Return to Learn Key Dates

July 21: Release public draft to families and staff

July 21-27: Collect questions & comments from staff and families

July 27-31: Develop frequently asked questions & final revisions

July 31: Announce selected model for start of school

August 3: Release final draft to students and staff with Frequently Asked Questions (FAQs)

August 10 by midnight: Final day to register or withdraw from Temporary Virtual Learning Option.

Return to Learn Plan

Introduction

Return-to-Learn plans were required to be submitted to the Iowa Department of Education (Department) by July 1, 2020. These plans are designed to help schools meet the challenges of 2020-2021 by:

Ensuring that remote learning options are available for all students;

Planning to help students catch-up for the learning they may have missed during school closures;

Integrating public health strategies into Iowa's schools;

Enabling schools to move between on-site and remote learning as needed.

The Iowa Department of Education has recommended school districts to consider the following components in the development of their comprehensive Return to Learn Plan: *Leadership, Infrastructure, Health & Safety, Iowa Academic Standards & Equity, Social Emotional Behavioral Health, Special Education, Data*

There are some foundational elements of education that will remain the same regardless of the delivery model:
● Student and staff safety is at the forefront of our planning.
● A focus on the whole child, which includes social, emotional health, and academics.
● A focus on maintaining and strengthening grade level skills, knowledge, and dispositions.
● Students taking high school courses will receive grades and earn credit towards graduation.
● Considerations will be made for students with IEPs, 504s, ELL Success Plans, and GT Services.
● Students will have opportunities for regular contact with their teacher and other school staff as needed.
● We will work to reduce barriers to access learning and provide connections to community resources.
● An emphasis on partnering with parents.

2020-2021 School Calendar

The first day of school will be **August 24th, 2020,** for all delivery models. Our goal is to restore in-person learning to the greatest extent possible. We want our community of learners together in person as soon as it is safe to do so. Our chosen model will be based on public health requirements along with staff and parent survey input and feasibility. Other school districts may choose different models of delivery dependent on their unique contexts. Whichever delivery model is used at any point in time during the 2020-2021 school year, *student attendance is required by Iowa Code.*
The delivery model for August 24 will be shared with families and students on August 7. Any changes to our delivery model will be shared with families and students through our regular channels of communication.

Changes to the scheduling of other school events will be announced as the details become available. Decisions and guidance on interscholastic activities will be communicated separately.

Key Considerations in Selecting a Learning Model

● Rate and spread of infection in the greater community

● Public health guidance and feasibility to implement guidance

● Legislative and/or governor proclamations

● Rate of student attendance

● Availability of staff and staff attendance for operation of the district

● Grade level educational needs

● Rates of students and staff in mandatory quarantine

● Family and staff needs

● Impacts of campus setting

Onsite Learning (At School)

Onsite Learning provides educational services onsite in traditional brick and mortar settings. All students attend at the same time and are required to participate. The delivery of instruction and grading for Onsite Learning will be conducted as it has been in the past, with the addition of many safety and prevention measures in place to provide the safest possible learning experiences for students and staff.

Online Learning (At Home)

Online Learning ensures that academic work is equivalent in rigor to typical classroom work. All students are required to participate, attendance is taken, work is graded, and credit is granted. Typically, instruction is provided through some type of online learning. This model requires schools to work with students and families to mitigate any barriers to their required participation. Online Learning may include online education, home delivery or pick-up of educational resources, online or telephonic check ins, or other innovative methods. All districts and accredited nonpublic schools must have a plan for offering Online Learning and requiring the participation of students as schools reopen for the 2020-21 school year. This learning plan can be used in an emergency, such as the resurgence of COVID-19, or under another circumstance in which it is not possible for students to be in the building receiving instruction. Senate File 2310 outlines requirements for online learning in Iowa.

Hybrid Learning (A combination of At School & At Home)

Hybrid Learning is a combination of At School and At Home learning. The methods may be combined by offering some student groups services onsite at different times or choosing which student groups get each delivery method by matching need. All students are required to participate. The delivery of instruction and grading will be a combination of Onsite and Online Learning practices. Additional safety and prevention measures will be implemented to provide the safest possible learning experiences for students and staff while Onsite.

Temporary Virtual Learning for students who are not able to attend school on site is part of the Hybrid Learning Model.

Model 1: Onsite Learning (At School)

College Community values the educational experiences and relationships that can be fostered when students and teachers are together at school. We learned during our previous school closure that it is difficult to replicate the quality of educational experiences delivered in-person. For this reason, our preference is for students to participate in Onsite Learning.

The delivery of instruction and grading for Onsite Learning will be conducted as it has been in the past, with the addition of many safety and prevention measures in place to provide the safest possible learning experience for students and staff. We do not have the district wide infrastructure to livestream Onsite Learning for those not in attendance.

Depending upon our enrollment in Temporary Virtual Learning (described on page 5), students may be assigned to a new teacher or a new class as a strategy to reduce numbers and allow for physical distancing.

STAFF TRAINING

District staff will participate in the state COVID-19 safety training module, which includes information on use of PPE, prevention measures and safety measures, and maintaining a healthy and safe classroom environment.

District staff will review Return to Learn safety precautions during professional learning days prior to the start of school.

PREVENTION PRACTICES

Health and safety of students is at the forefront of our work, and the College Community School District continues to utilize the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC), the Iowa Department of Public Health (IDPH), and Linn County Public Health (LCPH).

Recommendations for safety protocols are expected to be continuously evolving and the protocols below will be modified as needed based on current guidance, research and best practices.

In alignment with guidelines from the CDC, IDPH, and the LCPH:

● Students and staff who are ill or exhibiting any symptoms of illness should not come to school or work.

● Staff and students who have been exposed to a person with confirmed diagnosis of COVID-19 should follow current

LCPH recommendations to stay home and monitor their health. (Per CDC guidance, exposure is considered to be within six feet of the diagnosed individual for 15 minutes or greater).

● Students and staff will be educated on and reminded of proper prevention techniques, including:

★ handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. (If soap and water are not readily available, hand sanitizer that contains at least 62% alcohol can be used.)

★ covering coughs and sneezes with a tissue, throwing used tissues in the trash and washing hands immediately with soap and water for at least 20 seconds.

● Signage will be posted throughout schools that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a face covering).

● Students will be discouraged from sharing items that are difficult to clean or disinfect (including electronic devices, toys, books, and other games or learning aids) and classroom practices will be modified to minimize sharing.

SCHOOL SAFETY PRACTICES

We will implement strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies.

● Employees and students will be required to wear face coverings (masks and/or shields) when physical distancing is not possible. There may be times when the task makes it impossible to wear face coverings. This is not a state requirement but a local decision that we feel is feasible to implement. Each employee and student will be provided with a reusable cloth mask. Employees will also be provided with a face shield.

● Students who are unable to wear a face covering due to medical reasons will be accommodated on a case-by-case basis.

● Frequent handwashing.

● Hand sanitizer will be available in classrooms and common areas.

● During arrival and dismissal times, schools will use as many entry and exit points as possible to avoid large gatherings of students in one area.

● Students and staff are expected to conduct a temperature screening each day at home prior to arriving at schools, and students/staff are not allowed to attend school if their temperature is 100.4 or above. (NOTE: At this time, the district's plan to have students self-screen temperatures each day is a local decision. This is an area of currently evolving guidance. Plans for temperature screening will

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Model 1: Onsite Learning (At School) continued...

continue to be reviewed and modified based on current guidance, data and best practices as the school year approaches.)

● School health office protocols will create a separate space for the care of students who are ill, while having another space to serve the general health and medication needs of students.

● School staff will refer any student who appears to have COVID-related symptoms to the school nurse for an immediate health screening. We anticipate a significant increase in the number of student health screenings than we would have in a typical year.

● Depending on student attendance rates, classroom setup will be modified to the extent possible to create as much physical distancing among students and staff as possible.

★ Working spaces, including student desks, will be arranged to allow for maximum physical distancing.

★ Students will face in one direction to the greatest extent possible. Face masks and/or shields will be worn.

● Classes will minimize movement through the building, only moving when necessary to do so. Common areas will be reconfigured by spacing out or eliminating furniture to minimize crowding.

● Visitor and volunteer protocols will be reviewed and adjusted to focus on essential visits.

● Tape, signs, and other visuals will create one-way routes.

● School wide assemblies will be held virtually or rescheduled to a later date.

● Field trips will be canceled until further notice.

● Large scale, face-to-face community events will be canceled or postponed.

● Assign lockers by cohort or eliminate lockers altogether.

● Educational speakers will be limited and addressed on a case by case basis.

● Staff and Students will frequently wash

hands throughout the day. If soap and water is not available, hand sanitizer will be used.

● Students will maintain their own school supplies. We will minimize sharing of materials. Any materials that must be shared will be sanitized.

● Playground equipment will be sanitized between recesses.

*While many steps will be taken to provide physical distancing, there is no way to guarantee it in all instances.

FACILITY CLEANING

● Custodians will conduct a deep cleaning of each school nightly using hospital-grade disinfectant that can have a residual effect of up to a 24 hours.

● Custodians will increase the frequency of daytime cleaning of commonly touched surfaces including handrails, door handles, etc.

● Custodians will increase the frequency of restroom checks to ensure hand soap and paper towels remain available.

● Buildings and grounds staff will work to maintain adequate inventory of building cleaning supplies and personal protective equipment.

● Regular inspections of ventilation and air handling systems will be conducted to ensure normal operation.

SCHEDULES

Elementary (K-4) and High School start and end times will be adjusted by 15 minutes later than previous years to allow for sanitizing busses between first and second routes.

● Transitions will be limited to the extent possible.

● Students will report immediately to their classrooms upon arriving at school.

● Please note: Depending upon our enrollment in Temporary Virtual Learning, parents can expect changes in student

schedules and potentially teacher rosters in order to regulate class sizes to maximize physical distancing.

TRANSPORTATION

● District will provide additional traffic management on campus due to increased numbers of cars for drop off and pick up.

● Families who typically utilize busing may volunteer to transport their child/ren to and from school.

● Busses will be sanitized between routes.

● Bus drivers will wear masks and/or shields while students are boarding on and off.

● Students will be required to wear masks and/or shields.

● Hand sanitizing will be available at the door to each bus.

● Family members will sit together and/or students will be encouraged to sit with people that they have contact with on a regular basis.

● Students face forward while riding the bus.

FOOD SERVICE

● Breakfast and lunch schedules and use of the cafeteria will be adjusted to allow for physical distancing

● Classroom or gym space may be used to allow for physical distancing during breakfast and lunch.

● Tables will be sanitized between groups of students.

● Outside guests will not be permitted.

● Reduce self-service items and minimize surfaces touched by students through the use of individually packaged items.

Temporary Virtual (Remote) Learning Option *

Option available for all three models: Onsite, Online or Hybrid

The sign up window for the Temporary Virtual Learning Option will be from 7/23/20-8/10/20.

In order to prepare for appropriate staffing and resources, those interested in this option must make a commitment during the established timeframe. Parents will receive a link for sign up throughout the window.

If parents do not sign up for the Temporary Virtual Learning Option, their children will be automatically served in the model identified by the school district on 8/7/20.

A small number of students may be unable to attend school onsite due to pre-existing medical conditions. In addition, families may prefer to keep their children at home. A parent or guardian may voluntarily select the Temporary Virtual Learning Option. These decisions are difficult given the many benefits of in-person learning.

For students who are not able to attend school in-person, College Community will provide a Temporary Virtual Learning Option for students to continue their required education. Temporary Virtual Learning will be delivered via a packaged, online learning platform that includes online lessons and content that is overseen and supported by district teachers and staff. Students will be provided a district device. There will be an option for students choosing the Temporary Virtual Learning Option to pick up meals provided by the district.

● K-6 students will use the Edgenuity platform.

*Alternative Kindergarten (AK) students will be assigned to Kindergarten Edgenuity courses as they are considered kindergarten students in Iowa. If an AK student participates in the Temporary Virtual Learning Option in the first semester, they will be permitted to return to AK in the second semester.

● 7-12 students will use the Apex platform.

There will be a sign up window for those families choosing to have their student participate in the Temporary Virtual Learning Option. This option requires several commitments on the part of students and families due to state requirements, staffing allocations, and costs associated with the virtual platform:

● **Remain in Temporary Virtual Learning for the entire first semester regardless of what delivery model the rest of the school is participating in.**

● Schedule a time to come to school to participate in state required assessments.

● Register for school online and pay typical school fees.

● Regularly log-in and engage in the virtual lessons to satisfy attendance, participation, and progress requirements.

● Report absences to the Virtual Learning teacher.

● Communicate with the Virtual Learning teacher and staff periodically.

● Parents will need to monitor and support student participation at home.

● Parents need to ensure students complete online assessments without parent input so that the Virtual Learning teacher receives accurate information about the student's knowledge and skills.

● Adhere to all school board policies and school procedures as applicable.

● Understand that, upon exit of Temporary Virtual Learning, students may be placed on a different teacher roster and in different courses.

College Community will revisit this offering prior to the start of the second semester to determine continued participation, return to school, and/or conclusion of the program.

Model 2: Online Learning (At Home)

Should the COVID-19 situation require our schools to fully close at any point in the school year, College Community Schools will move to deliver education to students via an Online Learning (At Home) model.

- Online Learning will be required for all students in all grades.
- Students will need to follow the daily schedules outlined for Online Learning.
- Attendance will be taken.
- Coursework will be graded and credit will be granted.

Online Learning will consist of both **synchronous** and **asynchronous** learning.

- **Synchronous Learning** - live, pre-scheduled time, all together at the same time.
- **Asynchronous Learning** - recorded or posted, student chooses pace and time, can happen in a virtual place or non-digitally

The overview that follows outlines our intended plan for delivering Online Learning (At Home) broken down by grades K-2, 3-4, 5-6, and 7-12. These plans will continue to evolve and may be modified as needed.

We understand that most likely support will be needed from home to support student learning in this model. We acknowledge this model poses a variety of challenges and benefits depending on each family's home situation. We appreciate parents' support as we partner to deliver Online Learning. School staff is committed to working with families to overcome barriers to learning in this model.

PRESCHOOL PROGRAMMING

There are some differences in preschool models that are described later in this plan which accommodate the age and developmental stage of preschool students. We anticipate being able to operate preschool somewhat independently from our K-12 plan. For example, if the K-12 grades move to Online Learning (At Home), preschool may be able to continue with a Hybrid Model. We will also be implementing procedures to adhere to the health and safety guidelines of the Iowa Department of Human Services (DHS).

ALTERNATIVE KINDERGARTEN (AK)

If Onsite, Alternative Kindergarten (AK) students will be Onsite as well and follow their typical schedule. If Online, Alternative Kindergarten (AK) students will follow the Elementary schedule. If in Hybrid, Alternative Kindergarten (AK) students will also use a Hybrid model and follow their typical half day schedule on a cohort rotation. The Early Childhood Center is endeavoring to provide expanded wrap-around care for the Online and Hybrid models. In the near future, ECC will send information regarding wrap-around care options.

ELEMENTARY SCHOOL DELIVERY

Online Learning Schedule

The teacher will provide two sessions of live learning per day that include a 15 minute class meeting and a 30 minute core academic lesson. The core academic lesson focus will be on Literacy on Monday and Tuesday, Math on Wednesday and Thursday, and Social Studies or Science on Friday. Students will be assigned to a morning or afternoon session in an effort to keep virtual class sizes low. To the extent possible, we will work with families to determine whether students will attend the morning or afternoon session.

- Live Morning Session 8:00-8:45
- Live Afternoon Session 3:00-3:45

In addition, teachers may assign students to a 20 minute small-group session. Some students may meet with ELL, GT, Title I, and/or Special Education teachers during this time.

- Live Morning Small-Group Session 9:00-9:20
- Live Afternoon Small-Group Session 2:30-2:50

Model 2: Online Learning (At Home) continued...

Additional outside of class assignments will be assigned each day.

● Grades K-2: Up to 15 minutes of outside class work daily

● Grades 3-4: 30-45 minutes daily

Recorded lessons will be created for students with Individual Education Plans based on need.

Technology Tools and Resources

● Kindergarten and 1st grade students will be provided with iPads.

● 2nd-4th grade students will be provided with Chromebooks.

● Please talk with your child's teacher if you have significant issues with internet connectivity.

● **SeeSaw** will serve as the online "Home Base" for grades K-2. SeeSaw houses student lessons and assignments from teachers, while also supporting communication between elementary students and their teachers as well as communication between teachers and parents/guardians. Students will need to submit required assignments through SeeSaw.

● **Google Classroom** will serve as the online "Home Base" for grades 3-4. Google Classroom houses student lessons and assignments from teachers, while also supporting communication between elementary students and their teachers. Students will need to submit required assignments through Google Classroom.

● **Google Meet and Zoom** will serve as the video conferencing tool(s) to support live class sessions.

Attendance

● Students are expected to participate in school daily.

● At the K-4 level, attendance will be noted as "daily" attendance.

● Teachers will use student responses to note attendance, which may be accomplished through submission of work, participation in live class sessions, or communicating with a teacher.

Grading

● Current grading and reporting practices will be implemented.

● K-4 teachers use a standards-based, body-of-evidence approach to determine scores that are documented on a student's report card each semester.

● Report cards will reflect where students are, in relationship to expected proficiency, at the time of reporting. Greater weight will be given to a student's most recent performance. Multiple sources of evidence will be considered when determining a reporting score (body of evidence).

INTERMEDIATE SCHOOL DELIVERY

Online Learning Schedule

5th Grade

Each student will attend a morning or afternoon block of live learning daily that includes a 15 minute class meeting and **two** 20 minute core academic lessons. Students will be assigned to a morning or afternoon block in an effort to keep virtual class sizes low. To the extent possible, we will work with families to determine whether students will attend the morning or afternoon session.

● Live Morning Block 9:00-10:15

  ✧ 9:00-9:15 Homeroom

  ✧ 9:25-9:45 Literacy/Social Studies

  ✧ 9:55-10:15 Math/Science

● Live Afternoon Block 1:00-2:15

  ✧ 1:00-1:15 Homeroom

  ✧ 1:25-1:45 Literacy/Social Studies

  ✧ 1:55-2:15 Math/Science

In addition, teachers may assign students to a 20 minute small-group session. Some students may meet with ELL, GT, and/or Special Education teachers during this time.

● Live Morning Small-Group Session 10:25-10:45

● Live Afternoon Small-Group Session 2:25-2:45

Additional outside of class assignments will be assigned each day.

● 30-45 minutes daily

Model 2: Online Learning (At Home) continued...

6th Grade

Each student will attend a morning or afternoon block of live learning daily that includes a 15 minute class meeting and **three** 20 minute core academic lessons. <u>Students will be assigned to a morning or afternoon session in an effort to keep virtual class sizes low.</u> To the extent possible, we will work with families to determine whether students will attend the morning or afternoon session.

- Live Morning Block 9:00-10:45
    - ✧ 9:00-9:15 Homeroom
    - ✧ 9:25-9:45 Literacy/Social Studies
    - ✧ 9:55-10:15 Math
    - ✧ 10:25-10:45 Science
- Live Afternoon Block 1:00-2:45
    - ✧ 1:00-1:15 Homeroom
    - ✧ 1:25-1:45 Literacy/Social Studies
    - ✧ 1:55-2:15 Math
    - ✧ 2:25-2:45 Science

In addition, teachers may assign students to a 20 minute small-group session. Some students may meet with ELL, GT, and/or Special Education teachers during this time.

- Live Morning Small-Group Session 10:55-11:15
- Live Afternoon Small-Group Session 2:55-3:15

Additional outside of class assignments will be assigned daily.

- 45-60 minutes daily

Recorded lessons will be created for students with Individual Education Plans based on need.

Technology Tools and Resources

- 5th and 6th grade students will be provided with Chromebooks.
- Please talk with your child's homeroom teacher if you have significant issues with internet connectivity.
- **Google Classroom** will serve as the online "Home Base" for grades 5-6. Google Classroom houses student lessons and assignments from teachers, while also supporting communication between elementary students and their teachers. Students will need to submit required assignments through Google Classroom.

- **Google Meet and Zoom** will serve as the video conferencing tool(s) to support live class sessions.

Attendance

- Students are expected to participate in school daily.
- At the 5-6 level, attendance will be noted as "daily" attendance.
- Teachers will use student responses to note attendance, which may be accomplished through submission of work, participation in live class sessions, or communicating with a teacher.

Grading

- Current grading and reporting practices will be implemented.
- 5-6 teachers use a standards-based, body-of-evidence approach to determine scores that are documented on a student's report card each semester.
- Report cards will reflect where students are, in relationship to expected proficiency, at the time of reporting. Greater weight will be given to a student's most recent performance. Multiple sources of evidence will be considered when determining a reporting score (body of evidence).

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Model 2: Online Learning (At Home) continued...

SECONDARY SCHOOL DELIVERY

Online Learning Schedule

Students will attend a block of live learning Monday-Thursday that includes four 30-minute class periods. Class periods 1-4 will meet on Monday and Tuesday. Class periods 5-8 will meet on Wednesday and Thursday. Students are required to join live learning at the scheduled time for each class period. Teachers may provide a brief mini-lesson and overview of assigned work to be completed during the 30 minute class period. Students will attend a 30-minute live Homeroom session on Friday.

- Monday-Tuesday 9:00-11:45
  - Period 1 9:00-9:30
  - Period 2 9:45-10:15
  - Period 3 10:30-11:00
  - Period 4 11:15-11:45

*Zero hour classes will be held 8:15-8:45 Monday & Tuesday.

- Wednesday-Thursday 9:00-11:45
  - Period 5 9:00-9:30
  - Period 6 9:45-10:15
  - Period 7 10:30-11:00
  - Period 8 11:15-11:45

- Friday - 30 minute Homeroom scheduled between 9:00-12:00

In addition, teachers may assign students to a 20 minute small-group session. Some students may meet with ELL, GT, and/or Special Education teachers during this time.

- 1:00-1:20 OR 2:00-2:20

Additional outside of class assignments will be assigned for each course daily.

- Grades 7-8: Up to 15 minutes of outside class work
- Grades 9-12: Up to 30 minutes of outside of class work

Teachers will be available to provide support and clarification on coursework to students throughout the school day.

Recorded lessons will be created for students with Individual Education Plans based on need.

Technology Tools and Resources

- 7th-11th grade students will be provided with Chromebooks.
- 12th grade students will be provided with Macbooks.
- Please talk with your child's homeroom teacher if you have significant issues with internet connectivity.
- **Google Classroom** will serve as the online "Home Base" for grades 7-12. Google Classroom houses student lessons and assignments from teachers, while also supporting communication between elementary students and their teachers. Students will need to submit required assignments through Google Classroom.
- **Google Meet and Zoom** will serve as the video conferencing tool(s) to support live class sessions.

Attendance

- Students are expected to participate in school daily.
- At the 7-12 level, attendance will be taken for each class period.
- Teachers will use student responses to note attendance, which may be accomplished through submission of work, participation in live class sessions, or communicating with a teacher.

Grading

- Current grading and credit practices will be implemented. Standards Based Handbook
- Report cards will be shared at the end of each semester.

Commitments During Online Learning (At Home)

Ensuring the success of Online Learning (At Home) will require the full cooperation of students, teachers, and parents.

DISTRICT/ SCHOOL COMMITMENTS	• Develop thoughtful, accessible Online Learning plans using stakeholder input, when possible. • Support teachers in planning and implementing Online Learning plans. • Communicate regularly with all stakeholders. • Connect families to resources in the community (academic, health, social, emotional).
TEACHER COMMITMENTS	• Be available during required contract/school hours. • Utilize SeeSaw (K-2) or Google Classroom (3-12) to post learning materials and assignments. • Utilize Google Meet or Zoom for synchronous (live, online) classes (see schedule above). • Provide instruction aligned to academic content standards. • Communicate regularly with students and parents. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Teach organizational skills specific to learning in an online environment. • Provide appropriate and reasonable accommodations for students with an IEP or 504. • Provide regular, timely feedback to students on progress related to learning activities.
STUDENT COMMITMENTS	All online interaction is an extension of the physical classroom, and expectations of student behavior online is the same as we would expect in the classroom. Online learning requires digital citizenship and basic internet etiquette. Review Appropriate Use guidelines. 605.6 (students). • Attend synchronous (live, online) classes (see schedule above). • Access learning materials and assignments on SeeSaw (K-2) or Google Classroom (3-12). • Complete assigned work by the due date. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers and peers. • Apply organizational skills for success in an online learning environment. • Contact the teacher via SeeSaw or Google Classroom, email or voicemail if you have any questions about coursework.
PARENT/ CAREGIVER/ FAMILY COMMITMENTS	• Stay involved with your child's distance learning by reviewing their materials and assignments on SeeSaw (K-2) or Google Classroom (3-12). • Monitor technology use to ensure use of technology is for educational purposes. • Parents of 7-12 students are encouraged to check Campus Portal for updates. • Contact your child's teacher when you have questions or need additional support. • Maintain routines and schedules the best that you can when navigating Required Continuous Learning. • Talk with your student(s) about the importance of learning during these unusual circumstances. • Contact the teacher via SeeSaw, email or voicemail if you have any questions about coursework.

Model 3: Hybrid Learning (At School & At Home)

In Hybrid Learning, some students attend school in person for some time during the week and participate in Online Learning on the days they are not in school in person. The purpose of the Hybrid Learning Model is to reduce the number of students attending school daily in order to make physical distancing more feasible and, in the event of a positive case, to limit the potential number of students and adults who are exposed. This model can be difficult to sustain given the need for flexible daycare options for younger students and the need to simultaneously maintain online instruction for students on days when they are not physically attending school.

Any Onsite Instruction in a Hybrid model will follow the same safety and prevention measures as the Onsite Learning model to provide the safest possible learning experience for students and staff.

Flexibility is key to Hybrid Learning. A hybrid learning model will be different across levels (elementary and secondary) based on the physical size of the buildings and the number of students enrolled. Hybrid Learning at College Community may look different than Hybrid plans in other districts due to our unique needs and circumstances. If we need to be in Hybrid Learning, our goal is to announce the select format with at least one-week notice.

NOTE: In Hybrid Learning, students may be reassigned to a new teacher or a new class as a strategy to reduce numbers and allow for physical distancing.

Based on public input and available resources, these are the most feasible scheduling options for the College Community Hybrid Model:

Hybrid Scheduling Option #1: K-6 and 7-12 Cohort Rotations

K-6
Students in grades K-6 will be assigned to Cohort A or B. Students will attend school Onsite for 2 days each week. The number of students attending the physical building each day will be reduced by half to support safe distancing. On opposite days, students will participate in asynchronous online learning. There will be no synchronous online learning since teachers will be providing instruction to some students onsite.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Buildings closed for cleaning. Students participate in online learning at home.	Cohort B	Cohort B

NOTE: Students attend in person on either Monday and Tuesday or Thursday and Friday, depending on what they are assigned, and participate online on the opposite days.

7-12
Due to enrollment and the capacity at Prairie Point and Prairie High School, we are considering a rotating schedule for high school students to receive a blend of both virtual and in-person instruction. Students in grades 7-12 will be assigned to Cohort A, B, C or D. Students will attend school Onsite for 1 day each week. On opposite days, students will participate in asynchronous online learning. There will be no synchronous online learning since teachers will be providing instruction to some students onsite.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort B	Buildings closed for cleaning. Students participate in online learning at home.	Cohort C	Cohort D

NOTE: Students attend in person on their assigned day and participate online on the opposite days.

Model 3: Hybrid Learning (At School & At Home) continued...

Hybrid Scheduling Option #2:
Elementary Cohort Rotation and Secondary Online Learning (At Home)

Elementary (K-6)
Students in grades K-6 will be assigned to Cohort A or B. Students will attend school Onsite for 2 days each week. The number of students attending the physical building each day will be reduced by half to support safe distancing. On opposite days, students will participate in asynchronous online learning. There will be no synchronous online learning since teachers will be providing instruction to some students onsite.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Buildings closed for cleaning. Students participate in online learning at home.	Cohort B	Cohort B

NOTE: Students attend in person on either Monday or Tuesday or Thursday and Friday, depending on what they are assigned, and participate online on the opposite days.

Secondary students (7-12) will participate in Online Learning (At Home) with the potential to move to Onsite Learning as public health conditions improve.

Hybrid Scheduling Option #3: K-12 Cohort Rotations - 50% Onsite

This model will operate on a ten-day rotation during which each student would attend half of the school days onsite and complete half online. Students in grades K-12 will be assigned to Cohort A or B. The number of students attending the physical building each day will be reduced by half to support safe distancing. On opposite days students will participate in asynchronous online learning. There will be no synchronous learning since teachers will be providing instruction to some students onsite.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	Cohort A	Cohort A	Cohort A	Cohort B	Cohort B
WEEK 2	Cohort A	Cohort A	Cohort B	Cohort B	Cohort B

NOTE: Students attend in person on their assigned day and participate online on the opposite day.

Attendance
Onsite days will follow the normal in-person attendance policy while the Online days will follow the same attendance policy as the Online Learning Model.

Instructional Delivery
In Hybrid Learning, instruction will be delivered using a combination of traditional in-person teaching methods and those described in the Online Learning section of the plan. Technology tools used will be consistent with those used in the other models. On a student's at home day(s), they will work on asynchronous (on-demand) learning while the teacher is teaching the other cohort onsite.

Preschool

The goal of all models within our Return to Learn plan is to maximize the time that students have onsite at school, while still prioritizing health and safety. We anticipate being able to operate preschool somewhat independently from our K-12 plan. For example, if the K-12 grades move to Online Learning (At Home), preschool may be able to continue with a Hybrid Model.

Here are additional details regarding the three different models for preschool:

Online Learning

(At Home)

Should the COVID-19 option require our schools to fully close at any point in the school year, College Community Schools will move to deliver education to students in a Remote Learning (At Home) Model. This option will not be technology-based like the K-12 Online (At-Home) Model. CCSD and All God's Children teachers, in consultation with Grant Wood AEA, will plan lessons and take home materials that coincide with the learning occurring onsite. The lesson and materials packet will be used at home with parents and caregivers facilitating.

Given the limitations of this plan in a preschool environment, we will avoid implementing this plan if at all possible.

Onsite (At School)

In an Onsite Model, students and families can anticipate the same level of precautionary measures across all classrooms and common areas as described in the K-12 plan. Here are some differences:
● Children and parents will remain in their cars until their entrance is requested via a communication app.
● Temperature checks at designated drop-off areas for preschool students and for children that are transported by CCSD. (Unlike K-12, temperatures of preschool and AK students and staff will be taken upon arrival. This is feasible in these settings, given the ratio of children to adults and also necessary in order to comply with DHS guidelines, which govern all aspects of ECC programming. (ECC, preschool, and AK students share classroom spaces.)

Schedule
In order to accommodate the adjusted schedule for bus sanitization for K-12 routes, preschool is adjusting the start and end times for all programming.
• AM: 8:50 - 11:40
• PM: 12:50 - 3:40
• Shared Visions: 9:00 - 3:00

Hybrid Model (A combination of At School & At Home)

This model will offer both in person and home learning opportunities. On-site programming will be two days per week instead of four to reduce class size. In addition to the on-site learning teacher-created, take-home lessons and materials will be sent home with the expectation that parents communicate with teachers about their child's progress.

The Hybrid model will focus on students remaining in their designated AM or PM time slot. Students may or may not have their same teacher or be located in the same building. The typical preschool schedule is four days per week with no preschool on Friday. In Hybrid Learning, we will move the no school day to Wednesday to align with the K-6 cohort groups and keep families and households on a similar schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	No Preschool	Cohort B	Cohort B

Program length may be shortened with an exact schedule yet to be determined.

Wrap Around care will be expanded to accommodate daycare needs for our families who are currently enrolled in these services.

Preschool continued...

Temporary Home Learning Option

Option available for all three models:
Onsite, Online or Hybrid

The sign-up window for the Temporary Home Learning Option will be from 7/23/20-8/10/20.

In order to prepare for appropriate staffing and resources, those interested in this option must make a commitment during the established timeframe.

Parents will receive a link for sign up throughout the window.

A small number of students may be unable to attend school onsite due to pre-existing medical conditions or other concerns. These decisions are difficult given the many benefits of in-person learning.

For students who are not able to attend preschool in-person, College Community will provide a Temporary Home Learning Option for students to continue their required education. Temporary Home Learning for students not attending Onsite Learning will include take-home lessons and materials and consultation with early childhood teachers. Lessons and materials will be developed by CCSD and All God's Children teachers, in consultation with Grant Wood Area Education Agency, and conducted at home by parents/caregivers.

There will be a sign up window for families choosing to have their student participate in the Temporary Home Learning Option. This option requires several commitments on the part of students and families due to state requirements and staffing allocations.

- Immediately notify the school if needs change and Onsite Learning becomes the best option. Parents should expect to continue in Temporary Home Learning for up to 5 days to allow the teacher time to prepare for the student's return. (Please note: this is *not an option for K-12 students who are enrolled in the Temporary Virtual Option.*)
- Schedule a time to come to school for any required assessments.
- Regularly engage in the home lessons and activities to satisfy attendance, participation, and progress requirements.
- Collect pictures and videos to share with the teacher that demonstrates student learning
- Communicate with the Temporary Home Learning teacher and staff periodically.
- Adhere to all school board policies and school procedures as applicable.

College Community will revisit this offering periodically to determine continued offering, return to school, and/or conclusion of the program.

LEARNING SERVICES AND SUPPORTS

In all delivery models, we remain committed to providing equitable learning experiences and meeting the needs of each and every student we serve. We will continue to provide services that meet the unique needs of our learners and work to remove barriers that may interfere with student success. The services will include, but are not limited to:

Given the length of time students have been away from school, we expect to see significant student needs in the area of social-emotional learning and wellbeing. Over the summer, the district will survey families to more accurately determine the social-emotional needs of both student and staff. Additionally, school-based outreach to each student will allow the district to appropriately gauge the needs of our school community and provide resources to support social-emotional health.

The district intends to provide culturally responsive social-emotional resources in the following areas:

● Food insecurity, clothing, and or homelessness/shelter assistance

● Mental health services in the community for families

● Managing stress and loss, coping and building resiliency

● Health and safety needs to positively impact learning

● **Special Education:** Special education teachers and teams will continue to provide specialized instruction and support to entitled individuals in accordance to the Individuals with Disabilities Education Act (IDEA). IEP teams will determine the appropriate supports needed and have protocols in place to support a variety of platforms including on-site, hybrid, or online options.

● **English Language Learners (ELL):** ELL teachers will continue to provide direct language instruction to ELL students in all three learning models. ELL teachers will collaborate with classroom teachers to provide support in making core lessons accessible to students.

● **School Counseling Services:** Counselors will continue to support students in all learning models. In addition to providing direct service to individual students and groups of students, school counselors can connect families to community-based agencies to meet basic needs. Additionally, our District Community Engagement Specialists can be of service to all families in need of essential resources. Contact information is available on the last page of this plan.

● **Gifted and Talented (GT):** GT Specialists will hold weekly check-in meetings and communicate with classroom teachers to align instruction and offer differentiated extension opportunities for students.

● **Tanager School-Based Therapy**

Tanager therapists will continue to provide therapy services to students in the Onsite Learning Model and will offer telehealth services in the event that schools must transition to the Online Learning (At Home) Model. Regardless of the learning model, Tanager therapists will collaborate with school teams in determining the needed social, emotional, and behavioral health support for individual students and families.

● **Social, Emotional, and Behavioral Health**

College Community is a leader in supporting the needs of the "whole child". We are committed to continuing and strengthening these efforts in the year ahead, understanding that this is an incredibly stressful time for our students and their families. That stress can take a toll in daily life during the pandemic and, in some cases, far into the future when the pandemic is over. We will provide support to our students to cope with a variety of adverse experiences including:

- *Overwhelming thoughts about their personal health and the health of their friends and family*
- *Food and housing insecurity*
- *Conflict and stress in the household*
- *Interruption of predictable routines and recreational activities*
- *Loss of optimism and hope*
- *Increase in mental illness*

How will we support the social, emotional, and behavioral health needs of our students?

- *Frequent, structured check-ins that allow students to request help*
- *Lessons and class discussions focused on navigating strong emotions*
- *Teaching and practicing of procedures and routines related to physical distancing, hygiene, and proper use of facemasks*
- *Individual counseling and therapy services and small group support*
- *Timely, confidential, and compassionate responses to requests from families for help with basic needs*

CONTACTS FOR ADDITIONAL SUPPORT

QUESTIONS: check with classroom teacher first, then ➜	GENERAL School Office	HEALTH School Nurse	NUTRITION Director of Food & Nutrition	TECHNOLOGY District Technology Office	SOCIAL EMOTIONAL School Counselor
CREST	319-848-5280	319-848-5225 x1511	319-848-5337	319-848-5240	319-848-5280 x1504
HEIGHTS	319-848-5230	319-848-5225 x1611	319-848-5337	319-848-5240	319-848-5230 x1604
HILL	319-848-5330	319-848-5225 x1711	319-848-5337	319-848-5240	319-848-5330 x1703
RIDGE	319-848-5100	319-848-5225 x1311	319-848-5337	319-848-5240	319-848-5100 x1305
VIEW	319-848-5260	319-848-5225 x1411	319-848-5337	319-848-5240	319-848-5260 x1412
CREEK	319-848-5423	319-848-5225 x1211	319-848-5337	319-848-5240	319-848-5310 x1208
POINT	319-848-5500	319-848-5225 x1011	319-848-5337	319-848-5240	319-848-5500 x1008
HIGH SCHOOL	319-848-5340	319-848-5225 x2011	319-848-5337	319-848-5240	319-848-5340 x2056
EDGE	319-298-3406	319-298-3406	319-848-5337	319-848-5240	319-298-3406
DELTA	319-784-1610	319-784-1610	319-848-5337	319-848-5240	319-784-1610
ECC	319-848-5296	319-848-5296	319-848-5337	319-848-5240	319-848-5296

ADDITIONAL DISTRICT CONTACTS

General	Supervisor of Health Services	Director of Food & Nutrition	District Technology Office	Community Resources
319-848-5200	Colleen Elliott 319-848-5221 x2006	Virginia Scott 319-848-5337	319-848-5240	Jess Fitzpatrick 319-848-5340 x2110 Javier Rivera 319-784-1610

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