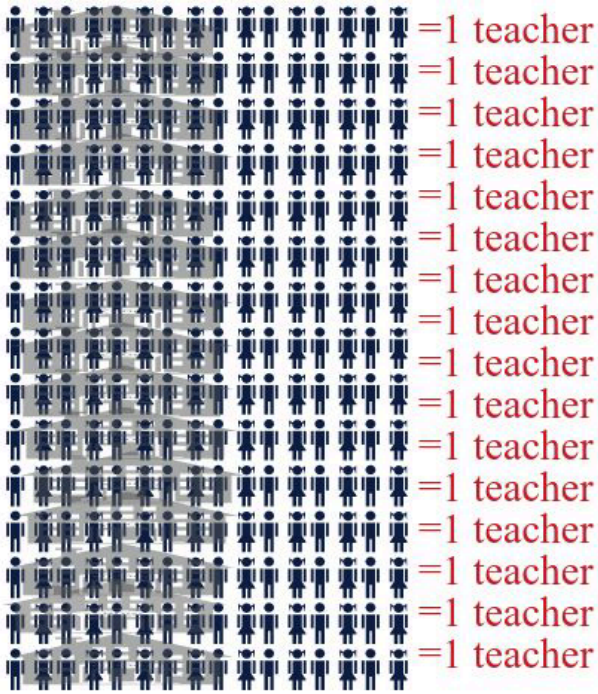
Personal reading materials/supplies in person or delivered home

What's Different:

Far less whole group instruction

No physical gatherings (circle, number corner)

No moving to math, art, music, PE



What this means for teachers:

Stay only with their small in person cohort to minimize risk

Day consists of small group instruction with in person students, and online through zoom (Title, aides, etc. will assist in beginning of year)

1:1 instruction when needed in person, or through zoom

Virtual planning and collaboration time built in (either Wednesdays or every afternoon)

What's Different:

NOT responsible for creating all content and lesson planning, but pull from a model-bank that spreads this responsibility among several teachers, so each individual has far less to prepare.

No physical gatherings (circle, number corner)

No additional students for math/class transitions

Facilities:
Cleaning, Sanitizing, and Disinfecting Protocols

Mon	Tue	Wed	Thur	Fri	Wkd	Mon	Tue	Wed	Thur	Fri	Wkd
School Buildings Open						School Buildings Closed to Staff & Students					
Daily schedule of cleaning, sanitizing, and disinfecting classrooms will be followed						Deep clean of buildings					
Regular sanitizing of high-touch areas throughout the building: building door handles/knobs, stair railings, desks/tabletops, chair tops						High-touch areas cleaned & disinfected along with full classroom cleanings					
Regular cleaning of restrooms: sinks, toilets, urinals, stall handles/walls, door handles/knobs, hand dryers (if applicable)						Restrooms deep-cleaned and disinfected					
Hand sanitizing stations at every entrance throughout the building and in each classroom						Sanitizers & all hygiene products checked & restocked, if necessary					
Regular cleaning protocols in kitchen with additional sanitizing & disinfecting throughout the day. Limited access to kitchen.						Cleaning & disinfecting of kitchen & staff lounge					
Evening cleaning: everything already mentioned plus floors, offices, hallways, lounge, etc.						Remainder of building cleaned & disinfected (front office, main entrances, waiting areas, cubbies, hallways, etc.)					

The Week at a Glance

weighing 2 scenarios for daily/weekly instruction schedule

Two Possible Plans for In-Person	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1: **In Person:** 4 days a week MTThF (6.5 hours); Remote Learning: 1 day a week on Wed (3.5 hours) <u>Hours Totals:</u> Total in-person: 26 hours Total remote/week: 3.5 Total/week: 29.5 hours per week **Hybrid Students:** 2 days In Person (6.5 hours) 3 days Remote Learning <u>Hours Totals:</u> Total in-person/week:13 hours Total Remote/week:16.5 hours Total per week: 29.5 hours	In Person 8 AM- 3 PM (-.5 for lunch) Specials included in Daily Master Schedule	In Person 8 AM- 3 PM (-.5 for lunch) Specials included in Daily Master Schedule	No staff or students in the building All Students Remote Learning	In Person 8 AM-3 PM (-.5 for lunch) Specials included in Daily Master Schedule	In Person 8 AM-3 PM (-.5 for lunch) Specials included in Daily Master Schedule
2: **In Person:** 5 days a week, 8 AM-1:30 PM (5 hours) Remote Learning for Specials: 5 days a week (90 mins) <u>Hours Totals:</u> Total in-person/week: 25 Total remote/week: 7.5 Total/week: 32.5 hours **Hybrid Students:** 2 days In Person (5 hours+1.5 hours remote/day) 3 days 100% Remote Learning (6.5 hours) <u>Hours Totals:</u> Total in-person/week: 10 hours Total remote/week: 22.5 Total/week: 32.5 hours	In Person 8 AM-1:30 PM (-.5 for lunch) Specials NOT included in Master Schedule Specials are done remotely for 1.5 hrs	In Person 8 AM-1:30 PM (-.5 for lunch) Specials NOT included in Master Schedule Specials are done remotely for 1.5 hrs	In Person 8 AM-1:30 PM (-.5 for lunch) Specials NOT included in Master Schedule Specials are done remotely for 1.5 hrs	In Person 8 AM-1:30 PM (-.5 for lunch) Specials NOT included in Master Schedule Specials are done remotely for 1.5 hrs	In Person 8 AM-1:30 PM (-.5 for lunch) Specials NOT included in Master Schedule Specials are done remotely for 1.5 hrs

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Near West
INTERGENERATIONAL SCHOOL

July 29, 2020

BOARD RESOLUTIONS

At the Regular Meeting of the Board of Directors of Near West Intergenerational School on **July 29, 2020** following resolutions was proposed and approved by the board:

WHEREAS the mission of Near West Intergenerational School is to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence;

Consent Agenda

WHEREAS as a Public Charter School in the State of Ohio, and in accordance with Board policy, the Board of Directors must review and approve all Minutes, Personnel Actions that were not named specifically in the prior approved budget, Contract Actions and Expenses over $25,000, Out of State travel, and transactions between Intergenerational Schools;

IT IS THEREFORE RESOLVED that the Near West Intergenerational School Board has
reviewed and approves the following Consent Agenda Items:

a. **Remote Learning Plan for the 2020/2021 School Year with amendments.**
b. **Change in 2020-2021 Instructional Hours** from 1079 in the amended school calendar to 1001, which accounts for 6.5 instructional hours, except the remote learning Wednesdays which will be adjusted to 3.5 instructional hours.
c. **Change in the 2020-2021 Calendar for Tuesday, November 3, 2020.** The only change in the amended 2020-2021 calendar is the day originally scheduled as a teacher work day (no school) but is now changed to a regular school day for students.

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Sarah Trimble
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Sarah Trimble, Board Chair

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Lynn Carpenter
8CA506E536AD4BC...
Lynn Carpenter, Vice Chair

Erica Adlakha, Secretary

DocuSigned by:
Stacy Miller
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Stacy Miller

DocuSigned by:
Mark Charvat
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Mark Charvat

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Molly Wimbiscus

Tiffany Brazelton

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Mark Charvat mgchpad@gmail.com Owner Security Level: Email, Account Authentication (None)	DocuSigned by: 947FBD852D0B450... Signature Adoption: Pre-selected Style Using IP Address: 147.0.194.142	Sent: 7/31/2020 11:06:15 AM Viewed: 7/31/2020 2:49:52 PM Signed: 7/31/2020 2:50:26 PM
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Mark Olson molson@igschools.org Security Level: Email, Account Authentication (None)	DocuSigned by: 81509409FA204F0... Signature Adoption: Pre-selected Style Using IP Address: 74.142.235.150	Sent: 7/31/2020 11:06:16 AM Viewed: 7/31/2020 11:23:59 AM Signed: 7/31/2020 11:24:19 AM
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Molly Wimbiscus mwimbiscus@igschools.org MD Security Level: Email, Account Authentication (None)	DocuSigned by: 3803DF442ADD432... Signature Adoption: Drawn on Device Using IP Address: 139.137.128.36	Sent: 7/31/2020 11:06:15 AM Resent: 8/7/2020 7:34:43 AM Resent: 8/12/2020 11:29:57 AM Viewed: 8/18/2020 9:23:03 AM Signed: 8/18/2020 9:23:07 AM
Electronic Record and Signature Disclosure: Accepted: 4/29/2020 7:41:55 AM ID: 35d56251-a765-4021-bf04-d5119251ce67		
Sarah Trimble strimble@igschools.org Chief External Affairs Officer Security Level: Email, Account Authentication (None)	DocuSigned by: Sarah Trimble A7E62814171F46F... Signature Adoption: Pre-selected Style Using IP Address: 174.232.139.213	Sent: 7/31/2020 11:06:15 AM Viewed: 7/31/2020 11:17:22 AM Signed: 7/31/2020 11:17:29 AM
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Stacy Miller smiller@igschools.org Academic Adminstration Coordinator Security Level: Email, Account Authentication (None)	DocuSigned by: Stacy Miller 117D97CFB1DF467... Signature Adoption: Pre-selected Style Using IP Address: 107.207.104.46	Sent: 7/31/2020 11:06:16 AM Resent: 8/7/2020 7:34:44 AM Viewed: 8/9/2020 10:39:29 AM Signed: 8/9/2020 10:39:38 AM
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Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

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Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/12/2020 11:29:57 AM
Certified Delivered	Security Checked	8/18/2020 9:23:03 AM
Signing Complete	Security Checked	8/18/2020 9:23:07 AM
Completed	Security Checked	8/18/2020 9:23:07 AM

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