



Return to Learn Manual

(This document is subject to updating and changing as appropriate and necessary)

(Last Updated July 30, 2020)

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CM Families and Staff,

During these unprecedented times, the CM School District has been preparing for a wide range of possibilities for the start-up of school in the fall. In response, all school districts have been required to submit a “return to learn” plan. What follows in this manual are the details of this plan.

In this manual you will find a brief list of Q&As, an overview of the options being planned for, and more details on each plan. As the status of the COVID-19 virus and any Governor proclamations at the start of school are unknown at this time, this will be a fluid document. Updates and changes will be made as needed up until and during the start of the school year.

In this planning we are being diligent to the details needed to keep both students and staff safe. We also understand that there are many different views on how to respond to the COVID-19 virus. Therefore, the chances that this plan will appease everyone is low. In return, we ask that you keep in mind that we are doing our best, without clear directions from government entities. The safety of our community, students and staff members is our goal. If we are going to error, it will be on the side of caution.

Should you have any questions please feel free to contact your child’s school principal and/or myself. The CM staff are looking forward to being back at school and working with your children. Stay Spartan Strong!

Corey Lunn, CM Superintendent/HS-MS Principal

What will the beginning of the school year look like?

The current plan is to start the first two days of school (August 14 & 17) with roughly half of the students in attendance each day. There will also be a shortened day during the first six days of the school year (August 14, 17-21), allowing for hot temperatures in the HS/MS building. The secondary day will begin at 8:10, ending at 1:48. The elementary day will begin at 8:20, ending at 2:00. In this plan students will be divided into two groups alphabetically/home residence - to keep siblings on the same schedule. This will allow for a transition back to school, allowing for procedures to be taught and practiced before all the students are brought back to school. Students with special needs will be on-site during each day on August 14 and 17. It is our goal to be back to an on-site/in-school model beginning on Tuesday, August 18.

Each morning, students and staff will need to follow the provided self-checklist (included at the end of this communication). Checking for a fever of over 100.4F and symptoms/signs for COVID. If there is a temperature and/or symptom/s present, the student/staff member must stay home and contact the school nurse or principal immediately. Other precautions that students, families and staff will need to be aware of and notify school about include:

- not feeling well, having a cough, shortness of breath, or difficulty breathing;
- displaying a fever of over 100.4 degrees (regardless of the cause);
- having been exposed to COVID-19 in the past 14 days;
- having been in close contact with a presumed or confirmed positive case of COVID-19 in the past 14 days;

- having traveled internationally in the past 14 days.

Families, staff and students will need to be extremely flexible during this time. Remote learning may/will be needed at little notice to respond and keep students and staff safe. For instance, if a student and/or staff member is diagnosed with COVID, while the rest of the school may be on site, others may need to follow the remote model. In other cases the entire school may be following the remote model. Please make sure to have arrangements made in advance if this were to occur.

What will be the requirements and expectations for wearing masks?

Maintaining the social distancing guideline of 6 feet will be the first line of defense. When this is not possible, face masks will be necessary. Students will be required to wear face masks on buses, in lunch and other lines, in the MS/HS office, while entering/exiting the school building and going to/leaving classrooms at the beginning and end of the school day. Students will be encouraged to provide their own face masks, face masks will be provided for when social distancing is unable to be maintained. Staff will also be provided face masks as needed - kitchen workers and bus drivers will be required to wear masks. If a student or staff member has a medically diagnosed condition preventing the use of a mask when applicable/required, they need to contact the school nurse and building principal to work through alternatives. **FACE SHIELDS, OR A CHOICE OF A MASK, MAY BE REQUIRED IN HS/MS CLASSROOMS.**

How will classrooms be structured?

Classroom desks and lunch tables will be spread apart, facing the same direction. Teachers will utilize strategies to help reinforce the 6ft social distancing (i.e. limiting one-on-one time). When small group instruction, or closer proximity, is necessary, face masks will need to be worn. The school will purchase additional face masks for student and staff use as needed. Staff will need to wear face masks following these same guidelines. There will be no parent volunteers or student teachers allowed in school during this time. Other visitors will be checked before entering the school building and required to wear a face covering.

Will visitors be allowed? What if I need to drop something off for my child?

If items are needed to be dropped off, the parent/guardian/visitor will need to use the “buzz in” system at the main entrance. The office secretary, or other staff member, will meet (wearing a mask) that person at the door to receive the item and bring it into school. Any allowable/invited visitor will need to pass a series of questions before they are allowed into the school building.

How will transportation be provided?

Students will need to socially distance 6 feet apart and/or wear face coverings at the bus stop. When entering the bus, face masks (will also be provided as needed) will need to be worn. Students will be given a seating chart, placing siblings and neighbors in closer proximity. Associates will be assigned to bus routes to help monitor and reinforce these procedures. Associates and bus drivers will be required to wear face masks/coverings. Transportation is an optional service, families may drive children to school.

Will a location be provided to have my child wait before the start of the school day?

There will be no before school drop off location at the elementary school. Doors will be open at 7:45 for students to report to their grade level classrooms. While entering the building and going to this location, students will need to wear a mask.

At the MS/HS, the doors will be open at 7:40. Students should refrain from arriving prior to this time, but if they do they will need to self socially distance while waiting outside. After 7:40 all MS/HS students will report to their 1st-hour classroom or the cafeteria for breakfast. Students will need to wear masks until they arrive in either their classroom or the cafeteria. Elementary students who are waiting for the shuttle will be in the small gym, supervised, and socially distanced.

Breakfast will be offered, following past practices and the new lunchroom guidelines outlined in this Q&A.

Will technology devices be provided to all students?

Technology devices will be assigned and checked out to all students to support remote learning. In grades 6-12 these devices will be allowed to be brought home, in grades PreK-5 the devices will remain in the classrooms (as needed they allowed home, i.e. move to remote learning plan).

How will lunch lines, passing times, and recess be structured?

Because of the building structures, the presence or lack of ventilation, and the age of the students, these guidelines will be different for elementary and middle/high school students. Elementary students will have lunches delivered to classrooms. HS/MS students will wear face masks while waiting in the lunch line (can be taken off while eating). Lunch tables will be spread out across the current lunchroom, gym commons area, and small gym to provide for social distancing. Students will verbally provide his/her lunch codes to the staff member present at the kiosk, keypads for student entry of these account numbers will not be used. During the hybrid plan, students may purchase a "cold" lunch while in the lunchroom for the following remote/non-school day. Lunches will be delivered by kitchen staff to classrooms/students at the end of the school day (~1:30 PM).

Will there be any special considerations for PE, music classes and/or other classes?

At the elementary school, art and other electives will be delivered in classrooms (they will be staying in classrooms for most of the day to limit exposure). Maintaining social distances versus face masks will be required during recess, PE/music, and walking in the hallways.

Music classes - band and music - will be conducted outside and/or in larger areas whenever possible. The PE curriculum will be structured to focus on individual activities versus team sports. At the secondary level, students will not change into PE clothing or use locker rooms. Maintaining social distances versus face coverings will be required during PE/music.

HS/MS students will wear face masks during passing times, and waiting in the lunch line (can be taken off while eating).

What additional cleaning procedures will be in place?

At the elementary school, art and other electives will be delivered in classrooms (they will be staying in classrooms for most of the day to limit exposure). Every Elementary teacher will have access to a spray bottle with a proper cleaner in their classroom. At the secondary level spray bottles - with proper cleaner - will be provided for each classroom. Teachers will use to spray the top of each desk at the end of each class, the sprayed chemicals will remain on these surfaces during passing times. When students enter the classroom they will be given paper towels to wipe off their assigned desk surface. This will take place at the beginning of each school day and between each class period. Hand sanitizer bottles/stations will be provided in each classroom and each exterior entrance used by students, staff and visitors. Busses will be cleaned after each use as well.

What will happen if a student or staff member exhibits COVID symptoms during the school day?

Each school building will have an identified staff member/small team trained to approach the student/staff member, and escort to an identified quarantine area. The school nurse will then be contacted to diagnose the situation. The school nurses' s hours will be extended to match the student day in each school building. Communication will be provided to families and staff members as needed.

How will learning be delivered for students that are in quarantine?

Teachers will be using google classroom or Seesaw to post assignments for students. When applicable, videos of teacher lessons - classrooms will be provided microphones to use with the classroom computers - will be posted on google classroom or Seesaw for student viewing and access. Teachers will be available to help as needed via pre-scheduled office time beforehand after school, as well as during scheduled prep times.

What happens if a student or staff member has been diagnosed with COVID?

If any student or staff member has been diagnosed with COVID by a medical professional they must self quarantine and not return to school until authorized by the school nurse and building principal. During this time they will not be allowed on school property or any school sponsored events. Participating in remote learning or teaching may be required as allowed. For any individual diagnosed with COVID-19, the quarantine period will be 10 days from the first day of symptoms, or from the day of a positive test.

What happens if a student or staff member has been in contact with a person diagnosed with COVID?

If this occurs outside of school, they must self-report. The school nurse will then be notified and on site to evaluate. If during the school day the student/staff member as well as all "contacts" (any student/staff that has been within 6 ft for 15 minutes with or without a mask worn) the same process will be followed. As a general "rule of thumb" (may be changed by the school nurse when appropriate) for "contacts" the quarantine period will be for 14 days. Those who have been previously diagnosed with COVID-19 within the past 2 weeks , and were exposed to a covid-19 case, do not need to quarantine. Staff may be considered critical personnel and can be allowed to return to work if there are staffing shortages as long as they remain asymptomatic. Staff will need to check their temperature and screen for symptoms at the start and end of each day, and wear a mask at work. If symptoms develop they must isolate immediately.

How will learning be delivered for students that are in quarantine?

Teachers will be using google classroom or Seesaw to post assignments for students. When applicable, videos of teacher lessons - classrooms will be provided microphones to use with the classroom computers - will be posted on google classroom or Seesaw for student viewing and access. Teachers will be available to help as needed via pre-scheduled office time beforehand after school, as well as during scheduled prep times.

What if I do not feel safe sending my child to school?

For allowable situations, including medical and voluntary requests, instruction may be provided via in an online/ remote learning option. Options have been included in this manual and are contingent upon State approval.

Will after school activities be available?

All activities will be allowed following approval of a submitted plan and according to state and association guidelines.

Overview of District Plan for Remote, Hybrid and Onsite Learning

For all three options below it will be the district's goal and planning to have:

- All staff and at times students with special needs will on site
- Workshop training for all staff on COVID awareness, mitigation and response strategies
- Technology devices distributed to all students
- Extended hours for the School Nurse to be onsite when students are in school
- School quarantine locations identified and utilized
- Additional PPE (masks, hand sanitizer, etc.) on-site
- Meals provided during days students may not be on-site as allowed and funded
- Robust cleaning and mitigation plans in place; increased custodial presence during student hours
- Social-Emotional-Behavior needs a key focus to support students and staff

REMOTE LEARNING	HYBRID LEARNING	ONSITE LEARNING
<p>This will resemble the voluntary remote learning that took place this past spring; except that ...</p> <ul style="list-style-type: none"> * Attendance and work completion will be REQUIRED and GRADED * Engagement will increase with more daily time, learning and lessons * Students with special needs will be transported and taught on-site * As guidelines and funding allows, lunches will be provided for students on site and off site * <u>A variation of this model - utilizing google classroom - will be used for students that may be ill or in quarantine when hybrid and in-school learning models are in place.</u> 	<p>This will be a combination of remote and in-school learning. <u>One-half of the students will be in school on any day.</u></p> <ul style="list-style-type: none"> * Students will be sorted into two groups (alphabetically/by address to keep families on the same schedule). Group 1 will receive in-school learning on M & T, every other W and Group 2 on TH & F, every other W. Remote learning will occur when at home/not at school. Wednesdays will continue to be early release for teacher preparation. Deep cleaning will be done between the 2 groups of students. * When in-school, the same guidelines for in-school learning will apply * When at home (remote learning), the same guidelines - with variations for time, learning will be independent versus online - for remote learning will apply. 	<p>This will resemble a "regular" school day; except that...</p> <ul style="list-style-type: none"> * Parents/Students/Staff will need to check temperatures each morning before school, practices will be put into place before and through the school day as mitigation efforts * Students will need to bring a pre-filled water bottle to school each day * Students who ride the bus will be given a seating assignment (siblings will sit on the same seat), and be required to wear a facemask. Associates will be on busses to help with these procedures. * 7-12 Hall Lockers will not be used, items may be placed in backpacks * PE classes will be more individualized, no lockers or locker rooms will be used * Procedures will be adjusted as allowed and needed
<p>MASKS (Students and Staff) Parents/Visitors: Yes, when allowed, will also need to pass screening protocol before</p>	<p>WILL BE REQUIRED:</p> <ul style="list-style-type: none"> - On Busses - During Passing Times (HS/MS) - In Lunch Waiting Lines (HS/MS) - In the HS/MS office area while waiting 	<p>WILL NOT BE REQUIRED:</p> <ul style="list-style-type: none"> - In classrooms, unless in small groups - While Eating

entering

- Entering School from Busses and Going to the First Class
- Exiting the School at the End of the Day
- **WHEN UNABLE TO MAINTAIN SOCIAL DISTANCING OF 6 ft**
- **FACE SHIELDS or MASK MAY BE REQUIRED IN HS/MS CLASSROOMS**

ONSITE LEARNING OPTION

This will resemble a “regular” school day; accept that...

- * Parents/Students/Staff will need to check temperatures each morning before school, practices will be put into place before and through the school day as mitigation efforts
 - * Students will need to bring a pre-filled water bottle to school each day
- * Students who ride the bus will be given a seating assignment (siblings will sit on the same seat), and be required to wear a facemask. Associates will be on busses to help with these procedures.
 - * 7-12 Hall Lockers will not be used, items may be placed in backpacks
 - * PE classes will be more individualized, no lockers or locker rooms will be used
 - * Procedures will be adjusted as allowed and needed

Health and Safety

Precautions:

- Prop classroom doors open to alleviate using door knobs
- Turn off drinking fountains
- Involve parents in doing health screening (taking daily temperatures) 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 buildings can be altered to be increased that will provide more movement of air in each building.
- Passing times of five minutes or less to help limit the exposure.
- Staggered passing when possible
- Students and staff are welcome 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.
 - Hand sanitizer will be available, students will be required to use at the beginning of the day, before and after lunch, recess/PE periods and at the end of the day.

What about social distancing?

- Use social distancing (6 ft) when possible. This may mean less carpet time for younger students. This may not be possible in crowded classrooms with older students. 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 will be cleaned between uses.*

Will we take student temperatures each day?

- *No. The logistics of taking temps of all the students daily makes this very difficult. 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.*

What time is built in for hand washing and related hygiene behaviors?

- *Teachers will encourage frequent hand washing and/or hand sanitizer throughout the school day.*

What about cleaning classrooms?

- *Custodians will continue to clean classrooms according to their schedule. We ask that teachers find one additional time during the day (recess, lunch or plan time) to spray down student desks. (Custodians will provide cleaning supplies to accomplish this task.)*

Will there be other cleaning?

- *Custodians will clean frequently touched surfaces multiple times throughout the school day.*

What about hand sanitizer and hand soap?

- *We suggest finding time during the day to wash hands or use hand sanitizer more frequently. Hand sanitizer stations will be accessible in classrooms and by entrances.*

Common Areas**How will lunch be handled?**

- *Administration and food service staff will determine placement of students in the lunchroom. This could include eating in classrooms or outside or modifying the lunchroom schedule. The use of hand sanitizer or hand washing before lunch is required.*

Phase 1 - Lunch		
	Elementary	MS/HS
Breakfast	Served by adults in lunchroom & Art Room for distancing - clearly marked - bagged breakfast	Served by adults in Lunchroom for distancing - clearly marked - bagged breakfast
Pin Pad	Student tells adult their lunch number; adult types in the number for student	Student tells adult their lunch number; adult types in the number for student
Lunch Location	One class in lunchroom - remainder in classrooms - bagged lunch	Eat in 3 locations adhering to social distancing: cafeteria, commons, small gym
Self Serve Salad Bars	Not available	Not available
Ala Carte	N/A	Adult served
Money	N/A	Must be added to account prior to lunch - will not accept cash in lunchroom

Phase 2 - Lunch		
	Elementary	MS/HS
Breakfast	Students go through the lunch line in groups of 5 or less to receive food. - Eat in lunchroom	Students go through the lunch line in groups of 5 or less to receive food. - Eat in lunchroom
Pin Pad	Student tells adult their lunch number; adult types in the number for student	Student tells adult their lunch number; adult types in the number for student
Lunch Location	2 -3 classes in lunchroom; remainder in classrooms	Return to all students in cafeteria
Self Serve Salad Bars	Kitchen staff places food on student trays	Kitchen staff places food on student trays
Ala Carte	N/A	Students tell adults what is wanted and adult will set down for students to pick

		up.
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Where will students wait before school starts?

- *Students who wait in the gym 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 gym with those that can come down to the classroom can reduce the number of students in one area.*
- *MS/HS Students will report directly to their 1st hour class when they arrive at school.*

What about passing times in hallways?

- *Passing times at the MS/HS will remain 3 minutes with all students wearing masks*

Can students do outside recess?

- *Yes. Students should use hand sanitizer or wash hands before going outside and when they come back inside the building from recess. Recess numbers will be reduced.*

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.*

Transportation

The current guidelines 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. [Transportation Guidance Link](#)

Will riders have to wear masks?

- *Anyone riding the bus is required to wear masks.*

Will the district vehicles be cleaned?

- *District vehicles will be cleaned each time all students have exited the vehicle.*

What about social distancing?

- *When a smaller number of students are on the bus, social distancing will be possible.*

Are there other safety precautions?

- *Students will have assigned seats while riding. 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. An associate will be placed on every route and shuttle bus.*

Nursing

When can I contact the school nurse?

- *The school nurse's hours will be increased to ensure she is in the district to start and end each school day. Calling either school between the hours of 7:45am-3:30pm or emailing will provide a prompt response.*

What happens if there is a positive case in a school building?

- *There is no need to close a building unless the level of contagion exceeds 10%. We may decide to close down an individual classroom for one day for extended cleaning if deemed necessary. At the secondary level this may require closing multiple classrooms.*

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 to wait until parents can pick up their child. Nurse will wear PPE when assisting the student in question. Parents will be encouraged to take their child for testing. Students with a fever must remain home 72 hours with no fever.*

Will we take temps at school?

- *Yes, we will take temperatures at school should there be a student or adult who has become ill as is normal procedure.*
- *We will not be taking temperatures of students and adults as they arrive at school. We are expecting parents to do a health screening at home before sending students to school. If a student has a fever of 100.4 or higher, they are to stay home.*

Can nurses help students with masks?

- *Students will be responsible for their own mask. Should a student need assistance with his/her mask, the nurse will be there to help the student in proper mask wearing protocols as directed by the CDC.*
 - *While putting on your mask:*
 - *Wash hands prior to putting on the mask*
 - *Put it over your nose and mouth and secure it under your chin.*
 - *Fit it snugly against the sides of your face*
 - *Make sure you can breathe easily*
 - *While wearing your mask:*
 - *Don't put the covering around your neck or up on your forehead*
 - *Don't touch your face covering, if you do, wash your hands immediately*
 - *Maintain 6 feet away from others*
 - *While removing your mask:*
 - *Remove mask by the strings or loops*
 - *Fold outside corners together*
 - *Wash cloth coverings daily*
 - *Wash your hands after removing your mask*

How will we support needs of students who have identified chronic health needs that present higher risks?

- *The school nurse 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, online learning will be made available to the student.*

If a staff member is fearful of their health or has an underlying condition, how do we respond? What are our expectations of them?

- *Masks will be encouraged to be utilized, and provided as needed to staff members. If an employee displays COVID symptoms, they need to immediately inform the school nurse who will also connect with the supervisor. Staff members need to share any concerns with their direct supervisor.*

How will we support staff members with a compromised immune system?

- *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 expectations 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 office or nurse.*

What will our consistent expectation and response be when an employee has informed their supervisor of a health concern?

- *Employees who have informed their supervisor of a health condition can expect a prompt 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.*

Will we develop a reintegration process for staff and students who test positive for Covid-19?

- *Any who has tested positive for Covid-19 will need to meet ALL of the the following criteria to return to the school setting:*
 - *3 days with no fever without the use of fever reducing medications*
 - *Respiratory symptoms have improved (e.g. cough, shortness of breath)*
 - *10 days since symptoms first appears or 10 days from the day of the positive test*
- *The school nurse will be in charge of communicating this information to families.*

What will be the procedure if a child is exposed to Covid-19?

- *We will follow public health guidelines and that student will need to quarantine for 14 days. The school nurse and/or school administration will contact families who are affected by a 14 day quarantine.*

Who communicates positive test results to families and how is it communicated?

- *The district will work with local health officials to communicate positive results to families as they arise.*

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. Staff health considerations could preclude them from being on site.*

Will students use lockers?

- *Students in K-6 will use lockers as long as there is enough space for each individual student to have his/her own locker. Students in grades 7-12 will not be allowed to use lockers until further notice and will be allowed to carry their needed items in 1 backpack*

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 are expectations for clearing and wiping classroom materials?

- *There will be increased frequency of cleaning by custodial staff, particularly for frequently touched surfaces. Custodians will provide cleaning supplies.*

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 monitors and enforces safety protocols at each building?

- *Administration in each building*

Who is responsible for being informed of CDC and state recommendations and other health issues?

- *The school nurse and the administrative team*

What is frequency for sanitizing rooms, hallways, and lockers throughout the day?

- *Custodians will be doing their normal clearing duties. They will increase their cleaning on critical touch points, desktops and other hard surfaces.*

What mitigation strategies will be added?

- *PPE will be allowed as desired, social distancing will be practiced when possible. Shared materials will be minimized.*

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

Determining Learning Needs

In K-6 the district will use diagnostic testing tools through 95% and Bridges Intervention materials to identify student needs in the first week of school.

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 MS/HS will use pretesting, FAST testing, and other screening tools to look at needs on a case by case basis. This will involve referrals to the leadership team based on early student performance in courses.

At the MS/HS students will follow the predetermined schedules as usual releasing at 1:10 for the first 11 days of school and our regular 5 day schedules following that.

How will we support student learning who are in quarantine or who have been diagnosed with Covid-19?

- *Students who have been diagnosed with Covid-19 will be engaged in learning through a remote online learning format that will be addressed on a case-by-case basis.*

Equity

Meeting the needs of students on IEPs

How will we ensure engagement of students with an IEP?

- *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.*

What will be the process for IEP meetings being held?

- *IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual.*

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?

- *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.*

Meeting the needs of EL students

- *EL Staff daily monitoring and support.*
- *EL Staff and classroom teacher differentiation*
- *PD to support staff skills*
- *Instructional Coach support*

Meeting the needs of students needing enrichment (TAG)

- TAG Teacher and classroom teacher differentiation
- PD to support staff skills
- Instructional Coach support

REMOTE LEARNING OPTION

This will resemble the voluntary remote learning that took place this past spring; accept that ...

- * Attendance and work completion will be REQUIRED and GRADED
- * Engagement will increase with more daily time, learning and lessons
- * Students with special needs will be transported and taught on-site
- * As guidelines and funding allows, lunches will be provided for students on site and off site

* A variation of this model - utilizing google classroom - will be used for students that may be ill or in quarantine when hybrid and in-school learning models are in place.

Health and Safety Guidelines

Will teachers be onsite/in schools during continuous learning?

- *As much as possible, Yes. Being in classrooms/schools will give staff access to materials, colleagues and support which will facilitate planning and carrying out online learning for students.*

Do I need to Social Distance?

- *Yes. Be mindful of others and maintain the use of "six foot distance." Teachers collaborating should plan to use proper social distancing or use an alternate form of collaboration (ie Zoom, Google Hangout, etc.)*

Will my room be cleaned?

- *Room cleaning will take place daily during continuous learning.*

What about student materials?

- *We will work with families to ensure all student materials are provided for learning.*

Can I work with students at school?

- *It may be possible that some learning situations will best be served by having students in the building for short periods of time such as special education. Individual cases will be discussed with administration.*

How will we assess our current inventory of resources/support within the district?

- *The district nurse will inventory all PPE needs and supplies in the district.*

How will we monitor that while staff are onsite, they are practicing appropriate social distancing and hygiene practices?

- Signage will be posted throughout the district identifying expectations for health safety as well as initial training in appropriate health protocols.

Teaching and Learning

PreK-3 Core Teacher Guidelines for Required Learning

Content Focus:

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

Agreed upon delivery platform: (live, recorded, and independent)

- Core teachers will provide online learning through Google Meet/Zoom and will be recorded and can be watched anytime
- 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 website 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-Thursday)
 - Post a 30 minute instructional video covering math/reading/writing to Seesaw
 - Daily 30 minute Zoom with small group with instructional focus (reading and math)-Each student should receive one small group a week
 - 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 class Zoom with SEL focus (not instructional time)
 - At least once a week students should be turning in something for math, reading and writing so

- that you can gauge where they are at with the learning
- As necessary
 - Update Seesaw page as necessary

***PreK-3 Student time expectations for learning:
(PreK/K/1 lean towards 20 min and 2 /3 towards 30 min)***

20-30 minutes per day	Math (video+practice time)
20-30 minutes per day	Reading (video+practice time)
20-30 minutes per day	Writing (video+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 ½ hour once a week in a small group (academic focus) ½ hour once a week in google meet (SEL focus) Total of 5-7 hours per week

Grade Level Schedule for Live Learning (Small Group Zoom and SEL Zoom)

Prek	Common teacher survey sent out to class to determine times
K	Common teacher survey sent out to class to determine times
1	Common teacher survey sent out to class to determine times
2	Common teacher survey sent out to class to determine times
3	Common teacher survey sent out to class to determine times
Expectation for office hours and grade level schedule	E-mail anytime and a response will be prompt

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 or during small group sessions

Expectations for live interaction (student/teacher and student/student)	-Once a week whole class google meet -Teacher provides daily small 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 check in/confidence survey after viewing the instructional videos on how the learning went • Direct engagement with teacher daily through videos and then weekly through Zoom
PLC / professional collaboration expectations	<ul style="list-style-type: none"> • Weekly discuss Year at a Glance; adjust planning • 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 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"> • Student Success Team responds <p>If no response after two weeks:</p> <ul style="list-style-type: none"> • Admin contact

PreK-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

PreK-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 the Infinite Campus gradebook for assignment completion

PreK-3 Teacher Expectations for Learning:			
	Daily Teacher Expectation	Weekly Teacher Expectation	As Necessary Teacher Expectation
Reading	*Video posted to Seesaw (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). This can be a combo of reading and math focus.	*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
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		*Zoom whole class with SEL focus	
PLC/PD		*Engage in weekly PD as previously scheduled *Meet in your PLC team on Wednesdays to plan together for the week. *Prior to PLC’s enter data into spreadsheet regarding attendance/engagement and scores from three required “assignments”	

4-6 Core Teacher Guidelines for 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 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 Classroom
 - Google Meet/Zoom
 - Additional resources
 - E-mails
 - Offline
 - Practice of learning targets

Where to find postings: The hub 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 hangout or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions 30 minutes a day four times a week. Infinite Campus will be used to track student attendance and work completion.

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

30 minutes per day	Math
30 minutes per day	ELA
30 minutes per day	Science/Social Studies (every other day - except 6th grade)
30 minutes per day	Art, General Music, PE (rotating schedule)
Total Time Expectation	2 hours per day (4th/5th) - 2 ½ hours per day (6th grade)

Grade Level Schedule for REMOTE "live" Learning

4	Monday & Thursday ELA: 8:30 - 9:00 Math: 9:15 - 9:45 Social Studies/Science: 10:00 - 10:30 Specials: 12:30-1:00
5	Tuesday & Thursday ELA: 8:30 - 9:00 Math: 9:15 - 9:45 Social Studies/Science: 10:00 - 10:30 Specials: 1:10-1:40

6	Tuesday & Friday ELA: 8:30 - 9:00 Math: 9:15 - 9:45 Social Studies: 10:00 - 10:30 Science: 10:45 - 11:15 Specials: 1:50-2:20
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 24 hours.
<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 a teacher created spreadsheet or Infinite Campus.
Expectations for live interaction (student/teacher and student/student)	Videos and/or live instruction will be provided to the students at least once per week.
Providing feedback	Students will be provided feedback indicating their progress towards learning targets through comments in Google Classroom, scores indicated through Infinite Campus, 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.
PLC / professional collaboration expectations	Wednesday will be utilized for teacher professional development and collaboration. <ul style="list-style-type: none"> ● Support department meetings ● Engage in instructional planning
Monitoring student participation	Infinite Campus 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"> ● Student Success Team responds If no response after two weeks: <ul style="list-style-type: none"> ● Admin contact

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4-6 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

4-6 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)

7-8 Core Teacher Guidelines for Required Learning

Content Focus: Power 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 hub 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 hangout or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions 30 minutes a day three times a week. Infinite Campus will be used to track student attendance and work completion.

***Student time expectations for learning:
(4 days a week - 2 online with teacher, 2 completing independent work)***

35 minutes per day	Math, Science, Social Studies, PE, HEX, Art
70 minutes per day	ELA
30 minutes every other day	Band/Choir
Weekly 15 minute lessons, daily practice expectations	Music (Band, Choir)

*Whole group or small group live instruction?	
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 or video instructional lessons and two independent learning tasks each week for each of his/her classes. When live instruction is offered it will be according to the schedule below to avoid conflicts. (Students would follow their schedule.)

GRADES 7-8 REMOTE “live” Instruction Schedule- 4 Days a week schedule

Office hours	7:30-8:00	Additional Office Hours
Period 1	8:10-8:45	Wednesday: 7:30-10:00 AM 1:00-3:00 PM
Period 2	8:55-9:30	
Period 3	9:40-10:15	
Period 4	10:25-11:00	Teachers will communicate other options to student specified to their schedules on M&T,/TH&F
Period 5	11:10-11:45	
Lunch	11:45-12:15	
Period 6	12:15-12:50	
Period 7	1:00-1:35	
Period 8	1:45-2:20	
Office Hours	2:20-3:00	

Mondays and Thursdays are live instruction days for the following subjects (Tuesday, Wednesday and Friday for assigned independent learning):

- Math
- Social Studies
- Art
- Band

Tuesdays and Fridays are live instruction days for the following subjects (Monday, Wednesday and Thursday for assigned independent learning):

- Language Arts
- Science
- Hex
- Choir
- PE

Expectation for office hours and grade level schedule	Each teacher will be available for students to ask questions 1 hour a day on the days (M, T, R, F) they are not providing live instruction.
<i>Instructional Guidelines</i>	
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)	The C-M Middle School grading system will continue to be utilized for assessment. Consistent with the standards based grading policy, students who do not score at least developing on standard assessments will be required to work with the teacher to complete the retake protocols.
Expectations for live interaction (student/teacher and student/student)	Videos or live instruction provided for students a minimum of once per week for each class.
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 Infinite Campus.
Fostering student engagement	Teachers will collect and utilize student feedback to attempt to maximize student engagement. Teachers will provide a variety of learning experiences for students (direct instruction, independent work, group work, etc.)
PLC / professional collaboration expectations	Wednesdays will be utilized for teacher professional development and collaboration.
Monitoring student participation	<p>Infinite campus will be used to track student attendance/ participation in completing assignments.</p> <p>If 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"> ● Attendance Review Committee responds <p>If no response after two weeks:</p>

- Admin contact

7-8 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

7-8 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 Infinite Campus gradebook for assignment completion

9-12 Core Teacher Guidelines for Required Learning

Content Focus:

- All classes will continue to take place to meet graduation requirements
- Power Standards will be the focus for each class

Agreed upon delivery platform: (live, recorded, and independent):

- Google Classroom.
- Will use Google Meet/Zoom. A minimum of one live/recorded session a week with students. Teachers can add additional live or recorded sessions as needed.
- Practice Opportunities
- Projects/Assessments

Where to find postings:

- Google Classroom/Learning Hub

Agreed upon communication tools and frequency:

- Weekly Communication with suggested daily plan.
- Emails or Google Classroom automated emails.
- Google Classroom will be posted by Monday morning.
- Office Hours

<i>Student time expectations for learning:</i>	
35 minutes per day (140 week)	Math
35 minutes per day (140 week)	ELA
35 minutes per day (140 week)	Science
35 minutes per day (140 week)	Social Studies
35 minutes per day (140 week)	Electives
35 minutes Every other day (70 week)	P.E., Band, Choir
Total Time Expectation	4.5 Hours per day for a student with 8 courses (4 day schedule) (14 Hours/week)

GRADES 9-12 Schedule for Live Learning

Teachers will provide a minimum of two live or video instructional lessons and two independent learning tasks each week for each of his/her classes. When live instruction is offered it will be according to the schedule below to avoid conflicts. (Students would follow their schedule.)

GRADES 9-12 REMOTE “Live” Instruction Schedule- 4 Days a week schedule

Office hours	7:30-8:00	Additional Office Hours
Period 1	8:10-8:45	Wednesday: 7:30-10:00 AM 1:00-3:00 PM
Period 2	8:55-9:30	
Period 3	9:40-10:15	
Period 4	10:25-11:00	Teachers will communicate other options to student specified to their schedules on M, T, Th, F
Period 5	11:10-11:45	
Lunch	11:45-12:15	
Period 6	12:15-12:50	
Period 7	1:00-1:35	
Period 8	1:45-2:20	
Office Hours	2:20-3:00	

Tuesdays and Fridays are live instruction days for the following subjects (Tuesday, Wednesday and Friday for assigned independent learning):

- Language Arts

- Science
- Hex
- Choir
- PE

Tuesdays and Fridays are live instruction days for the following subjects (Monday, Wednesday and Thursday for assigned independent learning):

- Math
- Social Studies
- Art
- Band

Method(s) for determining student learning needs	Examples: Discussion, Assignments, Assessments, Observation, Survey, Pre-Test
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Formative Assessment = 25% Summative Assessment = 55% Assignment Completion = 10% Spartan Skills= 10% Retakes-Work with individual teachers. . Follow our retake protocol.
Expectations for live interaction (student/teacher and student/student)	A minimum of one live/recorded session 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 Infinite Campus.
Fostering student engagement	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 Behavior Strategist, Counselor and Administrative team will continue to work individually with students as needed to foster engagement.
PLC / professional collaboration expectations	Weekly (1 day set aside)-Wed <ul style="list-style-type: none"> ● Department meeting ● District professional development & meetings ● Instructional Planning
Monitoring student participation	Infinite Campus--Attendance weekly -weekly engagement or competency completion When students do not participate/engage at all throughout a full week's time: <ul style="list-style-type: none"> ● Teacher contact student/parent If no response to initial teacher contact <ul style="list-style-type: none"> ● Attendance Review Committee responds If no response after two weeks: <ul style="list-style-type: none"> ● Administration contact

9-12 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

9-12 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 Infinite Campus gradebook for assignment completion

Technology professional development model

Teachers will be provided professional development in delivering and supporting online learning through Heartland AEA modules and other forms of professional development tools. Administration, Technology Director, and Instructional coaches will provide teachers with support in the area of technology. We will use Wednesday Professional Development time to engage in learning that will provide teachers and staff with the necessary strategies to engage students in successful remote learning. This work will be ongoing.

Equity

Meeting the needs of IEP Students

How will we meet the needs of students on an IEP?

- *Students on an instructional IEP will attend on site face-to-face learning. Administration, Special Education Teachers, and AEA consultants will determine what needs will determine who attends at this on this schedule.*

Will transportation be provided for IEP students attending face-to-face learning during continuous learning?

- *Yes, the school will work with the district transportation department to ensure that students who meet the qualifications to attend face-to-face learning during required continuous learning are provided with transportation to and from the learning center if that child would receive transportation from the district during a ‘typical’ school day.*

How will we identify a comprehensive list of students with an IEP including learning needs and supports?

- *Teacher loads and student needs will be examined to determine the number of days and time needed to be present at the school site. Families then will be notified.*

How will SPED teachers collaborate with colleagues if they are unable to meet in person?

- *PreK-6*
 - *SPED colleagues via Google Meet or Zoom to discuss student progress, instructional strategies and student engagement.*
 - *SPED colleagues will connect with regular education teachers via grade level PLC meetings, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP.*
- *7-12*
 - *SPED colleagues via Google Meet or Zoom to discuss student progress, instructional strategies and student engagement.*
 - *SPED colleagues will connect with regular education teachers via grade level PLC meetings, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP.*
 - *SPED colleagues who are co teaching will meet for virtual planning sessions with the teachers they are working with and regularly attend the class meetings with students*

How will we ensure the engagement of students with an IEP?

- *PreK-3*
 - *SPED teachers will connect with general education teachers of roster students to look at data from Seesaw activity and Infinite Campus 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.*
- *4-6*
 - *SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and Infinite Campus 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.*
- *7-12*
 - *SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and Infinite Campus 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.*

What will be the process for how IEP meetings will be held?

- An IEP meeting will be held via Google Meet, Zoom or conference call within the first week where the learning model has transitioned to offsite required continuous learning. The order of these meetings for each SPED teachers rostered students will be scheduled in an order consistent with the following prioritized needs:
 - students with health and safety needs that require coordination of outside supports (nursing, PT, OT, SLP, etc.);
 - students with behavior needs;
 - students with academic goals in multiple content areas;

- 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).

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?

- *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 week where the learning model has transitioned to offsite required continuous learning.*

How will assistive technology and other supports be provided to families?

- *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 continuous learning, as well. It will 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 onsite will still apply to usage occurring off site.*

How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?

- *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.*

What things will be considered when determining what methods of delivery rostered students will receive?

- *Here are questions that may need to be answered by the IEP team to determine which delivery method is best for each rostered student:*
 - *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)*
 - *Will this student need instruction to be modified from the delivery method provided to all other students? (significant discrepancy from grade level expectations)*
 - *Are there health and/or safety concerns that require this student to remain at home or in isolation from other students?*
 - *Does the student have a behavior goal that requires both direct instruction of skills, as well as practice for generalization of skills with peers?*
 - *How will we best be able to provide ongoing feedback that allows for the greatest chance for student success?*
 - *Are there restrictions in regard to in-person group size?*
 - *Does the family have limitations in regard to availability to participate due to needs, including technology?*

- *Are there support services (OT, PT, speech, nursing) documented in the IEP that will be impacted by this delivery decision?*
- *Does the nature of the student's disability lead us to believe that a certain delivery method would work better than others?*

Meeting the needs of EL students

How do we ensure parents have the resources they need to support their students?

- *Google Hangout and Zoom will be used for instruction. These will be recorded. Recordings will be shared with parents through our website.*
- *Infinite Campus will be used to track attendance and assignments.*
- *The district website will be used as an overview of subject area topics and due dates.*

How will we create a consistent and structured schedule to teach, meet with, and support students?

- *EL students will participate in general education classes. EL teachers will plan with and support teachers and students through enhancement of tasks, activities, and instruction to fit student needs.*
- *EL teacher will set up individual or small group sessions with students*
- *EL teacher may need to join grade level PLC meetings.*

What formative and summative assessments will we use to measure success and/or needs?

- *Classroom tasks and skill work*
- *Google Forms*
- *Progress monitoring*

Meeting the needs of students needing extension (TAG)

How do we ensure parents have the resources they need to support their students?

- *Google Hangout and Zoom will be used for instruction. These will be recorded. Recordings shared with parents through our website.*
- *Infinite Campus will be used to track attendance and assignments.*
- *The district website will be used as an overview of subject area topics and due dates.*

How will we create a consistent and structured schedule to teach, meet with, and support students?

- *K-6 G&T students will participate in general education classes. G&T teacher plan with and support teachers and students through enhancement of tasks, activities, and instruction to fit student needs.*
- *K-6 G&T teacher joins grade level PLC meetings*
- *7-12 Set up individual meeting times weekly with students and staff.*

How do we determine the pace at which accelerated learners are ready to move further into the curriculum?

- *The pace doesn't change from general education pacing. Students will go deeper into content.*

HYBRID LEARNING OPTION

This will be a combination between remote and in-school learning. One half of the students will be in school each day.

* Students will be sorted into two groups (alphabetically/by address to keep families on the same schedule).

Group 1 will receive in-school learning on M & TH or M & T (remote learning when at home).

Group 2 will receive in-school learning on T & F or TH & F

Wednesdays will be used for teacher preparation and deep cleaning classrooms and busses.

* When in-school, the same guidelines for in-school learning will apply

* When at home (remote learning), the same guidelines - with variations for time, learning will be independent versus online - for remote learning will apply.

Health and Safety

**** Health and Safety Protocols will be the same as Onsite Learning protocols****

Teaching and Learning

Determining Learning Needs

In K-5 the district will use diagnostic testing tools through 95% and Bridges Intervention materials to identify student needs in the first week of school.

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 based on early student performance in courses.

PreK-6 Teacher Guidelines for Hybrid Learning

Content Focus:

- Core Learning (All content areas)
- Follow pacing guide/year at a glance

Agreed upon delivery platform: (Face-to-Face, recorded, and independent)

- Teachers will provide core learning through face-to-face instruction
 - Students will be assigned 2-3 days per week of face-to-face onsite learning.
- A combination of online and offline learning opportunities will be offered
 - Online
 - Seesaw
 - Recorded instruction
 - Additional resources
 - E-mails
 - Offline
 - Practice of targeted skill

Where to find postings:

- The website 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/Google Classroom will house...
 - Daily instructional videos
 - assessments/feedback
 - Teacher communication

Agreed upon communication tools and frequency

- Daily (Monday-Friday)
 - Engage in onsite learning
 - Provide independent work for off-site students
- Weekly
 - A class Zoom with SEL focus (not instructional time)
- As necessary
 - Update Seesaw page as necessary

Student time expectations for learning while not on site:

20-30 minutes per day	Math (Independent practice time)
20-30 minutes per day	Reading (Independent practice time)
20-30 minutes per day	Writing (Independent practice time)
Flextime on Wednesday	Additional learning opportunities

Total Time expectation for students per day	60-90 minutes per day
<i>Grade Level Schedule for SEL (Wednesday AM)</i>	
PreK - 6	Common teacher survey sent out to class to determine times
<i>Instructional Guidelines</i>	
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)	Will take place during onsite learning.
Providing feedback	Verbal feedback would be given via: <ul style="list-style-type: none"> • Time during face-to-face learning 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"> • Response to pre-recorded video lessons • Face-to-Face learning strategies and tools
PLC / professional collaboration expectations	<ul style="list-style-type: none"> • Weekly discuss Year at a Glance; adjust planning
Monitoring student participation	<ul style="list-style-type: none"> • Use Seesaw to collect data on who accesses posted content (if possible) 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"> • Student Success Team responds If no response after two weeks: <ul style="list-style-type: none"> • Admin contact
<i>PreK-6 Student Guidelines</i>	
<ul style="list-style-type: none"> • Attend face-to-face sessions on and engage in recordings/work at home • Engage in lessons and discussions created for classrooms • 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 	

PreK-6 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
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teacher when work is not completed due to illness (assure he or she watches the session at a later time)

7-12 Core Teacher Guidelines for Hybrid Learning

Content Focus: Power 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 hub 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 hangout or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions 30 minutes a day three times a week. Infinite Campus will be used to track student attendance and work completion.

Student time expectations for learning:

- ***2 days/week: Attend all classes according to the schedule below***
 - ***3 Days per week: assigned independent learning***

Schedule for Live Learning

Teachers will provide 2 days of live in person instruction to each group of students each week.

MS/HS Instruction Schedule - 50% of students will attend each rotation (2 days per week)

8:10-1:48		8:10-3:10	
PERIOD	TIME	PERIOD	TIME
Office Hours	7:30-8:10	Office Hours	7:30-8:10
1	8:10-8:45	1	8:10-8:57
2	8:48-9:23	2	9:00-9:47
3	9:26-10:11	3	9:50-10:37
4	10:14-10:49	4	10:40-11:26
MS Lunch	10:49-11:15	MS Lunch	11:26 -11:52
5 MS	11:18-11:53	5 MS	11:55 - 12:42
5 HS	10:52-11:27	5 HS	11:29 - 12:16
HS Lunch	11:27-11:53	HS Lunch	12:16 - 12:42
6	11:56-12:31	6	12:45-1:32
7	12:34-1:09	7	1:35-2:21 (46 mins)
8	1:12-1:48	8	2:24 - 3:10 (46 mins)
Office Hours	1:48-2:15	Office Hours	3:10-3:30

Expectation for office hours and grade level schedule

Each teacher will be available for students to ask questions at least 1 hours a day either in person or via zoom

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)

MS/HS will follow the grading procedure below.
 Formative Assessment = 25%
 Summative Assessment = 55%
 Assignment Completion = 10%
 Spartan Skills= 10%
 Retakes-Work with individual teachers. . Follow our retake protocol

Expectations for live interaction (student/teacher and student/student)

Teachers will meet with students in the building 2 days a week

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 Infinite Campus.

Fostering student engagement

Teachers will collect and utilize student feedback to attempt to maximize student engagement. Teachers will provide a variety of learning experiences for students (direct instruction, independent work, group work, etc.)

PLC / professional collaboration expectations	Wednesdays will be utilized for teacher professional development and collaboration.
Monitoring student participation	<p>Infinite campus will be used to track student attendance/ participation in completing assignments.</p> <p>If 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"> ● Attendance Review Committee responds <p>If no response after two weeks:</p> <ul style="list-style-type: none"> ● Admin contact
7-12 Student Guidelines	
<ul style="list-style-type: none"> ● Attend in person learning days on time or make arrangements for alternate setting ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for 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 	
7-12 Family Guidelines	
<ul style="list-style-type: none"> ● Establish consistent daily routines for students ● Establish a location for appropriate independent work time ● 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 Infinite Campus gradebook for assignment completion 	

Equity

Meeting the needs of students on IEPs

How will we meet the needs of students on an IEP?

- *Students on an instructional IEP will attend face-to-face learning 5 days a week. Administration, Special Education Teachers, and AEA consultants will determine what needs will determine who attends at this on this schedule.*

Will transportation be provided for IEP students attending face-to-face learning during continuous learning?

- *Yes, the school will work with the district transportation department to ensure that students who meet the qualifications to attend face-to-face learning during required continuous learning are provided with transportation to and from the learning center if that child would receive transportation from the district during a 'typical' school day.*

How will we ensure engagement of students with an IEP?

- *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.*

What will be the process for IEP meetings being held?

- *IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual.*

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?

- *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.*

Other Remote/Online Learning Options

During the COVID crisis, CM Schools is providing the following option for online learning. Please understand, these types of learning options are not a replication of regular onsite learning.

- 1) **Short-Term Remote Support:** This will be used in the event a student has COVID and/or is quarantined due to themselves or family members being identified as a “contact” (14 days or less). In this scenario:
 - The school will provide a device and support for the student to utilize during the needed time period.
 - Teachers will provide classroom materials - following the curriculum for the class - and reinforcing classroom video via google classroom. Teachers will be available via ZOOM to check in daily - during scheduled “office” hours before and after school - with students on their progress on the work, to answer questions and provide instruction as needed.
 - A Student Support Specialist (new temporary position) will be available during the day to also check in with students and take attendance, help with their homework and instruct as needed. The Student Support Specialist will also serve as liaison between the teachers and families/students for any questions or concerns.
 - Parents will ensure that their child is supervised, provided the materials that need to be completed, follow-up with their child to make sure it is completed and check in with the Student Support Specialist and classroom teacher as needed.
 - No paperwork or form needs to be submitted for this option.

- 2) **Medically Required Online Learning Option:** This will be used in the event a student or family member has been identified/diagnosed as high-risk due to the COVID virus. Medical documentation must be provided, and the student must remain in this option until the end of the current quarter grading period. In this scenario:
 - The necessary form must be completed by August 6. The school district will need to request approval of this option from the Iowa Department of Health. This will be required for a minimum of one quarter at a time Once approved:
 - The school will provide a device and support for the student to utilize during the needed time period.
 - The school will provide an online learning format to provide the student with curriculum, instruction and assessment to track practice.
 - The Student Support Specialist (new temporary position) will be available during the day to check in with students, monitor progress and take attendance, help with any setting up or technical issues as needed.
 - Parents will ensure that their child is supervised, provided the materials that need to be completed, follow-up with their child to make sure it is completed and check in with the Student Support Specialist as needed.

- 3) **Voluntary Online Learning Option:** This will be used in the event a parent has voluntarily requested that their child receive instruction in an online format. The student must remain in this option until the end of the current quarter grading period. In this scenario:

- The necessary form must be completed by August 6. The school district will need to request approval of this option from the Iowa Department of Health. This will be required for a minimum of one quarter at a time Once approved:
 - The school will provide a device and support for the student to utilize during the needed time period.
 - The school will provide an online learning format to provide the student with curriculum, instruction and assessment to track practice.
 - The Student Support Specialist (new temporary position) will be available during the day to check in with students, monitor progress and take attendance, help with any setting up or technical issues as needed.
 - Parents will ensure that their child is supervised, provided the materials that need to be completed, follow-up with their child to make sure it is completed and check in with the Student Support Specialist as needed.

If the school/s are in a situation where online/remote instruction is required in a hybrid or full model for all students, students enrolled in the two options above will remain in the enrolled program/scenario as outlined above.

Social - Emotional - Behavior Health Needs

Determine what needs will be addressed and how to work together to meet those needs for students, families and staff in the time available. This group will consider learning needs, access issues, and at-risk factors as they impact learning and SEBH.

Assessing staff SEBH needs

1. **How will we assess and monitor our teacher/staff SEBH needs?**
 - a. We will communicate that there is someone available to talk to if needed
 - b. We will create and have a google form for teachers to fill out weekly (?) biweekly (?) to check in
 - c. Data will be collected and assessed by the school counselors and AEA personnel. We will decide with this data whether we need to check in with staff individually or do a school wide staff support meeting.
2. **How will we coordinate and communicate resources that will assist teachers/staff with SEBH needs?**
 - a. A website with all information and resources will be available.

Meeting staff SEBH needs

1. **How will we respond to needs as they arise?**
 - a. We will encourage staff to refer to the resource page and direct them to specific resources to address their needs.
 - b. We will promote open and positive communication between staff and administration/counselors/AEA staff
 - c. Provide trainings as needed
2. **How will we determine the responsibilities teachers/staff have outside their job responsibilities that may impact their ongoing SEBH needs?**
 - a. Encourage self-care and provide examples for staff to use
 - b. Encourage staff to discuss personal situations with the Principal/Supervisor or H.R.
 - c. Provide education on trauma-informed care

Assessing student SEBH needs

- 1. What method will we use to assess and monitor the SEBH needs of students?**
 - a. Morning or homeroom classroom check ins will assess the students current mood and needs. Each class can decide how they will do this (thumbs up/thumbs down, emoji check in, scale, google form, etc)
 - b. Counselors will provide a google form for teachers or parents to fill out when concerned about a student or student needs to meet with the counselor
 - c. Preventative-Building relationships, open communication and keeping students engaged in the classroom will also help meet needs of students
- 2. How will surveys be delivered to students if we are in a CL setting?**
 - a. Online surveys will be distributed monthly so students can fill out on a device
- 3. What groups of teachers/staff will break down the data gathered from a student survey?"**
 - a. Counselors, SST, PBIS

Meeting student SEBH needs

- 1. How will we meet or respond to the needs?**
 - a. 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
 - b. Check-ins with counselors will be available and teachers can request these. Counselors will meet with the student individually (in person or online) as soon as they can.
 - c. Online resources will be referenced and used if needed.
- 2. How will we ensure needs are being met?**
 - a. Staff will monitor student participation, engagement, language, body language, and behaviors of students.
 - b. Counselors and staff will keep track of students of concern and consistently check in with them and/or their parents through email or phone calls (zoom?).

Assessing family SEBH needs

- 1. How will we assess and monitor our family SEBH needs?**
 - a. Staff will provide a survey on google form or paper or in person in order for all parents to fill out monthly..
 - b. Staff will monitor student participation, engagement, language, body language, and behaviors of students.

Meeting family SEBH needs

- 1. How will we respond to needs as they arise?**
 - a. Online resources will be provided on a website for them to access.
 - b. Counselors will be available through email or phone for parents to contact with concerns or ask for resources available.
- 2. What resources can we guide families to if they exhibit SEBH needs?**
 - a. These resources will all be available on the website and will include but are not limited to: ways to talk to your child about COVID-19, ways to stay active at home, coping strategies and skills, social skills, resources in the community, etc.

Internal

- Identify what resources AEA has to support students, staff, and families(materials, people, training, etc.)
- 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?
- How do we help students express their thoughts and feelings regarding the pandemic?
- Train counselors in how to support students and staff

Leadership/Communication

Leadership Structure

The current structure of leadership will remain the same (ie. School Board, Administration, District Leadership Team, Grade Level/Content Teams). In addition, we will utilize sub-groups who will act as leaders in the various parts of the planning process. (Leadership & Communication, Infrastructure, Health & Safety, Iowa Academic Standards, Equity, SEBH, and Data)

Communication

The importance of timely communication is priority. In order to serve the needs of all stakeholders, the district will use several avenues to communicate information.

Whether functioning in a traditional school model, implementing distance learning or a hybrid plan, the district will continue to keep all stakeholders informed. To succeed we must remain agile, flexible, creative, and responsive.

Internal Communications:

- *Communication provides crisis and regular updates to all employees via multiple channels including email, social media channels, video, face-to-face, or virtual meetings.*
 - **Employee Check Ins** - *This happens weekly at the building level. The employees are able to receive information and ask questions relevant to their area. These can be recorded and sent to those that can not attend the live session.*

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 Opportunities Site** - Link to student off-site learning
 - **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 Infinite Campus.*

Staff COVID-19 Daily Self Checklist

Review this COVID-19 Daily Self Checklist **each day before reporting to work.**

If you reply YES to any of the questions below, STAY HOME and follow the steps below:

Step 1: Call your supervisor

Step 2: Call or Email the school nurse (bpeitzman@collins-maxwell.k12.ia.us)

If you start feeling sick during your shift, follow steps 1 and 2 above.

Do you have a fever (temperature over 100.3 F) without having taken any fever reducing medications?

Yes

No

Loss of Smell or Taste

Yes

No

Muscle Aches?

Yes

No

Sore Throat?

Yes

No

Cough?

Yes

No

Shortness of Breath?

Yes

No

Chills?

Yes

No

Headache?

Yes

No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?

Yes

No

Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?

Yes

No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

Yes

No

Student COVID-19 Daily Self Checklist

Review this COVID-19 Daily Self Checklist **each day before reporting to school.**

If you reply YES to any of the questions below, STAY HOME and follow the steps below:

Step 1: Call the Secretary (Elementary 515-387-2102 - HS/MS 515-387-1105)

Step 2: Call or Email the school nurse (bpeitzman@collins-maxwell.k12.ia.us)

If you start feeling sick during the school day, follow steps 1 and 2 above.

Do you have a fever (temperature over 100.3 F) without having taken any fever reducing medications?

Yes

No

Loss of Smell or Taste

Yes

No

Muscle Aches?

Yes

No

Sore Throat?

Yes

No

Cough?

Yes

No

Shortness of Breath?

Yes

No

Chills?

Yes

No

Headache?

Yes

No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?

Yes

No

Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?

Yes

No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

Yes

No



MEDICAL ONLINE LEARNING REQUEST FORM

* Email, send or drop off the completed form to the district office on or before August 6

Due to a medical reason, I am requesting accommodation for my child to participate in online/remote learning opportunities for the duration of the first semester (a request form will be available each quarter during the declared public emergency for the COVID virus).

Parent/Guardian's Name: _____

Parent/Guardian's Email Address: _____

Student/s Name this Request is Being Made for: _____

*** Providing a long term online option is subject to approval from the Iowa Department of Health.**

Please provide below a statement of why you are requesting the online/remote learning option for your child (also, attach supporting medical note/s):

Disclaimer/Signature: I understand that the district will do its utmost to accommodate my child's learning needs; and also understand that some learning opportunities may need to be modified in a remote/online environment. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or Section 504 team. I understand that in order for my child to participate in mandatory learning, his/her remote attendance will be taken, assessments administered, and grades will be counted toward my child's school/graduation requirements and cumulative GPA. I understand that any devices, technology, or materials are the property of the School District and must be returned at the end of the remote period. I also understand that the request may be subject to denial or withdrawal depending on whether state authority is granted/revoked.

Parent/Guardian's Signature: _____ Date Signed: _____

You will be notified when your request is approved or denied by email or phone call.



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Parent/Guardian's Signature: _____ Date Signed: _____

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