

Rock Valley Community School District

“Educating Today’s Student for Tomorrow”



Return-to-Learn Plan

2020-2021

Return to Learn Plan

Rock Valley Community School District

As required by the Iowa Department of Education, the Rock Valley Community School District has developed a Return Learn Plan for the 2020-2021 School Year. The plan includes three different learning plans: On-site, Remote Learning, and a Hybrid Model. Regardless of the model being used, learning will be required of all students according to state law. The plans are designed to be fluid, meaning we may move from one plan to another throughout the school year. Students K-12 will have their own iPad this year, so all students will be prepared for remote learning options. Our first choice is to have students attend school on-site as it is the optimal learning environment. **School will begin on August 24.**

As part of our planning, teachers have met with other teachers to discuss what skills their students missed (for example, 1st grade teachers met with second grade teachers). These skills were compiled last May. This fall, teachers will meet again to review these conversations and plan for how to fill those gaps during the course of the school year. Math and reading screeners are given annually in grades K-8. These assessments are given several times during the year and provide information regarding individual students' needs to classroom teachers. These will be especially important this school year. Additional after-school OR summer school programming may be implemented depending upon student needs.

Beginning early in the school year (and throughout), students will be given further **education on how to navigate remote learning**. Examples of this learning may include: accessing e-mail, joining online meetings, participating appropriately during remote instruction, accessing and navigating within Google Classroom or Seesaw, or accessing the District Return to Learn website that holds the district supported and most commonly used programs/applications. Students will be given assignments at times that could be done either in an on-site or remote learning environment so students will be more prepared to move into one of our other learning models.

Because of our 1:1 computing program, our staff was prepared to deliver remote instruction. However, much of our 2020-2021 **professional development** will focus on ways to further enhance remote learning through quality instruction. In addition, we are also developing training for parents to assist their children with remote learning.

Transportation will continue to be provided. **Parents who are able are encouraged to bring their children to school (or carpool) to limit the number of students on a bus.** The following guidelines/procedures will be used on buses:

- Busses will use social distancing as much as possible
- When possible, students will sit in every-other seat.
- Siblings will sit together.
- Students will sanitize their hands (using hand sanitizer) when entering.
- Masks are optional on busses. However, the district encourages individuals and families to take appropriate steps to protect themselves and others
- Busses will be disinfected after each route.

Internet Connectivity: The district may provide internet connectivity hotspots in town or at school for students to be able to connect during remote or hybrid learning. In cases where this is not possible or for those out of town, hard copies will be available for pickup at school.

Preschool may be handled independently from K-12 as it is served in a separate building.

Families will have the option to choose remote learning for their children, if desired. If remote learning is chosen, learning may look different than those attending on-site learning. For example, students choosing remote learning will not have live learning opportunities. Teachers will record their classroom learning sessions for students in remote learning to view later. Student schedules may be altered as not all classes are deliverable in remote learning. Families who wish to choose remote learning for their children are required to contact Superintendent Janzen.

Plan 1: On-Site Learning

On-Site Learning is learning that occurs with all students and school personnel in the building as normal. To the extent possible, safety precautions will be used to maintain a safe learning environment for all. The following are a list of precautions we will implement:

- Masks and any other personal protective equipment (PPE) will be optional for students and staff. Staff and students are encouraged to masks, especially in areas high traffic areas. All are encouraged to wear masks on busses. Those in grades 6-12 are encouraged to wear them in the hallway. There may be instances, due to pre-existing health conditions, where teachers ask students to wear a mask specifically in their room. We encourage all to understand these requests so we are best able to keep our teachers in class educating your child. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc. *Masks and any other PPE must meet dress code standards.*
- Hand sanitizer will be available in every classroom and at entrances.
- Eliminating high-touch areas as much as possible.
- Water bottles are encouraged to limit touching of water fountains. Water fountains will be available only to fill water bottles...no drinking from water fountains.
- High-touch areas will be cleaned more frequently.
- Parents will not be able to visit classrooms.
- Access for volunteers will be determined on a case-by-case basis. Volunteers are required to wear a mask.
- Access for outside agencies will be determined on a case-by-case basis.
- Classroom desks will be organized in rows with students facing forward. Students will be spread out to the maximum extent possible.
- Education on the importance of handwashing and hygiene.
- MS/HS choir will be in the auditorium as much as possible.
- Attendance policies may be revised to meet the needs due to COVID.
- Plexiglass barriers will be used in the offices and concession stands.
- The south door next to the high school science room will NOT be open in the morning. Students must enter through the main entrances on the east side or by the wrestling room.

- Classroom activities will be organized using social distancing to the extent possible.
- Teachers will give seating charts to the school nurse and building principal for contact tracing purposes. Contact tracing with public health will be done with the school nurse.

What to do if your child isn't feeling well:

- Do not send your child to school if they have a fever of 100.4 or greater. Other symptoms to be aware of: new loss of taste/smell, cough, shortness of breath, fatigue, muscle or body aches. Please communicate with the school nurse if your child is tested/diagnosed with COVID or is being kept home with COVID symptoms.
- Students who are not feeling well at school will be sent to the nurse's office.
 - If it is determined a child should be sent home, a parent will be contacted and expected to bring their sick child home within 30 minutes of the phone call from the nurse or other school personnel to help prevent possible COVID spread in the building. Students displaying COVID symptoms will be given a mask to wear until they are picked up from school. Students with a fever of 100.4 or higher will be sent home.

Elementary Processes/Procedures

- Social Distancing within the classroom:
 - Meeting at the carpet (at white board) - spread out to the extent possible
 - Small groups at center table - no more than 5 when possible
 - Partner work - sit side-by-side - materials are not shared as much as possible
- In grades 4 and 5, where grade levels are compartmentalized, teachers will move classrooms rather than students (for example, the math teacher will move classrooms)
- Disinfecting procedures within the classroom
 - Hand sanitizer in every classroom
 - Small group table sanitized after each group
 - Desks/tables/surfaces sanitized by custodial staff daily
 - Teachers will wipe high traffic areas as needed
 - Specials equipment sanitized after each class
- Hand sanitizing/washing shall be done:
 - First thing in the morning
 - Before lunch
 - After recess
 - Before and after specials
 - Before going home at the end of the day
- Recess - If recess is indoors due to weather, students will remain in their classrooms.
- Seating charts will not be changed more than monthly. Seating charts will be shared with specials teachers so the same student groupings can be used throughout the building
- Morning arrival at school - students are encourage to not arrive prior to 8:00
 - Students arriving before 7:50 go to the commons. Students will be released to their classroom at 7:50. Morning recess begins at 7:50.

- School Dismissal
 - Older siblings (including middle/high school) must pick up younger siblings **outside** by their classroom teacher. MS/HS students will not walk through the elementary.
 - Meals
 - Breakfast - students will sit in every other seat
 - Lunch - when possible, some tables will be placed in the gym
 - Students will eat in assigned seating
 - Tables are wiped down between each grade level
 - In hybrid learning students will sit in every other seat

Plan 2: Remote Learning

Remote Learning will occur if an emergency closure of school occurs. ***During remote learning, student learning/school will take precedence over student employment or other personal obligations.*** If a single building closes due to a COVID-19 outbreak and there is a need for sanitization, the students and staff in that building will immediately transfer to remote learning. If there is a wider outbreak of COVID-19 and the district closes, the students and staff throughout the entire district will immediately transfer to remote learning. Remote learning may be utilized for single classrooms to limit COVID-19 exposure beyond the classroom. *With proper notification, remote learning may be implemented rather than cancelling school due to inclement weather.* Learning provided to students during remote learning will be **required** with attendance taken by teachers, grades issued and credit awarded. *For parents/guardians who are uncomfortable with on-site or hybrid instruction, remote learning is available (please contact your building principal).*

Surveys regarding remote learning provided the following feedback:

- Desire for consistent communication
- One (consistent) learning platform
- More live or recorded learning sessions
- Educate parents and students on how to do remote learning

In the case of remote learning, iPads provided by the Rock Valley Community School District will be taken home by students in grades K-12. We will deliver instruction and complete all learning virtually in the case of an emergency closure. The district *may* provide internet connectivity hotspots in town or at school for students to be able to connect. If necessary, hard copies of learning materials will be available for pickup at school.

Access to the building during remote learning is limited. Teachers can make arrangements with the building principal to access the building to acquire materials and to deliver virtual instruction from their classroom during a prolonged closure. Parents can contact the building principal to retrieve essential materials for their child, such as learning devices, medications, and personal belongings. Outside agencies that use the building will not be permitted to access the building during a remote learning situation.

Food security for students will be addressed during remote learning through the school lunch program as allowed by the U.S. Department of Agriculture.

School counselors, teachers, liaisons, school nurses, and other support staff will have “office hours” that are dedicated to communication with students and parents. The office hours will be communicated via the District’s webpage. Parents and students will be encouraged to contact staff members during office hours. Teachers will hold office hours outside of the time instruction is being delivered.

Essential staff and non-essential staff will be identified and paid accordingly. Because circumstances regarding COVID-19 are ever-changing, decisions regarding essential and nonessential staff will be considered at the time of a closure.

The following procedures and guidelines will be used for Remote Learning:

General Procedures and Guidelines:

Learning Platforms:

- Grades 3-12: Google Classroom
- Grades K-2: Seesaw

Grading Practices:

- Grades 4-12 – grades will be updated weekly by Sunday evening
- The regular school grading scale will be used
- Working with building principals, teachers will exercise more grace during remote learning, depending on circumstances at home

Attendance

- Attendance will be determined by the completion of work assigned
- A Google Form check-in will be used for remote learning, whether attending live or viewing recorded learning sessions

Tracking Student Engagement and Participation

- Buildings will track assignments via a building-wide shared assignment schedule

Expectations for Social/Emotional Support

- Teachers will hold at least one online meeting per week for social/emotional purposes.
 - MS/HS will meet with the students on their homeroom roster
 - Elementary will meet with the students on their classroom roster
- Counselors will provide teachers with a list of suggested activities or topics of discussion

Remote Learning Structure Grades 4-12

- MS/HS
 - *Google Classroom* will be used as the hub for remote learning
 - Synchronous (in-person) classes in the morning
 - Odd periods Monday/Wednesday
 - Even periods Tuesday/Thursday
 - Office hours/Planning in the afternoon
 - At least once per week, teachers will schedule evening office hours until 7pm
 - Fridays are for social/emotional meetings and for help, catch-up, grading, planning, etc.
 - All teaching sessions will be recorded and made available online
 - Teachers will communicate their daily office-hours
- Grades 4-5
 - Synchronous (in-person) classes in the morning
 - Math, Social Studies & Science on Monday and Wednesday
 - Reading and Writing on Tuesday and Thursday
 - Friday Specials
 - All teaching sessions will be recorded and made available online. One teacher per grade level will record lessons for each subject. Teachers will communicate with parents which teacher is recording lessons in each subject.
 - Office hours/Planning in the afternoon
 - At least once per week, teachers will schedule evening office hours until 7pm
 - Teachers will schedule an online meeting at least once per week with their classroom students for social/emotional time
 - Fridays are for social/emotional group meetings and for help, catch-up, grading, planning, etc.
 - Teachers will communicate their daily office-hours

Remote Learning Structure (Grades K-3)

- *Seesaw* will be used as the hub for remote learning for K-2
- Third grade will use *Google Classroom* as the hub for remote learning
- Weekly learning packets will be picked up and dropped off on Friday mornings.
- Graded learning packets will follow a week behind with feedback from the teacher
- Teachers will create 2-week Remote Learning Units for math, reading, science and social studies.
 - These may be put together using the following methods:
 - SeeSaw
 - Near-Pod
 - Screencasting
 - Defined Learning
 - Wizer.me

- Because live on-line learning sessions are difficult with young students, teachers will post recorded learning sessions online. One teacher per grade level will record lessons for each subject. Teachers will communicate with parents which teacher is recording lessons in each subject.
- Teachers may be available to communicate with parents until 8 pm. Any questions after that time will be addressed the next day
- Teachers will schedule an online meeting at least twice per week with their classroom students for social/emotional time
- Teachers will communicate the following schedules to parents:
 - Daily Schedule
 - Office hours
- Statewide Voluntary Preschool Program. No remote learning required but learning opportunities offered as well as packets/games/activities for take-home.

Remote Learning Structure Grades Preschool & TK

- Optional weekly learning packets may be picked up and dropped off on Friday mornings.
- Optional online learning opportunities will be provided.
- Teachers will have a minimum of two online meetings with students for social/emotional purposes.
- Teachers will make weekly contact with individual students.

Plan 3b: Hybrid Plan #1

Hybrid Plan #1 occurs when a decision is made by the Governor or County Health Department that buildings can operate with half capacity and social distancing maintained. Social distancing will be practiced within the classrooms. Desks and learning stations will be spaced to allow students to maintain a 6' distance from one another wherever possible. *The plan was developed to keep the youngest children in school, allowing parents to remain at work.*

- **Grades K-4** Will be onsite with each classroom split in half. One group would be in a classroom with their teacher while the other half is in another room with an adult. The teacher and adult will switch back and forth so the teacher may provide instruction to both groups. There would be no music/art/PE as those teachers will be helping with grades K-4.
- **Grade 5-12** ELL, SPED, AT-RISK & SECTION 504 students would be in small groups as needed as determined by the teacher of these groups and their team. On-site hours for these groups would be 8:30-11:30 or as determined by their individual plan.
- **Grades PK/TK** would be split into two groups attending every Mon/Thurs OR Tues/Fri.
- All other students would be in remote learning.

Other processes/procedures:

- Teachers will have scheduled office hours on Wednesdays if in Remote Learning.
- Elementary classrooms will have designated areas on the playground
- Art, music and PE *may* be suspended in Hybrid Learning as they pose the greatest risk to COVID spread.

- Instructional aides will be utilized to provide assistance to the teacher and to provide study hall time for students to work.
- These groups would be eligible for school transportation if they normally qualify during on-site learning. All the same transportation rules would apply.
- Lunch seating will be restricted. MS/HS no more than 4 to a table. Elementary will sit every other seat.
- *All other procedures and guidelines applicable for On-Site and Remote Learning will apply.*

Plan 3a: Hybrid Plan #2

Hybrid Plan # 2 occurs when a decision is made by the Governor or County Health Department that buildings can operate with a limited capacity and social distancing can be maintained. In this plan, students with documented learning needs may continue to meet on-site. Social distancing will be practiced within the classrooms. Desks and learning stations will be spaced to allow students to maintain a 6' distance from one another wherever possible.

The following PK-12 student groups would be eligible to be at school, as determined by administration and other necessary team members:

- Special Education
- English Language Learners
- Section 504
- At-Risk

General Procedures and Guidelines:

- On-site hours would be from 8:30-11:30.
- Students would attend learning sessions with their designated teachers to receive services according to their plan.
- Learning session times will be made by the teachers in conjunction with the building principal.
- Instructional aides will be utilized to provide assistance to the teacher and to provide study hall time for students to work.
- These groups would be eligible for school transportation if they normally qualify during on-site learning. All the same transportation rules would apply.
- Lunch seating will be restricted. MS/HS no more than 4 to a table. Elementary will sit every other seat.
- *All other procedures and guidelines applicable for On-Site and Remote Learning will apply.*

School Roles and Responsibilities for Remote Learning	
Administration	<ul style="list-style-type: none"> ● Create and distribute the Return to Learn (R2L) Plan ● Support Faculty and student/families shifting to a remote learning environment ● Help teacher implement R2L
Principal	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Be an instructor in every Google Classroom and complete virtual walkthroughs ● Review records of student attendance/homework completion ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a remote learning environment ● Help teachers implement R2L ● Conduct weekly staff meetings ● Communicate a message to parents weekly
Technology Department	<ul style="list-style-type: none"> ● Provide at least one device per student in grades K-12 ● Support faculty and students/families changing to remote learning environment ● Create a ticket system to respond to technology issues. ● Be available for teachers and students/families as needed for support and respond to identified technology issues.
Classroom Teachers	<ul style="list-style-type: none"> ● Collaborate with other staff members where appropriate to coordinate learning ● Use Google Classroom or SeeSaw to deliver content. ● Use District provided resources to communicate with students/parents ● Keep attendance records based on homework completion ● Communicate with parents the online resources your students will access upon implementation of the plan and when changes are made. ● Communicate with and provide timely feedback at least twice per week with your students. Reach out to students who have not actively participated ● Communicate with parents as necessary ● Provide paper packets to students where internet connectivity is an issue.
Special Education Teachers	<ul style="list-style-type: none"> ● Schedule IEP meetings to complete page I of the IEP addressing each of the items listed. ● Participate as support staff in scheduled courses ● Provide activities that support staff in scheduled courses ● Provide activities that support IEP goals ● Communicate regularly with students and parents ● Revisit IEPs to ensure all goals are being supported

	<ul style="list-style-type: none"> ● Provide paper packets when a student is not being successful with online learning or where internet connectivity is an issue
ELL	<ul style="list-style-type: none"> ● Participate as support staff in scheduled courses ● Communicate regularly with students on your caseload and/or their parents ● Provide small group remediation or extension activities
Counselors	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Communicate regularly with classroom teachers to see if students need support in their classes. Provide homeroom/classroom teachers with social/emotional activities ● Provide office hours (Google Meet/Zoom) to support students in crisis. ● Provide referrals to outside agencies if appropriate
Instructional Aides	<ul style="list-style-type: none"> ● Participate as support staff in scheduled courses ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. ● Assist with making packets, copies, or other necessary duties
Instructional Coaches	<ul style="list-style-type: none"> ● Provide instructional support to teachers ● Provide technology support as needed
Librarian	<ul style="list-style-type: none"> ● Regularly check in with teachers to identify ways to support their design of remote learning experiences ● Participate as support in other classrooms/programs as needed

Student Roles and Responsibilities for Remote Learning	
<ul style="list-style-type: none"> ● Participate daily in core class work ● Complete all necessary school work and keep pace with deadlines ● Identify a space in your home where you can participate in remote learning and work effectively and successfully ● When possible, sit at a table in a quiet location and wear school appropriate attire ● Check email daily ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with district acceptable use and Ipad policies ● Put learning first and work second 	

Family Roles and Responsibilities for Remote Learning

Provide support for your student by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child’s teacher
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child’s stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

<i>For questions about...</i>	<i>Contact</i>
A course, assignment, or resource	Teacher
A technology related problem or issue	Tech Department or Teacher
A personal, academic or social-emotional concern	School Counselor
Other issues related to remote learning	Building Principal