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Pekin Community  
School District  
Return to Learn Online Plan  
2020-2021

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# Pekin Community School District Online Learning Plan

PCSD Required Continuous Learning-plan required to be submitted to the State. This does not mean PCSD will operate under required continuous learning.

- [Secondary district attendance guidelines](#)
- [Glossary of remote learning terms](#)
- [District pandemic home visit guidelines](#)

## Leadership

**Leadership team responsible for writing, implementing and evaluating our return to learn plan.**

Dave Harper - Superintendent  
Kim Ledger - Elementary Principal  
Jhonna Keller- Secondary Guidance Counselor  
Abbey Shelman - Elementary Guidance Counselor  
Luyre Sobaski - K-6 At Risk Coordinator  
Alissa Boatman - 7-12 Instructional Coach  
Chris Coffin - JH/HS Teacher  
Michelle Glosser - Elementary Teacher  
Bryan Babcock - Technology Coordinator  
Dana Miller - School Nurse  
Andy Conger - Head Custodian

**Communication if a change in our delivery model to students and parents if necessary.**

The District will continue regular communication with parents throughout the summer months. Communication is shared through the district's website, with supporting messaging through the District's Power School system.

Administration will provide regular communication regarding the district's learning programs through the district's website, app, Facebook, and Twitter. They will also share communication through press releases with local traditional media, including newspaper, and radio.

Principals will be responsible for communicating building specific information through staff and parent newsletters that are shared via building web pages and Facebook.

**Data followed to monitor and adjust our plan as needed.**

Parents were asked to complete a Connectivity Survey in May. The purpose was to identify students/parents who did not have internet access.  
More surveys will be conducted throughout the year to determine need.

## Infrastructure

**Professional Development**

Focus: Technology, digital support to include Google Classroom. Google Classroom will be the day to day platform teachers will be expected to

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|  | <p>use during online and on-site learning.</p> <p>Required PD for all Teachers:</p> <ul style="list-style-type: none"> <li>PCSD Distance Learning PD</li> </ul> <p><a href="#">AEA Learning Online Module: Health and Safety</a></p> <p><a href="#">SEBH Toolkit</a></p> <p><a href="#">SEBH Action Planning</a></p> <p><a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a></p> <p><a href="#">Helping Children Cope With Emergencies</a></p> <p><b>All staff will be required to complete -</b><br/> <a href="#">AEA Learning Online Module: Health and Safety</a></p>   |
| <b>Collaboration</b>   | <p>PCSD Teachers will collaborate together to complete 20-21 PLC assignments weekly during their scheduled prep/PLC time. The collaborative teams are structured by departments at the secondary level and grade level at the PK and elementary levels, with singletons collaborating vertically in their content area. Building Special Ed. Teachers will meet regularly as a PLC.</p> <p>Building Leadership Teams will meet no less than once a month</p> <p>Title I, Special Education, ELP Teachers and Counselors will collaborate with the departments and grade level teams as appropriate for their students.</p> <p>Building-wide PLCs will be held as needed to address virtual learning.</p>   |
| <b>Technology</b><br><a href="#">Link to Usage Agreement</a> | <p><b>PCSD Acceptable Use:</b><br/> All students and staff will abide by District Acceptable Use of Technology. Students and families will receive reinforcement messages on the annual agreements students and families agree to in our educational settings. <ul style="list-style-type: none"> <li>If a student has a BIP this may take precedence</li> </ul> </p> <p><b>Student Consequence and Accommodations:</b><br/> <b>Loss of Device:</b><br/> Repeated student violations will result in students being relegated to paper copies, learning, and assessment. Student learning will not cease; delivery will change for the indicated amount of time.</p> <p><b>Education:</b> Secondary students will complete the Digital Citizenship and Cyberbullying Modules for students in <a href="#">AEA Learning Online</a> for repeat offenders.<br/> Listed as resources on the continuous learning plan</p> |

**Guaranteed Viable Curriculum:** Internet and digital safety lessons will regularly be provided to PK and elementary students. PK and elementary Teachers will teach and model online, specifically, video conferencing behavior, as required by Iowa Core 21st Century Learning could curate from: [Common Sense Education](#). These lessons would occur at the beginning of the year in conjunction with classroom expectations. District will develop norms and social etiquette around engaging in these platforms.  
If school starts under closure PK and elementary families/students may need to have tutorials provided (face-to-face, virtual) to introduce this.

Securely, Self-harm and off-site web-filtering has been expanded to PK-12.

District firewall - not an issue. Internet filtering - covered PK-12th grades.

Devices will be serviced remotely and if physical repairs are needed, the Technology Director will coordinate a safe pickup and delivery of the device.

Security: Principals will respond to notifications as they regularly do. Counselors are notified and parents are contacted.

The following technology has or will be purchased to support digital learning:

- Recording software-consistent across district
- Elementary- cords, cases
- Assistive Technology per IEP
- What are the best ways for receiving student submitted materials?
- Newly purchased products: screencastify, zoom, communication devices, iXL and etc.
- Access to modified tech - braille
- Enlarged tech
- Overhead Projectors/Cameras

Internet access points pushed out to social media platforms

Sign-up calendar for onsite access - Students will be able to sign up for a time to come to school to access wifi in a safe environment but maintain social distancing.

The district is researching ways to provide internet access at home to those students who do not have access.

Anything technology related such as devices, accounts, software or general questions/ guidance our technology support portal or families will be able to call the school to get direct support.

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| <b>Administrative Support</b>                    | <p>Administrators and Professional Development Committee will be expected to oversee, plan, and/or facilitate professional learning and collaboration.</p> <p>Administration will develop common PLC expectations and guidelines, including continued work on success criteria rubric</p> <p>Administration will attend PLC's. Regular weekly Administrative support and feedback will be provided to Teachers on learning tied to instruction.</p> <p>Administration will meet bi-monthly to update on PLC work, strengths, and opportunities for improvement.</p> |
| <b>Instructional Coach Support</b>               | <p>Instructional coaches, Administrators and the Professional Development Committee will be expected to oversee, plan, and/or facilitate professional learning and collaboration.</p> <p>Instructional Coaches will attend PLC's.</p> <p>Instructional coaches will support individual teachers and teacher teams as needed around instructional planning, tools, and delivery.</p>   |
| <b>Home Visits</b>                               | <p>Teachers will follow district pandemic home visit guidelines. There will be at times teachers and paraeducators will conduct home visits.</p> <p><a href="#">District pandemic home visit guidelines</a></p>   |
| <b>Required Student Participation/Attendance</b> | <p>All students are expected to participate in all asynchronous or synchronous learning. Class activities, assignments, discussions, formative or summative assessments, or re-do's are required. Teachers will follow established [digital attendance guidelines].</p> <p><a href="#">District Attendance Guidance during Online</a></p> <p><a href="#">Parent Communication Log</a></p>   |
| <b>Certified Staff</b>                           | <p><b>Non-Negotiables:</b></p> <p>Delivery of district guaranteed and viable curriculum (Iowa Core Academic Standards) (includes enacted teaching/assessing cycles within units, essential standards, and Tiers I-III instruction, prevention, and remediation)</p> <p>Each course delivers whole group instructional sessions and prevention/enrichment sessions weekly</p> <ul style="list-style-type: none"> <li>○ Delivery of whole group instruction synchronously and asynchronously to offer options to students with life barriers.</li> </ul>              |

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| <p><b>Non Classroom Teachers and Paras</b></p> | <p>Classroom Teachers will physically see and communicate with their students weekly</p> <p>Application of communication procedure for students at risk</p> <p>Classroom and Special Education Teachers will collaborate to provide prevention and remediation based on student need. All will deliver instruction.</p> <p>Regular engagement in PLC planning, data analysis, and lesson design/recording</p> <p>Students will be assigned to prevention, enrichment, and/or remediation groups based on data analyzed in the teaching/assessing cycles.</p> <p>Attendance and grading procedures will be followed with fidelity.</p> <p>Use of Google Classroom</p> <p>Use of Special Education protocol</p> <p>Teachers will use the district procedure for having filtered sites approved through the Technology Support Portal to have filtered sites needed for instruction allowed. Best practice Teachers should complete a tech request at least 24 hours before the site is needed.</p> <p><b>Instructional Coaches</b> will provide support for Teachers through professional development, coaching, modeling, and observing.</p> <p><b>Counselors</b> will conduct individual sessions utilizing previously set office hours at the secondary level and digital small group sessions at the elementary level.</p> <p><b>Paras</b> will work with small groups of students to practice and/or reinforce skills at the direction of the lead Teachers.</p> <p><b>Negotiables:</b><br/>Which classes get scheduled when is at the discretion of the teacher with departmental consensus.</p> <p>How Teachers divide the load of planning, designing, and enacting course requirements is negotiable, as long as all Teachers work with ALL kids.</p> <p>Instructional delivery of content within units, assessment design with collaboration beyond common assessments, learning tasks construction, integration of curated content from approved sites, incorporation of small</p> |
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|                                | <p>group discussion for socialization and academic need.</p> <p>Time of delivery of content may be scheduled outside of regular school hours to offer flexibility for students, and for Teachers if the student need is high enough.</p> <p><b>Certified Staff will report to work to teach from their rooms initially during online learning. Teachers will have access to use their rooms to record lessons.</b></p> <p><b>Non-certified staff will be utilized to do home visits to support SPED students learning needs per their IEP</b></p>  |
| <b>Student</b>                 | <p><b>Non-negotiables:</b><br/>Attendance as outlined by district</p> <p>Students will continue to engage to meet compulsory attendance and graduation requirements. They will adhere to grading, attendance, and conduct guidelines set forth in board policy.</p> <p><b>Negotiables:</b><br/>Administration and staff will provide FAPE to all students using the “reasonable and manageable” clause upon which the pandemic attendance policy was written. This will be shared with all stakeholders regularly.</p>   |
| <b>Health and Safety</b>       |  |
| <b>Training</b>                | <a href="#">AEA Learning Online Module: Health and Safety</a>  |
| <b>Iowa Academic Standards</b> |  |
| <b>Curriculum Delivery</b>     | <p><b>Model:</b><br/>PreK -12 will operate under the required continuous learning model. In this model, instruction will include grade level standards and pre-requisite essential standards missed from learning. Teachers will utilize pacing guides, continue with assessments to make data informed decisions. Some students will use an accelerated learning model (if a 4th grade student is behind they will begin the year with 4th grade curriculum and address the gaps through assessment and intervention instead of remediation beginning the year by finishing 3rd grade content).</p> <p><b>Essential Standards:</b><br/>Teachers will continue PLC work to develop pre-assessments, formative assessments, assessment platforms, MTSS lessons, and student tasks that can be used. Prior and ongoing standard prioritization, unit planning, unit sequencing, and missed standards reporting will integrate missed and new learning. Instructors with the same teaching assignments and/or grade level will collaborate to continue building course content.</p> |

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|                           | <p><b>Delivery:</b><br/> Preschool through 12th grade required learning will be a combination of synchronous and asynchronous learning. This will be delivered through video lessons via google classroom. Teachers will utilize asynchronous learning for direct, whole group instruction. After analyzing formative data, Teachers will use synchronous learning to provide feedback, pre-teaching, reteaching, and/or enrichment to groups of students. Preschool and elementary Teachers will use synchronous learning for small group skill-based instruction.</p> <p><b>Synchronous - instruction/learning that occurs at the same time</b><br/> <b>Asynchronous - instruction/learning that does not occur at the same time (recorded lessons...)</b></p> <p>General education Teachers will collaborate and/or co-teach with IEP, and Title I Teachers to deliver instruction. A daily schedule will be developed by general education Teachers in conjunction with Administrators.</p> <p>Special Education Teachers may join gen. ed. teachers in supporting students with IEPs in implementing accommodations, modifications, and at times providing SDI. However, additional instruction may need to occur for our students with IEP's and will be individualized based on their needs as stated in the IEP. If necessary, an IEP meeting may be held to further look at how to best address needs once an instructional model has been decided upon based on information from the state.</p> <p>Special Education Teachers will schedule Paraprofessionals to assist with support for small groups, SDI, provide prompting, visual supports, take data as per the individual IEP.</p> |
| <p><b>Instruction</b></p> | <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Teacher collaborative teams/PLC's will discern between needing to generate and record instruction or collect from approved digital resources that are already provided to the students.</li> <li>• Alignment and rigor will be considered before online content is integrated into courses for student consumption.</li> <li>• Content may be synchronous or asynchronous.</li> <li>• Share with parents the time guidelines and also the disclaimer: "This is what we are asking Teachers to do and know that some Teachers may offer more depending on their situation."</li> </ul> <p><b>Prioritization:</b></p> <ul style="list-style-type: none"> <li>• Teachers will utilize previously-determined essential standards, course scopes and sequences, and units to prioritize for online student learning.</li> </ul> <p><b>Essential Learning:</b></p> <ul style="list-style-type: none"> <li>• PLC's have previously determined non-negotiables for what students need to know and do as they enter and leave the course and/or grade level.</li> <li>• These non-negotiables have been/will be vetted and calibrated by vertical alignment teams.</li> </ul>   |

|                                | <ul style="list-style-type: none"><li>The essential learnings will be monitored and evaluated by the PLC teams using common assessment data to determine if changes are needed.</li></ul>   |  |   |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
|--------------------------------|---|--|---|---------|---|-------|----------------|----------------|---------------|---|----------------|----------------|---------------|-----|----------------|----------------|----------------|-----|----------------|----------------|-----------------|-----|---|--|------------------------|------|--|--|------------------------|
| Daily Learning Recommendations | <table><tr><th>Grade Level</th><th>Minimum</th><th>Maximum</th><th>Recommended length of sustained attention</th></tr><tr><td>Pre-K</td><td>20 minutes/day</td><td>20 minutes/day</td><td>3 - 5 minutes</td></tr><tr><td>K</td><td>20 minutes/day</td><td>30 minutes/day</td><td>3 - 5 minutes</td></tr><tr><td>1-2</td><td>20 minutes/day</td><td>45 minutes/day</td><td>5 - 10 minutes</td></tr><tr><td>3-5</td><td>20 minutes/day</td><td>60 minutes/day</td><td>10 - 15 minutes</td></tr><tr><td>6-8</td><td>15 minutes/class<br/>Total: 90 minutes/day</td><td>30 minutes/class<br/>Total: 180 minutes/day</td><td>15 to 30 minutes/class</td></tr><tr><td>9-12</td><td>30 minutes/class<br/>Total: 120 minutes/day</td><td>45 minutes/class<br/>Total: 180 minutes/day</td><td>30 to 45 minutes/class</td></tr></table> | Grade Level                                | Minimum                                   | Maximum | Recommended length of sustained attention | Pre-K | 20 minutes/day | 20 minutes/day | 3 - 5 minutes | K | 20 minutes/day | 30 minutes/day | 3 - 5 minutes | 1-2 | 20 minutes/day | 45 minutes/day | 5 - 10 minutes | 3-5 | 20 minutes/day | 60 minutes/day | 10 - 15 minutes | 6-8 | 15 minutes/class<br>Total: 90 minutes/day | 30 minutes/class<br>Total: 180 minutes/day | 15 to 30 minutes/class | 9-12 | 30 minutes/class<br>Total: 120 minutes/day | 45 minutes/class<br>Total: 180 minutes/day | 30 to 45 minutes/class |
| Grade Level                    | Minimum   | Maximum                                    | Recommended length of sustained attention |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| Pre-K                          | 20 minutes/day  | 20 minutes/day                             | 3 - 5 minutes                             |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| K                              | 20 minutes/day  | 30 minutes/day                             | 3 - 5 minutes                             |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| 1-2                            | 20 minutes/day  | 45 minutes/day                             | 5 - 10 minutes                            |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| 3-5                            | 20 minutes/day  | 60 minutes/day                             | 10 - 15 minutes                           |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| 6-8                            | 15 minutes/class<br>Total: 90 minutes/day   | 30 minutes/class<br>Total: 180 minutes/day | 15 to 30 minutes/class                    |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| 9-12                           | 30 minutes/class<br>Total: 120 minutes/day  | 45 minutes/class<br>Total: 180 minutes/day | 30 to 45 minutes/class                    |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| PK-6 Learning                  | <p>Have set class periods each day.</p> <p>Have 1:1 correspondence with students via Google Meet or Zoom. Correspondence will be recorded to accommodate students with limited streaming capability.</p> <p>Provide paper packets to the K-6 students if needed.</p> <p>Core Courses will be delivered each day. We will focus on Math and Literacy.</p> <p>Specials will be delivered on the day they would originally occur.</p>  |  |   |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| JH/HS Learning                 | <p>Have set class periods each day</p> <p>Have 1:1 correspondence face to face learning=remote learning time.</p> <p>A/B day schedule options if needed</p> <p>Periods 1,3 on A days or on Tu, Th</p> <p>Periods 2,4 on B days or on M, W, F</p>  |  |   |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| Group Work                     | <p>PCSD Teachers will incorporate effective, productive group work through the use of digital platforms. Break out rooms will be utilized to encourage participation by all students. Behavior expectations for digital small group sessions will be taught and modeled by the Teachers.</p>  |  |   |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |
| Assessment                     | <p>Assessment will take numerous formats such as but not limited to: independently online, quick surveys during video conferences, and using google tools.</p>  |  |   |         |   |       |                |                |               |   |                |                |               |     |                |                |                |     |                |                |                 |     |   |  |                        |      |  |  |                        |

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|                          | <p>Assessments will be provided digitally in formats that include but are not limited to: <u>Google Classroom</u> PK-12, teacher created assessments, and through digital curriculum resources.</p> <p>Students will be pre-assessed prior to the beginning of new instruction to determine if prerequisite skills are lacking. The accelerated learning model will also be considered for students.</p> <ul style="list-style-type: none"> <li>○ Unit instruction will be planned based on pre-assessment needs.</li> <li>○ Pre-teaching for students missing skills (understanding/vocabulary/etc)</li> <li>○ Student level data will be tracked and shared for re-teaching and coordination of services.</li> </ul> <p>Feedback will be provided during the units of instruction through formative assessments (common formative where applicable)</p> <p>Summative assessments and/or evidence of mastery will be collected at the end of each unit.</p> <p>At the elementary level feedback will be provided to students daily in one content area, and all content areas will be reported out by the end of each week. The secondary level will provide at a minimum of weekly feedback for each course to students.</p> <p>Alternative support for students not connecting electronically/participating may include paper-pencil copies, Flash Drives with materials and lessons, and other options that are designed.</p> <p>Teachers will create post-assessments which can also be used for pre-assessment</p> |
| <b>Physical Activity</b> | <p>Elementary students will participate in virtual PE classes. PE Teachers will design weekly synchronous and asynchronous lessons. In addition, the elementaries, in collaboration with Iowa State University Extension, will provide Pick a Better Snack lessons.</p> <p>All secondary students will be enrolled in a physical education class as scheduled. PE Teachers will deliver synchronous and asynchronous lessons.</p>  |
| <b>Equity</b>            |  |
| <b>Internet Access</b>   | <p>PCSD will develop a WI-FI access survey. Distribute and then follow up with phone calls to individuals who do not take the survey. Exploration of hotspots or internet access via school or provider possible.</p>  |

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| <b>Learning Support</b>                         | <p>Our online learning will be both synchronous and asynchronous. Devices will be provided to all students. We will provide physical copies of assignments for students with accommodations or work better with paper copies. Staff members will communicate with parents to check in and see what other resources might be needed. Ongoing staff support for all students.</p> <p>Teachers will work with students individually with learning support or in small groups, as deemed most beneficial, in addition to their teachers. We will provide the following opportunities for families:</p> <ul style="list-style-type: none"> <li>• Check in with parents using email, PowerSchool, Facebook, texting, or other virtual platforms approved by the district.</li> <li>• Physical copies of assignments/materials will be made available for those needing them</li> <li>• All lessons will be taught both synchronous and asynchronous with utilizing chat rooms, chat boxes and digital communication tools.</li> <li>• Each building will set up a process to distribute paper resources for families.</li> </ul> <p>Students receiving outside supports will continue to receive those supports.<br/> Self Regulation/Executive functioning...<br/> 504- Counselors oversee and distribute, Teachers follow accommodations<br/> Special Ed.- IEP teams will meet to determine student needs.<br/> ELP- Small group extension activities, including Social Emotional supports<br/> Parent permission or a waiver to work in small groups.</p> |
| <b>Classroom Extensions</b>                     | <p>There will be both small group extensions and classroom extensions.</p>   |
| <b>Access to Curriculum</b>                     | <p>LRE should increase (less reliance on para educators, more inclusion). Alternative plans need to be couched in the IEP team- what does the student need. Consider things like non-digital platforms, special instructional videos and parent training.</p> <p>Associates will drive and pick up students who need additional support to meet their IEP needs that virtual learning is not meeting. They will bring them to the school so we can meet their needs.</p>   |
| <b>Social Emotional Behavioral Health</b>       |  |
| <b>Empathy and Care</b>                         | <p>The District is committed to students' academic progress and emotional well being and will help students increase knowledge and independent agency. The District will also strive to keep students connected socially.</p>  |
| <b>Required Social Emotional BH Connection:</b> | <p>Teachers will be expected to include a well-being check for their students weekly. Individual student concerns shall prompt a teacher phone call to appropriate person and notification to building counselors for social</p>   |

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|  | emotional follow up. Parents will have the option of passing on weekly calls.  |
| <b>Social/Emotional Learning</b><br>Link for At-Risk/Counselor check-in<br><a href="https://forms.gle/qvJUj5Upn5exR6CU7">https://forms.gle/qvJUj5Upn5exR6CU7</a> | All levels will utilize the MTSS structure to deliver and monitor weekly social/emotional learning.<br><br>Counselors will provide office hours to meet the needs of students' social/emotional well-being.<br><br>Counselors will establish online lessons for SEL at the PK-6 Level.<br><br>7-12 counselor may provide SEL lessons or may distribute to the homeroom Teachers to deliver.<br><br>Classroom Teachers support SEL lessons provided by the counselors.<br><br>A formal student referral process will be established to make addressing student SEL needs easier to address<br><br>Elementary Teachers and counselors will collaborate to provide weekly SEL lessons to K-6 students similar to what the students would have received within the classroom setting.<br><br>SEL learning will be incorporated in the Preschools' thematic lessons.<br><br>JH/HS SEL lesson given by Teachers on Mondays during homeroom |
| <b>Socialization</b>   | Advisory- 7-12 utilized for socialization/culture building.<br><br>PK-12th grade Teachers will host weekly video conferences in which students will have the opportunity to share, discuss, and engage with peers. Break out rooms will be utilized to encourage participation by all students, access and tutorial will be provided. In addition, club sponsors will continue to arrange meeting times. Teachers will associate this with agency lessons.   |
| <b>SEBH for Teachers/Staff</b>   | Staff and Administrator will monitor colleagues SEBH and support their needs.  |
| <b>SEBH Tools</b>  | <a href="#">SEBH Toolkit</a><br><br><a href="#">SEBH Action Planning</a><br><br><a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a><br><br><a href="#">Helping Children Cope With Emergencies</a>   |
| <b>Communications</b>  |  |
| <b>Communication Plan</b>  | Administration will provide regular communication regarding the district's   |

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|                                   | <p>learning programs through the district's website, app, Facebook, and Twitter. They will also share communication through press releases with local traditional media, including newspaper, and radio.</p> <p>Principals will be responsible for communicating building specific information through staff and parent newsletters that are shared via building web pages and Facebook.</p> <p>Teachers and staff will communicate with students and parents using a variety of methods. Google Classroom, email, Facebook, Website, parent calls, alert now and notes sent home.</p> <p><a href="#">Parent Communication Log</a> - Teachers will document calls to parents during the Online Model</p>   |
| <b>Deliberate Communication</b>   | <p>Students will participate, engage in productive learning to grow. Teachers will engage, educate, and empower every student, every day. Teachers will specify what is required learning and what is optional, yet beneficial. Teachers will share clear expectations and explicit feedback with students.</p> <p>Students, Teachers, Administrators, and parents are all in this together. We will adjust to make this temporary effort as beneficial and productive as possible.</p> <p>All staff will enact grace and leniency while articulating high expectations with students and families.</p>  |
| <b>Required Course Connection</b> | <p>Means of communication to students and/or parents but not limited to: Google Classroom, Alert System, email, phone calls, social media, website...</p> <p>PK and elementary Teachers will communicate with their students daily. Modes of communication may include: Google Classroom, Meet/ZOOM, phone calls with students/parents, emails and video conferencing...</p> <p>Secondary Teachers will be expected to communicate with students no less than 3 times a week. Modes of communication may include: Google Classroom, ZOOM, phone calls with students/parents, emails and video conferencing... Teachers should make every attempt to digitally "see" their students at least once a week. The less frequent the face-to-face digital meetings, the more necessary the content of those meetings focuses on academic feedback, progress check ins, etc.</p> <p>Teachers will keep communication logs using the district created google form that's shared with principals and counselors.</p> <p>Each building will collaborate to designate an evening for each grade level/content area to avoid scheduling conflicts for students and families.</p> |

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|--|---|---------------|--------------|--------------|------|------|------------------|--------------|---------------|--|--------------|-----------|--|--|--------------|--|--|------|------|-------|------|------------------|--------------|--------------|--|--------------|------------|--|--|--------------|--|
| <b>Student Feedback</b>  | Results and feedback from assessments will be communicated to students daily and within 1 day when in the online model that include but not limited to the following tools: Google meet, Screencastify, (messaging tool) etc....  |               |              |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| <b>Student Progress</b>  | <p>Parents will be notified of student progress, updated, at least every 4 weeks. Communication must generate a parental response/conversation. Teachers will keep communication logs that are shared with principals, at risk staff, counselors, and Special Education, and ELP Teachers as appropriate. The district will develop a student progress template to be used online.</p> <p>Parents will receive digital progress updates at least every 4 weeks. Here is the timeline for progress reports</p> <table><tr><td></td><td>Sept.</td><td>Oct.</td><td>Nov.</td><td>Dec.</td></tr><tr><td>Progress reports</td><td>Week of 9/24</td><td>Week of 10/23</td><td></td><td>Week of 12/2</td></tr><tr><td>P.T.Conf.</td><td></td><td></td><td>Nov. 3 and 5</td><td></td></tr></table><br><table><tr><td></td><td>Jan.</td><td>Feb.</td><td>March</td><td>Apr.</td></tr><tr><td>Progress reports</td><td>Week of 1/14</td><td>Week of 2/16</td><td></td><td>Week of 4/24</td></tr><tr><td>P.T. Conf.</td><td></td><td></td><td>Mar 9 and 11</td><td></td></tr></table> <p>More in-depth conferences will occur during designated Parent Teacher conference time</p> |               | Sept.        | Oct.         | Nov. | Dec. | Progress reports | Week of 9/24 | Week of 10/23 |  | Week of 12/2 | P.T.Conf. |  |  | Nov. 3 and 5 |  |  | Jan. | Feb. | March | Apr. | Progress reports | Week of 1/14 | Week of 2/16 |  | Week of 4/24 | P.T. Conf. |  |  | Mar 9 and 11 |  |
|  | Sept.   | Oct.          | Nov.         | Dec.         |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| Progress reports   | Week of 9/24  | Week of 10/23 |              | Week of 12/2 |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| P.T.Conf.  |   |               | Nov. 3 and 5 |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
|  | Jan.  | Feb.          | March        | Apr.         |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| Progress reports   | Week of 1/14  | Week of 2/16  |              | Week of 4/24 |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| P.T. Conf.   |   |               | Mar 9 and 11 |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| <b>Back to School Night (Online Learning Night)</b>                | Parents will be given the opportunity to set in on a training session to learn more about Google Classroom/ZOOM - How to navigate the program. The district will announce a time for Online Learning Night if the district needs to transition to Online model of instruction.  |               |              |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| <b>Training Videos</b>   | Instructional videos will be created and provided for students and parents regarding how to access the digital classroom and tools. These videos will be housed in a central location so all staff in the district will have access. A parent library will also be housed in a central location to share from.  |               |              |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| <b>Legal and Ethical Aspects of Teacher/Student Communication:</b> | Teachers will follow the <a href="#">Iowa Board of Educational Examiners Code of Professional Conduct and Ethics</a> . They will also review School Administrators of Iowa <a href="#">video</a> on student/teacher communication. Teachers shall log any and all private conversations with students.  |               |              |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |
| <b>Required Office Hours</b>                                       | Teachers will be available for student outreach on a weekly basis, as scheduled through Den time.   |               |              |              |      |      |                  |              |               |  |              |           |  |  |              |  |  |      |      |       |      |                  |              |              |  |              |            |  |  |              |  |

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|  | <p>PK-6 will schedule video conferencing sessions as needed or requested by students/families.</p> <p>Office hours will be in addition to lesson times</p>  |
| <b>Inter-district Communication Guidelines/Protocols</b> | <ul style="list-style-type: none"> <li>• Staff to staff</li> <li>• District to building Administrators</li> <li>• Admin to staff</li> <li>• Community</li> <li>• Proactive communication</li> </ul>   |
| <b>Parent Contacting School</b>                          | <p>Parents will follow the same protocol as described in the student handbook. Parents will first direct questions or concerns to their child's teacher</p> <p>Parents/students can contact the Technology Help Desk) through the district's website.</p> <p>The district will develop a FAQ section on the school website for parents to refer to.</p> |
| <b>Students Contacting Teacher</b>                       | <p>PK and elementary students will use messaging through Google Classroom or email.</p> <p>Email will be recommended as the primary means for contacting Teachers for upper elementary and secondary students.</p>  |



## Online Learning Expectations

## Student Expectations

- Participate in online learning sessions and/or watch recorded sessions.
- Take part in discussions, meetings, and shared learning.
- Stay informed about assignments. Check Google Classroom and email for communication from teachers.
- Complete assignments and turn them in on time.
- Act and dress appropriately during online sessions.
- Communicate with your teachers and your classmates. Ask questions. Answer questions. Listen carefully. Speak clearly.
- Do your own work without cheating.
- Ask for help if you feel frustrated, if you need support, or if you're unsure what to do.
- Be kind to your classmates, your family, your teachers, and yourself.
- Do your best to show your best work.
- Follow the district acceptable use policy. This includes using computers for learning and handling computers with care. Food and water should be kept away from computers, and extreme temperatures should be avoided.

## Teacher Expectations

- Prepare online learning sessions and provide recordings of classwork.
- Facilitate discussions, meetings, and shared learning experiences.
- Communicate with students and families via Google Classroom, recordings, virtual or in-person meetings, progress reports, report cards, phone calls, and/or email.
- Provide comments or other feedback on assignments and lessons.
- Listen to students and families, and provide support to promote engagement and successful learning.

## Family Expectations

- Provide an appropriate place for schoolwork.
- Provide needed school supplies with the understanding that some lessons and activities may not be online.
- Assist your child as best you can. Keep in mind that perfection is not expected and mistakes are a part of learning.
- Stay informed by checking email, Google Classroom, and the school website.
- Review Google Classroom guardian summaries to see completed work, missing assignments, and upcoming assignments. (Guardians choose weekly or daily summaries.)
- Ask for help if you feel frustrated, if you need support, or if you're unsure what to do.
- Monitor online learning to insure Internet safety. Be aware of the district's acceptable use policy.
- Communicate with your child and your child's teacher especially if you notice stress, frustration, anger, or discouragement.