

## Cascadia Elementary Hybrid/Remote Learning Models FAQ

On April 1, 2021, Principal Mackey and Assistant Principal Clagg held a virtual town hall meeting to go over plans for hybrid and remote learning models. Following is a list of questions and answers from this meeting. Slides from the meeting can be found [here](#), and a more comprehensive Hybrid Model Re-entry Guidebook can be found [here](#).

### I. Daily Schedules and Materials

#### 1. What can I expect my child's schedule to look like under the **hybrid** model?

- On Monday, Tuesday, Thursday, and Friday, your student will attend in-person learning either during the morning block (8–10:45 am) or the afternoon block (11:45 am–2:30 pm) and engage in at-home learning during the other block.
- In-person learning will include an hour of math instruction, an hour of English language arts (ELA) instruction, 20 minutes of either science or social studies instruction, and 25 minutes of recess.
- At-home learning will include asynchronous independent work time, support services, a recess break, and 30 minutes of art/music/PE: synchronous once per week, choice of 2 art or music assignments, and 4 asynchronous PE lessons.
- Sample schedules included in the [slides](#) from the April 1 Town Hall.

#### 2. What can I expect my child's schedule to look like under the **remote** model?

- On Monday, Tuesday, Thursday, and Friday, your student will engage in synchronous remote learning either during the morning block (8–10:45 am) or the afternoon block (11:45 am–2:30 pm) and in asynchronous/specialist time during the other block.
- Synchronous remote learning will include an hour of math instruction, an hour of English language arts (ELA) instruction, 20 minutes of either science or social studies instruction, and 25 minutes of recess time.
- Asynchronous/specialist time will include asynchronous independent work time, support services, a recess break, and 30 minutes of art/music/PE: synchronous once per week, choice of 2 art or music assignments, and 4 asynchronous PE lessons.
- Sample schedules included in the [slides](#) from the April 1 Town Hall.

#### 3. What can I expect my child's schedule to look like on **Wednesdays**?

- On Wednesdays, all students will learn remotely. This will allow students engaging in both the hybrid and remote learning models to come together with their teacher at the same time.
- The Wednesday schedule will include 30 minutes of social-emotional learning, an hour of ELA, two half-hour blocks of PE/art/music/silent reading/independent work time, breaks for recess and lunch, time for community meeting or independent work, and family connection time.
- Sample schedules included in the [slides](#) from the April 1 Town Hall.

#### 4. What will asynchronous/independent work time look like?

- This is the time when your student can complete work assigned during synchronous instruction provided under either in-person learning or remote learning by their classroom teacher or specialist (art, music, PE) teachers.

5. What kinds of social-emotional support will be provided to students during the first week or so to assist them in making the transition to in-person school?
  - Cascadia educators are preparing to re-establish a safe and welcoming environment upon return to in-person learning by building relationships, using a trauma-informed approach (see [slide #26](#)), and practicing routines and procedures together.
6. What is happening with instrumental music in 4<sup>th</sup> and 5<sup>th</sup> grade?
  - Instrumental music instruction will continue remotely during at-home learning time. Students will be notified by their instrumental music teacher of the new time for their lesson. This lesson may include students engaging in both hybrid and remote learning models. Cascadia students may also be grouped with students from other schools. The lessons will be taught by the same Cascadia instrumental music teachers, but teachers may have to combine classes from other buildings in order to make the schedule work.
7. What will recess look like with the cohorts kept separate? Will this time be highly structured?
  - Recess will allow students a chance to play and exercise outside with their cohort. This time will not be structured, aside from the demarcation of specific zones available to each cohort.
  - These zones will rotate from day to day, and each cohort will have occasional access to the play structure. The other zones encompass the gym, the courtyard, and the two halves of the athletic field.
  - Playground equipment (balls, pool noodles for socially distant tag) has been purchased and will be assigned to each classroom and cleaned in between uses.
8. Can my child bring a ball from home to use during recess?
  - All equipment will need to be cleaned before and after use, so students will only be able to use equipment provided by the school. No balls from home please.
9. What do students need to bring on the first day?
  - Classroom teachers will communicate directly with families in their hybrid cohort(s) about materials that students should bring to and from school.
10. Why do students need to take their iPads/laptops to school for in-person learning?
  - This will help to ensure seamless transitions between in-person and at-home learning each day. Teachers will be using Seesaw and Schoology to post and collect assignments, and students will need access to all their learning materials both at school and at home.
11. What is the process for switching from hybrid to remote learning (for example, due to transportation challenges) or from remote to hybrid learning (for example, if COVID situation improves)?
  - The choice of hybrid vs. remote learning is handled by the district. Beginning April 5, families can request an appeal of their current model if the district made an error in their assignment or if they can provide evidence of an extreme or unique extenuating circumstance. More information on the appeals process can be found [here](#).

## II. Hybrid Model – Drop-off and Pick-up Procedures

Cascadia drop-off and pick-up traffic flow routes and procedures are outlined in detail in the [Hybrid Model Re-entry Guidebook](#). Additional questions are answered below.

### 12. What are the most important things to know about drop-off?

- Please review **drop-off locations** for each grade level and use established traffic flow patterns.
- Students should be dropped off at the designated drop-off location for the **youngest** student in the family/group. Older students should make their way to their own designated grade-level meeting locations using the sidewalks on the campus exterior.
- Students should have their **masks on and backpacks ready** and **wait to exit the vehicle** until they are at the front of the line of cars and have been waved out by a staff member.

### 13. What are the most important things to know about pick-up?

- Please use established traffic flow patterns to pick up your student(s) at the same location where they are dropped off.
- Students should be picked up at the designated location for the **youngest** student in the family/group. Older students should make their way to that location after school using the sidewalks on the exterior of campus. Please **notify all relevant teachers** if students will be going to another grade-level location for pick-up.
- If driving, please place a **sign in your front passenger window** indicating the name and teacher for all students you are picking up that day.

Drop-off and pick-up could take **15-25 minutes**, and we ask all families to have patience with this process to keep our students safe and healthy.

### 14. Can families walk to school or choose to park on the street and walk their child up rather than waiting in the car drop-off line?

- Please **park on the street** and avoid loading zones or blocking driveways. There will be a significant increase in traffic, and it is important to be respectful of the neighborhood in which our school is located.
- There are **no crossing guards** on 92<sup>nd</sup> St., Wallingford Ave. N., or 90<sup>th</sup> St., so walkers should be accompanied by an adult and/or responsibly use crosswalks.
- Please use sidewalks on the exterior of the campus to access your student's designated grade-level drop-off location, but note that families will not be able to walk onto campus or access the school building at any time. Families should be mindful of the need to stay 6 feet away from others outside your household.

### 15. What about families who bike to school?

- Bikes can be locked at the bike racks in front of the school building. Students should then use exterior campus sidewalks to make their way to their designated grade-level drop-off location.

### 16. Can students walk a few blocks away from the school to be picked up?

- If deemed appropriate by your family, students can walk home or to another designated pick-up spot, but please be aware that due to school pick-ups, there will be a significant increase in traffic flowing through our school's neighborhood and we do not have crossing guards assigned to assure safety.

- If you do choose to have your student walk home or to another designated pick-up spot, please notify your child's teacher(s) by email.

17. [How should families who drive north up Wallingford Ave. N. fit into the established traffic patterns for drop-off and pick-up?](#)

- You can cross 85<sup>th</sup> St. going north on Wallingford Ave. N., but you will need to make your way around until you are driving southbound in order to drop off a 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grader. There will be no drop-off going northbound on Wallingford Ave. N.

18. [What happens if students are late to school or parents are late to pick them up?](#)

- It is important for families to do everything they can to avoid being late, as Cascadia staff will have their hands full managing drop-off, checking attestations, and routing kids to where they need to be for pick-up.
- That being said, we understand that things happen sometimes. Late arrivals will need to wait outside the attestation room (SE corner of the school building) until staff are able to check their attestations for entry starting at 8:15 for the morning cohort and 11:00 for the afternoon.
- In the **rare instance** that a family is late to pick up a student, please contact the main office. Your child will have to wait for you in front of the glass doors so that office staff can keep them in sight.
- The safety of our students is very important to Cascadia staff, but there are no extra staff to care for students who come or stay late. We ask that our families be mindful of this and make every effort to pick up and drop off students on time.

### III. COVID Protocols

COVID health and safety protocols are laid out in detail in the [Hybrid Model Re-entry Guidebook](#). Additional questions are answered below.

19. [How many kids are in the classroom?](#)

- There is a maximum of 15 students per cohort.

20. [Will there be 3 feet or 6 feet of space between students?](#)

- Although the CDC has recently indicated that school districts can choose to reduce physical distancing requirements from 6 feet to 3 feet, the Seattle Public Schools memorandum of understanding with the Seattle Education Association stipulates 6 feet. Cascadia's COVID protocols for hybrid in-person learning are based on the 6-foot rule.

21. [What level of air filters does Cascadia have?](#)

- More information on school ventilation standards can be found [here](#).

22. [Will windows be open in the classrooms to promote air flow?](#)

- When possible, it is likely that windows will be opened. In addition, cohorts may at times make use of the courtyard areas near their classrooms for outdoor learning. Please ensure that your child is dressed accordingly.

23. [Will classrooms be and bathrooms be sanitized between morning and afternoon groups?](#)

- Yes. See the [Guidebook](#) for details on cleaning and sanitization protocols.

24. Can students do additional cleaning of their desk area (e.g. wipe the desk) for the PM cohort?

- Students are welcome to wipe down their desks before using them if they'd like. There are wipes available in classrooms.

25. How will student mask wearing be enforced by teachers and staff? What about kids who are not required to wear masks for medical or other reasons?

- Staff will teach positive behavior expectations for mask use, and signage will be posted throughout the building reminding students of masking and physical distancing requirements.
- If students need a "mask break," they will be escorted outside or to a large, well-ventilated room where there is sufficient space to ensure more than 6 feet of space between people.
- Students who cannot wear a mask will have other protective gear, such as a face shield, per SPS guidelines.

26. How can I access the COVID legal agreement that I am required to sign before my student returns to in-person school?

- The form is available [here](#). Please email this form to Laura Remme at [lremme@seattleschools.org](mailto:lremme@seattleschools.org) before the start of school on April 5.

27. How will I receive the daily COVID attestation health screening survey?

- Each family will receive an e-mail and or text message each day that includes a link to the daily health screening. This screening form needs to be completed each morning by 7 a.m. so that staff have a chance to compile the information before students arrive.
- Staff will make an effort to check the attestation list before the afternoon cohort begins, but it would still be best for all families to fill out the form as soon as students wake up so that they don't forget. Arriving at school without having completed the daily health screening survey will result in delay.
- If families choose to carpool with others, it is important to ensure that all students in the carpool group have had an attestation form submitted on their behalf.

28. How does the school feel about families carpooling across cohorts?

- The school has made an effort to both **minimize contact between cohorts** and streamline traffic patterns during drop-off and pick-up. The school cannot monitor what students do and who they spend time with when they are off campus.
- Families should keep these considerations, as well as CDC-recommended health and safety guidance, in mind when making arrangements for drop-off and pick-up.

29. What is the district's safety protocol for families who plan to travel out of state, including for spring break? Will travelling families be required to quarantine?

- To keep our school communities safe as students return to in-person learning, Seattle Public Schools strongly encourages families and staff to follow CDC guidelines, which recommend avoiding all non-essential travel, including during the upcoming spring break on April 12-16.
- If travel is necessary, SPS encourages families to obtain COVID testing upon return.
- SPS travel guidelines can be found [here](#).

30. If a family chooses to quarantine following travel, or after a possible exposure, can a student enrolled in the hybrid model still access synchronous learning?

- Students who have opted for the hybrid model and who choose/need to quarantine will miss in-person learning during the quarantine period. Please coordinate with their teacher to make up missed work.
- These students *would* be able to attend any synchronous learning made available during the at-home learning portion of their day, for examples with specialists (art, music, PE) and on Wednesdays.
- Hybrid students who are home on quarantine will not be able to access synchronous classes offered under the remote model, as those are cohesive classrooms unto themselves.

31. Is there a timeline for the return of bus service to Cascadia?

- Currently, there is no timeline for this. With the tight turnaround in planning for the return to in-person school, there are not enough bus drivers available to meet the needs of the district as a whole. SPS is prioritizing the students it has a legal obligation to serve and the most vulnerable. Cascadia is a Tier 4 school, and Tier 4 schools will be the last to have bus service returned.

32. How can we best support our teachers and staff during this transition?

- Families have been very supportive of Cascadia staff over the past year. Thank you! Our staff hopes that families will continue that support as we transition to yet another unfamiliar method of teaching, and as we add “traffic control” personnel to our job descriptions. A simple thank you and smiling eyes go a long way. We can do this together, Dragons!