



ACSD
Return to Learn Manual
2020-21

NOTE: Recommendations within this manual
are fluid and subject to change.

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Offsite Required Remote Learning

Health and Safety Offsite Remote Learning

The Remote Learning format changes significantly for Health and Safety as students are removed from the building. Safety plans for staff only in the school building are greatly reduced.

Will I be in my classroom during remote learning?	Yes. Being in your room gives you access to your materials which facilitates planning and carrying out of online learning for students
Do I need to social distance?	Yes. Be mindful of others in your area of the building and use the “six feet for 15 minutes” guideline. Teachers can collaborate and plan together using proper social distancing.
Will my room be cleaned?	The room cleaning schedule will change during remote learning somewhat. We recommend using hand washing and hand sanitizer frequently as a precaution to being in a building with others.
What about student materials?	All students will have the resources needed to learn remotely. Hopefully, we will have enough warning that students can take home <u>all</u> of their belongings before going to remote learning.

How will we assess our current inventory of resources/support within the district?	School nurses in conjunction with the Operations Department will inventory all PPE needs and supplies in the district.
Will we have a lead emergency operations team to plan and assess district resources and response?	Each building will have a representative on the COVID Leadership Team whose purpose is to provide input/feedback to administration
How will we monitor that while staff are on-site, they are practicing appropriate social distancing and hygiene practices?	Health safety is everyone's concern during COVID-19. Signage will be posted throughout the district identifying expectations for health safety as well as initial training in appropriate health protocols.

Teaching and Learning Offsite Remote Learning

PK-3 Teacher Guidelines for Offsite Required Remote Learning

Content Focus:

- Reading, writing, and math
 - Additional learning opportunities will be offered either the webpage or on Seesaw that would be considered extra minutes in the areas of science, social studies, specials, and SEL
- Follow pacing guide/year at a glance

Agreed upon delivery platform: (live/recorded instruction and independent practice)

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activities)

- Core teachers will provide online learning through Google Meet/Zoom which will be recorded and can be watched any time
- A combination of online and offline learning opportunities will be offered
 - Online
 - Seesaw
 - Google Meet/Zoom
 - Additional resources
 - E-mails
 - Offline
 - Practice of targeted skill

Where to find postings:

- The webpage will house...
 - Teacher photo/emails
 - General announcements
 - Trainings for parents/those helping with the online learning
 - Link to password protected Seesaw pages
 - Additional learning opportunities
- Seesaw will house...
 - Daily instructional videos
 - Assessments/feedback
 - Teacher communication

Agreed upon communication tools and frequency

- Daily (Monday, Tuesday, Thursday, Friday)
 - Post daily instructional videos covering math/reading/writing (30 min. Combined time) to Seesaw
 - Teacher hosts a daily 30 minute Google Meet with small groups (4-5 students) to allow each student to have one small group per week (instructional focus will be reading and math).
 - Students respond to quick check in/Confidence Survey after the practice via Seesaw (one or two question student confidence check)--a gauge of engagement
- Weekly
 - A whole class 30 minute Google Meet with SEL focus (not instructional time)
 - At least once a week students should submit a product for math, reading and writing so that teachers can gauge progress toward learning goals

***Student time expectations for learning:
(PK/1st lean towards 20 min and 2nd/3rd towards 30 min)***

20-30 minutes per day

Math (video/live+practice time)

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20-30 minutes per day	Reading (video/live+practice time)
20-30 minutes per day	Writing (video/live+practice time)
30 min. once per week	Small Reading Group
Flextime on Friday	Additional learning opportunities
Total Time expectation for students per day	60-90 minutes per day
Total Time expectation for students per week	4-6 hours a week of viewing/practice 1/2 hour once a week in a small group (academic focus) 1/2 hour once a week in google meet (SEL focus) Total of 5-7 hours per week
Grade Level Schedule for Live Learning (Small Group Google Meet and SEL Google Meet)	
PK-K	Common parent survey sent out to class to determine times
1	Common parent survey sent out to class to determine times
2	Common parent survey sent out to class to determine times
3	Common parent survey sent out to class to determine times
Expectation for office hours and grade level schedule (set by each teacher once survey is given)	PK-3 email anytime and a response within one school day
Instructional Guidelines	
Method(s) for determining student learning needs	Utilize current assessments as applicable and doable (i.e. math checkpoints, writing rubrics, etc.). These would be posted and completed via Seesaw.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Via Seesaw, IXL, or during small group sessions
Expectations for live	-Once a week whole class Google meet

interaction (student/teacher and student/student)	-Teacher provides daily small group with 4-5 children, but each child only gets one small group per week
Providing feedback	Verbal feedback would be given via: <ul style="list-style-type: none"> • Small reading/math groups Written feedback would be given via: <ul style="list-style-type: none"> • Seesaw on the items turned in (expectation is once a week for each of the content focus areas)
Fostering student engagement	<ul style="list-style-type: none"> • Weekly small reading/math groups • Daily student check exit ticket after viewing the instructional videos to indicate student confidence with the learning • Direct engagement with teacher daily through recorded videos and weekly through live Google Meet (small group learning and whole class SEL lesson)
Professional collaboration expectations	<ul style="list-style-type: none"> • Weekly (Wednesdays) discuss essential standards; adjust planning and pacing guide • Discuss spreadsheet (spreadsheet includes- attendance, engagement, score from the three assignments (one from each content focus area)
Monitoring student participation	<ul style="list-style-type: none"> • Use Seesaw to collect data on who accesses posted content (if possible) • Daily thumbs up/thumbs down from Confidence Survey • Who is present in Meet/Zoom sessions <p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> • Teacher contact <p>If no response to initial teacher contact</p> <ul style="list-style-type: none"> • Counselor/MTSS team responds (including at-risk staff, student services team, special education teachers) <p>If no response after two weeks:</p> <ul style="list-style-type: none"> • Admin contact

PK-3 Student Guidelines

- Attend learning sessions on time or watch recordings later
- Engage in lessons and discussions created for classrooms
- Act and dress appropriately for online learning sessions
- Practice effective communication with your teachers and fellow students
- Turn in assigned work on time

- Complete work with academic integrity
- Follow district technology acceptable use policies

PK-3 Family Guidelines

- Establish consistent daily routines for students
- Establish a location for appropriate online interaction
- Engage with your student(s) to assure completion of assigned work
- Attend training sessions for parents on how to access assignments and assist your students with technology
- Monitor and help your student adjust to stress and anxiety
- Contact your student’s teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor Seesaw for assignment expectations

PK-3 Teacher Expectations:

	Daily Teacher Expectation	Weekly Teacher Expectation	As Necessary Teacher Expectation
Reading	*Video posted to See Saw (total of 80-120 min of reading in a week--this could be 20-30 min per day or any combination that is best for your grade level) *Daily 30 min small group (meet with one group per teaching day). This can be a combo of reading and math focus.	*Give feedback to all students on one reading “assignment” per week that is agreed upon as the grade level and turned in via Seesaw	*Update Seesaw with announcements as necessary
Math	*Video posted to Seesaw (total of 80-120 min of math in a week--this could be 20-30 min per day or any combination that is best for your grade level) *Daily 30 min small group (meet with one group per teaching day).	*Give feedback to all students on one math “assignment” per week that is agreed upon as the grade level and turned in via Seesaw	*Update Seesaw with announcements as necessary

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	This can be a combo of reading and math focus.		
Writing	*Video posted to Seesaw (total of 80-120 min of writing in a week--this could be 20-30 min per day or any combination that is best for your grade level)	*Give feedback to all students on one writing "assignment" per week that is agreed upon as the grade level and turned in via Seesaw	
SEL		30 minute Google Meet whole class with SEL focus	
Curriculum/ Grade Level/PD		*Engage in weekly PD as previously scheduled *Meet in your team on Wednesdays to plan together for the week. *Prior to team meetings enter data into spreadsheet regarding attendance/engagement and scores from three required "assignments"	

4-5 Teacher Guidelines for Offsite Required Learning

Content Focus: Learning will be prioritized on the four core subject areas (Language Arts, Math, Science, and Social Studies) with additional opportunities provided for

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specials.

Agreed upon delivery platform: Teachers will provide a combination of live lessons, recorded lessons, and independent practice opportunities for students. All live lessons will be recorded and accessible to students at later times.

- A combination of online and offline learning opportunities will be offered
 - Online
 - Google Meet/Zoom
 - Additional resources
 - Seesaw
 - E-mails
 - Offline
 - Practice of learning targets

Where to find postings: Where to find postings:

- The webpage will house...
 - Teacher photo/emails
 - General announcements
 - Trainings for parents/those helping with the online learning
 - Link to password protected Seesaw pages
 - Additional learning opportunities
- Seesaw will house...
 - Daily instructional videos
 - Assessments/feedback
 - Teacher communication

Agreed upon communication tools and frequency

- Daily (Monday, Tuesday, Thursday, Friday)
 - Post daily instructional videos covering math/reading/writing
 - Teacher hosts a daily 30 minute Google Meet with small groups (4-5 students) to allow each student to have one small group per week (instructional focus will be reading and math).
 - Students respond to quick check in/Confidence Survey after the practice via Seesaw (one or two question student confidence check)-- a gauge of engagement
- Weekly
 - A whole class 30 minute Google Meet with SEL focus (not instructional time)

Agreed upon communication tools and frequency: Google Meet or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions a minimum of 30 minutes a day four times a week. jmc will be used to track student attendance and work completion.

Student time expectations for learning: (4 days a week)

45 minutes per day

Math

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45 minutes per day	ELA
30 minutes two days per week	Science
30 minutes two days per week	Social Studies
Weekly activities will be posted	Art, Music, PE, Guidance
Total Time Expectation	9-10 hours a week of viewing/practice 1/2 hour once a week in a small group (academic focus) 1/2 hour once a week in google meet/Zoom (SEL focus) Total of 9-11 hours per week
<i>Grade Level Schedule for Live Learning</i>	
4	Schuler staff will work together to create a building schedule to stagger instructional times so that interventionists can assist with instruction. This will allow for large group instruction and breakout sessions.
5	Schuler staff will work together to create a building schedule to stagger instructional times so that interventionists can assist with instruction. This will allow for large group instruction and breakout sessions.
Expectation for office hours and grade level schedule	Each teacher will be available for students to ask questions 30 minutes a day four days a week. Students may also email questions and teachers will respond within a school day.
<i>Instructional Guidelines</i>	
Method(s) for determining student learning needs	Teachers will determine student learning needs based on pre-assessment tools, observations, and student work.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Student work completion will be recorded through jmc. Tasks requiring feedback towards mastery of content will also be recorded according to the standards based grading rubrics..

Expectations for live interaction (student/teacher and student/student)	Videos and/or live instruction will be provided to the students at least twice per week.
Providing feedback	Students will be provided feedback indicating their progress towards learning targets through comments in Google Classroom, scores indicated through jmc, and live feedback through video conferencing.
Fostering student engagement	Teachers will collect and utilize student feedback to adjust instruction as an attempt to maximize student engagement.
Professional collaboration expectations	Wednesday will be utilized for teacher professional development and collaboration. <ul style="list-style-type: none"> • Support grade level team meetings • Engage in instructional planning
Monitoring student participation	jmc will be used to track student attendance / assignment completion. When students do not participate/engage at all throughout a full week's time: <ul style="list-style-type: none"> • Teacher contact If no response to initial teacher contact <ul style="list-style-type: none"> • Counselor/MTSS team responds If no response after two weeks: <ul style="list-style-type: none"> • Admin contact
4-5 Student Guidelines	
<ul style="list-style-type: none"> • Attend learning sessions on time or watch recordings later • Engage in lessons and discussions created for classrooms • Act and dress appropriately for online learning sessions • Practice effective communication with your teachers and fellow students • Turn in assigned work on time • Complete work with academic integrity • Follow district technology acceptable use policies 	
4-5 Family Guidelines	
<ul style="list-style-type: none"> • Establish consistent daily routines for students • Establish a location for appropriate online interaction • Engage with your student(s) to assure completion of assigned work • Attend training sessions for parents on how to access assignments and 	

- assist your students with technology
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the jmc gradebook for assignment completion

6-8 Teacher Guidelines for Offsite Required Remote Learning

Content Focus: Essential standards of the courses being taken.

Agreed upon delivery platform: Teachers will provide a combination of live lessons, recorded lessons, and independent practice opportunities for students. All live lessons will be recorded and accessible to students at later times.

Where to find postings: The webpage will be used as an overview of subject area topics and due dates. Teachers will utilize Google Classroom for detailed instructions for assignments.

Agreed upon communication tools and frequency: Google Meet or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions a minimum of 30 minutes a day on the days live instruction is not offered. jmc will be used to track student attendance and work completion.

Student time expectations for learning: (4 days a week)

30 minutes per scheduled live instruction day	Math, Science, Social Studies, PE, Financial Literacy, 21st Century, Keyboarding, Hex classes
45 minutes per live instruction day	Literacy
Weekly 15 minute lessons, daily practice expectations *Whole group or small group live instruction?	Music (Band and Choir)
Total Time Expectation	3-3.5 hours per day for a student with 7 courses, 4 days a week

Grade Level Schedule for Live Learning

Teachers will provide a minimum of two live instruction days per week for each of their classes. Live instruction will be recorded and a video posted to Google Classroom. When live instruction is offered it will be according to the schedule below to avoid conflicts. Students will follow their schedule.

MS Live Instruction Schedule

Period	Time
Period 1	8:30-9:00
Period 2	9:15-9:45
Period 3	10:00-10:30
Period 4	10:45-11:15
Period 5 & Period 6	11:45-12:15
Period 7	12:30-1:00
Period 8	1:15-1:45
Period 9	2:00-2:30

Mondays and Thursdays are live instruction days for the following subjects:

- Math and MTSS Math
- Social Studies
- PE/Keyboarding/21st Century/Financial Literacy
- 6th HEX- Health, Zine Workshop, Coding, General Music, Flight and Space
- SDI

Tuesdays and Fridays are live instruction days for the following subjects:

- Literacy and MTSS Literacy
- Science
- PE/Keyboarding/21st Century/Financial Literacy

- 7th Hex- Employability Skills, Human G & D, Industrial Tech, Spanish, Magic of Electrons
- 8th Hex- Careers, Culinary Arts, Industrial Tech/AG, Spanish, Robotics
- SDI

Link to live instruction schedule: Teachers will schedule live sessions based on the schedule above to avoid conflicts. Weekly Office Hours will be scheduled and posted on the teacher's weekly lesson plan template.

Instructional Guidelines

Method(s) for determining student learning needs	Teachers will determine student learning needs based upon pre-assessments, observations, and student work.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Teachers will use Google Classroom and jmc to record and communicate grades and assessments. Redos, retakes, and do-overs are encouraged to ensure maximum learning for students. Grades will be issued on a 90%-80%-70%-60% grading scale.
Expectations for live interaction (student/teacher and student/student)	A minimum of two live/recorded sessions a week with students. Teachers can add additional live or recorded sessions as needed. Live interaction can include 1 on 1, small group or full class settings via Google Meet/Zoom.
Providing feedback	Students will be given feedback indicating their progress toward the learning targets through comments in Google Classroom assignments and assessments, verbal comments through office hours or live instruction, and grades in jmc.
Fostering student engagement	<p>Students will have interactions with teachers and classmates via small group discussion, group work on projects, meeting during office hours and utilizing interactive technology tools. The Success team will continue to work individually with students as needed to foster engagement.</p> <p>Building Grade Level Teams, MTSS, the Success team will monitor Panorama Early Warning System data and connect and communicate with individuals.</p>
Professional	Wednesdays will be utilized for teacher

collaboration expectations	professional development and collaboration.
Monitoring student participation	<p>jmc will be used to track student attendance/ participation in completing assignments.</p> <p>If students do not participate/engage in each class on their schedule throughout a full week's time: -Teacher contact (ie. phone call home) If no response to initial teacher contact: -Success team responds (Intervention applied) If no response after two weeks: -Admin contact (Home visit)</p>

6-8 Student Guidelines

- Attend learning sessions on time or watch recordings later. Students submit exit tickets at the end of each learning session for attendance.
- Engage in lessons and discussions created for classrooms
- Act and dress appropriately for online learning sessions
- Practice effective communication with your teachers and fellow students
- Turn in assigned work on time
- Complete work with academic integrity
- Follow district technology acceptable use policies

6-8 Family Guidelines

- Establish consistent daily routines for students
- Establish a location for appropriate online interaction
- Engage with your student(s) to assure completion of assigned work
- Attend training sessions for parents on how to access assignments and assist your students with technology
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the jmc gradebook for assignment completion

Grade Level Schedule for Live Learning

Teachers will provide a minimum of two live instruction days per week for each of their classes. Live instruction will be recorded and a video posted to Google Classroom. When live instruction is offered it will be according to the schedule below to avoid conflicts. Students will follow their schedules.

9-12 Teacher Guidelines for Offsite Required Remote Learning

HS Live Instruction Schedule

Period	Time
Period 1	8:30-9:00
Period 2	9:15-9:45
Period 3	10:00-10:30
Period 4	10:45-11:15
Period 5	11:45-12:15
Period 6	12:30-1:00
Period 7	1:15-1:45
Period 8	2:00-2:30

Mondays and Thursdays are live instruction days for the following subjects:

- Math, Plus Time
- Social Studies
- PE/Health
- CTE
- Vocal/Instrumental Music
- SDI

Tuesdays and Fridays are live instruction days for the following subjects:

- Language Arts
- Science
- Spanish
- Art
- SDI

Expectation for office hours and grade level schedule	Each teacher will be available for students to ask questions a minimum of 30 minutes a day on the days (M, T, R, F) they are not providing live instruction.
30 minutes per day (120 week)	Math
30 minutes per day (120 week)	ELA
30 minutes per day (120 week)	Science
30 minutes per day (120 week)	Social Studies
30 minutes per day (120 week)	Electives
Total Time Expectation	3.5 Hours per day for a student with 7 courses (4 day schedule) (14 Hours/week)

Link to live instruction schedule: Teachers will schedule live sessions based on Bell Schedule to avoid conflicts. Weekly Office Hours will be scheduled during a teacher’s plan or collaboration time (minimum of two).

Instructional Guidelines

Method(s) for determining student learning free needs	Examples: Discussion, Assignments, Assessments, Observation, Survey, Pre-Test
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Formative=practice (no grade) Summative=Grading Retakes-Work with individual teachers/SAT. Can follow retake protocol.
Expectations for live interaction (student/teacher and student/student)	A minimum of two live/recorded sessions a week with students. Teachers can add additional live or recorded sessions as needed. Live interaction can include 1 on 1, small group or full class settings via Google Meet/Zoom.
Providing feedback	Feedback will include written or verbal comments/suggestions. Students will have an opportunity to get feedback during office hours or small group instruction. Students will also receive

	graded feedback in jmc.
Fostering student engagement	<p>Students will have interactions with teachers and classmates via small group discussion, group work on projects, meeting during office hours and utilizing interactive technology tools. The SAT team will continue to work individually with students as needed to foster engagement.</p> <p>Building MTSS teams and SAT teams and Student Services (ELL, TAG, At-Risk, SPED, etc.) teams will monitor Panorama Early Warning System data and connect and communicate with individuals.</p>
Professional collaboration expectations	<p>Weekly (1 day set aside)-Wed</p> <ul style="list-style-type: none"> ● Department meeting ● District professional development & meetings ● Instructional Planning
Monitoring student participation	<p>jmc--Attendance taken weekly from a formative taken at the end of a live/recorded session</p> <p>-Monitor assignment/competency completion in jmc</p> <p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> ● Teacher contact student/parent <p>If no response to initial teacher contact</p> <ul style="list-style-type: none"> ● SAT team responds <p>If no response after two weeks:</p> <ul style="list-style-type: none"> ● Administration contact
9-12 Student Guidelines	
<ul style="list-style-type: none"> ● Attend learning sessions on time or watch recordings later ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for online learning sessions ● Practice effective communication with your teachers and fellow students ● Turn in assigned work on time ● Complete work with academic integrity ● Follow district technology acceptable use policies 	
9-12 Family Guidelines	
<ul style="list-style-type: none"> ● Establish consistent daily routines for students ● Establish a location for appropriate online interaction ● Engage with your student(s) to assure completion of assigned work 	

- Attend training sessions for parents on how to access assignments and assist your students with technology
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the jmc gradebook for assignment completion

Equity Offsite Remote Learning

Meeting the needs of students with IEP

<p><i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i></p>	<p>PK-12 This list can be generated in two ways:</p> <ol style="list-style-type: none"> 1. Janet Nicklaus (district registrar) ha developed a spreadsheet with SPED teachers that has many of these components 2. Karen Schwenke (admin assistant at GHAEA) can be contacted at 844-366-0503 to run a report to include any components deemed necessary to plan for students.
<p><i>How will SPED teachers collaborate with colleagues?</i></p>	<p>PK-5 SPED teachers will meet weekly with the following groups:</p> <ol style="list-style-type: none"> 1. SPED colleagues via Google Meet or Zoom to discuss student progress, instructional strategies and student engagement. 2. SPED colleagues will connect with regular education teachers via grade level meetings, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP. <p>6-12 SPED teachers will meet weekly with the following groups:</p> <ol style="list-style-type: none"> 1. SPED colleagues via Google Meet

	<p>or Zoom to discuss student progress, instructional strategies and student engagement.</p> <p>2. SPED colleagues will connect with regular education teachers via department meetings, CLTs, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP.</p>
<p><i>How will we ensure the engagement of students with an IEP?</i></p>	<p>PK-3 SPED teachers will connect with general education teachers of roster students to look at data from Seesaw activity and jmc attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p> <p>4-5 SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and jmc attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p> <p>6-8 SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and jmc attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p> <p>9-12 SPED teachers will connect with general education teachers of roster students to</p>

	<p>look at data from Google classroom and jmc attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p>
<p><i>What will be the process for how IEP meetings will be held?</i></p>	<p>PK-12 An IEP meeting will be held via Google Meet, Zoom or conference call within the first few weeks of school. The order of these meetings for each SPED teachers rostered students will be scheduled in an order consistent with the following prioritized needs: 1) students with health and safety needs that require coordination of outside supports (nursing, PT, OT, SLP, etc.); 2) students with behavior needs; 3) students with academic goals in multiple content areas; 4) students with a single academic area. This meeting will include all required team members. Discussion will include a review of page F components (SDI, accommodations, modifications, associate support and collaboration with general education).</p>
<p><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>PK-12 SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and progress in the curriculum. Parents will be a part of this process via the IEP review meeting that will happen within the first few weeks of school.</p>
<p><i>How will assistive technology and other supports be provided to families?</i></p>	<p>PK-12 When assistive technology is established within the IEP as a necessary accommodation for a rostered student's access to instruction, those same supports will be provided during offsite required remote learning, as well. It will</p>

	<p>be the responsibility of the district to provide the tools that allow appropriate access as determined by the IEP team. In the event that it is a specific device, it will be issued following guidance and support of our Technology Department. All usage agreements that students agree to when on-site will still apply to usage occurring offsite.</p>
<p><i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i></p>	<p>PK-12 SPED teachers will use the results of weekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision making rules that are outlined in the IEP to determine whether adjustments are necessary to instruction. Progress monitoring may be done via an individual Google Meet, Zoom, recorded video, by using application via a device or by any other means determined appropriate by the IEP team.</p>
<p><i>What things will be considered when determining what method(s) of delivery rostered students will receive (offsite required remote learning, hybrid or in-person)?</i></p>	<p>PK-12 Here are questions that may need to be answered by the IEP team to determine which delivery method is best for each rostered student:</p> <ol style="list-style-type: none"> 1. Are there health and/or safety concerns that require this student to remain at home or in isolation from other students? 2. Will this student be able to participate in learning by utilizing the same delivery method as general education students with minor accommodations? (low level of discrepancy from grade level expectations) 3. Will this student need instruction to be modified from the delivery method provided to all other students? (significant discrepancy from grade level expectations) 4. Does the student have a behavior

	<p>goal that requires both direct instruction of skills, as well as practice for generalization of skills with peers?</p> <ol style="list-style-type: none"> 5. How will we best be able to provide ongoing feedback that allows for the greatest chance for student success? 6. Are there restrictions in regard to in-person group size? 7. Does the family have limitations in regard to availability to participate due to needs, including technology? 8. Are there support services (OT, PT, speech, nursing) documented in the IEP that will be impacted by this delivery decision? 9. Does the nature of the student's disability lead us to believe that a certain delivery method would work better than others?
<p><i>How will we ensure that all rights and responsibilities under IDEA are provided?</i></p>	<p>PK-12 Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled:</p> <ol style="list-style-type: none"> 1. In the most recent annual review IEP meeting (completed after August 1, 2020), has the team completed a Remote Learning Plan for this student? 2. A team of people, including the SPED teacher, support personnel (AEA district team) and/or building administrators who are reviewing weekly data in regard to rostered students' progress.
<p><i>How will we maintain confidentiality related to IEP students when group instruction/meetings are taking place remotely?</i></p>	<p>PK-12 SPED teachers will obtain permission from parents through email/regular mail to allow students to participate virtually with others (special education will keep the communication exchange for their records).</p>

Meeting the needs of students with 504 Plans

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The Atlantic Community Schools will address the accommodations related to 504 Plans on a case-by-case basis. The team of school personnel responsible for the review of the plans will collaboratively work with families to make sure each student's access to instruction is maintained during off site required remote learning.

[Link to Curriculum Instruction and Assessment Table](#)

Meeting the needs of ELL students

<p><i>How do we ensure parents have the resources they need to support their students?</i></p>	<ul style="list-style-type: none"> -Google Meet and Zoom will be used for instruction. These will be recorded. Recordings shared with parents through the webpage. -jmc will be used to track attendance and assignments. -The learning webpage will be used as an overview of subject area topics and due dates. -Native language introductory videos will be available to help parents get started with platforms (Google Classroom, Seesaw, jmc, IXL, etc.)
<p><i>How will we create a consistent and structured schedule to teach, meet with, and support students?</i></p>	<ul style="list-style-type: none"> -ELL students will participate in general education classes. ELL teachers plan with and support teachers and students through enhancement of tasks, activities, and instruction to fit student needs. -ELL teacher will set up individual or small group sessions with students.

	-ELL teacher joins grade level and curricular team meetings as necessary to plan for specific students or groups.
<i>What formative and summative assessments will we use to measure success and/or needs?</i>	-Content progressions -Classroom tasks and skill work -Google forms -Progress monitoring probes -Computerized tools
<i>Who will provide translation for documents to families?</i>	-ELL teacher will pass on translated communication. -Paid translators -Google Translate

[Link to Curriculum Instruction and Assessment Table](#)

Meeting the needs of students needing extension

<i>How do we ensure parents have the resources they need to support their students?</i>	-Google Meet and Zoom will be used for instruction. These will be recorded. Recordings shared with parents through the webpage. -jmc will be used to track attendance and assignments. -The learning webpage will be used as an overview of subject area topics and due dates.
<i>How will we create a consistent and structured schedule to teach, meet with, and support students?</i>	-PK-12 TAG students will participate in general education classes. The TAG teacher will plan with and support teachers and students through enhancement of tasks, activities, and instruction to fit student needs.

	<ul style="list-style-type: none"> -Join grade level/curricular team meetings -Set up individual meeting times weekly with students and staff.
<i>How do we determine the pace at which accelerated learners are ready to move further into the curriculum?</i>	-The pace doesn't change from general education pacing. Students will go deeper into content.

[Link to Curriculum Instruction and Assessment Table](#)

Social-Emotional-Behavior Health Needs Offsite Learning

Assessing Staff SEBH Needs	
How will we assess our teacher/staff SEBH needs?	<ul style="list-style-type: none"> • Require a similar weekly check-in method from last school year. A simple click to measure how staff is feeling. Possibly a selection of reasons why. • Build district-wide tool in August. ---Panorama tool
How will we monitor our teacher/staff SEBH needs?	<ul style="list-style-type: none"> • Reference weekly measure of how staff is feeling
How will we determine the responsibilities teachers/staff have outside their job responsibilities that may impact their ongoing SEBH needs?	<ul style="list-style-type: none"> • Include selection of non-work choices in their options from monitoring system. • Encourage staff to discuss personal situations with the Principal/Supervisor or H.R. • Provide contact information for the EAP(Employee Assistance Program) and Wellness resources.
Meeting Staff SEBH needs	
How will we respond to needs as they arise?	<ul style="list-style-type: none"> • A training <ul style="list-style-type: none"> ◦ Resources from this training

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	<ul style="list-style-type: none"> • H.R. provide newsletters and other weekly resources from the Employee Assistance Program (EAP) or Wellness program. • Reach out to your building school counselors • Promote interactive communication process with Supervisor/Principal and H.R. • Continue to offer resources through EAP as needed.
How will we coordinate and communicate resources that will assist teachers/staff with SEBH needs?	<ul style="list-style-type: none"> • Monitor weekly survey to determine level of needs/resources. <ul style="list-style-type: none"> ◦ Get to the root of the cause and address ◦ Be transparent with the data/results but keep personal information confidential • Reminders for staff <ul style="list-style-type: none"> ◦ Emails reference card for staff • Promote EAP resources and possible Wellness Program resources relative to survey response. • Promote self-care resources such as Tips for Taking Care
Assessing Student SEBH needs	
What method will we use to assess the SEBH needs of students?	<ul style="list-style-type: none"> • Five- minute morning virtual check-in <ul style="list-style-type: none"> ◦ Structure - TBD and created in August, so staff have look fors and then follow up procedures? ◦ Staff Training TBD ◦ Student Training TBD <ul style="list-style-type: none"> ■ Tool Ex. - lower grades Green, Yellow, Red, & Blue (hand signal) - <i>Zones of Regulation</i> example ◦ Check-in samples: <ul style="list-style-type: none"> ■ Emoji check-in ■ Google form check-in • Engagement & Participation
What method will we use to monitor the SEBH needs of students?	<ul style="list-style-type: none"> • Daily formative check (see above) monitored by MTSS, PBIS, BLT, Culture & Climate Team
How will surveys be delivered to students if we are in an off-site setting?	<ul style="list-style-type: none"> • 2nd - 12th online surveys • PS - 1st information from parents - parents complete survey • Daily checks by teachers <ul style="list-style-type: none"> ◦ Engagement & Participation will also support
What groups or staff will break down the data gathered from a student survey?"	Teams: MTSS, PBIS, BLT, Culture & Climate Team

Meeting Student SEBH needs

<p>How will we meet the needs?</p>	<ul style="list-style-type: none"> • All staff will monitor and respond to students that appear to be struggling with the SEBH, and when students need further support, a school counselor will be consulted to support them in a case-by-case scenario. • Weekly team meetings and/or boosters will be used to connect, support, and provide tools to support students • Tips for the new beginning: Article - Communication, Consistency, Control
<p>How will we respond to the needs?</p>	<ul style="list-style-type: none"> • For students who express concerning language or behaviors while remote, staff will follow these steps. <ul style="list-style-type: none"> ○ Teacher contact <ul style="list-style-type: none"> ■ If no response to initial teacher contact ○ SAT/MTSS team responds (including at-risk staff, student services team, special education teachers) <ul style="list-style-type: none"> ■ If no response after two weeks: ○ Admin contact <ul style="list-style-type: none"> ■ Teacher tool (ex. Control: Self Care Plan in article)
<p>How will we ensure needs are being met?</p>	<ul style="list-style-type: none"> • Staff will monitor student participation, engagement, language, body language, and behaviors of student. • For students expressing concerning language or behaviors while in their school building or remotely, the teacher will be in contact with them. • The counselor will be consulted if there is a continued need or the counselor already has an established relationship. • If we haven't heard from a student in one week, the teacher will make a phone call to the student/home. <ul style="list-style-type: none"> ○ Script for family reach-out conversations

Assessing Family SEBH needs

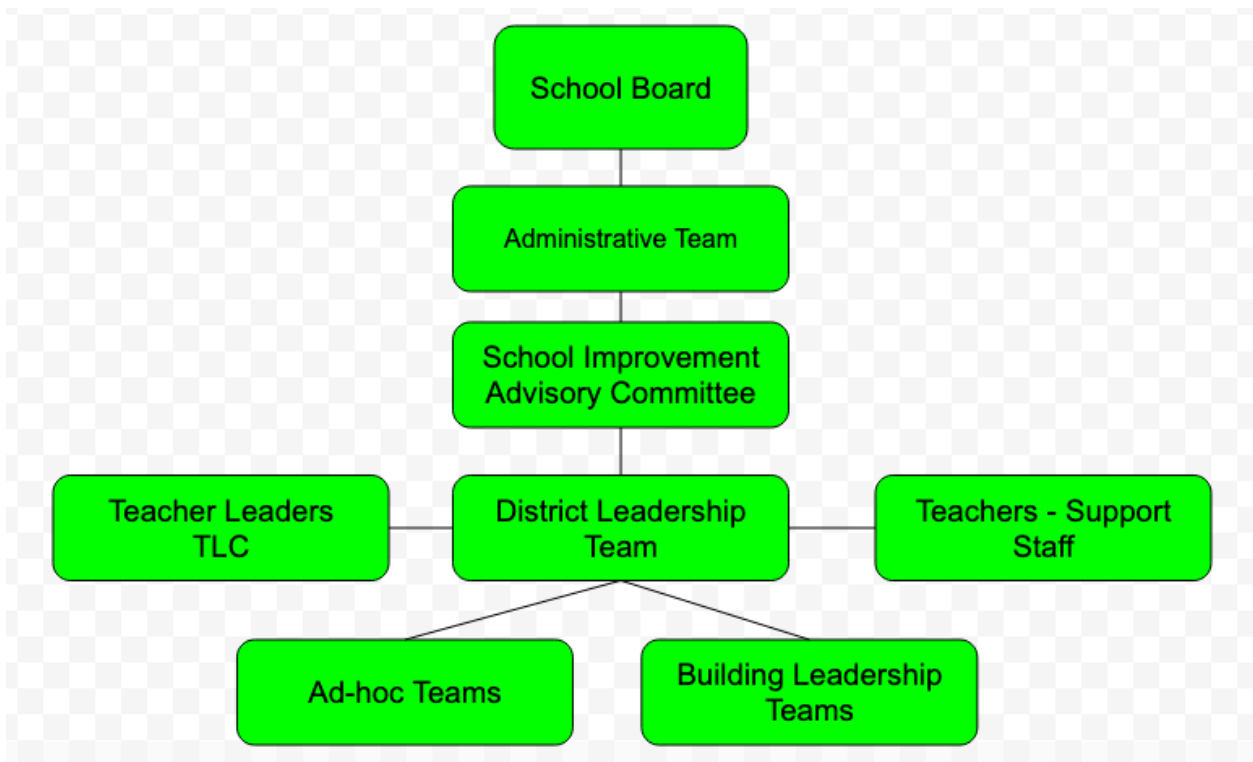
<p>How will we assess our family SEBH needs?</p>	<ul style="list-style-type: none"> • Staff will monitor student participation, engagement, language, body language, and behaviors of students. • Family Survey - Consider a regular email or text questionnaire for families - NEEDS BUILT <ul style="list-style-type: none"> ○ See Script for reach-out conversations
<p>How will we monitor our family SEBH needs?</p>	<ul style="list-style-type: none"> • Review regular questionnaire/check-in data - CREATE IN August

Meeting Family SEBH needs	
How will we respond to needs as they arise?	<ul style="list-style-type: none"> • Offer resources (ex. in the box below) <ul style="list-style-type: none"> ◦ Sent periodically by district and bldgs. ◦ Posted on website ◦ Sent from the office or counselors as needed • Have them talk to a school counselor about a child they are worried about
What resources can we guide families to if they exhibit SEBH needs?	<ul style="list-style-type: none"> • Offer <u>fun free activities</u> young kids can do at home • Provide <u>strategies</u> to help them cope as a family at home. • Offer <u>parent resources</u> on how to talk to children about COVID concerns

Communication/Leadership Offsite Remote Learning

Leadership

Atlantic will use its current district leadership structure to create and implement the Return to Learn Plan. This structure is listed below:



The addition of other district leaders will be used as needed to create specific parts of the plan. These leaders will work as short term ad-hoc teams focused on different parts of the plan. These parts include the following: Leadership and Communication; Health and Safety; Curriculum, Assessment, and Instruction; Social-Emotional-Behavioral Health; and Equity.

COMMUNICATION OVERVIEW

The Atlantic Community School District aims to inform, engage, and inspire all stakeholders, no matter the environment. Whether functioning in a traditional school model, implementing distance learning or a hybrid plan, the district will continue to keep employees, families, students, and the extended Atlantic community informed. To succeed we must remain agile, flexible, creative, and responsive.

Modifications to schedules, classes, or logistics will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- In the hybrid state, delivery of relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.

- Distance learning vs. Hybrid communications - occupied buildings require a protocol and additional supports related to COVID-19 health and safety management.
- Implementation of a school status (open-closed) alert mechanism.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of the entire community, the district will utilize a variety of real-time delivery mechanisms for critical information.

Internal Communications

Communication provides crisis and regular updates to all employees via multiple channels including internal website, email, newsletters, social media channels, video, face-to-face, or virtual meetings.

- **Employee Check Ins** - This happens weekly at the building and district level. The employees are able to receive information and ask questions relevant to their area. These will be recorded and sent to those that can not attend the live information session.
- **Staff Portal** - Internal employee website built and managed by the district for all internal departments and operations.

External Communications

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video. Highlights of key communications tools to support the Return to Learn model:

- **The Learning webpage** - Link to student offsite learning
- **External CoronaVirus Website** - A public-facing website will convey remote and hybrid learning plans, implementation, and supports for families and students. Content will include high-value topics: school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources. <https://www.atlanticiaschools.org/covid-19>

- **Newsletters** – A regularly scheduled E-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- **Social Media** – Maximize the use of our district social media channels to provide content that encourages interaction and participation with external audiences.
- **Voice & Text**– The district and all schools provide important updates and crisis alerts utilizing our broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.
- **Videos**– Produce quality visual storytelling for all audiences. YouTube and potentially new broadcast outlets will serve as content distribution platforms.

Communication Training

Periodic training will be provided to help reinforce communication protocols.

Guidelines for General Communication

- Be clear, consistent, and concise.
- Ensure that materials and communications are provided in a way that is accessible to students with language needs.
- Encourage/maintain ongoing two-way communication
- Clearly define terms/ideas to avoid miscommunication, avoid education jargon/acronyms
- Set guidelines for expectations related to response time from educators and students; communicate these expectations to all stakeholders.

Guidelines for Communicating with Staff

- Establish norms for communication
- Include all relevant staff members, especially paraprofessionals and related service providers
- Develop and follow a communication plan
- Address educational issues
- Provide professional support

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Guidelines for Communicating with Students

- Maintain classroom customs and norms as much as possible
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity)
- Ensure all students have access to information through at least one form of communication (mail, packets dropped off by staff member, phone, video, email)
- Set guidelines for teacher response times
- Maintain regular communication and set a minimum threshold for contact

Guidelines for Communicating with Families

- Avoid educational jargon/acronyms and define terms to ensure understanding
- Survey families to identify needs and follow through to provide for those needs.
- To the extent possible, communicate with families in the language they are most comfortable
- Ensure all families have access to information through at least one form of communication (mail, packets dropped off by staff member, phone, video, email)
- Provide recommendations on how to support the whole child
- Solicit actionable feedback
- Provide timely information

Communication Decision Tree

Questions to Consider:

Who is the person that needs to be informed first?

Who has the details of what needs communicated?

Is it Urgent, Important, or Informative?

a. Definitions

i. **Urgent** -This will affect the current school day and/or interrupts instruction. Communication is needed within an hour.

ii. **Important** -An event has or will occur that may require

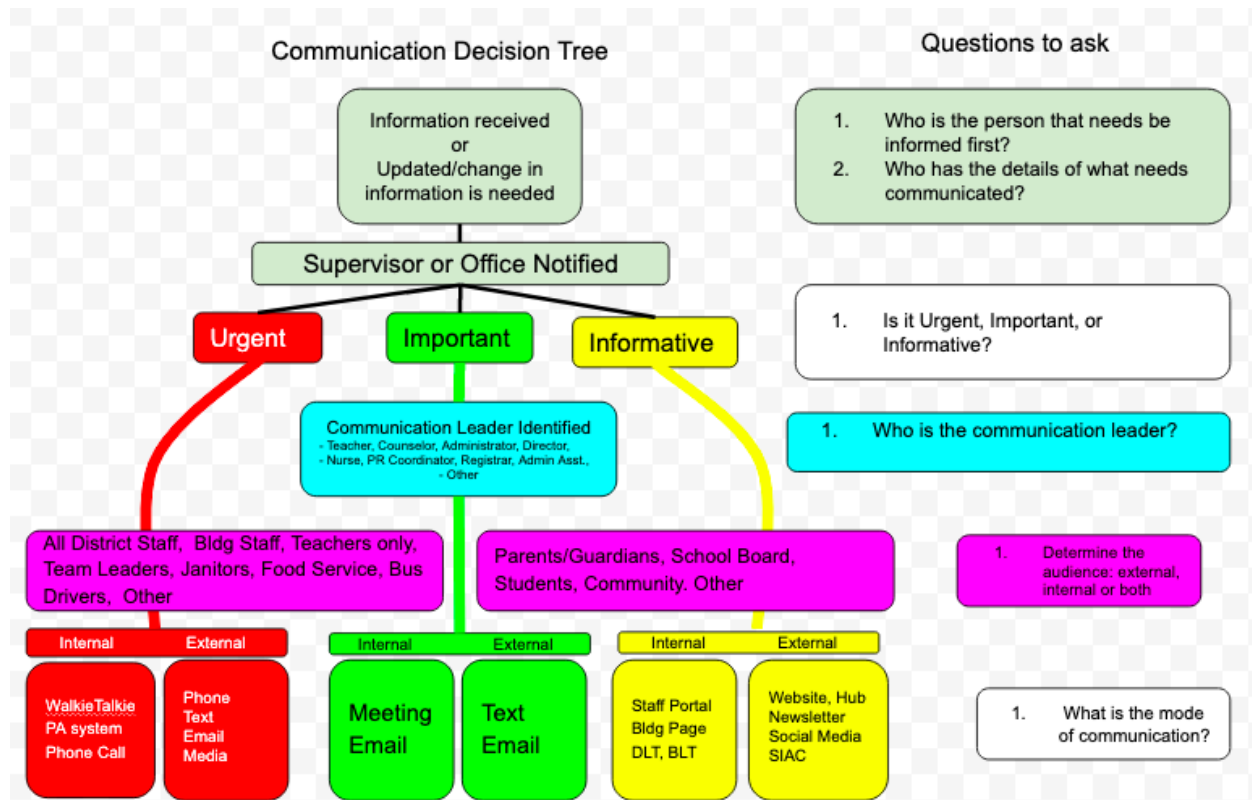
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- iii. **Informative** – Information needs to be provided.
Communication can be 24 hours or more.

Who is the communication leader?

Determine the audience: external, internal or both

What is the mode of communication?



On-site Learning

Health and Safety On-site Learning

Workplace safety for staff
Health and safety of students
Custodial guidelines
School health offices
Mitigation procedures

Health and Safety Goals

- Students who have high health risks, live with someone who is at high risks, or have a primary caretaker who is at high health risk will be provided the option for remote learning. This will be synchronous learning with their classmates.
- This plan will provide a safer work environment for both students and staff in an on-site learning environment
- It will be impossible to mitigate all risk for students and staff in an on-site learning environment, therefore, ***we will target the needs of high risk students and staff and accommodate for their needs***
- We will take common sense precautions to increase the general level of safety for students and staff without risk factors

Helpful Precautions

- Prop open interior doors to alleviate using door knobs
- Turn off drinking fountains
- Involve parents in doing a health screening at home before their child comes to school. If there are any unhealthy indicators, the child needs to stay at home
- The air exchange rate in our school buildings is almost three times what is required by OSHA which will provide more movement of air in each building
- Staff is encouraged to open windows two times a day

when possible to increase ventilation

- CDC exposure equates to being within six feet of an infected person or item for 15 minutes. Our passing times are three minutes or fewer which helps limit possible exposure according to Cass County Public Health
- Staggered passing when possible can also help alleviate congestion in hallways between classes. This will vary between buildings.
- Students and staff are encouraged to wear a mask or other PPE if it increases their comfort level while at school
- Frequent hand washing or use of hand sanitizer is recommended.

Classroom issues

The on-site instructional classroom during COVID will look very similar to classroom instruction prior to COVID with some common sense precautions.

Do I need to wear a mask?	No, however, wearing masks will be encouraged. Please be mindful that there are those who need to wear one, students or staff alike.
What about social distancing?	Use social distancing when possible. This may mean less carpet time for younger students. This may not be possible in crowded classrooms. Tables that allow students to face one another are to be avoided. Individual desks should face the same direction.
Can students share materials?	Shared materials should be avoided as much as possible. This may mean purchasing extra materials, so each student has their own supply. Shared

	materials need to be cleaned as much as possible between users.
Will we take student temperatures each day?	No. The logistics of taking temps of over 1500 students daily makes this impossible. We are asking parents to do a health screening each morning and keep students home who exhibit unhealthy indicators. We do recommend checking with students each morning to see how they are feeling physically and involve the nurse if you have concerns about a student.
Do we shorten the day or alter schedules to eliminate non-academic times?	No. We will maintain existing schedules.
What time is built in for hand washing and related hygiene behaviors? Handwashing link	Teachers will encourage frequent hand washing and/or hand sanitizer throughout the school day. Handwashing training will be required for all students and staff.

What about cleaning my room?	Custodians will clean your classroom according to their schedule. We ask that teachers find one additional time during the day (recess, lunch or prep/plan time) to spray down student desks. (Custodians will provide cleaning supplies to accomplish this task.) Classrooms will be fogged a minimum of twice a week.
Will there be other cleaning?	Custodians will clean frequently touched surfaces multiple times throughout the school day.
What about hand sanitizer and hand soap? Handwashing link	We suggest finding time during the day to wash hands or use hand

	sanitizer more frequently. Hand sanitizer stations will be placed in all buildings to facilitate this process.
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Common Areas

Common areas such as the lunchroom, playground, hallways or waiting areas can be challenging as they contain large numbers of students. Attempts to disperse large groups of students waiting for more than 15 minutes are recommended.

How will lunch be handled?	Each building will need to decide if there is a way to reduce the number of students who may be in the lunchroom at one time. This could include eating in classrooms or outside or modifying the lunchroom schedule. The use of hand sanitizer or hand washing before lunch is recommended.
Where will students wait before school starts?	Students who wait in the commons, gymnasium, auditorium before school should be spread out as much as possible. Students could be released down to classrooms early if supervision permits. Rotating groups of students who wait in the commons, gymnasium, auditorium with those who can come down to the classroom can reduce the number of students in one area.
What about passing times in hallways?	If passing times can be staggered somehow, it would reduce the number of students in the hallway at one time. The short duration of students in hallways falls under the exposure guideline of being

	within six feet of someone for 15 minutes.
Can students do outside recess?	Yes. Being outside is actually a good thing as it greatly dilutes airborne germs. Students should use hand sanitizer or wash hands before going outside and when they come back inside the building from recess.
What about assemblies or field trips?	Trips or assemblies are to be limited during this time as it increases levels of exposure due to outside influences and/or large groups of people in one place.

Do we need to alter schedules and passing times to reduce people in the hallways?	No. Be mindful of others in your area of the building. The short duration of our passing times is under the “6 feet for 15 minutes” guideline.
Do we need to alter schedules to reduce people in the cafeterias during lunch hours?	Lunch will take place in the classrooms.

Transportation

The current guideline from the CDC suggests allowing only 13 students on a bus designed to carry 77. This is not feasible for our district to sustain. Buses will run their regular routes during on-site instruction and will utilize common sense precautions. These precautions apply to all modes of district transportation. [Transportation guidance link](#)

Will riders have to wear masks?	Bus riders and drivers may wear masks if they feel safer when riding but are not required
Will the district vehicles be cleaned?	District vehicles will be cleaned at the end of their shift daily.
What about social distancing?	When a smaller number of students are on the bus, social distancing will be possible. With a full bus, students may choose to wear a mask as an extra precaution.
Are there other safety procedures on the bus?	The seat directly behind the driver should remain open to provide some safety for the driver. Some windows will be open (weather permitting) to create increased air flow during the bus ride.

Nursing Issues

Will nurses wear full PPE during the day?	Nurses must wear surgical masks any time they are in contact with any student or personnel. The district will provide full PPE (masks, gloves, face shields and gowns) for the nursing staff.
What happens if there is a positive case in a school building?	If positive and asymptomatic he/she is out for 10 days from the day of the test. If they are symptomatic you must be fever free 24 hours, improvement of symptoms and 10 days since symptoms started. All persons must be cleared by public health before returning to school.
What happens if I think a student is sick with COVID-19?	Students demonstrating positive factors of COVID will be quarantined in a separate space

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	<p>outside the nurse’s office to wait until parents can pick up their child. Nurses will wear PPE when assisting the student in question. Parents will be encouraged to take their child for testing. We will follow the latest IDPH guidance regarding fevers. A mask will be placed on the student by the nurse in the isolation room only with permission from the parent.</p>
<p>Will we take temps at school?</p>	<p>No, the logistics of taking temps of 1500 students daily combined with the issue that a positive case may not show a fever make it unrealistic to do so. We are expecting parents to do a health screening at home before sending students to school. If a student has a fever of 100.3 or higher, they are to stay home.</p>
<p>Can nurses help students with masks? Mask management video Nurse mask letter to parents</p>	<p>Nurses should assist a student with his/her mask due to contagion issues, with parent permission. If students choose to wear a mask they will need to be responsible for it. The district will not be supplying student masks.</p>
<p>How will we support needs of students who have identified chronic health needs that present higher risk?</p>	<p>School nurses will communicate with families of high risk students to determine the safety of them attending school. If it is determined that the risk is too high to attend on-site, remote learning will be made available to the student.</p>
<p>If a staff member is fearful of his/her health, how do we respond? What are our expectations for them?</p>	<p>PPE will be provided to staff members as needed to allow them to complete their job. Each staff person provides a valuable service</p>

	to our district which can only be fulfilled when the employee is present at work. If an employee displays symptoms, they need to stay home and inform their supervisor. Staff members need to share concerns with their direct supervisor.
How will we support staff members with compromised immune systems?	High risk staff members should consult their doctor for guidance on working in a child-centered environment. Staff members with identified risks will be supported with PPE and other doctor advised accommodations.
Who and what will determine when a staff member can return after they have been sick?	We will follow public health guidelines for COVID related illnesses as well as other illnesses that may necessitate an employee absence.
What will be our expectation for parents when there is a concern about a student's health?	Parents should follow normal procedures when communicating a health concern for their child - contact the school nurse.
Who or what will determine when a student can return after they have been sick?	We will follow public health guidelines for when a student may return to school. School nurses will be in charge of communicating this information to families.
What will be our consistent expectation and response when an employee has informed their supervisor of a health concern?	Employees who have informed their supervisor of a health condition can expect a response within 24 hours.

What procedures will be built to monitor people as they enter the building?	There will be signage at the entrances requesting people who show positive symptoms to not enter. Staff will be required to complete a self-reporting sheet
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	each day and submit to their direct supervisor.
We will develop reintegration processes for staff and students who test positive?	These will be developed in August.
Who communicates positive test results to families and how is it communicated?	Exposure letters will be sent home by the school nurse.

General Issues

How will we determine who is considered essential staff that can meet on-site and who should remain remote?	It is believed all staff serve an important function in the district and should be available to work on-site as long as students are present.
Will the district provide PPE for staff during on-site instruction?	Yes, the district will provide PPE as needed for staff members. Staff may choose to wear their own mask while on-site as well.
Do all staff need additional training to deal with increased COVID risks?	Yes, training will be provided to all staff in proper mitigation strategies. The training will begin in August.
What training will students/families need in the safe handling of school materials?	Our goal is to minimize the use of shared materials. This may mean modifying class supply lists. When using shared materials, increased cleaning will need to happen preferably between users. Teachers will be responsible for knowing which materials need to be shared and thus cleaned more often.
What are expectations for cleaning and wiping classroom materials?	There will be increased frequency of cleaning by custodial staff, particularly for frequently touched surfaces. Custodians will provide

	cleaning supplies to be used in classrooms.
What supplies need to be ordered for all buildings?	Hand sanitizer will be provided in buildings as well as necessary PPE equipment. PPE equipment will include masks, face shields, and gloves as needed or requested by staff. S&P classroom educators will have face shields and washable gowns available, provided from the district.
What cleaning protocols will be in all buildings?	All areas of each building will be cleaned daily according to regular schedules. Frequently touched surfaces will be cleaned multiple times per day by custodial staff. Classroom desks and shared materials will be cleaned by teachers once daily in addition to regular cleaning by custodians.
What happens when people refuse to follow safety protocols?	Inform the supervisor of the issue and they will meet with those involved to seek a solution.

Who communicates health and safety protocols and how are they communicated?	We will use the school website and other forms of media.
What is the system for staff to communicate exposure, positive test results or other health updates?	This question will be answered in August.
Who monitors and enforces safety protocols at each building?	The building administrators will be watching over this area.
Who is responsible for being informed of CDC and state recommendations and other health issues?	The school nurses and the administrative team who will then disperse to all others as necessary.
What is frequency for sanitizing rooms, hallways and lockers	Custodians will be doing their normal cleaning duties. They will

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throughout the day?	increase their cleaning on critical touch points, desktops, and other hard surfaces.
What happens if a student or staff member shows symptoms of Covid?	If a student or staff member shows symptoms of COVID they will be placed in the sick room until they can be picked up by a parent or arrangements can be made for them to go home.
What mitigation strategies will be added?	PPE will be allowed as desired; social distancing will be practiced when possible. Shared materials will be minimized. The district will have access to two ultraviolet air “scrubbers” to be shared by the schools. These will be used in building isolation rooms as needed.
What is the protocol for visitors/vendors on our properties?	This will be answered in August.
Can parents send students to school with their own PPE?	Yes, however, school staff will not be responsible for maintaining personal student PPE.

Teaching and Learning (Infrastructure and Iowa Academic Standards) On-site Learning

Determining student learning needs

The district analyzes student needs each year with screening tests for reading and math in grades K-8. These assessments, called FAST, will be administered early in the year to allow for the identification of those needs.

Once the needs have been identified, decisions will be made as to whether the scope of the need justifies a classwide intervention or whether the effort will be restricted to a smaller number with the need. This would happen through our multi-tiered system of support. (MTSS) Teachers will use previously established guidelines of 80% proficiency to make these decisions.

The high school courses will look at needs on a case by case basis. This will involve referrals to the Student Assistance Team (SAT) based on early student performance in courses. While this happens every year, our emphasis will be enhanced this year to provide remediation as soon as possible.

Standards recovery guidelines

Teachers have targeted potential missing skills through a standards recovery document. This work involved identifying the skills in our curriculum that would have been taught in the last quarter of the year. We identified if the skills were delivered virtually or not delivered due to prioritization. This led to documentation of the steps necessary to plan for the recovery of those standards in this school year. These standards will be discussed in PLCs this year and adjustments will be made as data indicates throughout the year.

MTSS planning

All buildings either have built or are in the process of building an early warning system for student needs. This system is analyzed to determine if the need can be met in the classroom or if it requires more intensive intervention work. Once the need has been identified, we match the intervention to the need using our matrix. The intervention is implemented and progress monitored to assure impact. This allows us to make real time decisions that are supported by data for individual and whole class impact.

Equity On-site Learning

Meeting the needs of students with IEPs

<p><i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i></p>	<p>K-12 This list can be generated in two ways:</p> <ol style="list-style-type: none"> 1. Janet Nicklaus (district registrar) has developed a spreadsheet with SPED teachers that has many of these components 2. Karen Schwenke (admin assistant at GHAEA) can be contacted to run a report to include any components deemed necessary to plan for students.
<p><i>How will SPED teachers collaborate with colleagues?</i></p>	<p>K-12 SPED teachers will collaborate with general education teachers and support staff in a manner consistent with page F of each student's IEP.</p>
<p><i>How will we ensure the engagement of students with an IEP?</i></p>	<p>PK-3 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
	<p>4-5 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>

	<p>6-8 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
	<p>9-12 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
<p><i>What will be the process for how IEP meetings will be held?</i></p>	<p>PK-12 IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual and our district's Service Delivery Plan.</p> <p>Special Education Procedures Manual District Service Delivery Plan (2020)</p>
<p><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>PK-12 SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and progress in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings.</p>

<p><i>How will assistive technology and other supports be provided to families?</i></p>	<p>PK-12 Assistive technology will be provided in a manner consistent with the language documented in the student’s IEP.</p>
<p><i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i></p>	<p>PK-12 SPED teachers will use the results of weekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision making rules that are outlined in the IEP to determine whether adjustments are necessary to instruction. Progress monitoring will be done in a face-to-face fashion using tools defined in the IEP.</p>
<p><i>How will we ensure that all rights and responsibilities under IDEA are provided?</i></p>	<p>PK-12 Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled:</p> <ol style="list-style-type: none"> 1. During the most recent annual review IEP meeting, has the team used multiple data sources, including ongoing progress monitoring data to write challenging and attainable goals, provide formative, actionable feedback to the student and provide support that move the student’s performance toward closing the learning gap? 2. There is a team of people, including the SPED teacher, support personnel (AEA district team) and building administrators who are reviewing data in regard to rostered students’ progress.

Meeting the needs of at-risk students

- Monitoring Early Warning System data
- SAT / MTSS (Student Assistance Team) Collaboration and monitoring
- Building level At-Risk Staff connecting and monitoring daily

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Meeting the needs of EL students

- EL Staff daily monitoring and support

Meeting the needs of students needing extension

- TAG staff
- Classroom Teacher differentiation
- PD to support staff skills
- Instructional coach supports

Internal

- Ensure IEPs are updated and relevant
- How do special ed teachers determine plans for students who have regressed due to not being in session?
 - These decisions will be made at IEP team meetings.
- How do we identify students who would be considered at-risk and meet their needs?
- How do we identify and provide resources to TAG students?
 - TAG teacher will use the same screeners and identifying assessment materials they have used in the past to determine students who qualify for TAG services.

External

- How can we ensure students have equity of access for an IEP student who cannot be on-site?
- How do we determine at-risk factors for students?
 - Identify criteria for why a student would receive a different delivery method
- How will we determine how to effectively communicate with EL families?
 - ELL teacher, administrator, classroom teachers will discuss family situations and meet with family.
- How do we determine the needs of EL families?
 - Meet with families using ELL teachers and/or paid translators
- How will we deliver materials for EL families in a native language?
 - ELL Teachers
 - Google Translate
 - Paid translator
- How do we provide students with limited internet access?

- Provide hot spots using either donations or funds from needy student accounts

Social-Emotional-Behavior Health Needs On-site Learning

Social-Emotional-Behavioral Health Needs (SEBH) On-Site Learning	
Assessing Staff SEBH Needs	
How will we assess our teacher/staff SEBH needs?	<ul style="list-style-type: none"> ● Require a weekly check-in method. A simple click to measure how staff is feeling. Possibly a selection of reasons why. <ul style="list-style-type: none"> ○ Bldg Scoreboard (JI above the line / below the line & Madison sense of belonging examples - consistent K-12) <ul style="list-style-type: none"> ■ Build a district-wide tool in August.
How will we monitor our teacher/staff SEBH needs?	<ul style="list-style-type: none"> ● Reference weekly measure of how staff is feeling
How will we determine the responsibilities teachers/staff have outside their job responsibilities that may impact their ongoing SEBH needs?	<ul style="list-style-type: none"> ● Include selection of non-work choices in their options from monitoring system. ● Encourage staff to discuss personal situations with the Principal/Supervisor or H.R. ● Provide contact information for the EAP and Wellness resources.
Meeting Staff SEBH needs	
How will we respond to needs as they arise?	<ul style="list-style-type: none"> ● A training <ul style="list-style-type: none"> ○ Resources from training (purposeful communication tool) ● Reach out to counselors in your building ● Promote interactive communication process with Supervisor/Principal and H.R. ● Continue to offer resources through EAP as needed.
How will we coordinate and communicate resources that	<ul style="list-style-type: none"> ● <u>Monitor weekly survey</u> to determine level of needs/resources.

<p>will assist teachers/staff with SEBH needs?</p>	<ul style="list-style-type: none"> ○ Get to the root of the cause and address ○ Be transparent with the data/results but keep personal info confidential ● Weekly 5-10 minute meeting/check-in for staff SEL at the beginning of PD/weekly notes <ul style="list-style-type: none"> ○ Offer SEL PD for this first few minutes of PD ○ Target needs gathered from weekly check/survey for staff <ul style="list-style-type: none"> ■ Ex - above / below the line and what caused that ● Visuals for staff <ul style="list-style-type: none"> ○ Reference card for staff ○ Posters for community space <ul style="list-style-type: none"> ■ EAP poster ● Promote EAP resources and possible Wellness Program resources relative to survey response. ● Promote self-care resources such as <u>Tips for Taking Care</u>
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Assessing Student SEBH needs

<p>What method will we use to assess the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Five-minute morning meeting <ul style="list-style-type: none"> ○ Structure - what does this look like? ○ Staff Training TBD ○ Student Training TBD <ul style="list-style-type: none"> ■ Tool Ex. - lower grades Green, Yellow, Red, & Blue (hand signal) - <i>Zones of Regulation</i> example ○ Check-in samples: <ul style="list-style-type: none"> ■ <u>Emoji check-in</u> ■ Google form check-in ● Engagement & Participation ● Student Culture & Climate Surveys (when TBD) <ul style="list-style-type: none"> ○ 3-12 Panorama ○ PK-2 Student Climate Survey - CREATE In August
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<p>What method will we use to monitor the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Daily formative check (see above)
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<p>How will surveys be delivered to students if we are in an on-site setting?</p>	<ul style="list-style-type: none"> ● 2nd - 12th online surveys ● PS - 1st information from parents - parents complete survey ● Daily checks by teachers <ul style="list-style-type: none"> ○ Engagement & Participation will also support
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What groups or staff will break down the data gathered from a student survey?”	Teams: MTSS, PBIS, BLT, Culture & Climate Team
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Meeting Student SEBH needs

How will we meet the needs?	<ul style="list-style-type: none"> • All staff will monitor and respond to students that appear to be struggling with the SEBH, and when students need further support, a school counselor will be consulted to support. • Weekly team meetings and/or boosters will be used to connect, support, and provide tools to support students • Tips for the new beginning: Article - Communication, Consistency, Control
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How will we respond to the needs?	<ul style="list-style-type: none"> • For students who express concerning language or behaviors, staff will follow these steps: <ul style="list-style-type: none"> ○ Teacher contact <ul style="list-style-type: none"> ■ If no response to initial teacher contact ○ SAT team responds (including at-risk staff, student services team, special education teachers) <ul style="list-style-type: none"> ■ If no response after two weeks: ○ Admin contact • See Control: Self-Care Plan in article
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How will we ensure needs are being met?	<ul style="list-style-type: none"> • Staff will monitor student participation, engagement, language, body language, and behaviors of students. • For students expressing concerning language or behaviors while in their school building, a school counselor will be in contact with them.
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Assessing Family SEBH needs

How will we assess our family SEBH needs?	<ul style="list-style-type: none"> • Staff will monitor student participation, engagement, language, body language, and behaviors of students. • Family Survey - Consider a regular email or text questionnaire for families - NEEDS BUILT <ul style="list-style-type: none"> ○ See Script for reach-out conversations
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How will we monitor our family SEBH needs?	<ul style="list-style-type: none"> • Review regular questionnaire/check-in data - CREATE IN August
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Meeting Family SEBH needs

<p>How will we respond to needs as they arise?</p>	<ul style="list-style-type: none"> • Offer resources such as those listed below • Have them talk to a school counselor about a child they are worried about
<p>What resources can we guide families to if they exhibit SEBH needs?</p>	<ul style="list-style-type: none"> • Offer fun free activities young kids can do at home • Provide strategies to help them cope as a family at home. • Offer parent resources on how to talk to children about COVID concerns

Internal

- Determine what information is essential to provide and what can be a resource for them to choose to access (eliminate bombarding with emails)
- Identify what resources AEA has to support us (materials, people, training, etc.)
- Panorama? Does this help us to identify trends?
- Identify resources for staff
- Develop instructional SEL plans
- Train teachers in how to recognize students in need
- Develop common terms and messages to deliver to students and families
- How do we collect information on the social emotional needs of students and families?
- Teach students how to observe and practice internet etiquette
- How do we help students express their thoughts and feelings regarding the pandemic?
- Train counselors in how to support students and staff

External

- How do we collect information on the social emotional needs of students and families?
- Identify and communicate how to access resources for families and students
- Teach students how to observe and practice internet etiquette

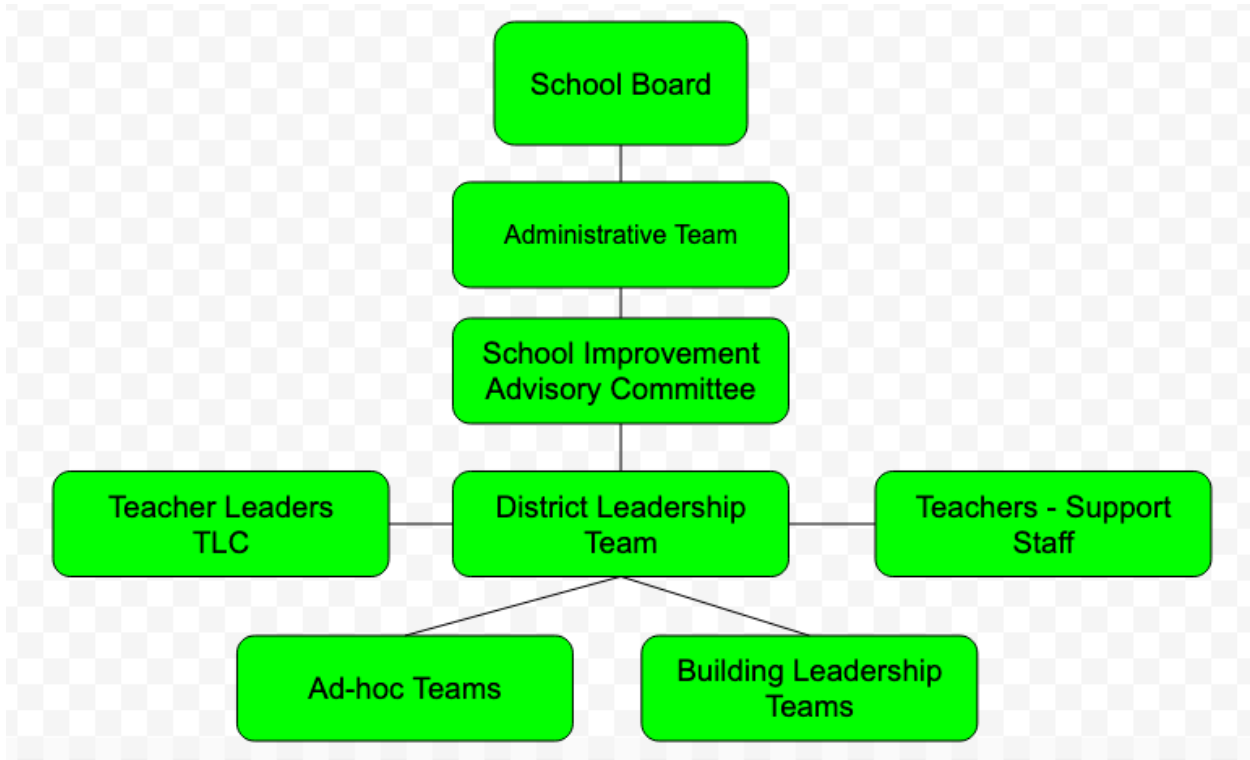
**How will we determine the SE needs of staff?
 How will we meet the SE needs of staff?**

How will we determine the SE needs of students?
How will we meet the SE needs of students?
How will we determine the SE needs of families?
How will we meet the SE needs of families?

Communication/Leadership On-site Learning

Leadership

Atlantic will use its current district leadership structure to create and implement the Return to Learn Plan. This structure is listed below:



The addition of other district leaders will be used as needed to create specific parts of the plan. These leaders will work as short term ad-hoc teams focused on different parts of the plan. These parts include: Leadership and Communication; Health and Safety; Curriculum, Assessment, and Instruction; Social-Emotional-Behavioral Health; and Equity.

COMMUNICATION OVERVIEW

The Atlantic Community School District aims to inform, engage, and inspire all stakeholders, no matter the environment. Whether functioning in a traditional school model, implementing distance learning or a hybrid plan, the district will continue to keep employees, families, students, and the extended Atlantic community informed. To succeed we must remain agile, flexible, creative, and responsive.

Modifications to schedules, classes, or logistics will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- In the hybrid state, delivery of relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.
- Distance learning vs. Hybrid communications - occupied buildings require a protocol and additional supports related to COVID-19 health and safety management.
- Implementation of a school status (open-closed) alert mechanism.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of the entire community, the district will utilize a variety of real-time delivery mechanisms for critical information.

Internal Communications

Communication provides crisis and regular updates to all employees via multiple channels including internal website, email, newsletters, social media channels, video, face-to-face, or virtual meetings.

- **Employee Check Ins** - This happens weekly at the building and district level. The employees are able to receive information and ask questions relevant to their area. These will be recorded and sent to those that can not attend the live information session.

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- **Staff Portal** – Internal employee website built and managed by the district for all internal departments and operations.

External Communications

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video. Highlights of key communications tools to support the Return to Learn model:

- **The Learning webpage** – Link to student off-site learning
- **External CoronaVirus Website**– A public-facing website will convey remote and hybrid learning plans, implementation, and supports for families and students. Content will include high-value topics: school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- **Newsletters** – A regularly scheduled E-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- **Social Media** – Maximize the use of our district social media channels to provide content that encourages interaction and participation with external audiences.
- **Voice & Text**– The district and all schools provide important updates and crisis alerts utilizing our broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.
- **Videos**– Produce quality visual storytelling for all audiences. YouTube and potentially new broadcast outlets will serve as content distribution platforms.

Communication Training

Periodic training will be provided to help reinforce communication protocols.

Guidelines for General Communication

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- Be clear, consistent, and concise.
- Ensure that materials and communications are provided in a way that is accessible to students with language needs.
- Encourage/maintain ongoing two-way communication
- Clearly define terms/ideas to avoid miscommunication. Avoid educational jargon/acronyms
- Set guidelines for expectations related to response time from educators and students; communicate these expectations to all stakeholders.

Guidelines for Communicating with Staff

- Establish norms for communication
- Include all relevant staff members, especially paraprofessionals and related service providers
- Develop and follow a communication plan
- Address educational issues
- Provide professional support

Guidelines for Communicating with Students

- Maintain classroom customs and norms as much as possible
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity)
- Ensure all students have access to information through at least one form of communication (mail, packets dropped off by staff member, phone, video, email)
- Set guidelines for teacher response times
- Maintain regular communication and set a minimum threshold for contact

Guidelines for Communicating with Families

- Avoid educational jargon/acronyms and define terms to ensure understanding
- Survey families to identify needs and follow through to provide for those needs.
- To the extent possible, communicate with families in the language they are most comfortable

- Ensure all families have access to information through at least one form of communication (mail, packets dropped off by staff member, phone, video, email)
- Provide recommendations on how to support the whole child
- Solicit actionable feedback
- Provide timely information

Communication Decision Tree

Questions to Consider:

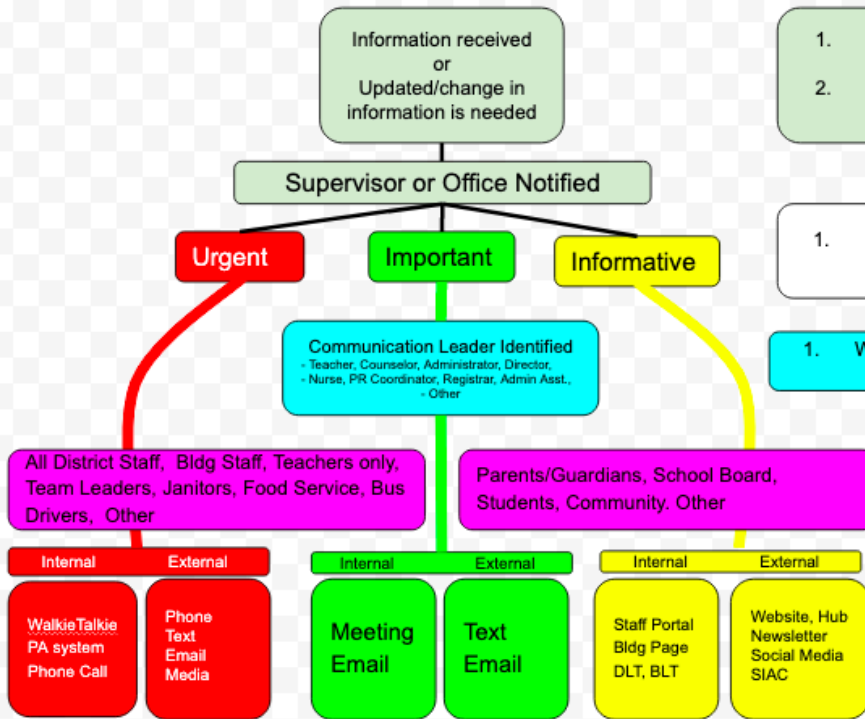
Who is the person that needs to be informed first?
 Who has the details of what needs communicated?
 Is it Urgent, Important, or Informative?

b. Definitions

- i. **Urgent** -This will affect the current school day and/or interrupts instruction. Communication is needed within an hour.
- ii. **Important** -An event has or will occur that may require attention. Communication is needed within the school day.
- iii. **Informative** - Information needs to be provided. Communication can be 24 hours or more.

Who is the communication leader?
 Determine the audience: external, internal or both
 What is the mode of communication?

Communication Decision Tree



Questions to ask

1. Who is the person that needs be informed first?
2. Who has the details of what needs communicated?

1. Is it Urgent, Important, or Informative?

1. Who is the communication leader?

1. Determine the audience: external, internal or both

1. What is the mode of communication?

Future Planning for Return to Learn

Health & Safety

Nursing Support

- Anticipate an increase in students visiting the nurse.
- Coverage if the nurse is in a different location waiting with a quarantined student.
- Schedule more time for nurses in each building.

Communication to families when there is a positive case

- Will take guidance from public health
- Consider how wide to communicate within the district
 - Classroom, building, district-wide

Communicate protocol to parents on tracking students with symptoms or positive cases, notifying the school

Lunch Room

- Add protocol for each building
 - Food serving (pre-packaged meals or fewer options)
 - Social distancing in line

Visitors

- Set Protocol for limiting visitors (lunch, classrooms)
- Protocol for vendors

Shared Materials

- Avoid shared materials when possible
 - Understanding there are some cases when it's unavoidable
 - Science lab, FCS, PLTW, music, art
- Policy for disinfecting between use

Drinking Fountain

- Cover the spigot and leave filling station open

Teaching & Learning

Large group classes

- Consider limiting class size and staggering the students in alternate locations.

Student Engagement

- Video guiding parents/families on how to encourage participation and help with instruction
- Parent training on how to access Google Classroom as student
 - SeeSaw, etc.

Internet Access and Hours

- document and post for parents/guardians and teachers
- Access-need survey at beginning of the year

Parents and/or associates help with virtual breakout sessions

Reinforce teachers continue providing instruction to their students

- SEL

Equity

- Define associate roles in special ed classrooms.

Social Emotional Health Needs

- Develop training for staff on recognizing and managing SE needs

Communication/Leadership

- Survey parents to determine health/safety concerns with students returning to school
- Acronym definitions page on website
- Determine what information to communicate with families this summer
- Develop training for communication methods
 - With staff
 - Classroom communication to families
 - Alternate methods of communication
 - Communication Tree

- Parents on what to expect from the district regarding communications
 - Where to find updates

Hybrid Learning Model

How will the students be split for hybrid learning?	Students have been put into “Black or Gold” groups with all family members on one team.
Team Black	Students will be “in person” at school on Monday, Thursday, and every other Wednesday.
Team Gold	Students will be “in person” at school on Tuesday, Friday, and every other Wednesday.
Will students be required to Zoom in on non attendance days?	Students will have work supporting classroom learning and discussions on the days they are not in attendance but will not be required to attend via Zoom.
Will attendance be taken for all students during hybrid learning?	Attendance will be taken for the students in the classroom on scheduled days at school. Those students working at home will have their attendance reconciled based upon work completion.
Is lunch available for all students?	Yes, breakfast and lunch will be provided for all students who wish to take part.
Can students change days when needed?	No, students who cannot switch attendance days. The school encourages parents to make appointments on non attendance days during hybrid learning.
Will busses be running?	Yes, students who ride the bus or

	other school transportation will be picked up on their in-attendance days.
How will communication be shared?	A calendar will be sent to parents with hybrid information for parents/students.
Will extra curricular activities be allowed?	Yes, based on the governor's proclamation. Attendance for these practices will be expected on all days for all participants regardless of your school attendance.
Teacher Expectations for Hybrid Learning	<ol style="list-style-type: none"> 1. Teach students in the school the day they are in school. 2. Support learning at home for students during the non school attendance days. 3. Keep attendance. 4. Continue to use your online platforms to communicate with students and families. 5. Be mindful of the students social emotional needs.
Student Expectations	<ol style="list-style-type: none"> 1. Be present on the correct days. 2. Do your work. 3. Communicate with teachers when struggling for any need (academic or social/emotional).

Addendum

FAQs

July 10, 2020

Frequently asked questions:

- 1. What date is the first day for students for the upcoming 2020-21 school year**

A - We will begin school with students on August 24th. Teachers will report on August 19th for three days of training.

- 2. What will take place on the 19th, 20th, and 21st?**

A- The District Leadership Team (DLT), with feedback from subcommittees identified mandatory training to take place during this time as we prepare for students on the 24th. A schedule will be sent out at the beginning of August, this schedule will include those training in which all staff will be required.

- 3. Are we starting school using the on-site model of delivery?**

A- Yes, as of July 8, 2020, using the most recent reopening guidelines provided by the Department of Education.

https://educateiowa.gov/sites/files/ed/documents/2020-06-25_ReopeningGuidanceforSchools.pdf

- 4. Will social distancing guidelines be followed?**

A- Yes to the degree possible given the square footage of our district. These guidelines will be followed throughout the day.

- 5. Will the school be screening staff and students as they enter the school building?**

A- No, given that so many individuals who have tested positive for COVID-19 are asymptomatic conducting these screenings would not be an effective step. Our Health and Safety committee has developed a self monitoring checklist for staff members that will be implemented.

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Parents will have access to this checklist and can use the form at their own discretion.

6. Will masks be required to wear for faculty and students?

A- No, wearing masks will not be a requirement, but recommended based on scientific research. Anyone who wants to wear a mask will be allowed at any time. Currently we are identifying specific situations at school where social distancing may not be possible, so wearing masks will be strongly recommended in these environments.

7. How will the school day environment look compared to last year?

A- Various teams are reviewing plans to achieve the reopening guidelines. To achieve this differences should be expected.

8. What protocols will be put in place to keep staff safe?

A- Various plans follow:

- Personal Protective Equipment (PPE) will be provided.
- Self-monitoring of COVID symptoms.
- Masks will be recommended - cloth masks have been purchased and will be available to staff. Staff may choose to wear their own mask while on-site as well.
- Training will be provided to all staff in proper mitigation strategies. The training will begin in August: Hand washing, staff will have access to hand sanitizer and spray disinfectant.
- The goal is to minimize the use of shared materials. This may mean modifying class supply lists. When using shared materials, increased cleaning will need to happen preferably between users.
- Hand sanitizer will be provided in buildings as well as necessary PPE equipment. PPE equipment will include masks and gloves as needed or requested by staff. S&P classroom educators will have face shields and washable gowns available, provided from the district.
- All areas of each building will be cleaned daily according to regular schedules. Frequently touched surfaces will be cleaned multiple times per day by custodial staff. Classroom desks and shared materials will be cleaned by teachers once daily in addition to regular cleaning by custodians.

9. When can staff get into the buildings?

A-Staff can come to school after arrangements have been made with their building principal.

July 17, 2020

1. What happens when a student, teacher, or staff member has COVID?

A- If positive and asymptomatic he/she is out for 10 days from the day of the test. If they are positive and symptomatic you must be fever free for 72 hours, have improvement of symptoms, and have had 10 days since symptoms started. **All persons must be cleared by public health before returning to school.**

2. What happens when a student, teacher, or staff member is exposed to COVID?

A- At this time, if a person has direct exposure (15 minutes within 6 feet) he/she is quarantined for 14 days.

3. What percentage of the school has to be sick before shutting down/online only?

A- The Board of Education will consider many factors in determining if there will be a school closure.

4. How are parents being notified when another student, teacher, or staff member has COVID and was in contact with their child?

A- Nurses will send out exposure notifications for each building.
Pg. 42 R2L Exposure letters will be sent home by the school nurse.

5. When a teacher from AMS or AHS has COVID, do all students and the teacher that came in contact have to be quarantined for 14 days? If the teacher has 6 classes with 20 students each, that's upwards of 120 students....Do all of those students now have to get tested?

A- At this time, if a person has direct exposure (15 minutes within 6 feet), he/she is quarantined for 14 days. As a district, we are working to achieve social distancing to minimize exposure as defined by CDC guidelines. Currently, school personnel will not be testing staff and students. If a student meets exposure criteria of within 6 feet of a positive case for 15 minutes, testing will be recommended by IDPH.

6. What will my schedule look like for remote learning?

A- The Return to Learn manual will be available to staff and stakeholders on Thursday, July 23, 2020. Please refer to schedules in the Return to Learn Manual. If you have remote kids on your roster, they will zoom with your regular classroom. And if they are not available, the zoom will

be recorded. Wednesday afternoons during PD time will be allotted for remote learning resources.

- 7. What should classrooms look like to properly social distance?**
A- Use social distancing when possible. This may mean less carpet time for younger students. This may not be possible in crowded classrooms. Tables that allow students to face one another are to be avoided. Individual desks should face the same direction. All soft seating areas and surfaces must be removed and avoided for cleaning purposes.
- 8. Where will students go: Before school, during lunch, gym, recess and on the bus?**
A- Each building will have specific plans for these areas. Some of these are addressed in the R2L Manual.
- 9. What will traveling in the hallway look like?**
A- If passing times can be staggered somehow, it would reduce the number of students in the hallway at one time. The short duration of students in hallways falls under the exposure guideline of being within 6 feet of someone for 15 minutes. Please see page 38 in the R2L.
- 10. Will students be allowed to go to pull out classrooms? (i.e. speech, SDI, Title, etc)**
A - Yes, we are going to meet students' academic needs. Health precautions will be taken as students move from one space to another.
- 11. What is the procedure when a child comes to school sick?**
A- There are sick spaces in each building, parents/guardians will be notified and the child will be sent home.
- 12. When students are attending school remotely, is staff responsible for providing the curriculum?**
A- Remote learning for students will be provided from the teachers on their class schedule. Guidance on what this will look like will be provided closer to the start of the year. Please remember that homeschool is different from remote learning.
- 13. When we go to remote learning will we be working from school?**
A- Yes. Being in your room gives you access to your materials which facilitates planning and carrying out of online learning for students.
Page 2 R2L Manual.
- 14. What supports will be provided to staff as they adjust when instruction resumes?**

A- All voluntary and mandated training for staff will be addressed over the summer, during Back to School inservice days, and during PD time on Wednesday.

Ad-Hoc Teams

District Leadership Team: Steve Barber, Heather McKay, Josh Rasmussen, James Northwick, Stacey Hornung, Andrew Mitchell, Michael Applegate, Liz Reid, Janet Hascall, Jenny Madsen, Missy Goergen, Macie Haringa, Laura Freund, Jeremy Blake, Emma Bireline.

AHS Building Leadership Team: Jarrod O'Donnell, Jeremy Blake, Allison Berryhill, Alyssa Dovenspike, Andrew Mitchell, Karen Vogl, Sheila Hayden, Brielle Cerven, Eric Miller, Ethan Pruisman, Henry Hallgren.

AMS Building Leadership Team: Angela Oglesbee, Chelsey Lee, Mike McDermott, Liz Reid, Joe Brummer, Bryce Casey, Katie Chamberlain, Jeff Ebling.

Schuler Building Leadership Team: James Northwick, Faith McCunn, Jenny Madsen, Michelle Blake, Delana Harris, Janet Hascal

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Health and Safety: Laura Freund, Russell Peck, Beth Olsen, Jenny Heath, Stacey Hornung, Steve Barber.

Infrastructure: Roger Warne, Andrew Mitchell, Janice Dickerson, Macie Haringa, Steve Barber.

Social-Emotional-Behavioral Health: Val Stickler, Carolyn Bruck, Alyssa Dovenspike, Angela Sieh, Janet Hascall, Heather McKay, Melanie Fell.

Equity: Steve Barber, Brielle Cerven, Brooke Lamp, Liz Reid, Hannah Ridder, Jeremy Blake, Josh Rasmussen, Mary McLaren, Jenny Madsen.

Academic Standards: James Northwick, Missy Goergen Jenny Madsen, Emma Bireline, Eric Miller, Steve Barber

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