

Central City CSD Return to Learn Plan Approved by the Board 7/29/20

<p>Return to Learn Resources:</p> <ul style="list-style-type: none"> • Return to Learn Timeline Checklist • Return to Learn Guidance • Closing the Gap calendar Example 		
<p>Continuous Learning Plan</p>		
Focus Areas	Action Plan	Resources
<p><i>Determination Factors for Implementation of Continuous Learning Plan</i></p> <ul style="list-style-type: none"> • CDC guidelines • IDPH guidelines • Proclamations from Gov. 	<p>District-</p> <p>The District will have onsite learning for all students and a virtual learning option for parents that wish to have their children stay home. The District will follow the criteria established in the July 17th Proclamation from Governor Reynolds for remote-learning opportunities only in the following circumstances:</p> <p>A. Parental consent:</p> <p>B. Approved temporary school building or district closure: If the Iowa Department of Education, in consultation with the Iowa Department of Public Health, approves of the temporary move to primarily remote learning for an entire school building or district because of public health conditions in the building or district.</p> <p>C. Temporary remote learning for individual students or classrooms: If the school district or accredited nonpublic school determines, in consultation with state and local public health departments, that individual students or classrooms, but not all the students in a school building, must temporarily move to primarily remote learning because of public health conditions in the building.</p> <p>D. Temporary remote learning because of inclement weather: If the school district or accredited nonpublic school determines that an entire school building or district must temporarily move to primarily remote learning because of inclement weather for a period not exceeding five consecutive school days unless the Iowa Department of Education approves of a longer period.</p>	<p>Reynolds Proclamation July 17</p> <p>CDC Considerations for schools</p> <p>CDC Decision Tree</p>
<p><i>Teacher and Student Expectations:</i></p> <ul style="list-style-type: none"> • Plan for delivering curriculum 	<p>MS/HS</p>	<p>Template for Continuous</p>

<ul style="list-style-type: none"> ● Plan for assessment and feedback ● Teacher collaboration opportunities ● Teacher/student/family communication ● Learning opportunities ● Tight/loose expectations for staff ● Student online behavior ● Promotion of well-being 	<ul style="list-style-type: none"> ● Delivery of instruction through online platforms approved by the district, including Google Classroom, Actively Learn will be utilized, Google Meet, and online platforms approved by the State of Iowa. ● Homework assignments and feedback for that work through online via Google Classroom, email, Actively Learn, Powerschool and other online assessments per teacher and department. Weekly teacher office hours for question/answer and feedback. ● Weekly office hours for teachers, one call will be used, school Facebook page, school website, emails, Google Classroom alerts, Powerschool alerts, YouTube videos. ● Teacher learning opportunities: Professional Development (online), PLC work (online), training for teachers through AEA or other outside entities. ● Student learning opportunities: online homework, online reading/content, projects, virtual labs, Actively Learn, student to student collaboration ● Tight: Weekly lesson planning, weekly office hours, weekly PLC meetings, weekly communication with students, weekly grading/feedback, communication with administration/parents for struggling students ● Loose: Flexible hours, student individual support ● Training/information for students online behavior in Homerooms. PBIS team assists with information. Parent resources and information shared about online behavior. ● Weekly check-ins through Homeroom teachers, individual teacher/student interactions, feedback from weekly office hours, administrative team evaluation and check-in with students struggling, counseling individual and small group meetings, counseling check ins <p>Elementary-</p> <ul style="list-style-type: none"> ● Deliver instruction through online platforms, use of google meet, zoom, and paper packets ● Student literacy and math kits with manipulatives for learning ● Team support to connect with students 1-1 to assess through google meet or zoom, older students can access assessments through google classroom and actively learn for feedback ● Weekly grade-level PLC meetings including support staff ● Weekly emails, online class meetings, communication through online platforms and staff meetings ● Learning opportunities for teachers: online PD and trainings ● Learning opportunities for students: online field trips, videos, choice boards 	<p>Learning Protocol For Accelerating Learning</p> <p>Learning Acceleration Guide</p>
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	<ul style="list-style-type: none"> ● Tight: weekly office hours, weekly meeting with students, weekly lessons via online platforms, teachers provide feedback to student work, weekly parent check-in's ● Loose: flexible hours, meetings with students could be individual, small or whole group, use support staff to monitor and lead groups ● Teacher expectations/norms established at the beginning of each online meeting or class ● Counselor weekly check-ins, individual and small group meetings, lunch bunch and family communication 	
<p><i>Online Delivery Platforms:</i></p> <ul style="list-style-type: none"> ● Determine platform for online learning ● Determine what district curriculum needs licensing ● Develop safety measures ● Determine additional technology needs ● Accommodations or modifications for those without reliable internet access. 	<p>District-</p> <ul style="list-style-type: none"> ● Grant Wood AEA has provided a list of vendors at discounted rates for online learning platforms. <p>MS/HS</p> <ul style="list-style-type: none"> ● Google classroom, along with individual resources per teacher/class ● Continue to purchase Actively Learn subscription for teacher/student use, online platform for coursework, Google school continuation, Accelerated Reading program, C.A.S.E. curriculum, and other online licensures by department and class. ● Logins for various platforms, virtual meetings monitored and not shared publicly, information/training for students and parents for online learning and safety as well as guidance to report issues to the school. ● District provides platform and devices. (Laptops) ● District provides hot spots and free internet service to families in need, when possible. District provides drive-up internet outside of the school for those without internet at home and can not be provided internet. Print out packets or hard copies of classwork. <p>Elementary-</p> <ul style="list-style-type: none"> ● PK-2nd: SeeSaw, 3-5th: Google classroom ● Teacher controlled platforms with district filters to manage students and who is in their online platform for communication and learning. ● District provides ipads and laptops to all students ● District provides hot spots and free internet service to families in need 	<p><u>Continuous Learning Tech Integration</u></p> <p>Panorama Tech Access Survey</p>

<p><i>Communication with Internal/External Stakeholders:</i></p> <ul style="list-style-type: none"> ● Families ● School Board ● Contact information for issues/concerns ● Key messages for reinforcement 	<p>District</p> <ul style="list-style-type: none"> ● Present the plan at the July Board Meeting. ● Share plan with the Linn County Newsletter ● Post documents on the school website. ● Prepare a well back to school video as well as social media sources. <p>MS/HS</p> <ul style="list-style-type: none"> ● Documents posted on the school website for all requirements as well as information for closure. Emails sent to families from teachers and administration. One calls sent regularly with updates and information. Links on social media shared out through the school Facebook page and Twitter. ● Updates provided to the School Board from administration monthly and as needed. ● Teachers and administration will share information on who to contact for which situation. Emails and phone numbers shared on the school website. Administration will provide updates and information for contacts for issues. ● Key message: importance of proactive and consistent communication between stakeholders <p>Elementary-</p> <ul style="list-style-type: none"> ● Communication with families: weekly emails, online platforms, phone calls, teacher office hours ● Principal and Instructional coach monthly board reports ● Parents can communicate with teachers via email and phone to communicate concerns and are also able to contact the principal ● Teacher emails, district email and posting on website, the use of one-call to communicate with parents and community members 	
<p><i>Professional Development/Teacher Competency:</i></p> <ul style="list-style-type: none"> ● Determine Professional Learning needs ● Determine special assistance needed ● Determine the role of para/support staff 	<p>MS/HS</p> <ul style="list-style-type: none"> ● Administration will evaluate the needs based on the Department of Education guidance and district reopening plan. Professional development will focus on areas of need, including online teaching and resources, as well as safety protocols in school. ● Administration will work with Grant Wood AEA for support with various professional development needs, including technology, pedagogy and safety. The school nurse will assist with protocols to ensure safety. 	<p><u>Remote Learning Sessions (AEA)</u></p>

	<ul style="list-style-type: none"> Administration will discuss para support and other support staff needs. Evaluation will be based on support while closed and CDC recommendations. Paras will work with their individual students via face to face online meetings. Paras will work with classroom teachers to gain information to assist their students. <p>Elementary-</p> <ul style="list-style-type: none"> Determine needs of staff by survey, use of GWAEA support for online learning Teachers can meet through online platforms with colleagues, GWAEA staff and school support staff for needs Para/support staff will join class meetings or individual meetings as needed, provide technology for support staff 	
<p><i>Ensuring Student Access:</i></p> <ul style="list-style-type: none"> Internet access Determine needs of all learners Determine needs of students with disabilities Determine needs for exceptional learners Determine how to address group work Determine technical support for students/parents 	<p>District-</p> <ul style="list-style-type: none"> Provide hotspots and communicate with local providers for internet access for students and families. Offer drive-up free internet outside of the school from vehicle. <p>MS/HS</p> <ul style="list-style-type: none"> Provide hotspots and communicate with local providers for internet access for students and families. Offer drive-up free internet outside of the school from vehicle. Discussions with teachers, administrators, special education and TAG departments to ensure support for all students. Determine ways to access accommodations and modifications virtually for teaching staff. 1:1 and small group meetings with special education teachers and paras for support for students with special needs. 1:1 and small group meetings with TAG teachers and students for support. Professional development with staff and information for students on group work. Technical support information will be shared via communications to students and parents. Tutorials and videos will be shared via school website and email. Office staff will share information and contact information for technical support. Office staff will also guide and communicate technical issues from families and students.o 	

	<p>Elementary-</p> <ul style="list-style-type: none"> ● Provide hot spots, free internet access to those who need and devices ● Surveys, providing paper packets, using formative assessments and adjusting instruction based on the assessments, weekly teacher communication and check-in's ● Required IEP meetings, special education teacher support with student and general education teacher, SDI minutes will continue to be provided ● Collaborate with TAG instructor and families to support students ● Using online platforms, setting expectations with students, flexible hours to ensure student access/ ● Tutorials for students and parents on how to access and use platforms appropriately, access to IT support via email and phone through the teacher 	
Onsite Learning Plan		
Focus Areas	Action Plan	Resources
<p><i>Determination Factors for Implementation of Onsite Plan</i></p> <ul style="list-style-type: none"> ● CDC guidelines ● IDPH guidelines ● Proclamations from Gov. 	<p>District- The District will have onsite learning for all students. students in 6-12 learning through a virtual format and an option for virtual learning for all students. The virtual option for MS/HS will be the same as the onsite learning. The virtual option for elementary students will be through an online curriculum.</p> <p>MS/HS: Classes will be online and students may be onsite or remote for instruction. Lessons will be delivered in the online format that matches this spring during the required learning plan. The difference will be that students are able to attend school and will have an opportunity for face to face instruction with their teacher.</p> <p>The students will be assigned to a homeroom for one month / two weeks and as a result, the teachers will only contact about 12-13 students instead of 160 students.</p> <p>Elementary: Students will be with their grade level teacher and have block schedules. Whenever possible students will socially distance and class sizes will be reduced.</p>	<p>Reynolds Proclamation July 17</p> <p>CDC Considerations for schools</p> <p>CDC Decision Tree</p>

<p><i>Health and Safety Measures:</i></p> <ul style="list-style-type: none"> ● Ensure health office has resources to support student care ● Ensure custodial staff have supports to provide optimal environmental cleaning ● Plan for building-wide social distancing 	<p>District-wide</p> <p>Health Office: Physical Set-Up and Ventilation:</p> <ul style="list-style-type: none"> ● Separate areas to keep ill students separated from first aid/medication needs. 42 – 44 square feet per child ● Proper ventilation is needed for the School Health Office. This could be in the form of a window that could be opened or the use of fans to be able to circulate the air. ● Health office needs to allow for two spaces for student care. <ol style="list-style-type: none"> 1. First space of healthy students coming for routine needs, medication, diabetic checks, first aid/injury assessment, etc. 2. Second space for students/staff who are ill and be evaluated for possible infection ● The Health Office has been temporarily relocated to the elementary counselor’s office and GWAEA space in order to meet. ● PPE supplies: Gloves, Face masks, Face Shield, Infrared (no-touch) thermometers <p>Administration of over the counter medications (unless antihistamine for anaphylaxis)</p> <ul style="list-style-type: none"> ● All medications administered will need a doctor’s prescription ● Change e-registration <p>Stop or discourage procedures that may cause an aerosol</p> <ol style="list-style-type: none"> 2. Brushing teeth 3. Fluoride treatment 4. Nebulizer treatments – encourage use of inhaler <p>Classes that cause an aerosol spray (music and PE)</p> <ul style="list-style-type: none"> ● School nurse or health office staff to wear PPE (mask/face shield) when working with students when social distancing not possible ● All students/staff c/o not feeling well a temperature will be taken – Need updated guidelines for CDC, IDPH, DOE, WHO, AAP, NASN ● Create a “when to isolate and send home” flow chart for unlicensed personnel and administrators to follow when school nurse is not in building - Students/Staff to be sent home from school as soon as possible ● Train unlicensed assistive personnel on the administration of the flow chart, proper temperature taking procedure, and the use of Personal Protective 	<p>Parent survey (in process)</p>

	<p>Equipment (PPE), including eye protection, gowns, gloves, and facemasks</p> <ul style="list-style-type: none"> ● Need to have information in JMC/Powerschool accurate and up-to-date ● Need for at least three people to contact if needed ● Students/Staff with respiratory symptoms and fever, are recommended that a facemask is placed on that individual. The individual will be directed to an area designated for increased isolation to further reduce communicability. ● Stop administration of any antipyretics (meds to prevent or reduce fever) to students and staff by school health office staff unless parent is coming to pick up ● Establish a process for students/staff returning after illness (how many days being fever free without use of medication before be able to return to school) <p>These are the current recommendations</p> <ul style="list-style-type: none"> ● Students/Staff with respiratory symptoms and fever over 100.4 (per NASN), it is recommended that a face mask is placed on that individual. The individual will be directed to an area within the Health Office designated for increased isolation to further reduce communicability ● Students/Staff to be sent home from school as soon as possible ● Returning to school after illness; has the 24 hour fever free without use of fever reducing medication to be <u>extended to 72 hours</u> ● At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and, ● At least 7 days have passed since symptoms first appeared. 	
<p>Mitigation Strategies:</p> <ul style="list-style-type: none"> ● Determine when/where PPE is available/required ● Support personal protective measures and schedules (handwashing, 	<p>Maintain social distancing between students/staff</p> <ul style="list-style-type: none"> ● Mark floor 6 feet apart ● Reduce / eliminate all large group gatherings. ● Contain the student and staff “bubbles of contact” as much as possible. This can be accomplished by developing schedules for students and staff that reduce as much contact with different people. This will include 	

<p>coughing/sneezing, keeping hands away from face, etc.)</p> <ul style="list-style-type: none"> ● Surface cleaning schedule ● Social distancing ● Schedules, entry, exit, and moving in the building ● Transportation 	<p>“blocking” specials for elementary students and examine formats to redesign the MS/HS schedules.</p> <ul style="list-style-type: none"> ● Teacher may need to notify the nurse/health associate if student needs to be sent to the Health Office to make sure office can provide social distancing ● Provide the classroom with basic first aid supplies to be able to handle some Health Office requests in class ● Consider the nurse/health associate to do a visit outside the classroom area if Health Office is full <p>Consider an online appointment process to visit the School Health Office. School Nurse would be able to manage the student flow to the Health Office</p> <p>Use of drinking fountain or bottled water for pill administration</p>	
<p>Health Monitoring Protocols:</p> <ul style="list-style-type: none"> ● Determine teachers, staff, and students at “high risk” and refer to health care provider prior to re-entry ● Flexible sick leave for teachers/staff ● Establish “back up plans” for teacher/staff who are sick to decrease impact on learning ● Consider schedules for teacher/students who are not able to be on-site ● Establish process if teachers, staff or students should come to school sick <p>Health Education: Students, Families, and Staff</p>	<p>District-</p> <ul style="list-style-type: none"> ● School-wide temperature monitoring upon arrival – How to assess health status of students and staff – persons who have a fever of 100.4 (38.0C) or above or other signs of illness should not be admitted to the facility. ● Parents to take temps daily ● School staff does at school with a barrier between person and staff member performing temp <ul style="list-style-type: none"> 1) No touch thermometer 2) Some PPE (gloves face shield) 3) Plexiglass shield a. School staff performs temperature at school without barrier, but wearing full PPE b. Visual assessment <p>2. Monitor and report absenteeism.</p> <ul style="list-style-type: none"> ● Secretaries complete tracking form, track students with signs and symptoms of COVID-19 daily and report to school nurse ● Report absenteeism of 10% or greater to the local public health department or the state <p>Basic information on COVID-19</p> <p>Good Hygiene Practices: How is this information delivered to students/staff? Could these general strategies be delivered prior to the restart of school in video form? Replayed once school is in session?</p> <ol style="list-style-type: none"> 1. Handwashing 	

	<ol style="list-style-type: none"> 2. Face coverings 3. Covering coughs and sneezes 4. Stay home when ill 5. Temperature <ol style="list-style-type: none"> a. Can temperature monitoring be done at home? <ul style="list-style-type: none"> ● Parent education on accurate temperature taking if this is being monitored at home ● Make sure all families have a thermometer b. What number (or value) is considered a fever <p>Also to be addressed (to reduce fear/anxiety as well)</p> <ol style="list-style-type: none"> 1. Wearing masks when out in public 2. Social distancing 3. What to do if feeling sick or someone in the family unit is ill 4. What to do if someone in the family unit has been tested/diagnosed with COVID-19 <p>Staff Education:</p> <ul style="list-style-type: none"> ● Train staff on the use of the Ill Student/Staff flowchart; ● Use of PPE (including gloves, masks, face shields) ● taking temperatures ● proper handwashing technique ● appropriate environmental cleaning (classroom and Health Office area) would also be beneficial. <p>Posters to Display:</p> <ul style="list-style-type: none"> ● How to stop the spread of COVID-19 ● Hand Hygiene ● Promoting everyday protective measures ● Properly wearing a face mask 	
<i>Iowa Academic Standards</i>		
<p><i>Assess Initial Student Learning Needs:</i></p> <ul style="list-style-type: none"> ● Determine sources of data 	<p>MS/HS</p> <ul style="list-style-type: none"> ● Find content screeners/pre-tests to determine student learning needs- discussions with PLC groups about what content was not addressed at end 	

<p>used to determine student learning needs</p> <ul style="list-style-type: none"> ● Determine methods of data collection across different delivery models ● Determine how 2019-20 data will be used to inform curricular and instructional decisions for 2020-21 ● Determine if additional days will be needed to “jump start” learning at the start of the school year 	<p>of 2020 school year. Discuss priority standards.</p> <ul style="list-style-type: none"> ● Professional development and implementation of formative assessments ● MAP/FAST data (?) <p>Elementary-</p> <ul style="list-style-type: none"> ● FAST data and initial assessments performed within 3 weeks of school <ul style="list-style-type: none"> ○ Support staff to help assess ● Assessing data in PLC’s to determine next steps in instruction ● Look at winter data and other assessments collected before conferences <ul style="list-style-type: none"> ○ Discussions and anecdotal notes with previous classroom teacher with evidence of learning from 2019-2020 school year (before school year starts) ● Jumpstart summer school program conducted from July 20-August 7 	
<p><i>Match Curriculum to Student Learning Needs:</i></p> <ul style="list-style-type: none"> ● Establish a standards-based scope and sequence (vertical and horizontal articulation) ● Identify process to adjust scope and sequence if prolonged Required Continuous Learning is needed 	<p>MS/HS</p> <ul style="list-style-type: none"> ● Discussions with grade level and content level teachers to discuss priority standards and where they will be taught. ● Refer to pre-test/screener data to identify gaps. Use this to guide instruction ● If continuous learning is needed, PLC’s will discuss adjustment of those standards/skills by grade/course <p>Elementary-</p> <ul style="list-style-type: none"> ● Refer to established priority standards for each grade level and the scope and sequence that has been created ● Conduct discussions with GWAEA support staff to help align instruction with standards and student need 	
<p><i>Develop Gap-closing District and School Calendars and Schedules:</i></p> <ul style="list-style-type: none"> ● Determine expected amount of available instructional time for each learning condition (CL, Hybrid, On-site) ● Develop district and school calendars that provide all students with additional time and opportunities to learn grade-level essential standards 	<p>MS/HS</p> <ul style="list-style-type: none"> ● On-site: normal school hours- adjusted as needed for safety (passing period, lunch, activity time etc.) ● CL: Weekly assignments by teacher. Asynchronous style teaching and learning. Weekly deadlines for teachers and students with expected materials ● Hybrid: Follow on-site schedule with adjusted times for assignments for those working from home. Specific expectations to be determined. ● CL includes built-in teacher office hours, On-site includes MTSS time at 	<p>Assessment Protocol</p> <p>Unit Assessment Tool</p>

<p>while also providing intervention and remediation as needed.</p> <ul style="list-style-type: none"> ● Establish a plan to address prolonged remote learning and teacher/staff absence ● Determine how to ensure students scheduled to graduate at the end of the 2020-21 school year will meet all requirements in the event of remote learning being needed at some point in the year. 	<p>the end of the day. Individual meetings set up between teachers/students as needed in both settings. IEP students will meet with roster teachers regularly as per their IEP's</p> <ul style="list-style-type: none"> ● If prolonged teacher absence, use of long-term/building subs or coverage from other support staff when possible ● At-risk coordinator and school counselor will set up meetings with at-risk seniors/parents to ensure opportunities to graduate on time. Possible use of Odysseyware courses for credit-recovery. Virtual meeting to work on executive functioning skills or goal setting as needed. Frequent check-in's and communication with teachers, administration, families, and students. <p>Elementary-</p> <ul style="list-style-type: none"> ● On-site: normal school hours and instructional blocks ● CL: Refer to the recommended graph from GWAEA ● Hybrid: combination of CL and Onsite-exact time TBD ● Schedule includes 2-30 minute blocks of MTSS support for intervention and remediation ● Refer to CL plan if students are absent for a prolonged period ● Possible use of a long-term sub for teachers/staff, use of support staff 	
<p><i>Accelerate Student learning using effective instruction matched to student needs:</i></p> <ul style="list-style-type: none"> ● Identify and use effective instructional resources and practices. ● Identify/develop instructional resources that are needed but missing. ● Identify instructional resources that are designed to be used for online and other remote learning settings or can be modified for that purpose. ● Identify/develop one to two high leverage instructional practices to increase student 	<p>MS/HS</p> <ul style="list-style-type: none"> ● Continuation of focus of best practices in professional development with an emphasis in formative assessment and use of technology ● Teacher and student surveys given to identify gaps or areas of concern ● Consult AEA teams for additional resources, strategies, and trainings ● Use formative assessment data in PLC's to focus on student learning needs and/or PD needs ● Host summer/pre-service PD prior to the start of the school year to ensure proper trainings, supports, areas of concern are being focused on ● Content teams will identify areas of instruction that were not met in the previous school year and prioritize standards accordingly for 2020-21 academic year ● Create opportunities to incorporate several content standards/skills when possible <p>Elementary-</p> <ul style="list-style-type: none"> ● Discussions during PLC 	

<p>learning during the year.</p> <ul style="list-style-type: none"> ● Ensure teachers have the professional learning and ongoing support needed to successfully use effective instructional resources and practices to meet student needs. ● Collect ongoing student learning data to determine student learning progress and needs throughout the 20-21 school year. ● Use data to differentiate instruction based on student needs ● Scaffold grade-level learning by incorporating standards not, or minimally addressed from previous school year. ● Design learning experiences that address multiple standards at the same time using bundling strategies. 	<ul style="list-style-type: none"> ○ Use district resources and current teaching strategies that will accelerate or remediate. ○ Based off of on-going assessments ● On-going PD support with GWAEA based on teacher and/or student need 	
<p><i>Facilitate student engagement during online learning:</i></p> <ul style="list-style-type: none"> ● Ensure instructional resources facilitate daily academic engaged learning time. ● Ensure teachers use ongoing student learning data to develop and implement differentiation strategies that are effective for online environment. ● Provide adequate information to parents so they can support 	<p>MS/HS</p> <ul style="list-style-type: none"> ● Students and teachers will be expected to engage daily with academic resources/instruction ● Teachers will continue using formative assessments to guide instruction ● Teachers will continue to collaborate with peers in PLCs ● Parents and students will have access to lessons/activities through google classroom and other platforms, videos/tutorials/written instruction will be used to inform navigation of the platform, teachers/administration will communicate via email/phone, technical support contact info will be made available via school website <p>Elementary-</p> <ul style="list-style-type: none"> ● Refer to our CL plan and the use of our online platforms 	

<p>their child’s online learning.</p> <ul style="list-style-type: none"> ○ Access to lessons/activities ○ How to submit work ○ How to connect with teachers and administration ○ How to receive technical support 	<ul style="list-style-type: none"> ● Ensure instruction for students for independent, online learning ● Ensure instruction for parents to understand access to and how to use online learning <ul style="list-style-type: none"> ○ Parent-Student Family night 	
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Hybrid Learning Plan

Focus Areas	Action Plan	Resources
<p><i>Determination Factors for Implementation of Hybrid Plan</i></p> <ul style="list-style-type: none"> ● CDC guidelines ● IDPH guidelines ● Proclamations from Gov. 	<ul style="list-style-type: none"> ● The district will work with Linn County Health and if such time as the district cannot continue with onsite learning, the district will shift to require a hybrid learning plan in which students attend school at least 50% of the time as part of Gov. Reynolds July 17th Proclamation. The district will monitor the percentage of COVID19 cases in Linn County as well as absentee rates for the school ● The district may need to switch to the hybrid model is there are not enough adults available to effectively and safely operate the school. 	<p>CDC Considerations for schools</p> <p>CDC Decision Tree</p>
<p><i>Health and Safety Measures: See Onsite Learning Plan</i></p>	<p>Same as Onsite Learning Plan</p>	
<p><i>Continuous Learning Protocol/schedule:</i></p>	<p>District</p> <ul style="list-style-type: none"> ● The district will establish a schedule that includes 50% of the students in the school for onsite learning. The first group of students will be scheduled to attend Monday, Tuesday and every other Wednesday and the second group of students will attend Thursday, Friday and opposite Wednesdays. 	

MS/HS

- Specific expectations for teachers/students in hybrid learning TBD
 - Lesson plans- how many, how long, etc?
Synchronous/asynchronous?
 - Homework completion- Due-dates/extended time?
Synchronous/asynchronous?
 - Responsibility of communication- teacher vs student/parent?
 - Sick vs Not Sick- do students diagnosed with COVID have the same expectations as those just choosing to be home to prevent getting COVID? Do students diagnosed with other illnesses that require them to stay home have different expectations on make-up work now that we have experienced online learning?

- Access to materials and resources during hybrid learning TBD
 - Use the same platform (google classroom) to deliver resources/content
 - In class activity vs online activity- requires more work by the teacher, essentially 2 lesson plans?
 - What if no internet access?

Elementary

- See Continuous Learning Plan