MOC-Floyd Valley Community School District

MOC-FLOYD VALLEY
COMMUNITY SCHOOL DISTRICT

Fostering learning, excellence and civic responsibility

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.

Yours in Education,

Russ Adams

Russ Adams, Superintendent

Leadership and Planning Teams

Board of Education
Shane Jager
Amy Kleinhesselink
Christine Koerselman
Mere Reyes
Kley De Jong

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Mike Landhuis
Cam Smith
Joel Bundt
Mark Gunderson
Mike Mulder
Russ Adams

Health and Safety Team
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Social-Emotional/Behavioral Health Team
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Jackie Olson
Scott Starkweather
Loren De Jong
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Required Continuous Learning - Elem
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Erin Peters
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Gina Paulsen
Rachel Honken
Brady Aalbers
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Required Continuous Learning Team-MS
Diane Te Grotenhuis
Blake Wieking
Adam Boone
Scott Starkweather
Lisa Purdy Ciesiesleski
Sandy Groom-Meeks
Michelle Te Grootenhuis
Sarah Wrather
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Required Continuous Learning Team-HS
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Joel Bundt
Jamie Furlong
Shane Williams
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District Leadership Team (Iowa Academic Standards/Equity/Data)
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Mike Landhuis
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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					Student Days
M	T	W	Th	F	
03	04	05	06	07	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	5
31					6
September					
	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					
			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					
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					
	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					
				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					
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					
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					
			01	02	144
05	06	07	08	09	149
12	13	14	15	16	152
19	20	21	22	23	159
26	27	28	29	30	164
May/June					
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

MOC-Floyd Valley Return-to-Learn Plan
Learning Models

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.

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

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: 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.

HEALTH SCREENING

Whole District
Students and staff must be screened at home before leaving for school. If they exhibit any of the following symptoms, they must stay home.

Screening Question #1 – Are you experiencing any <u>ONE</u> of the following high risk symptoms:
1)	A new cough
2)	Shortness of breath or difficulty breathing
3)	New loss of taste or smell

Screening Question #2 – Are you experiencing any <u>TWO OR MORE</u> of the following:

1)   Fever of (100+)
2)   Headache
3)   Muscle and body aches
4)   Fatigue
5)   Sore throat
6)   Runny nose
7)   Gastrointestinal symptoms of nausea, vomiting. or diarrhea

MASKS OR FACE COVERINGS

Whole District
- The District is <u>highly recommending</u> that students and staff wear mask or face coverings when social distancing is not feasible.
- Parents are asked to speak with their children about respecting the personal choices of others regarding wearing masks, etc . . .
- Visitors to the buildings, during the school day, will be required to wear masks or face coverings.
- During extra-curricular or co-curricular events that fall outside of the school day, masks or face coverings will be highly recommended for all in attendance.

GENERAL GUIDELINES

Whole District
- Drinking fountains will be closed. Students should 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.
- 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.
- o   Attendance policies may be revised to meet the needs due to COVID.
- o   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.

SCHOOL TRANSPORTATION

Whole District
- District vehicles will be cleaned daily.

- In most instances, students will not be able to social distance on District transportation, which is why we are highly recommending that all students to wear a cloth face mask or face covering on the buses and other District Vehicles
- Siblings should sit together on the bus.

ARRIVAL TO SCHOOL

Whole District
- Students and staff should not attend school if they have a fever of 100 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.

Elementary
- Students will report directly to their homerooms upon entering the building.
- Students who eat breakfast will do so in their classrooms.

Middle School and High School
- Students 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 classes.

HALLWAY PASSING

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

Middle School and High School
- Students will pass from one class to another with a 3-4 minute passing period and should not stop at their lockers or linger in the hallways.
- 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

Whole District
- 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 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.

Elementary
- 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.

Middle & High School
- 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, and are encouraged to wear cloth masks or face coverings when not singing or playing.

LUNCH PROCEDURES

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

Middle & High School
- 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.

RECESS

Elementary
- **Only classrooms groups will be in the same area of the playground at any given time.**
  - **Students will be encouraged to distance at least 6 feet apart when playing on the playground.**

RESTROOM

Whole District
- 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

Whole District
- Parents will not be able to enter the building to pick up their children.

Elementary
- Students will exit through their designated entrance/exits.

Middle & High 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: 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. Specific learning plans will be developed in conjunction with the building principals

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	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically
Week 1 Group B	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 Group A	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely
Week 2 Group B	Attend Physically	Attend Remotely	Attend Physically	Attend Remotely	Attend Physically

MODEL 3: DISTANCE LEARNING

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.*

ELEMENTARY DISTANCE LEARNING

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.

MIDDLE SCHOOL DISTANCE LEARNING

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 addressed 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

HIGH SCHOOL DISTANCE LEARNING

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 communications 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 addressed 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

MOC-FLOYD VALLEY DISTANCE LEARNING
ROLES AND RESPONSIBILITIES

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 2-12, 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
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 in all synchronous class work (HS = 9:00 - 10:30 daily) ● 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 ● (MS & HS) During any live online learning, sit at a table and wear school appropriate attire ● (MS & HS) Check email daily (when writing emails, write in the text box and not memo line)

For questions about...	Contact
a course, assignment, or resource	Teacher
a technology related problem or issue	Teacher or Tech Dept Email support@mocfv.org
a personal, academic or social-emotional concern	Hospers Elementary = Mrs. Mangold, Mental Health Professional rmangold@mocfv.org Orange City Elementary = Ms. Olson jolson@mocfv.org Middle School = Mr. Starkweather, Counselor sstarkweather@mocfv.org High School = Mr. McDonald, Counselor tmcdonald@mocfv.org; High School = Mr. De Jong, Counselor ldejong@mocfv.org
other issues related to remote learning	Hospers Elementary = Mrs. De Graaf, Principal mdegraaf@mocfv.org Orange City Elementary = Mr. Landhuis mlandhuis@mocfv.org Middle School = Mr. Smith csmith@mocfv.org High School = Mr. Mulder 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 Dept Email support@mocfv.org
a personal, academic or social-emotional concern	Hospers Elementary = Mrs. Mangold, Mental Health Professional rmangold@mocfv.org Orange City Elementary = Ms. Olson jolson@mocfv.org Middle School = Mr. Starkweather, Counselor sstarkweather@mocfv.org High School = Mr. McDonald, Counselor tmcdonald@mocfv.org; High School = Mr. De Jong, Counselor ldejong@mocfv.org
other issues related to distance learning	Hospers Elementary = Mrs. De Graaf, Principal mdegraaf@mocfv.org Orange City Elementary = Mr. Landhuis mlandhuis@mocfv.org Middle School = Mr. Smith csmith@mocfv.org High School = Mr. Mulder mmulder@mocfv.org

Acceptable Masks and Facial Coverings

In response to the COVID-19 pandemic, the MOC-Floyd Valley Community School District highly recommends masks for both staff and students. Masks/facial coverings are considered part of the dress code.

<u>Acceptable</u>
- Purchased Cloth Masks
    - Available at Craft Central, Walmart, Amazon, Target, etc . . .
    - Allow your child to pick a face covering - it can be fun!
    - We encourage parents to model the appropriate manner to wear a face covering/mask.
- Handmade Cloth Masks that Follow CDC guidance
- Disposable Masks
    - Available at Ace, Craft Central, Walmart, Target, etc . . .
- Neck Gaiters
    - Must adhere to dress code policies

<u>Not Acceptable</u>
- Bandanas and Scarves are not considered acceptable face masks.
- Any coverings that do not adhere to the guidelines of the dress code are not permitted.

MOC-FLOYD VALLEY COMMUNITY SCHOOL DISTRICT
COVID-19 HEALTH SCREENING GUIDE

Definition of 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.

Symptoms and Screening Questions

*Screening Question #1—Am I experiencing any **ONE** of the following high risk symptoms:*
    1) A new cough
    2) Shortness of breath or difficulty breathing
    3) New loss of taste or smell
Or
*Screening Question #2—Am I experiencing **TWO OR MORE** of the following:*
    1) Fever of (100+)
    2) Headache
    3) Muscle and body aches
    4) Fatigue
    5) Sore throat
    6) Runny nose
    7) Gastrointestinal symptoms of nausea, vomiting, or diarrhea

If you answer "yes" to either of these screening questions, we advise you to stay home, stay away from other people, and seek an evaluation by a healthcare provider. **The MOC-Floyd Valley School Nurses are considered healthcare providers.**

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 24 hours without the use of fever-reducing medication AND
            ii) 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. Any transition back to traditional in-person learning will be facilitated through the building principal and may include a transition period to insure that the student is able to reintegrate as smoothly as possible.

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 __*not necessary*__ *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.*

RETURN TO LEARN
Reopening Iowa's Schools Safely and Responsibly

COMMUNITY TRANSMISSION: NONE TO MINIMAL
0-5% positivity in county on average over the past 14 days * Healthcare resources remain stable

SUGGESTED STRATEGIES
- Stay home if you are sick or exposed to someone confirmed to have COVID-19
- Practice frequent hand-washing
- Stay 6 feet from others as much as possible
- Use face coverings when able to do so safely and correctly
- Maintain frequent cleaning schedule using EPA-approved cleaning products
- Monitor absenteeism among teachers, staff, and students

RETURN-TO-LEARN MODEL(S)
On-Site Learning following DOE, IDPH and CDC guidance.

Hybrid Learning as necessary based on:
- Parent or guardian preference
- Student quarantine

COMMUNITY TRANSMISSION: MINIMAL TO MODERATE
6-14% positivity in a county on average over the past 14 days * Healthcare resources remain stable

SUGGESTED STRATEGIES
- Continue above strategies
- Reduce group events/gatherings
- Limit inter-school interactions
- Ensure student and staff groupings/cohorts are as static as possible and that interactions among groups of students and staff are limited

RETURN-TO-LEARN MODEL(S)
On-Site Learning following DOE, IDPH and CDC guidance.

Hybrid Learning as necessary based on:
- Parent or guardian preference
- Student quarantine

COMMUNITY TRANSMISSION: SUBSTANTIAL CONTROLLED
15-20% positivity in a county on average over the past 14 days AND 10% absenteeism among students expected for in-person learning
*Healthcare resources remain stable

SUGGESTED STRATEGIES
- Continue above strategies
- Consider regular health checks for any on-site students/staff if feasible
- Cancel school events/gatherings
- Close communal spaces (e.g., cafeterias, media centers)

RETURN-TO-LEARN MODEL(S)
Hybrid Learning as necessary based on:
- Parent or guardian preference
- Student quarantine

Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:
- Please contact the Department of Education by submitting your information via the CASA system.
- Only the Departments of Education and Public Health can make the determination and provide temporary authorization to move to 100% online or remote learning.

COMMUNITY TRANSMISSION: SUBSTANTIAL UNCONTROLLED
>20% positivity in a county on average over the past 14 days with healthcare resource capacity concerns

SUGGESTED STRATEGIES
State and local education and public health officials should work closely together to make decisions on school operations.

RETURN-TO-LEARN MODEL(S)
Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:
- Please contact the Department of Education by submitting your information via the CASA system.
- Only the Departments of Education and Public Health can make the determination and provide temporary authorization to move to 100% online or remote learning.

IDPH IOWA Department of PUBLIC HEALTH

EVALUATING SICK STUDENTS AND STAFF
Reopening Iowa's Schools Safely and Responsibly

HIGH RISK SYMPTOMS
New cough, shortness of breath or difficulty breathing, new loss of taste or smell

LOW RISK SYMPTOMS
Fever, headache, muscle and body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, diarrhea

Students and staff members should remain home when sick. Students or staff members with **any** high-risk symptom or **two or more** low risk symptoms should stay home and are advised to seek an evaluation by a health care provider.

EVALUATION BY HEALTH CARE PROVIDER

NEGATIVE COVID-19 TEST
Return to school after 24 hours with no fever (without the use of fever-reducing medicine) **and** symptoms improving

ALTERNATIVE DIAGNOSIS

POSITIVE COVID-19 TEST
Return to school after 24 hours with no fever (without the use of fever-reducing medicine) **and** symptoms improving **and** 10 days since symptoms started

IDENTIFYING CLOSE CONTACTS for COVID-19 Cases

Close Contact: Individuals who've been within 6 feet for more than 15 minutes with a positive COVID-19 case during the infectious period. Contact may occur in a classroom, lunchroom, free period, during transportation to or from school, at practices or games, and during extracurricular activities.

SCHOOL WILL:
- Notify local public health department
- Identify close contacts and quarantine exposed students and staff
- Notify appropriate school administration, families and staff (without identifying the COVID-19 case)
- Provide Public Health with list of close contacts

PUBLIC HEALTH WILL:
- Recommend quarantine for all household contacts of COVID-19 case
- Work with school to determine which students and staff should be quarantined

STUDENTS
- If no symptoms develop, students can return to school 14 days from their last contact with the COVID-19 case
- If symptoms develop, students should be evaluated by a health care provider
- If a student tests positive for COVID-19, they should isolate for 10 days
- If a student tests negative for COVID-19, they must still complete their 14-day quarantine before returning to school

STAFF
- Staff may be considered critical personnel and can be allowed to return to work if there are staffing shortages as long as they remain asymptomatic
- Staff should take their temperature and screen for symptoms at the start and end of each day, and wear a mask at work
- If symptoms develop, they must isolate immediately

INDIVIDUALS PREVIOUSLY POSITIVE
- Those who have been previously diagnosed positive for COVID-19 within the past 12 weeks, and were exposed to a COVID-19 case, do not need to quarantine

IDPH IOWA Department of PUBLIC HEALTH

This plan is fluid and subject to change as more information becomes available.