MOC-Floyd Valley Community School District

MOC-FLOYD VALLEY
COMMUNITY SCHOOL DISTRICT

Fostering learning, excellence and civic responsibility

Proposed Return to Learn Plan
2020-2021

MOC-Floyd Valley Community School District
Return-to-Learn Plan 2020-2021

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Greetings MOC-Floyd Valley Family,

We are excited about the fast-approaching new school year, and look forward to gathering together once again!

As we strive to fulfill our mission of fostering learning, excellence and civic responsibility, we are fully committed to the safety, health and well-being of our MOC-Floyd Valley students, families and staff! That is the foundation of the MOC-FV CSD Return-to-Learn Plan, outlined in the pages that follow.

We are thankful for the guidance from Governor Reynolds' team, the Iowa Department of Education, the Iowa Department of Public Health and our Sioux County partners at Community Health Partners. This document outlines our best planning to date, but is subject to change as the situation evolves and new information or new guidance is received.

With Gratitude and Respect,

Russ Adams, Superintendent

Leadership and Planning Teams

Board of Education
Shane Jager
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Health and Safety Team
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Cleaning/Disinfection Team
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Social-Emotional/Behavioral Health Team
Rebecca Mangold
Jackie Olson
Scott Starkweather
Loren De Jong
Todd McDonald
Marcia De Graaf
Mike Landhuis

Cam Smith
Mike Mulder
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Required Continuous Learning - Elem
Angie Boersma
Jackie Olson
Erin Peters
Lisa Bunkers
Gina Paulsen
Rachel Honken
Brady Aalbers
Cecilia Salazar
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Required Continuous Learning Team-MS
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Blake Wieking
Adam Boone
Scott Starkweather
Lisa Purdy Ciesiesleski
Sandy Groom-Meeks
Michelle Te Grootenhuis
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PUBLIC HEALTH PROCLAMATION
ADVANCING IOWA'S RETURN TO LEARN STRATEGY
(Issued on Friday, July 17, 2020)

Governor Reynolds' proclamation directs all state agencies, school districts, and local governments to focus on preparing to safely welcome back students and teachers to school in-person in the fall.

It also provides clarity for when a school may move to primarily remote learning, authorizing it when:

- Parents select remote learning as the best option for their family;
- The Iowa Department of Education in consultation with the Iowa Department of Public Health approves a temporary move to online learning for an entire building or district in response to public health conditions;
- A school, in consultation with state and local public health officials, determines that individual students or classrooms must be temporarily moved to online learning; or
- A school chooses to temporarily move to online learning because of severe weather instead of taking a snow day.

Finally, it provides regulatory relief to address our education workforce, including removing limitations on how often and long substitutes teachers can teach and expanding the pool of Iowans who are eligible to serve as substitute teachers.

The full proclamation is shown below:

NOW THEREFORE, I, KIMBERLY K. REYNOLDS, Governor of the State of Iowa, by the power and authority vested in me by the Iowa Constitution, Art. IV, §§ 1, 8 and Iowa Code §§ 29C.6(1), 135.140(6), and 135.144 do hereby proclaim a **STATE OF PUBLIC HEALTH DISASTER EMERGENCY** continues to exist throughout the entire state of Iowa and do hereby **ORDER** and **DIRECT** the following: **IN-PERSON INSTRUCTION**

SECTION 1.

Under Iowa law, "in-person instruction is the presumed method of instruction" for all school districts and accredited nonpublic schools during the 2020-2021 school year. I direct that all state agencies, school districts, and other local governmental bodies and agencies shall take all efforts to prepare to safely welcome back students and teachers to school in-person this fall. These efforts shall also ensure that schools have the flexibility to continue providing education remotely if it becomes necessary and that parents have the option to select a learning model for their children that best meets the needs of their family. But the best interests of students and families requires that our schools are prepared to provide a structured, safe, and enriching academic environment.

AUTHORIZATION OF CERTAIN REMOTE LEARNING

SECTION 2.

Pursuant 2020 Iowa Acts Chapter 1107 (Senate File 2310), section 15, subsection 1, I hereby authorize a brick-and-mortar school district or accredited nonpublic school to provide instruction primarily through remote-learning opportunities only in the following circumstances:

A.

Parental consent: If a parent or guardian voluntarily selects the remote learning opportunity from among multiple options provided by the school district or nonpublic school in accordance with its Return-to-Learn Plan; or

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.

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.

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.

So long as any remote learning is provided in accordance with a compliant Return-to-Learn plan and is authorized in this section or is not the primary method of instruction (because at least half of the school district or accredited nonpublic school's instruction is provided in-person during any two-week period), any instructional time provided by remote learning shall count towards the hours and days requirements of Iowa law as provided for by 2020 Iowa Acts Chapter 1107 (Senate File 2310), section 9.

EDUCATION WORKFORCE LICENSURE RELIEF

SECTION 3.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Admin. Code rule 282-22.2, limiting the number of consecutive days and the total number of days in a 30-day period that a person may serve as a substitute teacher during one job assignment, and of Iowa Admin. Code rule 282-13.16(2) limiting the number of days of teaching in one assignment during a school year. For the duration of this disaster proclamation and any extension of this suspension, a substitute authorization or substitute license shall allow an individual to substitute in grades pre-kindergarten through 12, except in a driver's education classroom for any length of time.

SECTION 4.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Admin. Code rule 282-22.2(1)(a)(2), requiring a baccalaureate degree or higher from a regionally accredited institution to be issued a substitute authorization, but only to the extent that the applicant instead has achieved an associate's degree or completed 60 semester hours of college coursework from a regionally accredited institution.

SECTION 5.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Code § 272.2(14)(b)(2) and Iowa Admin. Code rule 282-22.2(1)(a)(3), requiring the applicant to be at least twenty-one years of age, but only to the extent that the applicant is at least twenty years of age.

SECTION 6.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Code § 272.12 and Iowa Admin. Code rule 282-22.2, limiting the holder of a paraeducator certificate with a substitute authorization appearing on the certificate to substituting only in the special education classroom in which the paraeducator is employed. For the duration of this disaster proclamation and any extension of this suspension, a paraeducator who holds or obtains a substitute authorization on a paraeducator certificate may substitute in any classroom in grades pre-kindergarten through 12, except in a driver's education classroom.

SECTION 7.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Admin. Code rules 282-13.16(3), 22.2, 22.9, and any other Iowa law that would prohibit the holder of a career and technical secondary authorization or an initial career and technical secondary authorization who has completed at least one year of teaching experience employed by a school district from serving as a substitute teacher in any classroom in grade pre-kindergarten through 12, except in a driver's education classroom. For the

duration of this disaster proclamation and any extension of this suspension, the holder of a career and technical secondary authorization or an initial career and technical secondary authorization who has completed at least one year of teaching experience employed by a school district may substitute in any classroom in grades pre-kindergarten through 12, except in a driver's education classroom without any further authorization from the Board of Educational Examiners.

SECTION 8.

The Board of Educational Examiners shall provide guidance to school districts and individuals interested in serving as a substitute teacher about these expanded opportunities to assist in providing the necessary education workforce across Iowa.

COMMUNITY COLLEGE MAXIMUM TEACHING LOAD

SECTION 9.

Pursuant to Iowa Code § 29C.6(6) and Iowa Code § 135.144(3), and in conjunction with the Iowa Department of Public Health, I temporarily suspend the regulatory provisions of Iowa Code § 260C.48(2) and Iowa Admin. Code rule 281-24.5(2), providing a maximum teaching load for community college instructors, but only to the extent that a community college administration assigning an instructor a teaching load above the maximum credit load maintains written documentation that the instructor and community college administration mutually consented to the additional assignments.

IMPLEMENTATION AND INTERPRETATION

SECTION 10.

The Iowa Department of Public Safety, Iowa Department of Public Health, Iowa Department of Education, Iowa Department of Homeland Security and Emergency Management, Iowa Department of Transportation, and other participating state agencies are hereby directed to monitor the operation and implementation of this proclamation to assure the public's health and safety.

SECTION 11.

Nothing contained in this declaration shall be construed as an exemption from any other portion of the Iowa Code or Iowa Administrative Code not specifically identified in this proclamation.

SECTION 12.

The provisions of this proclamation shall be effective immediately, unless otherwise noted. This proclamation shall not be construed to otherwise modify the proclamation issued on June 25, 2020. This state of public health disaster emergency shall continue to expire on July 25, 2020, at 11:59 p.m., unless sooner terminated or extended in writing by me.

MOC-Floyd Valley Community School District–2020-2021 Calendar

First Day = August 24
Last Day = May 25

Summary of Calendar:
Days in classroom:
First Semester 83
Second Semester 97
TOTAL DAYS/HRS   180/1124

CALENDAR LEGEND
Start/End
1:15 PD Dismissal
1:15 Dismissal
Holidays
Vacation Days
Prof Dev Days

Professional Development
Full Days:
August 18, 19, 20, 21*
January 4
February 15*
May 26

1:15 Dismissals (Breaks)
May 25 (Last Day of School)

1:15 Dismissals
Teacher Planning and
Collaboration Time
Every Friday

Contractual
Holidays
  Labor Day   (9/7)
  Thanksgiving Day (11/26)
  Christmas Day   (12/25)
  New Year's Day   (1/1)
  Memorial Day   (5/31)

Snow Days
#1 = Feb 15, #2 = *April 1, #3 = May 26, #4 = May 27, #5 = 28, #6 = June 1, etc . . .

Dead Week
July 26 – August 2

August

M	T	W	Th	F	Student Days
03	04	05	06	07	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	5
31					6

September

M	T	W	Th	F	Student Days
	01	02	03	04	10
07	08	09	10	11	14
14	15	16	17	18	19
21	22	23	24	25	24
28	29	30			27

October

M	T	W	Th	F	Student Days
			01	02	29
05	06	07	08	09	34
12	13	14	15	16	39
19	20	21	22	23	44
26	27	28	29	30	49

November

M	T	W	Th	F	Student Days
02	03	04	05	06	54
09	10	11	12	13	59
16	17	18	19	20	64
23	24	25	26	27	66
30					67

December

M	T	W	Th	F	Student Days
	01	02	03	04	71
07	08	09	10	11	76
14	15	16	17	18	81
21	22	23	24	25	83
28	29	30	31		

January

M	T	W	Th	F	Student Days
				01	
04	05	06	07	08	87
11	12	13	14	15	92
18	19	20	21	22	97
25	26	27	28	29	102

February

M	T	W	Th	F	Student Days
01	02	03	04	05	107
08	09	10	11	12	112
15	16	17	18	19	116
22	23	24	25	26	121

March

M	T	W	Th	F	Student Days
1	02	03	04	05	126
08	09	10	11	12	131
15	16	17	18	19	136
22	23	24	25	26	141
29	30	31			144

April

M	T	W	Th	F	Student Days
			01	02	144
05	06	07	08	10	149
12	13	14	15	16	152
19	20	21	22	23	159
26	27	28	29	30	164

May/June

M	T	W	Th	F	Student Days
03	04	05	06	07	169
10	11	12	13	14	173
17	18	19	20	21	178
24	25	26	27	28	180
31	01	02	03	04	
07	08	09	10	11	

180 Day/1080 Hours Calendar

Date	Events
Aug 13,14	New Teacher In-Service
Aug 18-20	Pre-School Workshop
Aug 21*	Pre-School Workshop (am on-site/pm choice)
Aug 24	Begin 1st Semester
Sept 7	Labor Day (No School)
Sept 23	Mid-Term 1st Qtr. (22 days)
Oct 23	End 1st Qtr. (44 days)
Oct 26	P-T Conf (4:00 – 8:00) ES
Oct 29	P-T Conf (4:00 – 8:00) MS/HS
Nov 3	P-T Conf. (4:00 – 8:00) All
Nov 3	Election Day
Nov 6	No School (Teacher Comp day)
Nov 24	Mid-Term 2nd Qtr (22days)
Nov 25-27	Thanksgiving Break (No School)
Dec 22	End 2nd Qtr (39) & 1st Sem (83)
Dec 25	Christmas
Dec 23-Jan 3	Winter Break
Jan 1	New Year's Day (No School)
Jan 4	Teacher In-service Day
Jan 5	Begin 2nd Sem
Feb 5	Mid-Term Qtr 3 (24 days)
Feb 15	*Teacher In-Service Day
Mar 12	End 3rd Qtr. (48 days)
Mar 18	P-T Conf. (4:00 – 8:00) ES
Mar 23	P-T Conf. (4:00 – 8:00) MS/HS
Mar 25	P-T Conf. (4:00 – 8:00) All
Apr 1	*Spring Break (No School)
Apr 2	Spring Break (No School)
Apr 5	Teacher Comp Day (No School)
Apr 16	Mid-Term Qtr. 4 (23 days)
Apr 30	1:15 Dismissal (Service Day & Prom)
May 13	11:15 Dismissal (Tulip Festival)
May 14	No School (Tulip Festival)
May 18	Last day for seniors
May 23	Commencement
May 25	End 4th Qtr (26) & 2nd Sem. (97)
May 26	Teacher In-service Day
May 31	Memorial Day

[Hospers Elementary School Return-to-Learn Plan](#)

As always, the MOC-Floyd Valley School District is deeply committed to the safety, health and well-being of our students, families and staff! This is the foundation of the MOC-FV District Return-to-Learn Plan.

Learning Models

We developed our Return-to-Learn Plan with three different learning models that could be utilized at any point during the school year. In keeping with the vision from the Iowa Department of Education, we will be able to move from one model to another as conditions related to COVID-19 change within the state, community or school buildings. The three models described in this plan are:

- **[Model 1: Hospers Elementary On-Site Learning](#)** - Returning to our regular classes in the Fall
- **[Model 2: Hospers Elementary Hybrid Learning](#)** - A combination of on-line learning and in-person learning
- **[Model 3: Hospers Elementary Distance Learning](#)** - Required, continuous learning off-site

Distance Learning Roles and Responsibilities

- **[Hospers Elementary School Roles and Responsibilities](#)**
- **[Hospers Elementary Student Roles and Responsibilities](#)**
- **[Hospers Elementary Family Roles and Responsibilities](#)**

As of today, our plan is to begin the school year on August 24, 2020, utilizing [Model 1](#), the on-site learning model. We are hopeful that this is the model through which we operate for the entire year, but we are prepared to transition to either of the other two models if the situation warrants it. That determination will be made in consultation with Community Health Partners, the Iowa Department of Public Health, and the Iowa Department of Education.

Model 1: Hospers Elementary On-Site Learning

On-Site Learning occurs when the decision is made that buildings can operate, and students can return to school. In this model, all students and school personnel are in the buildings as normal. To the extent possible, safety precautions will be used to maintain a safe learning environment for all. The adopted calendar and assigned (normal) schedule for students will be followed.

General information

- Drinking fountains will be closed. Please bring water from home in clear bottles with lids or closure of some kind. Students may refill water bottles in water bottle filler stations.
- Daily reminders will be given to wash hands, to cover sneezes/coughs, as well as to social distance as much as possible.
- School Nurses' Office - We will limit the number of trips to the nurses' office. Students that have minor cuts, bruises, etc. . . will be cared for by the teacher. All homerooms have emergency kits with necessary supplies.
- Items that are brought to the office by parents will be delivered to the classrooms or the teaching staff will need to get them. Students will not be sent to the office for this reason.
- Parents and volunteers will not be able to visit classrooms.
- Access for outside agencies will be determined on a case-by-case basis.
- We will eliminate high-touch areas as much as possible. Those that we are unable to eliminate will be cleaned more frequently.
- Attendance policies may be revised to meet the needs due to COVID.
- Classrooms will be arranged to maximize space between students to allow for as much social distancing as possible. The reality is that in most cases, this spacing will be less than the suggested 6 feet.
- As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .
- Recess will be limited to the homeroom and possibly grade-level.

School Transportation

- We are exploring options for providing the safest transportation possible. Those who are able may want to consider transporting their own children, personally. As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

Arrival to School

- Students and staff should not attend school if they have a fever of 100.4 or greater, or have had a known COVID exposure. (See the MOC-Floyd Valley COVID Health Screening Guidelines for more details.)
- As much as possible, we are asking that students not arrive prior to 8:00 each morning This will allow for more social distancing with students who arrive earlier on buses.
- Hand sanitizing stations will be placed at each entrance. Students and staff are expected to utilize these upon entering the building.
- Students will report directly to their homerooms upon entering the building.
- Students who eat breakfast will do so in their classrooms.

Hallway Passing

- We will social distance as much as possible and stagger times when we leave the classroom.

Classroom Procedures

- Hand sanitizer will be available in every classroom.
- Classrooms will be organized with all desks facing one direction.
- As much as possible, students will remain in their homeroom classrooms
- In classes where teachers typically teach multiple sections the same subject, the teachers will rotate and the students will remain in their homerooms.
- If collaborating in small groups, social distance guidelines will be followed as much as possible.
- Whenever possible, physical education will meet outside for class.
- Other Specials will be held in the general education classrooms.
- Certain classes may be relocated to larger areas to allow for more distance between students.

Lunch Procedures

- To start the year, lunch will be eaten in the classrooms.

Restroom

- Restrooms will be cleaned periodically throughout the day by custodial staff.
- No more than four people should be in a restroom at one time.

Dismissal from School

- Students will exit through their designated entrance/exits.
- Parents will not be able to enter the building to pick up their children.

Model 2: Hospers Elementary Hybrid Learning

Model 2/Option 1:

In this option, school will be in regular session. If a student is not able to attend due to illness or health related concerns, he/she will be provided with on-line or hard-copy lessons/work to correspond with the lessons/work occurring on-site.

Teachers will record direct instruction in case students need to watch at a later date or time (due to illness, for example).

Model 2/Option 2:

If the situation arises where we need to provide more substantial social distancing and limit the number of people in the attendance centers, we will split our student body so that half of the students are attending

on each day. We will reduce the number of students in each classroom to allow for more substantial social distancing, and will operate the school day in as normal a manner as possible. Students who are learning remotely will be provided with on-line or hard-copy lessons/work to correspond with the lessons/work occurring on-site.

Note:

- **Students requiring additional time and support may be scheduled to attend more frequently if social distancing can be managed**.

- **All students who are attending on-site will continue to follow the routines and procedures outlined in Model 1.**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Group A Last Names (A - ?)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically
Week 1 Group B Last Names (? - Z)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 Group A Last Names (A - ?)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely
Week 2 Group B Last Names (? - Z)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

Model 3: Hospers Elementary Distance Learning Plan

In the event that school is closed for an extended period, the distance learning plan would be invoked for all students.

Students will be expected to learn in synchronous and asynchronous formats.

What is Synchronous Learning? Synchronous learning is the kind of learning that happens in

real time. This means that the students and the teacher interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

What is Asynchronous Learning? *Asynchronous learning happens on the student's schedule. The teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.*

Curriculum

- We will have a combination of synchronous virtual attendance and asynchronous learning activities.
- Teachers will record daily attendance within Infinite Campus via online completion or attendance within online activities.
- Lexia will be used for all K-5th grade students. (Literacy)
- IXL will be used to differentiate math and language arts practice K-5.
- Epic will be utilized as available K-5.
- Paper packets will be provided as needed.

Assessment and Feedback

- Feedback will be provided to students and parents on a weekly basis.
- Teachers will utilize "progress reports" from various online learning applications.
- Feedback on online and paper assignments will be given weekly.
- Teachers will personally check in via Google Meet or phone call with each individual student and/or parent on a weekly basis.

Communication

- Class Dojo will be used as the primary communication tool for PK-5 students and families.
- Grades 2-5 will also utilize Google Classroom.
- Teachers will post weekly activities on one document.
- Teachers will personally check in via Google Meet or phone call with each individual student and/or parent on a weekly basis.
- Teachers may drop off packets as needed.
- Teachers will post weekly activities (including Google Meets) for reading, writing, and math on one document which addresses essential grade level standards and objectives. Science and Social studies content will be integrated within reading and writing activities.
- Special class teachers (Art, Music, PE) will send out activities once a week.

- ELL teachers will be utilized as a resource for classroom teachers to maintain contact with ELL students and families.
- The counselor will provide weekly SEL lessons.
- The counselor will meet via phone call or Google Meet with at-risk students/families on a weekly basis.

Special Education

- All Individualized Education Plans will be reviewed with the IEP team to ensure that appropriate plans are in place to meet individual student needs.
- Special education teachers will meet individually or with small groups of students via Google Meet daily with IEP students.

Technology

- Students in grades TK-1 will be provided an iPad if necessary.
- Students in grades 2-5 will be issued a ChromeBook.
- Acceptable use policy will be reviewed and shared with all K-5 students and families.
- If a student is in need of technology repairs or something isn't working correctly, please notify the classroom teacher and he/she will coordinate with the technology department.

School Roles and Responsibilities	
Administration	- Create and distribute the Return to Learn Plan (RTL) - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL
Technology Department	- Provide at least one device per student in grades 2-5, and as needed in grades TK-1. - Support faculty and students/families shifting to a distance learning environment - Provide written/video support to assist faculty with using district identified resources - Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.
Principal	- Work with teachers to reach out to students who have not actively participated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL; respond when issues arise.
Teachers	- Collaborate with other support members on your team to coordinate learning - Use district curriculum and resources to communicate and deliver

	content ● Keep records of students' attendance at each daily session and work completion ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. ● Communicate with and provide timely feedback 2-3 times a week with your students; reach out to students who have not actively participated ● Communicate with parents, as necessary ● Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.
Special Education Teachers	● Schedule IEP meetings with student, parent/guardian, Special Education teacher, other teachers or support staff to complete page "I" of the IEP addressing each of the items listed. ● Provide activities that support IEP goals ● Communicate regularly with students and parents ● Revisit IEPs to ensure all goals are being supported ● Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning.
ELL	● Provide direct instruction when appropriate ● Participate as support staff in scheduled courses ● Communicate regularly with students on your caseload and/or their parents ● Provide small group remediation or extension activities
Counselor	● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Communicate regularly with classroom teachers to see if students in their classes need support. ● Provide office hours (Google) to support students in crisis. ● Provide referrals to outside agencies if appropriate
Media Specialist	● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Associates & Other Classified Employees	● Participate as support staff in scheduled courses ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, checking in, making packets, etc.
Instructional Coaches	● Provide instructional support to teachers ● Provide technology support as needed

Student Roles and Responsibilities	
● Participate in synchronous class work ● Complete all necessary school work and keep pace with deadlines ● Identify a space in your home where you can work effectively and successfully ● Identify a space in your home where you can participate in online learning. ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with acceptable use policies	
For questions about...	**Contact**
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com
a personal, academic or social-emotional concern	Mrs. Mangold, Mental Health Professional rmangold@mocfv.org
other issues related to remote learning	Mrs. De Graaf, Principal mdegraaf@mocfv.org

Family Roles and Responsibilities	
Provide support for your student by: ● Establishing routines and expectations ● Defining the physical space for your student to study ● Monitoring communications from your child's teachers ● Taking an active role in helping your child process his/her learning ● Establishing times for quiet and reflection ● Encouraging physical activity and/or exercise ● Remaining mindful of your child's stress or worry ● Monitoring how much time your child is spending online ● Keeping your child social, but set rules around their social media interactions	
For questions about...	**Contact**
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com

a personal, academic or social-emotional concern	Mrs. Mangold, Mental Health Professional rmangold@mocfv.org
other issues related to distance learning	Mrs. De Graaf, Principal mdegraaf@mocfv.org

Orange City Elementary School Return-to-Learn Plan

As always, the MOC-Floyd Valley School District is deeply committed to the safety, health and well-being of our students, families and staff! This is the foundation of the MOC-FV District Return-to-Learn Plan.

Learning Models

We developed our Return-to-Learn Plan with three different learning models that could be utilized at any point during the school year. In keeping with the vision from the Iowa Department of Education, we will be able to move from one model to another as conditions related to COVID-19 change within the state, community or school buildings. The three models described in this plan are:

- **Model 1: Orange City Elementary On-Site Learning** - Returning to our regular classes in the Fall
- **Model 2: Orange City Elementary Hybrid Learning** - A combination of on-line learning and in-person learning
- **Model 3: Orange City Elementary Distance Learning** - Required, continuous learning off-site

Distance Learning Roles and Responsibilities

- **Orange City Elementary School Roles and Responsibilities**
- **Orange City Elementary Student Roles and Responsibilities**
- **Orange City Elementary Family Roles and Responsibilities**

As of today, our plan is to begin the school year on August 24, 2020, utilizing Model 1, the on-site learning model. We are hopeful that this is the model through which we operate for the entire year, but we are prepared to transition to either of the other two models if the situation warrants it. That determination will be made in consultation with Community Health Partners, the Iowa Department of Public Health, and the Iowa Department of Education.

Model 1: Orange City Elementary On-Site Learning

On-Site Learning occurs when the decision is made that buildings can operate, and students can return to school. In this model, all students and school personnel are in the buildings as normal. To the extent possible, safety precautions will be used to maintain a safe learning environment for all. The adopted calendar and assigned (normal) schedule for students will be followed.

General information

- Drinking fountains will be closed. Please bring water from home in clear bottles with lids or closure of some kind. Students may refill water bottles in water bottle filler stations.
- Daily reminders will be given to wash hands, to cover sneezes/coughs, as well as to social distance as much as possible.
- School Nurses' Office - We will limit the number of trips to the nurses' office. Students that have minor cuts, bruises, etc. . . will be cared for by the teacher. All homerooms have emergency kits with necessary supplies.
- Items that are brought to the office by parents will be delivered to the classrooms or the teaching staff will need to get them. Students will not be sent to the office for this reason.
- Parents and volunteers will not be able to visit classrooms.
- Access for outside agencies will be determined on a case-by-case basis.
- We will eliminate high-touch areas as much as possible. Those that we are unable to eliminate will be cleaned more frequently.
- Attendance policies may be revised to meet the needs due to COVID.
- Classrooms will be arranged to maximize space between students to allow for as much social distancing as possible. The reality is that in most cases, this spacing will be less than the suggested 6 feet.
- As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .
- Recess will be limited to the homeroom and possibly grade-level.

School Transportation

- We are exploring options for providing the safest transportation possible. Those who are able may want to consider transporting their own children, personally. As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

Arrival to School

- Students and staff should not attend school if they have a fever of 100.4 or greater, or have had a known COVID exposure.   (See the MOC-Floyd Valley COVID Health Screening Guidelines for more details.)
- As much as possible, we are asking that students not arrive prior to 8:00 each morning This will allow for more social distancing with students who arrive earlier on buses.
- Hand sanitizing stations will be placed at each entrance. Students and staff are expected to utilize these upon entering the building.
- Students will report directly to their homerooms upon entering the building.

- We will be designating entrance/exits by grade-level, and will expect students to use theirs when arriving and when leaving each day.
- Students who eat breakfast will do so in their classrooms.

Hallway Passing

- We will social distance as much as possible and stagger times when we leave the classroom.

Classroom Procedures

- Hand sanitizer will be available in every classroom.
- Classrooms will be organized with all desks facing one direction.
- As much as possible, students will remain in their homeroom classrooms
- In classes where teachers typically teach multiple sections the same subject, the teachers will rotate and the students will remain in their homerooms.
- If collaborating in small groups, social distance guidelines will be followed as much as possible.
- Whenever possible, physical education will meet outside for class.
- Other Specials will be held in the general education classrooms.
- Certain classes may be relocated to larger areas to allow for more distance between students.

Lunch Procedures

- To start the year, lunch will be eaten in the classrooms

Restroom

- Restrooms will be cleaned periodically throughout the day by custodial staff.
- No more than four people should be in a restroom at one time.

Dismissal from School

- Students will exit through their designated entrance/exits.
- Parents will not be able to enter the building to pick up their children.
-

Model 2: Orange City Elementary Hybrid Learning

Model 2/Option 1:

In this option, school will be in regular session. If a student is not able to attend due to illness or health related concerns, he/she will attend all coursework virtually through Google Meets and will follow his/her regular schedule in a virtual format.

Teachers will record direct instruction in case students need to watch at a later date or time (due to illness, for example).

Model 2/Option 2:

If the situation arises where we need to provide more substantial social distancing and limit the number of people in the attendance centers, we will split our student body so that half of the students are attending on each day. We will reduce the number of students in each classroom to allow for more substantial social distancing, and will operate the school day in as normal a manner as possible. Students who are learning remotely will be provided with on-line or hard-copy lessons/work to correspond with the lessons/work occurring on-site.

Note:
- **Students requiring additional time and support may be scheduled to attend more frequently if social distancing can be managed**.

- **All students who are attending on-site will continue to follow the routines and procedures outlined in Model 1.**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Group A Last Names (A - ?)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically
Week 1 Group B Last Names (? - Z)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 Group A Last Names (A - ?)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely
Week 2 Group B Last Names (? - Z)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

Model 3: Orange City Elementary Distance Learning Plan

In the event that school is closed for an extended period, the distance learning plan would be invoked for all students.

Students will be expected to learn in synchronous and asynchronous formats.

> ***What is Synchronous Learning?*** *Synchronous learning is the kind of learning that happens in real time. This means that the students and the teacher interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.*

> ***What is Asynchronous Learning?*** *Asynchronous learning happens on the student's schedule. The teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.*

Curriculum

- We will have a combination of synchronous virtual attendance and asynchronous learning activities.
- Teachers will record daily attendance within Infinite Campus via online completion or attendance within online activities.
- Lexia will be used for all TK-5th grade students.
- IXL will be used to differentiate math and language arts practice TK-5.
- Epic will be utilized as available TK-5.
- Paper packets will be provided as needed.

Assessment and Feedback

- Feedback will be provided to students and parents on a weekly basis.
- Teachers will utilize "progress reports" from various online learning applications.
- Feedback on online and paper assignments will be given weekly.
- Teachers will personally check in via Google Meet or phone call with each individual student and/or parent on a weekly basis.

Communication

- Class Dojo will be used as the primary communication tool for PK-5 students and families.
- Grades 2-5 will also utilize Google Classroom.
- Teachers will post weekly activities on one document.
- Teachers will personally check in via Google Meet or phone call with each individual student and/or parent on a weekly basis.

- Teachers may drop off packets as needed.
- Teachers will post weekly activities (including Google Meets) for reading, writing, and math on one document which addresses essential grade level standards and objectives. Science and Social studies content will be integrated within reading and writing activities.
- Special class teachers (Art, Music, PE) will send out activities once a week.
- ELL teachers will be utilized as a resource for classroom teachers to maintain contact with ELL students and families.
- The counselor will provide weekly SEL lessons.
- The counselor will meet via phone call or Google Meet with at-risk students/families on a weekly basis.

Special Education

- All Individualized Education Plans will be reviewed with the IEP team to ensure that appropriate plans are in place to meet individual student needs.
- Special education teachers will meet individually or with small groups of students via Google Meet daily with IEP students.

Technology

- Students in grades TK-1 will be provided an iPad if necessary.
- Students in grades 2-5 will be issued a ChromeBook.
- Acceptable use policy will be reviewed and shared with all K-5 students and families.
- If a student is in need of technology repairs or something isn't working correctly, please notify the classroom teacher and he/she will coordinate with the technology department.

School Roles and Responsibilities	
Administration	- Create and distribute the Return to Learn Plan (RTL) - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL
Technology Department	- Provide at least one device per student in grades 2-5, and as needed in grades TK-1. - Support faculty and students/families shifting to a distance learning environment - Provide written/video support to assist faculty with using district identified resources - Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.

Principal	- Work with teachers to reach out to students who have not actively participated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL; respond when issues arise.
Teachers	- Collaborate with other support members on your team to coordinate learning - Use district curriculum and resources to communicate and deliver content - Keep records of students' attendance at each daily session and work completion - Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. - Communicate with and provide timely feedback 2-3 times a week with your students; reach out to students who have not actively participated - Communicate with parents, as necessary - Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.
Special Education Teachers	- Schedule IEP meetings with student, parent/guardian, Special Education teacher, other teachers or support staff to complete page "I" of the IEP addressing each of the items listed. - Provide activities that support IEP goals - Communicate regularly with students and parents - Revisit IEPs to ensure all goals are being supported - Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning.
ELL	- Provide direct instruction when appropriate - Participate as support staff in scheduled courses - Communicate regularly with students on your caseload and/or their parents - Provide small group remediation or extension activities
Counselor	- Serve as a liaison for communication with students/families in crisis - Provide resources for students and families to support them while they are away from school - Communicate regularly with classroom teachers to see if students in their classes need support. - Provide office hours (Google) to support students in crisis. - Provide referrals to outside agencies if appropriate
Media Specialist	- Collaborate with colleagues to find resources for high-quality distance learning experiences and research - Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Associates & Other	Participate as support staff in scheduled courses

Classified Employees	● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, checking in, making packets, etc.
Instructional Coaches	● Provide instructional support to teachers ● Provide technology support as needed

Student Roles and Responsibilities
● Participate in synchronous class work ● Complete all necessary school work and keep pace with deadlines ● Identify a space in your home where you can work effectively and successfully ● Identify a space in your home where you can participate in online learning. ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with acceptable use policies

For questions about…	Contact
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com
a personal, academic or social-emotional concern	Ms. Olson, Counselor jolson@mocfv.org
other issues related to remote learning	Mr. Landhuis, Principal mlandhuis@mocfv.org

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

For questions about...	Contact
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com
a personal, academic or social-emotional concern	Ms. Olson, Counselor jolson@mocfv.org
other issues related to distance learning	Mr. Landhuis, Principal mlandhuis@mocfv.org

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[MOC-Floyd Valley Middle School Return-to-Learn Plan](#)

As always, the MOC-Floyd Valley School District is deeply committed to the safety, health and well-being of our students, families and staff! This is the foundation of the MOC-FV District Return-to-Learn Plan.

Learning Models

We developed our Return-to-Learn Plan with three different learning models that could be utilized at any point during the school year. In keeping with the vision from the Iowa Department of Education, we will be able to move from one model to another as conditions related to COVID-19 change within the state, community or school buildings. The three models described in this plan are:

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Distance Learning Roles and Responsibilities

- **[Middle School Roles and Responsibilities](#)**
- **[Middle School Student Roles and Responsibilities](#)**
- **[Middle School Family Roles and Responsibilities](#)**

As of today, our plan is to begin the school year on August 24, 2020, utilizing [Model 1](#), the on-site learning model. We are hopeful that this is the model through which we operate for the entire year, but we are prepared to transition to either of the other two models if the situation warrants it. That determination will be made in consultation with Community Health Partners, the Iowa Department of Public Health, and the Iowa Department of Education.

Model 1: MOC-FV Middle School On-Site Learning

On-Site Learning occurs when the decision is made that buildings can operate, and students can return to school. In this model, all students and school personnel are in the buildings as normal. To the extent

possible, safety precautions will be used to maintain a safe learning environment for all. The adopted calendar and assigned (normal) schedule for students will be followed.

General information

- Drinking fountains will be closed. Please bring water from home in clear bottles with lids or closure of some kind. Students may refill water bottles in water bottle filler stations.
- Daily reminders will be given to wash hands, to cover sneezes/coughs, as well as to social distance as much as possible.
- Parents and volunteers will not be able to visit classrooms.
- Access for outside agencies will be determined on a case-by-case basis.
- We will eliminate high-touch areas as much as possible. Those that we are unable to eliminate will be cleaned more frequently.
- Attendance policies may be revised to meet the needs due to COVID.
- Classrooms will be arranged to maximize space between students to allow for as much social distancing as possible. The reality is that in most cases, this spacing will be less than the suggested 6 feet.
- As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

School Transportation

- We are exploring options for providing the safest transportation possible. Those who are able may want to consider transporting their own children, personally. As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

Arrival to School

- Students and staff should not attend school if they have a fever of 100.4 or greater, or have had a known COVID exposure. (See the MOC-Floyd Valley COVID Health Screening Guidelines for more details.)
- Hand sanitizing stations will be placed at each entrance. Students and staff are expected to utilize these upon entering the building.
- Students and staff are expected to follow the designated traffic flow patterns for the hallways as soon as possible upon entering the building.
- Students may stop at their lockers to start the day, but should plan on carrying a backpack and not returning to the lockers until their lunch shift. Students should not linger at their lockers or in the hallway, but should report directly to their 1st period class.

- Students arriving prior to 8:00 a.m. may sit in the cafeteria with no more than 4 to a table, and spaced 6 feet apart.

Hallway passing between classes

- Students will pass from one class to another with a 3-4 minute passing period. Students should not stop at their lockers or linger in the hallways.
- Students may choose to wear a mask between passing periods.
- Students with health conditions or others with concerns of student traffic between passing periods will be allowed to pass a minute or two early.
- Students and staff are expected to follow the designated traffic flow patterns for the hallways to minimize face-to-face traffic.
- Schedules will be altered to minimize traffic and congestion in the hallways during the school day.

Classroom Procedures

- Hand sanitizer will be available in every classroom.
- Classrooms will be organized with all desks facing one direction.
- If collaborating in small groups, social distance guidelines should be followed as much as possible.
- Students will sit in assigned seats during each class to minimize exposure risks to the extent possible. Teachers will maintain accurate seating charts for every section.
- Band and Choir will practice social distancing in the music room.
- Certain classes will be relocated to larger areas to allow for more distance between students.

Lunch Procedures

- Lunch will be eaten in the cafeteria and the old gymnasium.
- Students will be assigned to a table and are asked to allow for as much distance between each other as possible.
- Lunch supervisors will dismiss students to the line by table.
- Hand sanitizer stations will be placed at the front of the lunch line. Students will use hand sanitizer prior to getting their food tray.
- Lunch supervisors will disinfect each table prior to the next shift of students.

Restroom

- Restrooms will be cleaned periodically throughout the day by custodial staff.
- No more than four people should be in a restroom at one time.

Lockers

- Students will be allowed to take backpacks from one class to another. Students may stop at their lockers when they enter the building for the day, at the beginning of their lunch shift, and at the end of the day.
- Students should not linger in the hallways and should allow for social distancing during locker visits.

Dismissal from School

- Students will gather personal belongings and will exit the building using the designated traffic flow patterns to get to the necessary exit. There should be no lingering in the hallways or at school.

Model 2: MOC-FV Middle School Hybrid Learning

Model 2/Option 1:

In this option, school will be in regular session. If a student is not able to attend due to illness or health related concerns, he/she will attend all coursework virtually through Google and will follow his/her regular schedule in a virtual format.

Teachers will record direct instruction in case students need to watch at a later date or time (due to illness, for example).

Model 2/Option 2:

If the situation arises where we need to increase social distancing and reduce the number of people in the attendance centers, we will divide the student body into two groups. One group will attend physically while the other group attends virtually. These groups will alternate days so that in ten days, both groups will have spent 5 days learning on site and 5 days learning remotely. During remote learning, students will join via Google Classroom and Google Meets.

Note:
- **Students requiring additional time and support may be scheduled to attend more frequently if social distancing can be managed**.

- **All students who are attending on-site will continue to follow the routines and procedures outlined in Model 1.**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Group A Last Names (A - ?)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

Week 1 Group B Last Names (? - Z)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 Group A Last Names (A - ?)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely
Week 2 Group B Last Names (? - Z)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

Model 3: MOC-FV Middle School Distance Learning Plan

In the event that school is closed for an extended period, the distance learning plan would be invoked for all students.

Students will be expected to learn in synchronous and asynchronous formats.

What is Synchronous Learning? Synchronous learning is the kind of learning that happens in real time. This means that the students and the teacher interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

What is Asynchronous Learning? Asynchronous learning happens on the student's schedule. The teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Curriculum Delivery

- The distance-learning schedule will run as follows:
- Students will be required to attend classes "asynchronously."
- Students needing extra assistance will have an assigned time to meet synchronously.
- Direct instruction delivered by the teacher through a "flipped lesson" style.

- Project based learning will be utilized when possible.
- Core Classes + Exploratory classes would be delivered.
- PE + Band will be on a "log system."
- Workload should be approx 15-30 min per class, with the understanding that this will vary day-to-day and student-by-student.
- The goal would be for the "typical" student to be finished with their 5 Core classes + exploratory class in 2.5-3 hours.
- PE, reading minutes and band/choir/orchestra practice minutes are not included in this time.
- For those who are unable to utilize online learning, we will establish a "packet pickup" system.
  - Parents/Guardians will pick up the packet with paper copies for the week on Monday morning between 8-10am. They will drop off completed packets the following week at the same time they pick up the new packet for the week.
  - Teachers will need to establish a way to check on the "paper students" daily so we know that they are "present" and accounted for attendance purposes.

Assessment and Feedback

- Assessment and feedback will be provided through Google classroom.
- Teachers will reach out to students through Google Classroom and direct email
- Grades will be entered into Infinite Campus
- Parent portal access (along with email/phone calls) will give parents feedback on their student's progress.

Communication

- We will continue with a monthly newsletter and Infinite Campus mass emails for information.
- Student assignments will continue to be posted on the webpage .
- Teachers will make contact with STAR parents on a weekly basis to share information regarding their students.
- Individual communication with students and parents will take place on an as needed basis via email, phone call or face-to-face.
- Students may contact teachers through email or Google Classroom when they have questions/need help.
- Teachers will put an agenda/lesson plans in Google classroom at the beginning of each week, notifying students as to what will be happening in their class for the week.
- Direct communication will be made with students who are not engaging in the class.
- We will plan to use Google Classroom at the Middle School. In addition, we will use Google Meet as a way to interact and collaborate with students and colleagues.
- Parents and students will be provided with a "suggested schedule" for the asynchronous school day. Parents may choose to follow this schedule or not….what works best for their family and their student.
- Teachers will have "office hours" for students to ask questions/get additional help.
- Weekly schedules and plans will be posted on Google Classroom, assignments will continue to be posted on the webpage.

Behavior

- Middle School expectations and guidelines will be followed by all students and staff.
  - Inappropriate actions will be address on a situation by situation basis

Special Education

- All Individualized Education Plans will be reviewed with the IEP team to ensure that appropriate plans are in place to meet individual student needs.

Technology

- All students will be issued a ChromeBook.
- Acceptable use policy will be reviewed and shared with all students and families.
- If a student is in need of technology repairs or something isn't working correctly, please email information about the concern to the technology office at support@mocfv.org

School Roles and Responsibilities	
Administration	- Create and distribute the Return to Learn Plan (RTL) - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL
Technology Department	- Provide at least one device per student in grades 9-12. - Support faculty and students/families shifting to a distance learning environment - Provide written/video support to assist faculty with using district identified resources - Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.
Principal	- Work with teachers to reach out to students who have not actively participated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL; respond when issues arise.
Core Teachers	- Collaborate with other support members on your team to coordinate learning - Use district curriculum and resources to communicate and deliver content - Keep records of students' attendance at each daily session and work completion - Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication.

	● Communicate with and provide timely feedback 2-3 times a week with your students; reach out to students who have not actively participated ● Communicate with parents, as necessary ● Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.
Special Education Teachers	● Schedule IEP meetings with student, parent/guardian, Special Education teacher, other teachers or support staff to complete page "I" of the IEP addressing each of the items listed. ● Participate as support staff in scheduled courses ● Provide activities that support IEP goals ● Communicate regularly with students and parents ● Revisit IEPs to ensure all goals are being supported ● Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning.
ELL	● Provide direct instruction when appropriate ● Participate as support staff in scheduled courses ● Communicate regularly with students on your caseload and/or their parents ● Provide small group remediation or extension activities
Counselor	● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Communicate regularly with classroom teachers to see if students in their classes need support. ● Provide office hours (Google, Teams) to support students in crisis. ● Provide referrals to outside agencies if appropriate
Media Specialist	● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Associates & Other Classified Employees	● Participate as support staff in scheduled courses ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, checking in, making packets, etc.
Instructional Coaches	● Provide instructional support to teachers ● Provide technology support as needed

Student Roles and Responsibilities
● Participate daily in asynchronous class work

- Complete all necessary school work and keep pace with deadlines
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in online learning.
- Check email daily (when writing emails, write in the text box and not memo line)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with acceptable use policies

For questions about…	Contact
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com
a personal, academic or social-emotional concern	Mr. Starkweather, Counselor sstarkweather@mocfv.org
other issues related to distance learning	Mr. Smith, Principal csmith@mocfv.org

Family Roles and Responsibilities

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

For questions about…	Contact
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other issues related to distance learning	Mr. Smith, Principal csmith@mocfv.org

MOC-Floyd Valley High School Return-to-Learn Plan

As always, the MOC-Floyd Valley School District is deeply committed to the safety, health and well-being of our students, families and staff! This is the foundation of the MOC-FV District Return-to-Learn Plan.

Learning Models

We developed our Return-to-Learn Plan with three different learning models that could be utilized at any point during the school year. In keeping with the vision from the Iowa Department of Education, we will be able to move from one model to another as conditions related to COVID-19 change within the state, community or school buildings. The three models described in this plan are:

- **Model 1: MOC-FV HS On-Site Learning** - Returning to our regular classes in the Fall
- **Model 2: MOC-FV HS Hybrid Learning** - A combination of on-line learning and in-person learning
- **Model 3: MOC-FV HS Distance Learning** - Required, continuous learning off-site

Distance Learning Roles and Responsibilities

- **MOC-FV High School Roles and Responsibilities**
- **MOC-FV HS Student Roles and Responsibilities**
- **MOC-FV HS Family Roles and Responsibilities**

Our first day of school is Monday, August 24.   We will be operating in one of the three models listed above. **As of today, our plan is to utilize Model 1 - On-site learning model but conditions may dictate that we be in another learning model.** The decision about the learning model will be made through consultation with the Community Health Partners and the Iowa Department of Public Health.

Model 1: MOC-FV High School On-Site Learning**As of today, our plan is to begin the school year on August 24, 2020, utilizing Model 1, the on-site learning model.** We are hopeful that this is the model through which we operate for the entire year, but we are prepared to transition to either of the other two models if the situation warrants it. That determination will be made in consultation with Community Health Partners, the Iowa Department of Public Health, and the Iowa Department of Education.

On-Site Learning occurs when the decision is made that buildings can operate, and students can return to school. In this model, all students and school personnel are in the buildings as normal. To the extent possible, safety precautions will be used to maintain a safe learning environment for all. The adopted calendar and assigned (normal) schedule for students will be followed.

General information

- Drinking fountains will be closed. Please bring water from home in clear bottles with lids or closure of some kind. Students may refill water bottles in water bottle filler stations.
- Daily reminders will be given to wash hands, to cover sneezes/coughs, as well as to social distance as much as possible.
- Parents and volunteers will not be able to visit classrooms.
- Access for outside agencies will be determined on a case-by-case basis.
- We will eliminate high-touch areas as much as possible. Those that we are unable to eliminate will be cleaned more frequently.
- Attendance policies may be revised to meet the needs due to COVID.
- Classrooms will be arranged to maximize space between students to allow for as much social distancing as possible. The reality is that in most cases, this spacing will be less than the suggested 6 feet.
- As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

School Transportation

- We are exploring options for providing the safest transportation possible. Those who are able may want to consider transporting their own children, personally. As of now, personal protective equipment (masks and face shields) will be optional for students and staff. Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .

Arrival to School

- Students and staff should not attend school if they have a fever of 100.4 or greater, or have had a known COVID exposure.   (See the MOC-Floyd Valley COVID Health Screening Guidelines for more details.)
- Hand sanitizing stations will be placed at each entrance. Students and staff are expected to utilize these upon entering the building.
- Students and staff are expected to follow the designated traffic flow patterns for the hallways as soon as possible upon entering the building.
- Students may stop at their lockers to start the day, but should plan on carrying a backpack and not returning to the lockers until their lunch shift. Students should not linger at their lockers or in the hallway, but should report directly to their 1st period class.
- Students arriving prior to 8:00 a.m. may sit in the cafeteria with no more than 4 to a table, and spaced 6 feet apart.
- Tables in commons will be wiped and disinfected after 8:20 a.m.

Hallway passing between classes

- Students will pass from one class to another with a 3-4 minute passing period. Students should not stop at their lockers or linger in the hallways.
- Students may choose to wear a mask between passing periods.
- Students with health conditions or others with concerns of student traffic between passing periods will be allowed to pass a minute or two early.
- Students and staff are expected to follow the designated traffic flow patterns for the hallways to minimize face-to-face traffic.

Classroom Procedures

- Hand sanitizer will be available in every classroom.
- Classrooms will be organized with all desks facing one direction.
- If collaborating in small groups, social distance guidelines should be followed as much as possible.
- Students will sit in assigned seats during each class to minimize exposure risks to the extent possible. Teachers will maintain accurate seating charts for every section.
- Whenever possible, Marching Band will meet outside for class.
- Mixed Chorus and Concert Choir will not use the risers, but will practice social distancing in the music room or auditorium.
- Certain classes will be relocated to larger areas to allow for more distance between students.

Lunch Procedures

- Lunch will be eaten in the cafeteria and the old gymnasium.
  - Lunch A and B2 will eat in the cafeteria.
  - Lunch B1 and C will eat in the old gymnasium.
- Students will be assigned to a table and are asked to allow for as much distance between each other as possible.
- Lunch supervisors will dismiss students to the line by table.
- Hand sanitizer stations will be placed at the front of the lunch line. Students will use hand sanitizer prior to getting their food tray.
- Lunch supervisors will disinfect each table prior to the next shift of students.

Restroom

- Restrooms will be cleaned periodically throughout the day by custodial staff.
- No more than four people should be in a restroom at one time.

Lockers and Locker Rooms

- Students will be allowed to take backpacks from one class to another. Students may stop at their lockers when they enter the building for the day, at the beginning of their lunch shift, and at the end of the day.
- Students should not linger in the hallways and should allow for social distancing during locker visits.
- Students will be expected to social distance in the locker rooms and should bring their own towels if they plan to shower.

Dismissal from School

- Students will gather personal belongings and will exit the building using the designated traffic flow patterns to get to the necessary exit. There should be no lingering in the hallways or at school.

Model 2: MOC-FV High School Hybrid Learning

Model 2/Option 1:

In this option, school will be in regular session. If a student is not able to attend due to illness or health related concerns, he/she will attend all coursework virtually through Google or Teams, and will follow his/her regular schedule in a virtual format.

Teachers will record direct instruction in case students need to watch at a later date or time (due to illness, for example).

Model 2/Option 2:

If the situation arises where we need to increase social distancing and reduce the number of people in the attendance centers, we will divide the student body into two groups. One group will attend physically while the other group attends virtually. These groups will alternate days so that in ten days, both groups will have spent 5 days learning on site and 5 days learning remotely. During remote learning, students will join via Google Classroom and Google Meets.

Note:
- **Students requiring additional time and support may be scheduled to attend more frequently if social distancing can be managed**.

- **All students who are attending on-site will continue to follow the routines and procedures outlined in Model 1.**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Group A Last Names (A - ?)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically
Week 1 Group B Last Names (? - Z)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 Group A Last Names (A - ?)	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely
Week 2 Group B Last Names (? - Z)	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

Model 3: MOC-FV High School Distance Learning Plan

In the event that school is closed for an extended period, the distance learning plan would be invoked for all students.

Students will be expected to learn in synchronous and asynchronous formats.

> ***What is Synchronous Learning?*** *Synchronous learning is the kind of learning that happens in real time. This means that the students and the teacher interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.*

> ***What is Asynchronous Learning?*** *Asynchronous learning happens on the student's schedule. The teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.*

The distance-learning schedule will run as follows:

Monday – Teachers would present a live lesson via TEAMS or Google Meet to Class periods 1-4
1. 9:00 – Period 1
2. 9:30 – Period 2
3. 10:00 – Period 3
4. 10:30 – Period 4
5. The remainder of the class periods (5-8) would complete an Asynchronous lesson

Tuesday – Teachers would present a live lesson via TEAMS or Google Meet to Class periods 5-8
1. 9:00 – Period 5
2. 9:30 – Period 6
3. 10:00 – Period 7
4. 10:30 – Period 8
5. The remainder of the class periods (1-4) would complete an Asynchronous lesson

Wednesday – Teachers would present a live lesson via TEAMS or Google Meet to Class periods 1-4
1. 9:00 – Period 1
2. 9:30 – Period 2
3. 10:00 – Period 3
4. 10:30 – Period 4
5. The remainder of the class periods (5-8) would complete an Asynchronous lesson

Thursday – Teachers would present a live lesson via TEAMS or Google Meet to Class periods 5-8
1. 9:00 – Period 5
2. 9:30 – Period 6
3. 10:00 – Period 7
4. 10:30 – Period 8
5. The remainder of the class periods (1-4) would complete an Asynchronous lesson

Friday – All classes would be Asynchronous to allow for teachers to plan for the upcoming week.

Curriculum Delivery

- Combination of new learning and reviewed material will be presented to students in an asynchronous/synchronous environment that is supplemented with synchronous TEAMS/Google Meet sessions.
  - The asynchronous learning format allows for students to engage with content at a pace that works for them and their families.
  - The live synchronous opportunities allow for students to have questions answered or explained in a real-time format
- Instructors will provide students with weekly plans for instruction each Monday morning.
  - Instructors will provide live virtual office hour opportunities 2x per week to answer questions etc. regarding the new learning.

- Instructors will focus on essential learnings while relying on formative and summative learning data to help guide the pace of their instruction.

Assessment and Feedback

- Instructors will grade and provide feedback on assigned student work and assessments via their online classroom platform (Google Classroom or Microsoft Teams).
  - All student grades will be updated weekly on Infinite Campus and communicated to families via the online update.

Communication

- Instructors will be communicating with students via their classroom platform on a weekly basis.
  - Individual teacher-student communication will occur on an as needed basis
    - These communication may be encouragement to engage, recognition of quality engagement, etc.

Behavior

- High School expectations and guidelines will be followed by all students and staff.
  - Inappropriate actions will be address on a situation by situation basis

Special Education

- All Individualized Education Plans will be reviewed with the IEP team to ensure that appropriate plans are in place to meet individual student needs.

Technology

- All students will be issued a ChromeBook.
- Acceptable use policy will be reviewed and shared with all students and families.
- If a student is in need of technology repairs or something isn't working correctly, please email information about the concern to the technology office at support@mocfv.org

School Roles and Responsibilities	
Administration	● Create and distribute the Return to Learn Plan (RTL) ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement RTL

Technology Department	- Provide at least one device per student in grades 9-12. - Support faculty and students/families shifting to a distance learning environment - Provide written/video support to assist faculty with using district identified resources - Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.
Principal/Assistant Principal	- Work with teachers to reach out to students who have not actively participated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement RTL; respond when issues arise.
Core Teachers	- Collaborate with other support members on your team to coordinate learning - Use district curriculum and resources to communicate and deliver content - Keep records of students' attendance at each daily session and work completion - Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. - Communicate with and provide timely feedback 2-3 times a week with your students; reach out to students who have not actively participated - Communicate with parents, as necessary - Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.
Special Education Teachers	- Schedule IEP meetings with student, parent/guardian, Special Education teacher, other teachers or support staff to complete page "I" of the IEP addressing each of the items listed. - Participate as support staff in scheduled courses - Provide activities that support IEP goals - Communicate regularly with students and parents - Revisit IEPs to ensure all goals are being supported - Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning.
ELL	- Provide direct instruction when appropriate - Participate as support staff in scheduled courses - Communicate regularly with students on your caseload and/or their parents - Provide small group remediation or extension activities
Counselors	- Serve as a liaison for communication with students/families in crisis - Provide resources for students and families to support them while they are away from school - Communicate regularly with classroom teachers to see if students in

	their classes need support. ● Provide office hours (Google, Teams) to support students in crisis. ● Provide referrals to outside agencies if appropriate
Media Specialist	● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Associates & Other Classified Employees	● Participate as support staff in scheduled courses ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, checking in,, making packets, etc.
Instructional Coaches	● Provide instructional support to teachers ● Provide technology support as needed

Student Roles and Responsibilities
● Participate daily from 9:00 - 10:30 in synchronous class work ● Complete all necessary school work and keep pace with deadlines ● Identify a space in your home where you can work effectively and successfully ● Identify a space in your home where you can participate in online learning. ● During any live online learning, sit at a table and wear school appropriate attire ● Check email daily (when writing emails, write in the text box and not memo line) ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with acceptable use policies

For questions about...	Contact
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Technology office at support@mocfv.org
a personal, academic or social-emotional concern	Mr. McDonald, Counselor tmcdonald@mocfv.org; Mr. De Jong, Counselor ldejong@mocfv.org

other issues related to distance learning	Mr. Mulder, Principal mmulder@mocfv.org

Family Roles and Responsibilities	
Provide support for your student by: ● Establishing routines and expectations ● Defining the physical space for your student to study ● Monitoring communications from your child's teachers ● Taking an active role in helping your child process his/her learning ● Establishing times for quiet and reflection ● Encouraging physical activity and/or exercise ● Remaining mindful of your child's stress or worry ● Monitoring how much time your child is spending online ● Keeping your child social, but set rules around their social media interactions	
For questions about…	**Contact**
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Desk Link https://mocfv.incidentiq.com/
a personal, academic or social-emotional concern	Mr. McDonald, Counselor tmcdonald@mocfv.org; Mr. De Jong, Counselor ldejong@mocfv.org
other issues related to distance learning	Mr. Mulder, Principal mmulder@mocfv.org

MOC-FLOYD VALLEY COMMUNITY SCHOOL DISTRICT
COVID HEALTH SCREENING GUIDE

COVID-19 Health Definitions

Exposure = If you have been within 6 feet of an infected person for at least 15 minutes starting from 48 hours before that person began feeling sick until the time the patient was isolated. MOC-FV Siblings also stay home for the 14 days.

Symptoms and Screening Questions
*Screening Question #1—Am I experiencing any **ONE** of the following:*
    1) Fever of (100.4+) or chills,)
    2) A new cough,
    3) Shortness of breath
Or
*Screening Question #2—Am I experiencing **TWO OR MORE** of the following:*
    1) Gastrointestinal symptoms of nausea, vomiting, or diarrhea
    2) A new sore throat
    3) New muscle aches
    4) New loss of smell/taste
    5) Congestion / runny nose

If you answer "yes" to any of these screening questions, we advise you to stay home, stay away from other people, and contact your health care provider.

No Exposure / No Symptoms
    1) Proceed to School

No Exposure / Symptoms
    1) Stay Home from School
    2) Contact the School Nurse
        a) The two criteria that must be met before returning to school are:
            i) The individual has been free of a fever for 24 hours without the use of fever-reducing medication AND
            ii) The individual has significant symptom improvement

Exposure / No Symptoms
    1) Stay Home from School
    2) Contact the School Nurse
        a) The three criteria that must be met before returning to school are:
            i) The individual has been free of a fever for 72 hours without the use of fever-reducing medication AND
            ii) The individual has no symptoms AND
            iii) 14 days have passed since the date of exposure

Exposure / Symptoms
1) Stay Home from School
2) Contact the School Nurse
    a) The three criteria that must be met before returning to school are:
        i) The individual has been free of a fever for 24 hours without the use of fever-reducing medication AND
        ii) The individual has significant symptom improvement AND
        iii) 10 days have passed since the start of symptoms

Positive COVID-19 Diagnosis
1) Stay Home from School
2) Contact the School Nurse
    a) The three criteria that must be met before returning to school are:
        i) The individual has been free of a fever for 24 hours without the use of fever reducing medication AND
        ii) The individual has significant symptom improvement AND
        iii) 10 days have passed since the start of symptoms

MOC-FLOYD VALLEY COMMUNITY SCHOOL DISTRICT
COVID-RELATED REQUEST FOR REMOTE LEARNING FORM

Student Name: _____ Attendance Center: _____

 Parent/Guardian: _____

I, _____ (Parent/Guardian) am requesting accommodation for my child, _____ (Student Name) to participate in remote learning opportunities for the duration of the declared public emergency, or until I have determined my child can safely return to traditional in-person learning at his/her designated attendance center, whichever occurs first.

I understand that the district will do their utmost to accommodate my child's learning needs, but that some learning opportunities may need to be modified in a remote 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 continue to participate in mandatory learning, his/her remote attendance will be taken, assessments administered, and grades will be counted toward my child's cumulative grade average. I understand that any devices, technology, or materials given to my child to facilitate remote learning are the property of the district and must be returned at the end of the remote learning period.

I am requesting that remote learning opportunities begin on _____ (date) and continue until [_____ (date) *or the declared public emergency is dismissed*].

(Parent/Guardian) _____ (Date) _____

Request approved by: _____ (School official) _____

(Date) _____

Note: This form is to be utilized by parents/guardians of a student who, during the course of a declared public emergency, believe that further attendance by the student at traditional in person school would be detrimental to the health or safety of the student or the student's family member residing with the student. This form is <u>not necessary</u> when the school building is closed to traditional in person learning and remote learning opportunities are already available to students. It is only to be utilized during a public emergency declared by state or local officials when traditional in person learning continues to be held.