

COVID-19 Operations Manual

2022-2023

MITIGATION STRATEGIES

CLEANING & HANDWASHING

Employees are highly encouraged to wash/sanitize hands upon arrival and before leaving work; as well as frequently disinfect touched surfaces including their workspaces, keyboards, telephones, light switches, and doorknobs using available and approved cleaners.

MASK USAGE & EXPECTATIONS

Mask-Wearing Matrix

- Council Bluffs Community Schools implements a Mask-Wearing Decision Matrix (low, moderate, high) that is pictured below. This matrix takes into consideration both our internal CBCSD data, as well as Pottawattamie County Public Health data. Decisions will be communicated via our District website each week, on Fridays, at 2:00 p.m. Status changes for specific schools will also be communicated to staff and families via our Blackboard Reach messaging system.

Mask-Wearing Decision Matrix		
Percent of Active COVID-19 Cases at the Building Level		
Low (0.0% - 1.9%)	Moderate (2.0% - 3.9%)	High (4.0% +)
Mask-Wearing Optional	Mask-Wearing Recommended	Mask-Wearing Required

POSITIVE/SYMPTOMATIC GUIDE

	POSITIVE TEST	SYMPTOMATIC	EXPOSED
EMPLOYEE	Isolate 5 Days Return Symptoms Improving Mask for Days 6-10	Stay Home Seek Health Care Guidance	Attend School & Activities Monitor For Symptoms
STUDENT	Isolate 5 Days Return Symptoms Improving Mask for Days 6-10	Stay Home Seek Health Care Guidance	Attend Work Monitor For Symptoms

SYMPTOMATIC ~ EMPLOYEE/STUDENT

A **symptomatic employee/student** is defined as an employee/student that has one high risk symptom or two or more low risk symptoms as detailed below.

•When an employee/student is **symptomatic**, the employee/student should remain home and is advised to seek an evaluation by a healthcare provider.

High Risk Symptoms*	Low Risk Symptoms*
New cough, shortness of breath or difficulty breathing, new loss of taste or smell	Fever, headache, muscle and body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, diarrhea

***Note: The presence of high and/or low risk symptoms does not mean an individual is COVID-19 positive.**

PROCESS GUIDE

POSITIVE EMPLOYEE	
AUDIENCE	ACTION by Building <i>Point of Contact (POC)</i> or Administrator
ESC	1. POC emails hr@cbcsd.org the name of the positive employee <u>and</u> start date of symptoms to HR.
OPTIONAL Close Contacts	2. POC asks the employee if he/she would complete the COVID-19 Health Release Information in Frontline Central. 3. Employee emails POC names of close contacts. 4. POC informs close contacts that they were exposed to a positive employee (provides specific name if release has been signed) and informs close contracts to monitor for symptoms. (No quarantine.)
POSITIVE STUDENT	
AUDIENCE	ACTION by Building <i>Point of Contact (POC)</i> or Administrator
ESC	1. POC emails thamilton2@cbcsd.org the name, grade, teacher's name (elementary) and the start date of the symptoms of the positive student(s).
OPTIONAL Close Contacts	2. POC sends email to specific employees who work with the positive student and informs them to monitor for symptoms. (No quarantine.)
OPTIONAL Parent/Guardian	3. Administrator sends a general message, to a targeted audience, that a student has tested positive.

LEARNING PHASES

The Council Bluffs Community School District has developed a framework for the implementation of Hybrid or Remote instruction should schools need to provide all instruction in an online format. The plans are detailed on the following pages.

Hybrid	Remote
Delivery of Instruction	Delivery of Instruction
Student Access	Student Access
Teacher Expectations	Teacher Expectations
Student Expectations	Student Expectations
Health & Safety	Professional Development
Communication	Communication
	FAQ



COVID-19 Hybrid Learning Phase

Reviewed January 18, 2023

The COVID-19 Hybrid Learning Phase was developed to facilitate an intermediate step between remote learning as outlined in the Remote Learning Phase and On-Site Learning when schools fully reopen while taking into consideration the unique circumstances presented by the COVID-19 pandemic. In the Hybrid Learning Phase, instruction will take place both remotely and face-to-face. Face-to-face instruction will take place on a rotating basis with smaller numbers of students physically present, while all other students participate remotely.

The Hybrid Learning Phase is divided into six sections: [Delivery of Instruction](#), [Student Access](#), [Teacher Expectations](#), [Student Expectations](#), [Health & Safety](#), and [Communication](#). Each section details specific guidelines for implementation.

DELIVERY OF INSTRUCTION	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
On-Site Schedule	<ul style="list-style-type: none"> • Students will be convened into two groups. • For all programs except specialized preschool programs, there will be alternating days of on-site instruction Tuesday-Friday, two days per week for each group. • Each program will follow their regular hours and instructional routine on those days. • Monday will continue to be an early release. Students will attend on-site every other week. Schedule • Students in specialized preschool classrooms will attend Monday through Friday.
Remote Schedule	<ul style="list-style-type: none"> • Students will be convened into two groups. • For all programs except specialized preschool programs, there will be alternating days of remote learning Tuesday-Friday, two days per week for each group. • Monday will continue to be an early release. Students will attend remotely every other week. Schedule • All Teachers will utilize Google Classroom to manage course content. • Teachers will have Google Meet open during instruction to broadcast to students attending remotely. <ul style="list-style-type: none"> ◦ A combination of Google Meet to observe “live” instruction and pre-recorded videos will be used to engage students in instruction. • All Google Meets should be recorded and posted to Google Classroom for access by students.

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	<ul style="list-style-type: none"> Teachers will have use of Owl video-conferencing cameras to assist in capturing interaction among students for those attending remotely.
Elementary General Classrooms - Grades K-5	
On-Site Schedule	<ul style="list-style-type: none"> Students will be convened into two groups by alpha. <ul style="list-style-type: none"> Groupings will align with secondary and considering families with different last names. Buildings may need to make some exceptions to the groupings due to unique needs of students. The goal is to keep the classroom student capacity at approximately half on each day. There will be alternating days of instruction Tuesday-Friday, two days per week for each group during normal hours of instruction. Monday will continue to be an early release. Students will attend on-site every other week. Schedule All Teachers will utilize Google Classroom to manage course content. Teachers will have Google Meet open during instruction to broadcast to students attending remotely. <ul style="list-style-type: none"> A combination of Google Meet to observe “live” instruction and pre-recorded videos will be used to engage students in instruction. All Google Meets should be recorded and posted to Google Classroom for access by students. Teachers will have use of Owl video-conferencing cameras to assist in capturing interaction among students for those attending remotely.
Remote Schedule	<ul style="list-style-type: none"> Students will be convened into two groups by alpha. <ul style="list-style-type: none"> Groupings will align with secondary and considering families with different last names. Monday will continue to be an early release. Students will attend remotely every other week. Schedule Students will attend remotely, Tuesday-Friday, two days per week for each group. A combination of Google Meet to observe “live” instruction and pre-recorded videos will be used to engage students in instruction.
Elementary Specials - Grades K-5	
On-Site Schedule	<ul style="list-style-type: none"> Elementary art, music, and physical education teachers will provide traditional instruction on-site Tuesday-Friday. Elementary art, music, and physical education will not be provided on-site on Mondays.
Remote Schedule	<ul style="list-style-type: none"> Elementary art, music, and physical education teachers will provide pre-recorded, grade-level specific videos for students attending remotely or Virtual Academy on Tuesday-Friday The teacher will upload the videos to Google Classroom for students to view along with any corresponding assignments or

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	<p>activities.</p> <ul style="list-style-type: none"> ● The teacher will provide one video for each day of scheduled instruction (2 per week for music and physical education, 1 every 5 days for art). ● As a district-wide team, elementary art, music, and physical education teachers will provide a district-wide, grade-level specific enrichment video available to all students on Mondays.
Middle School - Grades 6-8	
On-Site Schedule	<ul style="list-style-type: none"> ● Students will be convened into two groups alphabetically by last name. <ul style="list-style-type: none"> ○ Buildings may need to make some exceptions to the groupings due to unique needs of students. ○ The goal is to keep the classroom student capacity at approximately half on each day. ● Normal hours of instruction, with extended time in the first period to accommodate Advisement. ● Monday will continue to be an early release. Students will attend remotely every other week. Schedule ● All Teachers will utilize Google Classroom to manage course content. ● Teachers will have Google Meet open during instruction to broadcast to students attending remotely. ● All Google Meets should be recorded and posted to Google Classroom for access by students. ● Teachers will have use of Owl video-conferencing cameras to assist in capturing interaction among students for those attending remotely.
Remote Schedule	<ul style="list-style-type: none"> ● Students will be convened into two groups by alpha. ● Monday will continue to be an early release. Students will attend remotely every other week. Schedule ● Students will attend remotely, Tuesday-Friday, two days per week for each group. ● Normal hours of instruction, with extended time in the first period to accommodate Advisement. ● Students will access instruction via Google Meet broadcast from the onsite classroom.
High School - Grades 9-12	
On-Site Schedule	<ul style="list-style-type: none"> ● Students will be convened into two groups alphabetically by last name. <ul style="list-style-type: none"> ○ Buildings may need to make some exceptions to the groupings due to unique needs of students. ○ The goal is to keep the classroom student capacity at approximately half on each day. ● There will be alternating days of instruction Tuesday-Friday, two days per week for each group. ● Normal hours of instruction. ● The bell schedule will follow an 8 period day, with Advisement

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	<p>combined with lunch as one period.</p> <ul style="list-style-type: none"> ● Monday will continue to be an early release. Students will attend remotely every other week. Schedule ● All teachers will utilize Google Classroom to manage course content. ● Teachers will have Google Meet open during instruction to broadcast to students attending remotely. ● All Google Meets should be recorded and posted to Google Classroom for access by students. ● Teachers will have use of Owl video-conferencing cameras to assist in capturing interaction among students for those attending remotely.
Remote Schedule	<ul style="list-style-type: none"> ● Students will be convened into two groups by alpha. ● Monday will continue to be an early release. Students will attend remotely every other week. Schedule ● There will be alternating days of remote instruction Tuesday-Friday, two days per week for each group. Normal hours of instruction. ● The bell schedule will follow an 8 period day, students will be exempt from the period scheduled for Advisement. ● Students will access instruction via Google Meet broadcast from the onsite classroom.

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STUDENT ACCESS	
Consideration	Guidance
District Wide	
Transportation	<ul style="list-style-type: none"> ● Transportation will be provided to students in accordance with district regulation 701.5. ● First Student staff will be screened daily. ● It will be expected that students wear cloth or disposable face coverings while on the bus. ● Students will social distance to the greatest extent possible. ● Buses will be well ventilated. ● Hand sanitizer will be available for students as they enter and exit the bus. ● Buses will be sanitized using a monthly microbe shield disinfectant.
Preschool - 3 & 4 Year Old Programs	
Iowa Early Learning Standards	<ul style="list-style-type: none"> ● Students will have access to instruction and learning opportunities aligned to the Iowa Early Learning Standards daily, either on site or remotely.
Special Education Services	<ul style="list-style-type: none"> ● General - Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Specialized - Students will receive specially designed instruction on-site following the regular schedule for preschool specialized programs. ● Out of District Placements - Students will receive specially designed instruction according to the out of district placement's plan and with input from district staff and the student's IEP team.
AEA Delivered Services	<ul style="list-style-type: none"> ● Information will be available from the AEA in August related to access to: <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physical Therapy ○ Speech Services ○ Hearing Services
Elementary General Classroom - Grades K-5	
Core Classes (English language arts, math, science, social studies)	<ul style="list-style-type: none"> ● Students will have access to core classes daily, either on site or remotely.
Special Education Services	<ul style="list-style-type: none"> ● General <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating

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	<p style="text-align: center;">schedule at the building and with input from the student's IEP team.</p> <ul style="list-style-type: none"> ● Specialized <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Out of District Placements <ul style="list-style-type: none"> ○ Students will receive specially designed instruction according to the out of district placement's plan and with input from district staff and the student's IEP team.
English Language Development Services	<ul style="list-style-type: none"> ● Students will attend English Language Development courses either onsite or remotely according to the alternating schedule at the building.
Reading Intervention Services	<ul style="list-style-type: none"> ● Students will attend reading intervention either onsite or remotely according to the alternating schedule at the building.
Talented & Gifted Services	<ul style="list-style-type: none"> ● Students will receive TAG services either onsite or remotely according to the alternating schedule at the building.
AEA Delivered Services	<ul style="list-style-type: none"> ● Information will be available from the AEA in August related to access to: <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physical Therapy ○ Speech Services ○ Hearing Services
Elementary Specials - Grades K-5	
Elementary Art, Music, PE, Spanish	<ul style="list-style-type: none"> ● Classes will meet in art and music rooms as well as gyms. ● PE activities will be modified to conform with social distancing requirements. ● Care will be used to avoid sharing of materials and equipment that cannot be efficiently sanitized between uses.
Middle School - Grades 6-8	
Core Classes & Everyday Electives (English language arts, math, science, social studies)	<ul style="list-style-type: none"> ● Students will have access to core classes daily, either on site or remotely.
Elective Classes on A/B Schedule	<ul style="list-style-type: none"> ● Students will have access to elective classes scheduled on alternate week, alternate days for A/B classes. ● During "A" weeks, "A" students will attend electives on site, "B" students remotely. ● During "B" weeks, "B" students will attend electives on site, "A" students remotely. ● Activities will be modified to conform to social distancing requirements.

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Physical Education Classes	<ul style="list-style-type: none"> ● Activities will be modified to conform to social distancing requirements. ● Activities that require close personal contact or where students may come in contact with bodily fluids will be avoided. ● All equipment will be wiped down by students prior to use.
Special Education Services	<ul style="list-style-type: none"> ● General <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Specialized <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Out of District Placements <ul style="list-style-type: none"> ○ Students will receive specially designed instruction according to the out of district placement's plan and with input from district staff and the student's IEP team.
English Language Development Services	<ul style="list-style-type: none"> ● Students will attend English Language Development courses either onsite or remotely according to the alternating schedule at the building.
Reading Intervention Services	<ul style="list-style-type: none"> ● Students will attend reading intervention either onsite or remotely according to the alternating schedule at the building.
Talented & Gifted Services	<ul style="list-style-type: none"> ● Students will receive TAG services either onsite or remotely according to the alternating schedule at the building.
AEA Delivered Services	<ul style="list-style-type: none"> ● Information will be available from the AEA in August related to access to: <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physical Therapy ○ Speech Services ○ Hearing Services
High School - Grades 9-12	
Core Classes (English language arts, math, science, social studies)	<ul style="list-style-type: none"> ● Students will have access to core classes daily, either on site or remotely.
Performance Classes (PE, Art, Band, Orchestra, Choir, Theatre)	<ul style="list-style-type: none"> ● Students will have access to elective classes daily, either on site or remotely. ● Band, Choir, Orchestra <ul style="list-style-type: none"> ○ Instructors may group students in order to accommodate instruction as long as groups conform with the A/B schedule. ● PE and Strength and Conditioning <ul style="list-style-type: none"> ○ Activities will be modified to conform to social distancing

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	<ul style="list-style-type: none"> ○ requirements. ○ Activities that require close personal contact or where students may come in contact with bodily fluids will be avoided. ○ All equipment will be wiped down by students prior to use.
Career & Technical Education Courses	<ul style="list-style-type: none"> ● To the greatest extent possible, activities and demonstrations requiring hands-on experiences should take place during the onsite day. ● At the discretion of the teachers, materials and tools may be sent home with students for practice opportunities on the remote day.
Iowa Western Community College On-Campus Courses (TradeWorks, CE Courses)	<ul style="list-style-type: none"> ● Students enrolled in the ECA and TradeWorks at Iowa Western, Iowa Western on-campus, and Iowa Western online courses will follow the Iowa Western schedule. ● Specific details relating to the IWCC COVID-19 Recovery Plan can be found here.
Special Education Services	<ul style="list-style-type: none"> ● General <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Specialized <ul style="list-style-type: none"> ○ Students will receive specially designed instruction either on-site or remotely with consideration to the alternating schedule at the building and with input from the student's IEP team. ● Out of District Placements <ul style="list-style-type: none"> ○ Students will receive specially designed instruction according to the out of district placement's plan and with input from district staff and the student's IEP team.
English Language Development Services	<ul style="list-style-type: none"> ● Students will attend English Language Development courses either onsite or remotely according to the alternating schedule at the building.
Talented & Gifted Services	<ul style="list-style-type: none"> ● Students will receive TAG services either onsite or remotely according to the alternating schedule at the building.
AEA Delivered Services	<ul style="list-style-type: none"> ● Information will be available from the AEA in August related to access to: <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physical Therapy ○ Speech Services ○ Hearing Services

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TEACHER EXPECTATIONS	
Consideration	Guidance
District Wide	
Grading	<ul style="list-style-type: none"> Teachers will follow the district guidelines for grading PK-12.
Substitute Plans	<ul style="list-style-type: none"> See the COVID-19 Substitute Plan
Instructional Routine	<ul style="list-style-type: none"> See Instructional Delivery section for specific details. The Remote Learning Instructional Routine also provides a suggested framework for developing lessons in a remote environment.

STUDENT EXPECTATIONS	
Consideration	Guidance
District Wide	
Attendance	<ul style="list-style-type: none"> Absences must be recorded with the appropriate code in PowerSchool Attendance reports should be run weekly to determine unverified, unexcused, and chronically absent students. Attendance Teams should determine the appropriate interventions based on the cause of the absences. Health staff will alert attendance staff when students are or will be absent due to illness so it can be documented. <i>Specific guidelines for reporting Attendance will be released in July or August by the IDOE.</i>
Participation	<ul style="list-style-type: none"> Students are expected to participate in both On-Site and Remote instruction. If students are unable to participate in live remote instruction, they are expected to stay current with coursework available in Google Classroom. Teachers will make contact with students unable to participate in remote instruction to identify what accommodations, if any, need to be made in order to assist students in equitably accessing instruction. Teachers may also utilize building-based student assistance teams to provide additional resources to students and families requiring additional support for remote learning.

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HEALTH & SAFETY	
Consideration	Guidance
District Wide	
<i>Specific procedures for students and staff members are contained in the district's Return to Operations Manual.</i>	
Temperature Checks	<ul style="list-style-type: none"> ● Students may be screened before entering the buildings or at any time during the school day. ● Non-contact thermometers will be provided to schools at a rate of 1 to 100 student ratio.
Suspected Positive Case	<ul style="list-style-type: none"> ● Any student with a fever of 100.4 or above or other signs of illness should not be admitted to the facility. <ul style="list-style-type: none"> ○ Student should immediately self-isolate in the building's designated area ○ Students should stay in the designated area until they can be picked up by a parent, guardian, or designee. ○ If a student has been in the designated area, clean and disinfect surfaces in the area immediately after the sick student has been removed. ○ During the school day if you are notified that a student may have been exposed to COVID-19 the designated area should be used until the student can leave school grounds. ○ The designated area should be monitored by staff at all times there is a student present. <ul style="list-style-type: none"> ■ Staff PPE should include a mask, face shield, and gloves. ● Students/ families should be asked if they have other symptoms: shortness of breath, cough, sore throat and if they have been in close contact with someone who has COVID-19. ● Students/ families should contact their health care provider to determine next steps. ● Health staff should follow up with the parent/guardian the following day. ● Positive COVID-19 test results should be confirmed by the local health department.
Health Office	<ul style="list-style-type: none"> ● The Health Office should be used for all health related situations that occur during the school day. The isolation room is only used for students/ staff in the above mentioned situations.
Social Distancing	<ul style="list-style-type: none"> ● IDPH defines exposure as being within 6 feet of the person testing positive for COVID-19 for more than 15 minutes. ● To the greatest extent possible, students should maintain six feet between themselves and others. ● Building administration will collaborate with district facility staff and building custodial staff to determine building traffic flow, and

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	<p>procedures to help ensure social distancing may be maintained in the school setting.</p> <ul style="list-style-type: none"> ● Building staff will be trained on building procedures and guidelines for social distancing within the building. Training should include but is not limited to: <ul style="list-style-type: none"> ○ arrival/ dismissal ○ passing periods ○ movement for specials ○ restroom usage ○ room set-up ● Playground Procedures <ul style="list-style-type: none"> ○ To the greatest extent possible, students should maintain six feet between themselves and others. ○ Students will participate within the same cohort groups on the playground. ○ Upon return from the playground students should immediately wash or sanitize their hands. ○ Equipment taken to the playground should be sanitized daily. ● Social Distancing Student Expectations <ul style="list-style-type: none"> ○ Visual reminders will be posted. ○ Communicate the expectations and the why. ○ Teach/ practice building procedures. ○ Reteach when necessary. ● Social Distancing Practices should not supersede student or teacher safety, IEPs, 504s, Health Plans, or other requirements that are established to meet the individual needs of students.
<p>Social, Emotional, Behavioral Health Needs</p>	<ul style="list-style-type: none"> ● Resources for basic needs available through community agencies. <ul style="list-style-type: none"> ○ Council Bluffs COVID-19 Assistance ● Internal staff supporting the social, emotional, and behavioral health needs: <ul style="list-style-type: none"> ○ District Therapist ○ Social and Emotional Wellness Coordinator ○ Counselors ○ Graduation Coaches ○ Student and Family Advocates ○ Behavior Consultants ○ Psychologists ○ Behavior Specialist <p style="text-align: center;">CBCSD Continuum of Supports</p> ● Community partners in schools supporting the social, emotional, and behavioral health needs: <ul style="list-style-type: none"> ○ Full Circle Therapy ○ Family Connections Therapy ○ Heartland Family Services ○ Clear Minds Therapy ○ Transitional Services of Iowa ○ CHI ○ Grief's Journey ● Professional Development provided to staff using the Trauma Informed Online Academy- Year Two- Advanced Track

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	<ul style="list-style-type: none"> • Mindfulness page added to the website to provide resources to students, parents, and staff.
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COMMUNICATION	
Consideration	Guidance
District Wide	
Student Groups for Hybrid Phase	<ul style="list-style-type: none"> • During the hybrid phase, students will be split into two groups, an “A” group and a “B” group. • Group A will be for students that have a last name that begins with A through K. <ul style="list-style-type: none"> ◦ “A” group students will attend school on Tuesday and Thursday, and Mondays designated as A. • Group B will be for students that have a last name that begins with L through Z. If a family has children with different last names that fall into both groups, they will be given a choice. <ul style="list-style-type: none"> ◦ “B” group students will attend school on Wednesday and Friday, and Mondays designated at B. • Here is the A/B Monday schedule. (Earlier communication about the Hybrid phase did not include students attending in person on Mondays. The Department of Education guidelines now require students to be physically present in school at least 50% of the time.)
Movement Between Plans	<ul style="list-style-type: none"> • The school district will utilize a variety of communications tools to inform district stakeholders of plans.
Communicating Potential Outbreak	<ul style="list-style-type: none"> • The school district will communicate in a timely manner with appropriate audiences if there is a need to share potential exposure to the virus. Information shared will protect the privacy rights of individuals.
Parent Training Opportunities	<ul style="list-style-type: none"> • Virtual training sessions will be held in August and September to provide parental support in navigating digital tools such as: <ul style="list-style-type: none"> ◦ Google Apps (Mail, Calendar, Docs, Slides) ◦ Google Classroom ◦ Google Meet



COVID-19 Remote Learning Phase

Reviewed August 20, 2022

As required by the Iowa Department of Education, the Remote Learning Phase will provide a framework for the Council Bluffs Community School District to implement should schools need to provide all instruction in an online only format. Unlike the Voluntary Continuous Learning Phase implemented during the onset of the COVID-19 school closure, the Remote Learning Phase requires participation by all students in all enrolled courses. To the greatest extent possible, students will access instruction via Google Classroom and Google Meet with district-provided Chromebooks according to the regular school bell schedule.

The Remote Learning Phase is divided into six sections: [Delivery of Instruction](#), [Student Access](#), [Teacher Expectations](#), [Student Expectations](#), [Professional Development](#), and [Communication](#). Each section details specific guidelines for implementation. In addition, answers to [Frequently Asked Questions](#) are available at the end of the document.

DELIVERY OF INSTRUCTION	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
Remote Learning Platform	<ul style="list-style-type: none"> Teachers will provide virtual instruction using Google Meet. Teachers will manage the classroom workflow using Google Classroom. Teachers will utilize ClassLink for single sign on to all district digital resources.
District-Approved Online Resources	<ul style="list-style-type: none"> Students will have access to the following supplemental digital resources: <ul style="list-style-type: none"> Lexia Core5 - Literacy Bridges Math Learning Center - Math High Scope Family Packets Teaching Strategies GOLD Family Resources
Online Safety	<ul style="list-style-type: none"> All District Chromebooks have both Securely and Cisco Umbrella. Securely Web based filtering via DNS. Cisco Umbrella deeper web filtering and protection of data mining. 2 ASA Cisco firewalls that are setup with VPN are utilized. All Chromebooks auto update and ensure OS security.
Technical Support	<ul style="list-style-type: none"> The Technology Support Center (TSC) at 207 Scott Street will be open for drive-through hardware service daily from 8:00 a.m. to 4:00 p.m. Email or Chat helpdesk@cbcsd.org for real-time troubleshooting.

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Accommodations for Lack of Reliable Internet Access	<ul style="list-style-type: none"> ● Families may utilize BLink City Wifi at no charge for areas covered. ● Families may contract with Cox Connect to Compete for affordable service. ● 5 Verizon Hotspots currently are available for checkout. ● USCellular Hotspots could be obtained for families in need. ● Virtual classroom instruction can be saved to a flash drive and viewed on a Chromebook with Google Classroom information printed for students.
Elementary General Classrooms - Grades K-5	
Remote Learning Platform	<ul style="list-style-type: none"> ● Teachers will provide virtual instruction using Google Meet. ● Teachers will manage the classroom workflow using Google Classroom. ● Teachers will utilize ClassLink for single sign on to all district digital resources.
District-Approved Online Resources	<ul style="list-style-type: none"> ● Students will have access to the following supplemental digital resources: <ul style="list-style-type: none"> ○ Lexia Core5 - Literacy ○ Wonders ConnectEd - Literacy ○ Bridges Math Learning Center - Math ○ Prodigy - Mathematics ○ Dimensions - Science ○ Essential Elements Music Classroom - Music
Online Safety	<ul style="list-style-type: none"> ● All District Chromebooks have both Securly and Cisco Umbrella. ● Securly Web based filtering via DNS. ● Cisco Umbrella deeper web filtering and protection of data mining. ● 2 ASA Cisco firewalls that are setup with VPN are utilized. ● All Chromebooks auto update and ensure OS security.
Technical Support	<ul style="list-style-type: none"> ● The Technology Support Center (TSC) at 801 S 16th Street will be open for drive through hardware service daily from 8:00 a.m. to 4:00 p.m. ● Email or Chat helpdesk@cbcsd.org for real-time troubleshooting.
Accommodations for Lack of Reliable Internet Access	<ul style="list-style-type: none"> ● Families may utilize BLink City Wifi at no charge for areas covered. ● Families may contract with Cox Connect to Compete for affordable service. ● 5 Verizon Hotspots currently are available for checkout. ● USCellular Hotspots could be obtained for families in need. ● Virtual classroom instruction could be saved to a flash drive and viewed on a Chromebook with Google Classroom information printed for students.
Middle School - Grades 6-8	
Remote Learning Platform	<ul style="list-style-type: none"> ● Teachers will provide virtual instruction using Google Meet. ● Teachers will manage the classroom workflow using Google Classroom. ● Teachers will utilize ClassLink for single sign on to all district digital resources.

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District-Approved Online Resources	<ul style="list-style-type: none"> ● Students will have access to the following supplemental digital resources: <ul style="list-style-type: none"> ○ Wonders ConnectEd - Literacy ○ Fusion - Science ○ DBQ Online - Social Studies ○ Kendall Hunt online - Math ○ Desmos - Math ○ IM Khan Academy - Math ○ Delta Math - Math ○ Desmos Activity Builder - Math ○ Geogebra - Math ○ Smart Music - Music
Online Safety	<ul style="list-style-type: none"> ● All District Chromebooks have both Securly and Cisco Umbrella. ● Securly Web based filtering via DNS. ● Cisco Umbrella deeper web filtering and protection of data mining. ● 2 ASA Cisco firewalls that are setup with VPN are utilized. ● All Chromebooks auto update and ensure OS security.
Technical Support	<ul style="list-style-type: none"> ● The Technology Support Center (TSC) at 207 Scott Street will be open for drive through hardware service daily from 8:00 a.m. to 4:00 p.m. ● Email or Chat helpdesk@cbcsd.org for real-time troubleshooting.
Accommodations for Lack of Reliable Internet Access	<ul style="list-style-type: none"> ● Families may utilize BLink City Wifi at no charge for areas covered. ● Families may contract with Cox Connect to Compete for affordable service. ● 5 Verizon Hotspots currently are available for checkout. ● USCellular Hotspots could be obtained for families in need. ● Virtual classroom instruction could be saved to a flash drive and viewed on a Chromebook with Google Classroom information printed for students.
High School - Grades 9-12	
Remote Learning Platform	<ul style="list-style-type: none"> ● Teachers will provide virtual instruction using Google Meet. ● Teachers will manage the classroom workflow using Google Classroom. ● Teachers will utilize ClassLink for single sign on to all district digital resources.
District-Approved Online Resources	<ul style="list-style-type: none"> ● Students will have access to the following supplemental digital resources: <ul style="list-style-type: none"> ○ AWS - Adobe Suite (Multimedia, Yearbook, Newspaper) ○ AWS - Inventor, Revit (PLTW) ○ Smart Music - Music ○ Desmos - Math ○ IM Kendall Hunt - Math ○ IM Khan Academy - Math ○ Delta Math - Math ○ Desmos Activity Builder - Math ○ Geogebra - Math) ○ Math XL - Math CE courses

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	<ul style="list-style-type: none"> ○ Pearson MyLab NCCER - TradeWorks ○ DBQ Online - Social Studies
Online Safety	<ul style="list-style-type: none"> ● All District Chromebooks have both Securly and Cisco Umbrella. ● Securly Web based filtering via DNS. ● Cisco Umbrella deeper web filtering and protection of data mining. ● 2 ASA Cisco firewalls that are setup with VPN are utilized. ● All Chromebooks auto update and ensure OS security.
Technical Support	<ul style="list-style-type: none"> ● The Technology Support Center (TSC) at 207 Scott Street will be open for drive through hardware service daily from 8:00 a.m. to 4:00 p.m. ● Email or Chat helpdesk@cbcsd.org for real-time troubleshooting.
Accommodations for Lack of Reliable Internet Access	<ul style="list-style-type: none"> ● Families may utilize BLink City Wifi at no charge for areas covered. ● Families may contract with Cox Connect to Compete for affordable service. ● 5 Verizon Hotspots currently are available for checkout. ● USCellular Hotspots could be obtained for families in need. ● Virtual classroom instruction could be saved to a flash drive and viewed on a Chromebook with Google Classroom information printed for students.

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STUDENT ACCESS	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
Computing Device Access	<ul style="list-style-type: none"> ● All students in preschool will be issued a Chromebook.
Internet Access	<ul style="list-style-type: none"> ● Students without internet access may utilize the following options: <ul style="list-style-type: none"> ○ BLink City-Wide Wifi ○ Cox Connect to Compete ○ District-Owned Hotspot ○ Virtual Instruction on Flash Drive
Suggested Learning Routines	<ul style="list-style-type: none"> ● Students will begin each day by checking in with the classroom teacher and teacher assistant on Google Meet. This will replace a morning meeting/opening. ● The classroom teacher will collaborate with building leadership to establish a daily schedule for instruction that includes virtual instruction, individual and small group work time, question and answer sessions, and feedback to students. ● The Google Meet recording will be uploaded to Google Classroom for students unable to attend during the live Meet.
Accommodations & Modifications for Students with Disabilities	<ul style="list-style-type: none"> ● General and special education teachers will collaborate and consult with all IEP team members to review student IEPs to ensure that modifications and accommodations outlined in IEPs are incorporated into learning activities. ● Special education teachers will collaborate with the district Assistive Technology Consultant to review IEPs and ensure that all students have access to and support needed to incorporate assistive technology into their learning. ● Special education teacher leaders will collaborate with special education teachers and the AEA to develop hands-on materials with explicit guided instructions to provide access to the requisite special education and related services to those students for whom online learning is not practical nor feasible.
Virtual Collaboration	<ul style="list-style-type: none"> ● Students will have a minimum of two daily opportunities to connect to their peers virtually through Google Meets.
Wrap Around Student Supports	<ul style="list-style-type: none"> ● Students and families will have access to family advocates and behavior consultants available at the school and district level. ● Students and families will have access to daily social emotional instruction through Google Classroom. ● Students and families will have access to multiple supports provided by community partners including: <ul style="list-style-type: none"> ○ Community Resource Navigator ○ Family Therapy ○ Behavioral Health Intervention Services ○ Basic Human Needs

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	<ul style="list-style-type: none"> ■ Food ■ Shelter ■ Clothing
Elementary General Classroom - Grades K-5	
Computing Device Access	<ul style="list-style-type: none"> ● All students in grades K-12 will be issued a Chromebook.
Internet Access	<ul style="list-style-type: none"> ● Students without internet access may utilize the following options: <ul style="list-style-type: none"> ○ BLink City-Wide Wifi ○ Cox Connect to Compete ○ District-Owned Hotspot ○ Virtual Instruction on Flash Drive
Suggested Learning Routines	<ul style="list-style-type: none"> ● Students will begin each day by checking in with the classroom teacher on Google Meet. ● The classroom teacher will establish a daily schedule for instruction that includes virtual instruction, individual and small group work time, question and answer sessions, and feedback to students.
Reading Intervention	<ul style="list-style-type: none"> ● Reading Interventionists will meet with students identified in need of reading intervention via Google Meet in small groups to deliver intervention based on the building schedule.
Accommodations & Modifications for Students with Disabilities	<ul style="list-style-type: none"> ● Special education teachers will deliver SDI to students utilizing Google Meet and Google Classroom according to the daily schedule. ● Special education teachers will collaborate and consult with general education teachers to review student IEPs to ensure that modifications and accommodations outlined in IEPs are incorporated into learning activities. ● Special education teachers will collaborate with the district Assistive Technology Consultant to review IEPs and ensure that all students have access to and support needed to incorporate assistive technology into their learning. ● Special education teacher leaders will collaborate with special education teachers and the AEA to develop hands-on materials with explicit guided instructions to provide access to the requisite special education and related services to those students for whom online learning is not practical nor feasible.
Accommodations & Modifications for English Learners	<ul style="list-style-type: none"> ● English as a Second Language (ESL) teachers will meet with students identified in need of services in small groups to deliver direct instruction and engage students with their regularly scheduled Language Instruction Education Program (LIEP) services. ● ESL teachers will collaborate with classroom teachers to support English Learners (ELs) by proficiency levels and differentiate materials as needed. ● Native Language supports will be made available to EL students as needed.
Accommodations & Modifications	<ul style="list-style-type: none"> ● TAG strategists will meet with students identified in need of

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for Gifted Students	<p>services in small groups to deliver direct instruction and engage students with regularly scheduled TAG services. Large group delivery will be necessary for delivering replacement services where applicable.</p> <ul style="list-style-type: none"> • TAG strategists will collaborate with classroom teachers to monitor progress and support identified TAG students in the classroom with differentiated materials as needed.
Accommodations & Modifications for Students with 504 Plans	<ul style="list-style-type: none"> • General Education Teachers will collaborate and consult with the 504 coordinators to ensure that modifications and accommodations outlined in the 504 plans are incorporated into learning activities. • 504 coordinators will collaborate with the Chief of Student and Family Services to ensure all necessary technology is available to students.
Virtual Collaboration	<ul style="list-style-type: none"> • Students will be provided opportunities to collaborate with classmates as part of the instructional routine.
Wrap Around Student Supports	<ul style="list-style-type: none"> • School Counselors will provide the core curriculum and individual and small group instruction to students. • Students and families will have access to multiple school and district level supports including: <ul style="list-style-type: none"> ○ Social and Emotional Wellness Coordinator ○ District Therapist ○ School Counselors ○ Behavior Consultants ○ Student and Family Advocates • Students and Families will have access to multiple supports provided by community partners including: <ul style="list-style-type: none"> ○ Community Resource Navigator ○ Student and/or Family Therapy ○ Behavioral Health Intervention Services ○ Basic Human Needs <ul style="list-style-type: none"> ■ Food ■ Shelter ■ Clothing
Elementary Specials - Grades K-5	
Suggested Learning Routine	<ul style="list-style-type: none"> • Students will access instructional videos in Art, Music, PE, and Spanish via Google Classroom. • General classroom teachers may suggest times in the daily schedule that would be most appropriate to access the videos. • Students will have opportunities to access Art, Music, PE, and Spanish teachers during daily posted "office hours."
Middle School - Grades 6-8	
Computing Device Access	<ul style="list-style-type: none"> • All students in grades K-12 will be issued a Chromebook.
Internet Access	<ul style="list-style-type: none"> • Students without internet access may utilize the following options: <ul style="list-style-type: none"> ○ BLink City-Wide Wifi

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	<ul style="list-style-type: none"> ○ Cox Connect to Compete ○ District-Owned Hotspot ○ Virtual Instruction on Flash Drive
Suggested Learning Routines	<ul style="list-style-type: none"> ● Students will follow their daily schedule of courses by logging into Google Meet at the beginning of each class period for virtual instruction. ● The classroom teacher will establish a daily schedule for instruction that includes virtual instruction, individual and small group work time, question and answer sessions, and feedback to students.
Accommodations & Modifications for Students with Disabilities	<ul style="list-style-type: none"> ● Special education teachers will deliver SDI to students utilizing Google Meet and Google Classroom according to the daily schedule. ● Special education teachers will collaborate and consult with general education teachers to review student IEPs to ensure that modifications and accommodations outlined in IEPs are incorporated into learning activities. ● Special education teachers will collaborate with the district Assistive Technology Consultant to review IEPs and ensure that all students have access to and support needed to incorporate assistive technology into their learning. ● Special education teacher leaders will collaborate with special education teachers and the AEA to develop hands-on materials with explicit guided instructions to provide access to the requisite special education and related services to those students for whom online learning is not practical nor feasible.
Accommodations & Modifications for English Learners	<ul style="list-style-type: none"> ● English as a Second Language (ESL) teachers will meet with students identified in need of services through English Language Development (ELD) class to deliver direct instruction and engage students with their regularly scheduled Language Instruction Education Program (LIEP) services. ● ESL teachers will collaborate with classroom teachers to support English Learners (ELs) by proficiency levels and differentiate materials as needed. ● Native Language supports will be made available to EL students as needed.
Accommodations & Modifications for Gifted Students	<ul style="list-style-type: none"> ● TAG strategists will meet with students identified in need of services to deliver direct instruction and engage students with regularly scheduled TAG Seminar. ● TAG strategists will collaborate with classroom teachers to monitor progress and support identified TAG students in the classroom with differentiated materials as needed.
Accommodations & Modifications for Students with 504 Plans	<ul style="list-style-type: none"> ● General Education Teachers will collaborate and consult with the 504 coordinators to ensure that modifications and accommodations outlined in the 504 plans are incorporated into learning activities. ● 504 coordinators will collaborate with the Chief of Student and Family Services to ensure all necessary technology is available to

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	students.
Virtual Collaboration	<ul style="list-style-type: none"> Students will be provided opportunities to collaborate with classmates as part of the instructional routine.
Wrap Around Student Supports	<ul style="list-style-type: none"> Students and families will have access to multiple school and district level supports including: <ul style="list-style-type: none"> Social and Emotional Wellness Coordinator District Therapist School Counselors Behavior Consultants Student and Family Advocates School Based Interventionist/ Graduation Coaches Students and Families will have access to multiple supports provided by community partners including: <ul style="list-style-type: none"> Community Resource Navigator Student and/or Family Therapy Behavioral Health Intervention Services Basic Human Needs <ul style="list-style-type: none"> Food Shelter Clothing
High School - Grades 9-12	
Computing Device Access	<ul style="list-style-type: none"> All students in grades K-12 will be issued a Chromebook.
Internet Access	<ul style="list-style-type: none"> Students without internet access may utilize the following options: <ul style="list-style-type: none"> BLink City-Wide Wifi Cox Connect to Compete District-Owned Hotspot Virtual Instruction on Flash Drive
Suggested Learning Routines	<ul style="list-style-type: none"> Students will follow their daily schedule of courses by logging into Google Meet at the beginning of each class period for virtual instruction. The classroom teacher will establish a daily schedule for instruction that includes virtual instruction, individual and small group work time, question and answer sessions, and feedback to students.
Accommodations & Modifications for Students with Disabilities	<ul style="list-style-type: none"> Special education teachers will deliver SDI to students utilizing Google Meet and Google Classroom according to the daily schedule. Special education teachers will collaborate and consult with general education teachers to review student IEPs to ensure that modifications and accommodations outlined in IEPs are incorporated into learning activities. Special education teachers will collaborate with the district Assistive Technology Consultant to review IEPs and ensure that all students have access to and support needed to incorporate assistive technology into their learning. Special education teacher leaders will collaborate with special

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	<p>education teachers and the AEA to develop hands-on materials with explicit guided instructions to provide access to the requisite special education and related services to those students for whom online learning is not practical nor feasible.</p>
Accommodations & Modifications for English Learners	<ul style="list-style-type: none"> ● English as a Second Language (ESL) teachers will meet with students identified in need of services through English Language Development (ELD) class to deliver direct instruction and engage students with their regularly scheduled Language Instruction Education Program (LIEP) services. ● ESL teachers will collaborate with classroom teachers to support English Learners (ELs) by proficiency levels and differentiate materials as needed. ● Paraeducator/Native Language supports will be made available to EL students as needed.
Accommodations & Modifications for Gifted Students	<ul style="list-style-type: none"> ● TAG strategists will meet with students identified in need of services to deliver direct instruction and engage students with regularly scheduled TAG Seminar. This includes support for post-secondary access. ● TAG strategists will collaborate with classroom teachers to monitor progress and support identified TAG students in the classroom with differentiated materials as needed.
Accommodations & Modifications for Students with 504 Plans	<ul style="list-style-type: none"> ● General Education Teachers will collaborate and consult with the 504 coordinators to ensure that modifications and accommodations outlined in the 504 plans are incorporated into learning activities. ● 504 coordinators will collaborate with the Chief of Student and Family Services to ensure all necessary technology is available to students.
Virtual Collaboration	<ul style="list-style-type: none"> ● Students will be provided opportunities to collaborate with classmates as part of the instructional routine.
Wrap Around Student Supports	<ul style="list-style-type: none"> ● Students and families will have access to multiple school and district level supports including: <ul style="list-style-type: none"> ○ Social and Emotional Wellness Coordinator ○ District Therapist ○ School Counselors ○ Behavior Consultants ○ School Based Interventionist/ Graduation Coaches ● Students and Families will have access to multiple supports provided by community partners including: <ul style="list-style-type: none"> ○ Community Resource Navigator ○ Student and/or Family Therapy ○ Basic Human Needs <ul style="list-style-type: none"> ○ Food ○ Shelter ○ Clothing

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TEACHER EXPECTATIONS	
Consideration	Guidance
District-Wide	
Substitute Plans	<ul style="list-style-type: none"> Please see COVID-19 Substitute Plan.
Preschool - 3 & 4 Year Old Programs	
Instructional Routine	<ul style="list-style-type: none"> Teachers will utilize their typical daily instructional schedule to deliver instruction to students. Teachers will deliver lessons via Google Meet and Google Classroom to students at home. All Google Meets should be recorded and shared in Google Classroom and archived in Google Drive for future use. Students will join the virtual instruction according to their typical daily instructional schedule. Teachers will be provided with an instructional routine to utilize while teaching virtually.
Curriculum Pacing	<ul style="list-style-type: none"> Curriculum maps will be provided to teachers outlining pacing of standards for each course taught.
Assessment & Feedback to Students	<ul style="list-style-type: none"> Opportunities for daily formative assessment and feedback are built into the instructional routine. Teachers will collect work samples from students via parent submission through Google Classroom. Teachers will provide written feedback through the comments in Google Classroom for parents to share with students. Teachers will utilize the observational assessment system, TS GOLD, to document student progress on developmental skills.
Collaboration with School Teams	<ul style="list-style-type: none"> Teachers will have many opportunities to collaborate including <ul style="list-style-type: none"> Weekly professional development sessions Weekly building level leadership teams or informational meetings for staff Weekly scheduled PLC meetings Weekly student support team meetings Administrators and other support staff (curriculum specialists, IB coordinator, coaches) will meet weekly to reflect and plan to support teachers. Support will be provided through: <ul style="list-style-type: none"> Conducting ongoing informal observations and providing feedback (administrators) Attending PLC meetings (administrators and curriculum specialists/coaches) Attending team meetings (administrators and appropriate support staff)
Communication with Students & Parents	<ul style="list-style-type: none"> Teachers will utilize their district email accounts, Google Voice, Google Meet, and Google Classroom to communicate with parents

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	<p>and students. Classroom social media pages may also be utilized.</p> <ul style="list-style-type: none"> • Parents may contact teachers through district email (preferred) or call the school. (Message will be relayed to the teacher) • At the district level, the parent mass notification system will be used to send phone calls, emails and texts.
Virtual Classroom Discipline	<ul style="list-style-type: none"> • Teachers will work with students to teach and reinforce expectations. • Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. • Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. • PowerSchool will be used to document incidents.
Meeting SEL Needs of Students	<ul style="list-style-type: none"> • Daily physical activity and movement will be embedded into the routine through two scheduled outdoor play times. Movement will also occur through established child-choice center/play times. Additional music and movement activities will be provided through Google Classroom. • Socialization with peers will occur through daily opening and closing sessions in Google Meet. • Daily instruction addressing social emotional learning standards will be provided through Google Classroom.
Elementary General Classroom - Grades K-5	
Instructional Routine	<ul style="list-style-type: none"> • Teachers will utilize their typical daily instructional schedule to deliver instruction to students. • Teachers will deliver lessons via Google Meet and Google Classroom to students at home. • All Google Meets should be recorded and shared in Google Classroom and archived in Google Drive for future use. • Students will join the virtual instruction according to their typical daily instructional schedule. • Teachers will be provided with an instructional routine to utilize while teaching virtually.
Curriculum Pacing	<ul style="list-style-type: none"> • Curriculum maps will be provided to teachers outlining pacing of standards for each course taught.
Assessment & Feedback to Students	<ul style="list-style-type: none"> • Opportunities for daily formative assessment and feedback are built into the instructional routine. • Teachers will utilize the grade-level specific Grading Guidelines and Procedures for work completed via the Remote Learning Phase.
Collaboration with School Teams	<ul style="list-style-type: none"> • Teachers will have many opportunities to collaborate including <ul style="list-style-type: none"> ◦ Weekly professional development sessions ◦ Weekly building level leadership teams or informational meetings for staff ◦ Weekly scheduled PLC meetings

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	<ul style="list-style-type: none"> ○ Weekly student support team meetings ● Administrators and other support staff (curriculum specialists, IB coordinator, coaches) will meet weekly to reflect and plan to support teachers. Support will be provided through: <ul style="list-style-type: none"> ○ Conducting ongoing informal observations and providing feedback (administrators) ○ Attending PLC meetings (administrators and curriculum specialists/coaches) ○ Attending team meetings (administrators and appropriate support staff)
Communication with Students & Parents	<ul style="list-style-type: none"> ● Students may contact their teachers through district email, Google Meet, and Google Classroom. ● Parents may contact teachers through district email (preferred) or call the school. (Message will be relayed to the teacher)
Virtual Classroom Discipline	<ul style="list-style-type: none"> ● Teachers will work with students to teach and reinforce expectations. ● Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. ● Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. ● PowerSchool will be used to document incidents.
Meeting SEL Needs of Students	<ul style="list-style-type: none"> ● Staff will receive continued Professional Development on becoming a trauma informed district/ school/classroom. ● School Counselors will provide the core curriculum and individual and small group instruction to students. ● Individual or small group intervention services may be provided by: <ul style="list-style-type: none"> ○ Student and Family Advocates ○ Behavior Consultants ○ School Based Therapists ● Community partners available to provide: <ul style="list-style-type: none"> ○ Individual therapy ○ Family therapy ○ Behavioral Health Intervention Services ○ Grief counseling
Elementary Specials - Grades K-5	
Instructional Routine	<ul style="list-style-type: none"> ● Teachers will post videos within a Google Classroom for families to access based on curriculum standards and pacing. <ul style="list-style-type: none"> ○ Art, Music, PE, Spanish - Create one video per week for each k-5 grade level ● Monitor the participation of students interacting with the videos and submitting work.
Curriculum Pacing	<ul style="list-style-type: none"> ● Curriculum maps will be provided to teachers outlining pacing of standards for each course taught.

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Assessment & Feedback to Students	<ul style="list-style-type: none"> • Opportunities for daily formative assessment and feedback are built into the instructional routine. • Teachers will utilize the grade-level specific Grading Guidelines and Procedures for work completed via the Remote Learning Phase.
Communication with Students & Parents	<ul style="list-style-type: none"> • Provide Office Hours to allow students or parents to check in with elective teachers for questions: 1 one-hour grade level office hours per week OR two 30-minute grade level office hours per week. • Consider the use of teacher/classroom social media sites to post updates and reminders for parents.
Middle School - Grades 6-8	
Instructional Routine	<ul style="list-style-type: none"> • Teachers will utilize their typical daily instructional schedule to deliver instruction to students. • Teachers will deliver lessons via Google Meet and Google Classroom to students at home. • All Google Meets should be recorded and shared in Google Classroom and archived in Google Drive for future use. • Students will join the virtual instruction according to their typical daily instructional schedule. • Teachers will be provided with an instructional routine to utilize while teaching virtually.
Curriculum Pacing	<ul style="list-style-type: none"> • Curriculum maps will be provided to teachers outlining pacing of standards for each course taught.
Assessment & Feedback to Students	<ul style="list-style-type: none"> • Opportunities for daily formative assessment and feedback are built into the instructional routine. • Teachers will utilize the grade-level specific Grading Guidelines and Procedures for work completed via the Remote Learning Phase.
Collaboration with School Teams	<ul style="list-style-type: none"> • Teachers will have many opportunities to collaborate including <ul style="list-style-type: none"> ◦ Weekly professional development sessions ◦ Weekly building level leadership teams or informational meetings for staff ◦ Weekly scheduled PLC meetings ◦ Weekly student support team meetings • Administrators and other support staff (curriculum specialists, IB coordinator, coaches) will meet weekly to reflect and plan to support teachers. Support will be provided through: <ul style="list-style-type: none"> ◦ Conducting ongoing informal observations and providing feedback (administrators) ◦ Attending PLC meetings (administrators and curriculum specialists/coaches) ◦ Attending team meetings (administrators and appropriate support staff)
Communication with Students & Parents	<ul style="list-style-type: none"> • Students may contact their teachers through district email, Google Meet, and Google Classroom. • Parents may contact teachers through district email (preferred) or call the school. (Message will be relayed to the teacher)

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	<ul style="list-style-type: none"> Consider the use of teacher/classroom social media sites to post updates and reminders
Virtual Classroom Discipline	<ul style="list-style-type: none"> Teachers will work with students to teach and reinforce expectations. Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. PowerSchool will be used to document incidents.
Meeting SEL Needs of Students	<ul style="list-style-type: none"> Staff will receive continued Professional Development on becoming a trauma informed district/school/classroom. Individual or small group intervention services may be provided by: <ul style="list-style-type: none"> School Counselors Student and Family Advocates Graduation Coaches Behavior Consultants Behavior Specialists District Therapist School Based Therapists Community partners available to provide: <ul style="list-style-type: none"> Individual therapy Family therapy Behavioral Health Intervention Services Grief counseling
High School - Grades 9-12	
Instructional Routine	<ul style="list-style-type: none"> Teachers will utilize their typical daily instructional schedule to deliver instruction to students. Teachers will deliver lessons via Google Meet and Google Classroom to students at home. All Google Meets should be recorded and shared in Google Classroom and archived in Google Drive for future use. Students will join the virtual instruction according to their typical daily instructional schedule. Teachers will be provided with an instructional routine to utilize while teaching virtually.
Curriculum Pacing	<ul style="list-style-type: none"> Curriculum maps will be provided to teachers outlining pacing of standards for each course taught.
Assessment & Feedback to Students	<ul style="list-style-type: none"> Opportunities for daily formative assessment and feedback are built into the instructional routine. Teachers will utilize the grade-level specific Grading Guidelines and Procedures for work completed via the Remote Learning Phase.
Collaboration with School Teams	<ul style="list-style-type: none"> Teachers will have many opportunities to collaborate including

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	<ul style="list-style-type: none"> ○ Weekly professional development sessions ○ Weekly building level leadership teams or informational meetings for staff ○ Weekly scheduled PLC meetings ○ Weekly student support team meetings ● Administrators and other support staff (curriculum specialists, IB coordinator, coaches) will meet weekly to reflect and plan to support teachers. Support will be provided through: <ul style="list-style-type: none"> ○ Conducting ongoing informal observations and providing feedback (administrators) ○ Attending PLC meetings (administrators and curriculum specialists/coaches) ○ Attending team meetings (administrators and appropriate support staff)
Communication with Students & Parents	<ul style="list-style-type: none"> ● Students may contact their teachers through district email, Google Meet, and Google Classroom. ● Parents may contact teachers through district email (preferred) or call the school. (Message will be relayed to the teacher) ● Consider the use of teacher/classroom social media sites to post updates and reminders.
Virtual Classroom Discipline	<ul style="list-style-type: none"> ● Teachers will work with students to teach and reinforce expectations. ● Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. ● Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. ● PowerSchool will be used to document incidents.
Meeting SEL Needs of Students	<ul style="list-style-type: none"> ● Staff will receive continued Professional Development on becoming a trauma informed district/ school/classroom. ● Individual or small group intervention services may be provided by: <ul style="list-style-type: none"> ○ School Counselors ○ Student and Family Advocates ○ Graduation Coaches ○ Behavior Consultants ○ Behavior Specialists ○ District Therapist ○ School Based Therapists ● Community partners available to provide: <ul style="list-style-type: none"> ○ Individual therapy ○ Family therapy ○ Behavioral Health Intervention Services ○ Grief counseling

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STUDENT EXPECTATIONS	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
Attendance	<ul style="list-style-type: none"> ● <i>Most recent guidance from the Iowa Department of Education:</i> <ul style="list-style-type: none"> ○ <i>Attendance does not need to be taken at the same frequency and detail as with on-site learning (for instance, it doesn't need to be taken for every class, every day),</i> ○ <i>Leniency should be given to students to accommodate their family needs and schedule.</i> ● <i>Specific guidelines for reporting Attendance will be released in July or August.</i>
Participation and Engagement	<ul style="list-style-type: none"> ● Teachers will be expected to follow district curriculum maps and framework for instruction that will be provided. ● Teachers will utilize a variety of approaches to engage students in learning aligned to content and student interest or need. ● Curriculum specialists/coaches and principals will provide guidance and support through PLCs and classroom visits. ● Students will be expected to attend virtual sessions daily and complete all practice and performance assignments as outlined by the District Grading Guidelines. ● For students unable to attend the live lesson, they will be expected to access a video and complete the practices and performances. ● Teachers will monitor work and give feedback through Google Classroom. Student attendance will be recorded.
Behavior	<ul style="list-style-type: none"> ● Teachers will work with students to teach and reinforce expectations. ● Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. ● Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. ● PowerSchool will be used to document incidents.
Communication with Teacher	<ul style="list-style-type: none"> ● All communication with the teacher will take place via GMail, Google Meet, or Google Classroom, under the supervision of a parent or guardian.
Elementary - Grades K-5	
Attendance	<ul style="list-style-type: none"> ● <i>Most recent guidance from the Iowa Department of Education:</i> <ul style="list-style-type: none"> ○ <i>Attendance does not need to be taken at the same frequency and detail as with on-site learning (for instance, it doesn't need to be taken for every class, every day),</i>

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	<ul style="list-style-type: none"> ○ <i>Leniency should be given to students to accommodate their family needs and schedule.</i> ● <i>Specific guidelines for reporting Attendance will be released in July or August.</i>
Participation and Engagement	<ul style="list-style-type: none"> ● Teachers will be expected to follow district curriculum maps and framework for instruction provided. ● Teachers will utilize a variety of approaches to engage students in learning aligned to content and student interest or need. ● Curriculum specialists/coaches and principals will provide guidance and support through PLCs and classroom visits. ● Students will be expected to attend virtual sessions daily and complete all practice and performance assignments as outlined by the District Grading Guidelines. ● For students unable to attend the live lesson, they will be expected to access a video and complete the practices and performances. ● Teachers will monitor work and give feedback through Google Classroom. Student attendance will be recorded.
Behavior	<ul style="list-style-type: none"> ● Teachers will work with students to teach and reinforce expectations. ● Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. ● Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. ● PowerSchool will be used to document incidents.
Communication with Teacher	<ul style="list-style-type: none"> ● All communication with the teacher will take place via district email Google Meet, or Google Classroom.
Middle School - Grades 6-8	
Attendance	<ul style="list-style-type: none"> ● Guidance is currently in development by the Iowa Department of Education.
Participation and Engagement	<ul style="list-style-type: none"> ● Teachers will be expected to follow district curriculum maps and framework for instruction provided. ● Teachers will utilize a variety of approaches to engage students in learning aligned to content and student interest or need. ● Curriculum specialists/coaches and principals will provide guidance and support through PLCs and classroom visits. ● Students will be expected to attend virtual sessions daily and complete all practice and performance assignments as outlined by the District Grading Guidelines. ● For students unable to attend the live lesson, they will be expected to access a video and complete the practices and performances. ● Teachers will monitor work and give feedback through Google Classroom. Student attendance will be recorded.
Behavior	<ul style="list-style-type: none"> ● Teachers will work with students to teach and reinforce

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	<ul style="list-style-type: none"> expectations. • Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. • Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. • PowerSchool will be used to document incidents.
Communication with Teacher	<ul style="list-style-type: none"> • All communication with the teacher will take place via district email, Google Meet, or Google Classroom.
High School - Grades 9-12	
Attendance	<ul style="list-style-type: none"> • <i>Most recent guidance from the Iowa Department of Education:</i> <ul style="list-style-type: none"> ◦ <i>Attendance does not need to be taken at the same frequency and detail as with on-site learning (for instance, it doesn't need to be taken for every class, every day),</i> ◦ <i>Leniency should be given to students to accommodate their family needs and schedule.</i> • <i>Specific guidelines for reporting Attendance will be released in July or August.</i>
Participation and Engagement	<ul style="list-style-type: none"> • Teachers will be expected to follow district curriculum maps and framework for instruction provided. • Teachers will utilize a variety of approaches to engage students in learning aligned to content and student interest or need. • Curriculum specialists/coaches and principals will provide guidance and support through PLCs and classroom visits. • Students will be expected to attend virtual sessions daily and complete all practice and performance assignments as outlined by the District Grading Guidelines. • For students unable to attend the live lesson, they will be expected to access a video and complete the practices and performances. • Teachers will monitor work and give feedback through Google Classroom. Student attendance will be recorded.
Behavior	<ul style="list-style-type: none"> • Teachers will work with students to teach and reinforce expectations. • Students who demonstrate consistent inappropriate behavior online will be referred for disciplinary action. • Steps to rectify the behavior would include progressive steps beginning with parent involvement, moving to access to live lessons with blocked video and audio, moving to access to videotapes of teacher lessons with no access to live Google Classroom meetings. • PowerSchool will be used to document incidents.
Communication with Teacher	<ul style="list-style-type: none"> • All communication with the teacher will take place via school email, Google Meet, or Google Classroom.

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PROFESSIONAL DEVELOPMENT	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
Formal Professional Development	<ul style="list-style-type: none"> ● Summer Academy 2020 sessions devoted to: <ul style="list-style-type: none"> ○ Use of Google tools and equipment to deliver remote learning ○ Use of an instructional framework for remote learning ○ Development of routines, procedures, and norms for remote learning ○ Producing high-quality and engaging instructional content for remote learning ● Designated Preschool Job Alike PD within the District Professional Development Calendar devoted to follow-up and refinement of remote learning processes, content, and procedures
Informal Professional Development	<ul style="list-style-type: none"> ● Scheduled and unscheduled coaching and feedback with Continuous Learning Specialist and/or Director of Professional Learning ● Access to preschool curriculum specialist and early childhood consultant
Implementing Policies and Procedures Virtually	<ul style="list-style-type: none"> ● Training requirements and resources are located here.
Elementary - Grades K-5	
Formal Professional Development	<ul style="list-style-type: none"> ● Summer Academy 2020 sessions devoted to: <ul style="list-style-type: none"> ○ Use of Google tools and equipment to deliver remote learning ○ Use of an instructional framework for remote learning ○ Development of routines, procedures, and norms for remote learning ○ Producing high-quality and engaging instructional content for remote learning ● Designated Learning Days within the District Professional Development Calendar devoted to follow-up and refinement of remote learning processes, content, and procedures
Informal Professional Development	<ul style="list-style-type: none"> ● Access to Digital Learning Webinar Series Site <ul style="list-style-type: none"> ○ live and recorded sessions ● Scheduled and unscheduled coaching and feedback with Continuous Learning Specialist and/or Director of Professional Learning ● Access to instructional coaches, program leads, curriculum specialists, and various teacher leaders
Implementing Policies and Procedures Virtually	<ul style="list-style-type: none"> ● Training requirements and resources are located here.

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Middle School - Grades 6-8	
Formal Professional Development	<ul style="list-style-type: none"> ● Summer Academy 2020 sessions devoted to: <ul style="list-style-type: none"> ○ Use of Google tools and equipment to deliver remote learning ○ Use of an instructional framework for remote learning ○ Development of routines, procedures, and norms for remote learning ○ Producing high-quality and engaging instructional content for remote learning ● Designated Learning Days within the District Professional Development Calendar devoted to follow-up and refinement of remote learning processes, content, and procedures
Informal Professional Development	<ul style="list-style-type: none"> ● Access to Digital Learning Webinar Series Site <ul style="list-style-type: none"> ○ live and recorded sessions ● Scheduled and unscheduled coaching and feedback with Continuous Learning Specialist and/or Director of Professional Learning ● Access to instructional coaches, program leads, curriculum specialists, and various teacher leaders
Implementing Policies and Procedures Virtually	<ul style="list-style-type: none"> ● Training requirements and resources are located here.
High School - Grades 9-12	
Formal Professional Development	<ul style="list-style-type: none"> ● Summer Academy 2020 sessions devoted to: <ul style="list-style-type: none"> ○ Use of Google tools and equipment to deliver remote learning ○ Use of an instructional framework for remote learning ○ Development of routines, procedures, and norms for remote learning ○ Producing high-quality and engaging instructional content for remote learning ● Designated Learning Days within the District Professional Development Calendar devoted to follow-up and refinement of remote learning processes, content, and procedures
Informal Professional Development	<ul style="list-style-type: none"> ● Access to Digital Learning Webinar Series Site <ul style="list-style-type: none"> ○ live and recorded sessions ● Scheduled and unscheduled coaching and feedback with Continuous Learning Specialist and/or Director of Professional Learning ● Access to instructional coaches, program leads, curriculum specialists, and various teacher leaders
Implementing Policies and Procedures Virtually	<ul style="list-style-type: none"> ● Training requirements and resources are located here.

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COMMUNICATION	
Consideration	Guidance
Preschool - 3 & 4 Year Old Programs	
Initial Communication to Students and Families	<ul style="list-style-type: none"> ● To ensure ability to contact parents, the District will conduct a campaign to increase the awareness of the importance of parents maintaining accurate contact information in PowerSchool, setting preferences for receiving information via email, voicemail and/or text messaging, and removing any blocks they may have on district email addresses or phone numbers. ● The District will consider surveying parents and middle/high school students on communication preferences. ● Comprehensive information will be shared by elementary, middle and high school levels regarding the components, expectations and desired outcomes of the Remote Learning Phase. This information will include Frequently Asked Questions documents that will be sent to families and made readily available on the District website.
Board of Education Communication	<ul style="list-style-type: none"> ● Provide an overview of the Return-to-Learn Plan at the June 23 School Board meeting. ● Provide an update on the Return-to-Learn Plan at the July 28 School Board meeting. ● Provide an update on the first two days of school at the August 25 School Board meeting.
Ongoing Communication Plan	<ul style="list-style-type: none"> ● Every effort will be made to streamline communication to parents and students from the district, school and classroom levels. Parents can expect information to be shared in a variety of ways so they have the opportunity to digest the information in the midst of all of the messages that they receive not only for their child or children but also in their own personal and professional lives. . ● The school district's website will be maintained and updated to include helpful information, resources and contact names for more information. ● The parent mass notification system Blackboard (formerly School Messenger) will be used to deliver messages to parents via voicemail, email and/or text messages, with parents being able to set their preference for which option(s). ● District and school social media (including Facebook, Twitter and Instagram) will be utilized regularly for one-way and two-way general communication ● The PeachJar only e-flyer program will be used to post newsletters, flyers and invitations. Each post is emailed to parents and available on school webpages. ● The District's free mobile app will serve as a source to consolidate information from the website and social media. Parents can set preferences for which schools to follow and can receive push alerts for emergency or other critical information. ● Information of interest to the entire school community will be sent

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	<p>by the Superintendent or designee</p> <ul style="list-style-type: none"> • Information of interest to a specific school community will be sent by the principal or designee. • Information of interest to a classroom or group of students will be sent by the teacher. • Parents should first contact the teacher. Parents and teachers would work together to determine if more assistance is needed from support staff (tech department, counselors, grad coaches) or administrators.
Elementary - Grades K-5	
Initial Communication to Students and Families	<ul style="list-style-type: none"> • To ensure ability to contact parents, the District will conduct a campaign to increase the awareness of the importance of parents maintaining accurate contact information in PowerSchool, setting preferences for receiving information via email, voicemail and/or text messaging, and removing any blocks they may have on district email addresses or phone numbers. • The District will consider surveying parents and middle/high school students on communication preferences. • Comprehensive information will be shared by elementary, middle and high school levels regarding the components, expectations and desired outcomes of the Remote Learning Phase. This information will include Frequently Asked Questions documents that will be sent to families and made readily available on the District website.
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Ongoing Communication Plan	<ul style="list-style-type: none"> • Every effort will be made to streamline communication to parents and students from the district, school and classroom levels. Parents can expect information to be shared in a variety of ways so they have the opportunity to digest the information in the midst of all of the messages that they receive not only for their child or children but also in their own personal and professional lives. . • The school district's website will be maintained and updated to include helpful information, resources and contact names for more information. • The parent mass notification system Blackboard (formerly School Messenger) will be used to deliver messages to parents via voicemail, email and/or text messages, with parents being able to set their preference for which option(s). • District and school social media (including Facebook, Twitter and Instagram) will be utilized regularly for one-way and two-way general communication • The PeachJar only e-flyer program will be used to post newsletters, flyers and invitations. Each post is emailed to parents and available

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	<p>on school webpages.</p> <ul style="list-style-type: none"> ● The District's free mobile app will serve as a source to consolidate information from the website and social media. Parents can set preferences for which schools to follow and can receive push alerts for emergency or other critical information. ● Information of interest to the entire school community will be sent by the Superintendent or designee ● Information of interest to a specific school community will be sent by the principal or designee. ● Information of interest to a classroom or group of students will be sent by the teacher. ● Parents should first contact the teacher. Parents and teachers would work together to determine if more assistance is needed from support staff (tech department, counselors, grad coaches) or administrators.
Middle School - Grades 6-8	
Initial Communication to Students and Families	<ul style="list-style-type: none"> ● To ensure ability to contact parents, the District will conduct a campaign to increase the awareness of the importance of parents maintaining accurate contact information in PowerSchool, setting preferences for receiving information via email, voicemail and/or text messaging, and removing any blocks they may have on district email addresses or phone numbers. ● The District will consider surveying parents and middle/high school students on communication preferences. ● Comprehensive information will be shared by elementary, middle and high school levels regarding the components, expectations and desired outcomes of the Remote Learning Phase. This information will include Frequently Asked Questions documents that will be sent to families and made readily available on the District website.
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	<p>voicemail, email and/or text messages, with parents being able to set their preference for which option(s).</p> <ul style="list-style-type: none"> • District and school social media (including Facebook, Twitter and Instagram) will be utilized regularly for one-way and two-way general communication • The PeachJar only e-flyer program will be used to post newsletters, flyers and invitations. Each post is emailed to parents and available on school webpages. • The District's free mobile app will serve as a source to consolidate information from the website and social media. Parents can set preferences for which schools to follow and can receive push alerts for emergency or other critical information. • Information of interest to the entire school community will be sent by the Superintendent or designee • Information of interest to a specific school community will be sent by the principal or designee. • Information of interest to a classroom or group of students will be sent by the teacher. • Parents should first contact the teacher. Parents and teachers would work together to determine if more assistance is needed from support staff (tech department, counselors, grad coaches) or administrators.
High School - Grades 9-12	
Initial Communication to Students and Families	<ul style="list-style-type: none"> • To ensure ability to contact parents, the District will conduct a campaign to increase the awareness of the importance of parents maintaining accurate contact information in PowerSchool, setting preferences for receiving information via email, voicemail and/or text messaging, and removing any blocks they may have on district email addresses or phone numbers. • The District will consider surveying parents and middle/high school students on communication preferences. • Comprehensive information will be shared by elementary, middle and high school levels regarding the components, expectations and desired outcomes of the Remote Learning Phase. This information will include Frequently Asked Questions documents that will be sent to families and made readily available on the District website.
Board of Education Communication	<ul style="list-style-type: none"> • Provide an overview of the Return-to-Learn Plan at the June 23 School Board meeting. • Provide an update on the Return-to-Learn Plan at the July 28 School Board meeting. • Provide an update on the first two days of school at the August 25 School Board meeting.
Ongoing Communication Plan	<p>Every effort will be made to streamline communication to parents and students from the district, school and classroom levels.</p> <ul style="list-style-type: none"> • Parents can expect information to be shared in a variety of ways so they have the opportunity to digest the information in the midst of all of the messages that they receive not only for their child or

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	<p>children but also in their own personal and professional lives.</p> <ul style="list-style-type: none">● The school district's website will be maintained and updated to include helpful information, resources and contact names for more information.● The parent mass notification system Blackboard (formerly School Messenger) will be used to deliver messages to parents via voicemail, email and/or text messages, with parents being able to set their preference for which option(s).● District and school social media (including Facebook, Twitter and Instagram) will be utilized regularly for one-way and two-way general communication● The PeachJar only e-flyer program will be used to post newsletters, flyers and invitations. Each post is emailed to parents and available on school webpages.● The District's free mobile app will serve as a source to consolidate information from the website and social media. Parents can set preferences for which schools to follow and can receive push alerts for emergency or other critical information.● Information of interest to the entire school community will be sent by the Superintendent or designee● Information of interest to a specific school community will be sent by the principal or designee.● Information of interest to a classroom or group of students will be sent by the teacher.● Parents should first contact the teacher. Parents and teachers would work together to determine if more assistance is needed from support staff (tech department, counselors, grad coaches) or administrators.
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Council Bluffs Community School District Remote Learning Phase

Frequently Asked Questions

Where can virtual lessons be produced?

In the Remote Learning phase, lessons may be produced at home or from the classroom as long as the building is open and it is safe to do so.

How will teachers be supported in developing virtual instruction?

Virtual instruction will be the professional development focus for 2020-21. In addition to sessions during Summer Academy, Learning Days and Job Alike sessions will provide additional support for teachers.

How do I use the Bridges Math online tools?

Building math coaches can provide additional assistance on Bridges Math online tools. Additionally, Summer Academy will provide professional development opportunities designed specifically for elementary math.

How will the MAP test be administered?

MAP testing will not occur in the Remote Learning phase. The MAP test will be administered as soon as possible in either the Hybrid or On-Site phases.

How do we deal with students not doing lessons or attending the classroom?

Students are expected to participate in virtual instruction and expected to stay current with coursework available in Google Classroom to the extent that their situation allows. Teachers should make contact with parents of students unable to participate in virtual instruction to identify what accommodations, if any, need to be made in order to assist students in equitably accessing instruction. Additionally, teachers may utilize building-based student assistance teams to provide additional resources to students and families requiring support for virtual learning.

Can we add additional resources to the approved list?

Please contact the appropriate curriculum specialist to suggest additional resources for the approved list.

Where do non-teachers fit in the Remote Learning phase?

Please review the [Remote Learning Phase Non-Teacher Expectations](#) for specific details.

How will we implement specially designed instruction in the Remote Learning phase?

Special education teachers will deliver SDI to students utilizing Google Meet and Google Classroom according to the daily schedule.

How will the use of flash drives for accessing course materials be managed?

Each building will develop a regular system for providing students without internet access flash drives on a regular basis to maintain access to course materials.

Can we send materials needed for small group lessons home with students in preschool?

Yes. At the discretion of the school administrator in collaboration with the preschool teachers, funds allocated for preschool instructional supplies can be used for materials to send home with students. Teachers will also be encouraged to and provided guidance on how to plan lessons using common household items.

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Will work be required for students in the Remote Learning phase?

Yes, students will be expected to participate in virtual instruction and complete all assigned coursework.

How will students in 12+ programs participate in them during the Remote Learning phase?

TAP Specialists and the Work Based Learning Facilitator will collaborate with 12+ programs to provide activities utilizing Google Meet and Google Classroom and other resources as needed.

Will students attending preschool programs receive Chromebooks?

Yes, each student in preschool will receive a district-issued touch-screen Chromebook.