

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 thankful to be back in session stretching, learning and growing together. We have certainly encountered some challenges, and more lie ahead, but we are adjusting and moving forward!

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, and remains 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

Leadership and Infrastructure Team

Marcia De Graaf
Mike Landhuis
Cam Smith
Joel Bundt
Mark Gunderson
Mike Mulder
Russ Adams

Health and Safety Team

Karina Nonnemacher
Ashley Van Voorst
Darlo Zeutenhorst
Russ Adams

Cleaning/Disinfection Team

Darlo Zeutenhorst
Joe Bomgaars
Eric Gober
Jeff Kleinhesselink
Mark Miller
Russ Adams

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
Russ Adams

Required Continuous Learning - Elem

Angie Boersma
Jackie Olson
Erin Peters
Lisa Bunkers
Gina Paulsen
Rachel Honken
Brady Aalbers
Cecilia Salazar
Marcia De Graaf
Mike Landhuis

Required Continuous Learning Team-MS

Diane Te Grotenhuis
Blake Wiekling
Adam Boone
Scott Starkweather
Lisa Purdy Ciesiesleski
Sandy Groom-Meeks
Michelle Te Grootenhuis
Sarah Wrather
Cam Smith

Required Continuous Learning Team-HS

Doug De Zeeuw
Joel Bundt
Jamie Furlong
Shane Williams
Grant Hegstad
Sara Burmakow
Jolyn Van Es
Trish Sandbulte
Kayti Pfaffle
Mark Gunderson
Mike Mulder

District Leadership Team (Iowa Academic Standards/Equity/Data)

Ryan Noteboom
Sandy Groom-Meeks
Joel Bundt
Marissa Maassen
Gina Paulsen
Adam Boone
Joel Dolieslager
Michelle Te Grootenhuis
Sarah Wrather
Grant Hegstad
Marcia De Graaf
Mike Landhuis
Cam Smith
Mike Mulder
Russ Adams

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 | 10 | 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 1 st Semester |
| Sept 7 | Labor Day (No School) |
| Sept 23 | Mid-Term 1 st Qtr. (22 days) |
| Oct 23 | End 1 st 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 2 nd Qtr (22days) |
| Nov 25-27 | Thanksgiving Break (No School) |
| Dec 22 | End 2 nd Qtr (39) & 1 st 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 2 nd Sem |
| Feb 5 | Mid-Term Qtr 3 (24 days) |
| Feb 15 | *Teacher In-Service Day |
| Mar 12 | End 3 rd 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 4 th Qtr (26) & 2 nd 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 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

Screening Question #2 – Are you experiencing any 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

MASKS OR FACE COVERINGS

All students will be required to have a facemask (covering mouth and nose) in their possession to be worn as outlined below:

We ask that all families provide their students with facemasks. The District will have disposable masks available if a student forgets.

- All TK-12 students are required to wear masks on the school bus.
- ~~All 6-12 students and staff are required to wear masks in the hallways and common areas (lunchrooms, hallways, restrooms, media center, etc . . .)~~
- All TK-12 students and staff are highly recommended to wear masks ~~within their classrooms~~ in the school and at school events - even when social distancing is possible.
- All attendees are highly recommended to wear masks at extra-curricular and co-curricular events outside of the school day.
- During the school day, masks must always be worn by visitors while in the school building except when eating or drinking.

**Mask allowances will be made for students who are adversely impacted by wearing a mask or face covering. (Notes must be provided by a medical provider.)*

Additional Information as of September 29, 2020

Governor Reynolds and the Iowa Department of Public Health have declared that quarantine is no longer recommended if a potential exposure occurs while both the infectious individual and the close contacts are wearing face coverings consistently and correctly.

Prior to the Governor's announcement, any person identified as a close contact to someone who tested positive for COVID-19, (close contact being defined as within 6 feet of the infected individual for 15 or more consecutive minutes) was required to quarantine for 14 days from the date of exposure.

In an effort to encourage individuals to wear masks, and in response to data gathered, the Governor and IDPH announced that quarantining will no longer be required if a potential COVID-19 exposure occurs while both the infectious individual and the close contacts are wearing facemasks consistently and correctly.

Our high school students will not be impacted by this during the school day, because we are able to social distance. It is something to consider for our student sections during events.

At the elementary and middle school levels, where social distancing is not possible during class times, this could possibly affect students. Below are scenarios that illustrate the impact of a student's masking decision in these classroom settings.

COVID Positive Individual Masked/Close Contacts Masked

- When a masked individual tests positive and close contacts were also masked
 - COVID Positive student isolates
 - Close contacts are not required to quarantine for 14 days

COVID Positive individual Masked/Some Close Contacts Masked and Some Close Contacts Not Masked

- When a masked individual tests positive and some close contacts were masking and others were not masking
 - COVID Positive student isolates
 - Close contacts who were masked are not required to quarantine for 14 days
 - Close contacts who were not masked are required to quarantine for 14 days

COVID POSITIVE Individual Not Masked/Close Contacts Masked or not Masked

- When an unmasked individual tests positive all close contacts whether masked or unmasked
 - COVID Positive student isolates
 - All close contacts (masked and unmasked) are required to quarantine for 14 days

Note: The Department of Public Health has determined that face shields and neck gaiters do not provide sufficient protection. A two-layered facemask must be used to avoid quarantining.

Due to this development, we are strongly encouraging all of our students to wear facemasks in school especially when social distancing is not achievable.

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.
- 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.

SCHOOL TRANSPORTATION

Whole District

- All TK-12 students are required to wear masks on the school bus.
- 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. This may be changed as the year progresses.

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~~ may 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

- As much as possible, students will remain in their homeroom classrooms
- 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. Members 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 an attendance center, 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. This could be done at a classroom level, grade level, building level or district level.

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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Communicate regularly with classroom teachers to see if students in their classes need support. ● Provide office hours (Google, Teams) to support students in crisis. ● Provide referrals to outside agencies if appropriate |
| Media Specialist | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Participate as support staff in scheduled courses ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, checking in, making packets, etc. |
| Instructional Coaches | <ul style="list-style-type: none"> ● 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.

Acceptable

- 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~~

Not Acceptable

- 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.
- The department of public health does not consider face shields or neck gaiters acceptable to eliminate the need for contact-tracing.

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

No students are allowed to transition to remote learning without a medical reason.

**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.