

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

Introduction

Cherokee CSD is committed to supporting students, families, and staff. Staff deliberated on three models as directed by the Iowa Department of Education. With guidance and support from the Department of Education and the Northwest Area Education Agency the models are: a Required Continuous (Virtual) Learning model, a Hybrid Learning model, and an On-site Learning model. All models are intended to assist staff, students, and families in providing for the meaningful continuation of learning. Even though we have planned for three different learning models, we still believe that the On-site Learning model is the optimal learning environment for students.

Required Continuous (Virtual) Learning Model	Students are at home learning online
Hybrid Learning Model	Half of student population in the buildings at one time
On-Site Learning Model <i>** Planning on starting with this for the 2020-2021 school year</i>	Students and staff are all learning face-to-face in our buildings seeking health and safety guidelines from the CDC, Iowa Department of Public Health, Cherokee County, Iowa Department of Education

At the beginning of the 2020-2021 school year, assessments will be administered and data analysis conducted to determine the educational level and proficiency of students. Staff will be given access to a document sharing the major content and skills gaps in learning due to the closure of schools during the 2019-2020 school year. Staff will revise curriculum maps and pacing guides as necessary. In addition to the traditional routines that are taught, students will be taught accessing gmail, accessing Google calendar, joining zoom meetings, accessing digital content, participating appropriately during instruction, navigating Google classroom or SeeSaw, and accessing the help desk for technical questions.

Additionally, at the beginning of the 2020-2021 school year, the nursing department and staff will cover proper hand-washing, cough and sneeze etiquette, physical distancing, nutrition, and disinfecting methods to limit the spread of COVID-19 as much as possible. As an extra safety measure, cleaning supplies and hand sanitizer will be available in each classroom. High-touch areas in the buildings and classrooms will be cleaned more frequently with hospital-grade disinfectant. IDPH guidance will be monitored and adjustments made to procedures as needed. Due to limited supplies, if parents cannot find disinfecting wipes for their school supply list we understand. The school has ordered these items.

A help desk will be available on our website for technology questions for parents, students, and teachers. Decisions regarding extracurricular activities will follow guidance from respective high school associations. Food security for students will be addressed through the school lunch program, as allowed by the U.S. Department of Agriculture, in all three models.

Parents who choose the Required Continuous (Virtual) Learning model for the 2020-2021 school year, rather than the On-site Learning model, will be expected to support their child or children at home with their learning. Parents who choose this model will commit to this choice for a quarter at a time. The Hybrid Learning model or District-wide Required Continuous (Virtual) Learning model would be

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

implemented as soon as possible following the announcement of a closure or partial closure by the Governor or District Health Department. The goal would be to begin full implementation in as timely a way as possible.

On-site Learning Model (Face to Face, in school)

- The On-site (face to face) Learning Model will be implemented August 24, 2020 per the board approved 2020-2021 school calendar
- Masks will be highly encouraged for staff and students, but will not be required, and we will rely on IDPH recommendations to finalize decisions on masks
- We plan to physically distance as much as possible; in times when physical distancing is not possible, masks are highly recommended
- Parents/guardians will be expected to take their child/children's temperature before they leave home when going to school or activities
- Anyone with a fever of 100.4 or above should not attend school or activities
- Students are not allowed at school or activities until they have been fever free, without medication, for 24 hours
- Anyone with symptoms of illness should not attend school or activities
- Accommodations will be made for students and staff who have underlying health or other conditions that make returning to school difficult or impossible
- Parents will be encouraged to transport their child/children to and from school
- Students will have hand sanitizer available to them upon entrance to the building and in multiple locations throughout the buildings
- Students will report to classroom upon arrival
- Drinking fountains will be closed - students may refill water bottles (with lids) in water bottle filler stations
- No large group assemblies will be allowed
- Access to the buildings by parents and volunteers will be prohibited as another safety precaution
- If your child forgets something, you may leave items at the building entrances and buzz in to talk to building secretaries
- Access of outside agencies will be determined on a case-by-case basis
- Lunchtime is being evaluated and we are taking physical distancing practices and safety concerns into account in each of our buildings
- We will follow IDPH and Department of Education Guidelines to the best of our ability

Hybrid Learning Model (half of student population in the building)

- The Hybrid Learning Model will be implemented when a decision is made by the Governor or District Health Department that buildings should operate with half capacity while maintaining social distancing
- A six day A/B learning cycle will be implemented to accommodate half of the student population at one time in the building

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

- Families with more than one child in school will be on the same schedule so that all children will either attend an A schedule or a B schedule
- Students with last names beginning with A-M attend school days 1, 3, and 5
- Students with last names beginning with N-Z attend school days 2, 4, and 6
- When students are not attending school on-site, they will be completing coursework at home
- If directed to implement the Hybrid Learning Model, Wednesdays will not be shortened days for students
- If directed to implement the Hybrid Learning Model, all TK-12 students will take devices home
- We are relying on the State of Iowa to provide internet connectivity to families who are unable to acquire this on their own
- If internet connectivity is not available to families, hard copies, and materials downloaded to student devices will be provided
- Professional development for staff may be provided virtually

Required Continuous (Virtual) Learning Model

- The Required Continuous (Virtual) Learning Model will be implemented when a decision is made for emergency closure by the Governor or District Health Department
- Learning provided to students during the Required Continuous (Virtual) Learning Model will be required with attendance taken by teachers, grades issued, and credit awarded
- If directed to implement the Required Continuous (Virtual) Learning Model, all TK-12 students will take devices home
- We are relying on the State of Iowa to provide internet connectivity to families who are unable to acquire this on their own
- If internet connectivity is not available to families, hard copies, and materials downloaded to student devices will be provided

School Roles and Responsibilities

Administration/ Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Be an instructor in every Google Classroom (existing or new) and complete “virtual walk-throughs” ● Review records of student attendance ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families
Instructional Coaches	<ul style="list-style-type: none"> ● Communicate regularly with administration and classroom teachers ● Provide supplementary learning activities that support teacher and student goals ● Collaborate with teachers to support their roles in distance and in-person learning ● Provide professional development learning opportunities as needed
Technology Department	<ul style="list-style-type: none"> ● Provide at least one device per student (grades 2-12) as requested and possible ● Support faculty and students/families ● 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

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

	technology issues
Core Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design hybrid and required continuous learning experiences for your students • Use district curriculum and resources to communicate and deliver content • Keep records of students attendance and work completion - submit information to building principals at the end of each week • Follow pacing guides or other district guidance • Communicate with parents which online resources your students will access upon implementation of plan(s) and when changes are made • Include the name of the resource(s) 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"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Provide activities that support IEP goals • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities for students on your caseload • 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
Learning Support Teachers (Reading Specialists & EL)	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities for students on your caseload
Elementary Specials (PE, Music, Art, Library, Guidance)	<ul style="list-style-type: none"> • Students will access the Specials Google Classroom and work through the activities for their Specials day • Communicate with students/families who reach out for assistance • Collaborate to determine how to share this information with students and families
5-8 Music	<ul style="list-style-type: none"> • Develop a bank of activities being mindful of the resources families may or may not have in their home • Communicate with students/families who reach out for assistance
5 - 8 Exploratories	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Use district curriculum and resources to communicate and deliver content • Follow the district guidance • Communicate with parents which online resources your students will access upon implementation of the plan(s) and when changes are made • Include the name of the resource(s) 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
Counselors	<ul style="list-style-type: none"> • Serve as a liaison for communication with students/families in crisis

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

	<ul style="list-style-type: none"> • Provide resources for students and families to support them while they are away from school • Communicate regularly with the subject or classroom teachers to see if students in their classes need support • Provide office hours to support students in crisis
Media Specialists	<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"> • Associates and other classified employees will be asked/required to work depending on their position/roles/responsibilities which will vary from building to building • Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve including reading to students, making packets, delivering supplies, etc.
AEA Speech Pathologists, Strategists, Social Worker, OT, PT	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Provide activities that support IEP goals • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities for students on your caseload

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in online learning
- During any online learning sit at a table and wear school appropriate dress
- Monitor online platforms daily
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with Cherokee Internet Safety Policy (506.5) including expectations for online etiquette

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher or tech department
a personal, academic or social-emotional concern	the relevant teacher or guidance counselor
other issues related to distance learning	your school principal

Family Roles and Responsibilities

Provide support for your children by:

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Completing daily check-in/check-out
- 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	the relevant teacher
a technology-related problem or issue	the relevant teacher or tech department
a personal, academic or social-emotional concern	the relevant teacher or guidance counselor
other issues related to distance learning	your school principal

General Guidelines for Hybrid or Required Continuous (Virtual) Learning	
Grading & Feedback	<ul style="list-style-type: none"> ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email daily and respond to questions and communications from students/families ● Grades will be based on work assigned during this time period and communicated ● Follow up with students if work is not completed and remain sensitive to the fact that some families are facing challenges and may require time and support in order to complete work
Offline Work	<ul style="list-style-type: none"> ● All tasks must be completed on a device or uploaded as a picture (avoid requiring printing) ● Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area ● Consider how to use gradual release of responsibility to enhance learning for students ● Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> ● Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students ● Make sure that all directions for tasks are clear and detailed
Online Learning Environment	<ul style="list-style-type: none"> ● Use district supported platforms ● Provide online learning opportunities as detailed by the district based on your grade level and subject area

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

	<ul style="list-style-type: none">• Assess students to ensure learning is taking place
Online Learning	<ul style="list-style-type: none">• Students have the opportunity to interact with one another and the teacher• All video online learning opportunities may be recorded
Video Conferencing Guidelines	<ul style="list-style-type: none">• Students should be in a quiet learning area• School appropriate dress• Maintain class etiquette
Paper Packets	<ul style="list-style-type: none">• 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• Packets need to be provided for core subject areas and need to cover the same skills being taught with the online classes• Students are expected to complete the packets and turn them back into their teacher within a time frame determined by the teacher or building principal

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

Preschool

Mission

- Assist staff, students, and families in providing for the meaningful continuation of learning
- Promote collaboration and communication among staff, students and families
- Promote strong communication and problem-solving
- Accommodate the circumstances of distance learning
- Assure consistent opportunity to learn for students

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You
<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Zoom) ● Use district curriculum and resources (ex. Google, Zoom, Scholastic, Teaching Strategies) to communicate and deliver content <ul style="list-style-type: none"> ○ Determine if lessons need to be paper/pencil or electronic for each family- as long as there is internet access, it will be electronic ○ Paper/Pencil- building admin/district admin will help with mailings/delivery ○ Work is focused on IEP goals ○ Provide distance learning supports (ex. Google, Zoom, physical materials, phone calls) by collaborating with related service providers ● Keep records of students' attendance through daily content questions. Submit information to building principals at the end of each week. ● 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 for all students ● Communicate regularly with students on your caseload 	<p>Paras</p> <ul style="list-style-type: none"> ● Collaborate with other members of your team or department ● Prepare packet materials ● Assist with delivery and distribution of packets/materials ● Assist in making of instructional videos <p>AEA support</p> <ul style="list-style-type: none"> ● Collaborate with other members of your team or department

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

<p>and/or their parents</p> <ul style="list-style-type: none"> ● Provide activities that support IEP goals ● Provide supplementary learning activities for students on your caseload ● 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. 	
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Possible Instructional Gaps

<ul style="list-style-type: none"> ● Ensure all students have access to devices and internet ● Encourage and support parents to support their child in learning ● Meeting all the needs of SPED students

General Guidelines to Narrow Gaps

<p>Parents provide support for your children by:</p> <ul style="list-style-type: none"> ● Establishing routines and expectations ● Defining the physical space for your child to study ● Monitoring communications from your child’s teachers ● Completing daily check-in/check-out ● 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

<p>Priorities</p> <ul style="list-style-type: none"> ● Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in pacing guides ● The primary tools for communication between teachers and families will be parent provided email addresses.
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Approximate Time Frames for Learning

Schedule

20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning

CHEROKEE CSD - RETURN-TO-LEARN PLAN 7-21-2020

20+ minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social development
Learning Activity Packet	Learning takes place in many ways for our youngest learners. The Learning Activity Packets are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.
Scoring/Grading	Parents are asked to share family activities via email, Remind, Google Classroom, Facebook, etc. (Grade level team/teacher will identify the best way to communicate this information)
Total Distance Learning Time: approximately 1 hour per day online learning is not an expectation for preschoolers.	

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

TK/K

Mission

- To build relationships while providing developmentally appropriate learning opportunities.

Roles & Responsibilities

Teacher's Role & Responsibilities

Roles & Resp. of Indv. Assist. You

- Identify a space in your home where you can work effectively and successfully
- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can participate in online learning. During any online learning (Zoom sessions) sit at a table where you can be attentive.
- Monitor online platforms daily (email, Google Classroom etc.)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with Cherokee Internet Safety Policy (506.5) including expectations for online etiquette

Possible Instructional Gaps

- Follow up with students if work is not completed
- Provide Online learning opportunities
- Avoid requiring printing
- Collaborate with your colleagues
- Assess students to ensure learning is taking place
- Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video

General Guidelines to Narrow Gaps

- Provide consistency
- Building Relationships
- Monitor your email/class communication daily and respond to questions and communications from students/families

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

1st Grade

Mission

- Assist staff, students, and families in providing for the meaningful continuation of learning
- Promote collaboration and communication among staff, students and families
- Promote strong communication and problem-solving
- Accommodate the circumstances of distance learning
- Assure consistent opportunity to learn for students

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Zoom) ● Use district curriculum and resources (ex. Google, SeeSaw, Zoom, online textbooks, Flipgrid, Readworks, Freckle) to communicate and deliver content ● Keep records of students attendance at the online learning sessions and work completion - submit information to building principals at the end of each week ● Follow district guidance ● 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 	<p>Special Education Teachers Communicate regularly with the subject or classroom teachers who teach the students on your caseload</p> <ul style="list-style-type: none"> ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload ● 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 <p>Learning Support Teachers (ex. Reading Specialists & EL)</p> <ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

<p>have not actively participated</p> <ul style="list-style-type: none">• 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.	
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Possible Instructional Gaps

- Immediate feedback to be able to instruct students

General Guidelines to Narrow Gaps

- Individual Zooms
- Extra review lessons for students when at school
- Reassign unmastered lessons like on Freckle
- When using Zoom the teacher should **end the meeting for all participants**
- Communicate the link to your online learning classroom in advance
- Online learning should start and end on time
- Lessons recorded so students can do at own convenience

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

2nd Grade

Mission

- Cherokee CSD is committed to supporting students, families and staff. The Hybrid and Required Continuous Learning Plans are intended to assist staff, students, and families in providing for the meaningful continuation of learning in the event that buildings or the district would need to close for an extended period of time. Implementation of this plan will require collaboration and communication among staff, students and families. It is understood that families may face a variety of challenges and that all groups will need to work toward strong communication and problem-solving. The plan is not intended to replace processes that are used for individual student or staff absences when school is in session.

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Zoom) ● Use district curriculum and resources (ex. Google, Moodle, Zoom, online textbooks, Flipgrid) to communicate and deliver content ● Keep records of students attendance at the online learning sessions and work completion - submit information to building principals at the end of each week ● Follow the pacing guide or other district guidance ● 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 	<ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning experiences ● Identify a space in your home where you can work effectively and successfully ● Identify a space in your home where you can participate in online learning. During any online learning (Zoom sessions) sit at a table and wear school appropriate dress. ● Monitor online platforms daily (email, Google Classroom etc.) ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

<p>feedback 2-3 times a week with your students; Reach out to students who have not actively participated</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Comply with Cherokee Internet Safety Policy (506.5) including expectations for online etiquette
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Possible Instructional Gaps
<ul style="list-style-type: none"> • It will be hard to identify students who are struggling. • Getting writing samples will be difficult. • Students turning in work may be a challenge. • Parent involvement will be a big part of second grade work. • Building relationships with new students will be difficult online.

General Guidelines To Narrow Gaps
<ul style="list-style-type: none"> • Individual zoom sessions for struggling students. • Students could mail, drop off, or send pictures of writing samples. • We could use the same methods for turning in assignments, mail, drop off, or send pictures. • Establish expectations for parents. Give parents options, recording zoom meetings. • One on one zoom meetings with the students at the beginning of the year.

Schedule	
20-25 minutes per day	Reading (Science/Social Studies connections as appropriate) Read Daily!
15-20 minutes per day	Writing (Spelling, Handwriting, D.O.L., Sentences)
20-25 minutes per day	Mathematics
20-25 minutes per day	Art, Music, PE and Library will provide a range of activities that continue to support the current program and may be accessed via a shared Google Doc which families will be sent via email.

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

Learning Activity Packets	Weekly learning activity packets will be provided via parent email or as a hardcopy which may be picked up at school.
Scoring/Grading	Students are required weekly to complete reading/literacy activities, writing activities, and math activities and to read daily for 15-20 minutes . Parents are then asked to confirm completion of activities via email, Remind, Google Classroom, Facebook, etc. (Grade level teams will identify the best way to communicate this information)

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

3rd Grade

Mission

- Engage and support students and families in continuous learning
- Motivate and encourage a love of learning
- Create fun and meaningful lessons that are high quality and encourage problem solving

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<ul style="list-style-type: none"> ● Collaborate with team to design learning ● Use curriculum to guide instruction ● Keep records of attendance and completed work ● Communicate with parents ● Provide paper packets as necessary ● Communicate with specials teachers/special ed/principal... as needed 	<ul style="list-style-type: none"> ● Administration: communications, support, guidance, expectations ● Technology Department: readily available to help with technology questions and dispersal of devices ● Special Education/Speech/Reading Specialist/ESL: communicate, provide supports, communicate with parents, provide paper packets when necessary ● Specials: Provide activities for their specials, communicate how to provide services (Zoom..)

Possible Instructional Gaps

- Chromebook for every student along with internet connection
- Unlimited amount of color printing :)
- Lamination and lots of paper
- Parent involvement and support for learning

General Guidelines to Narrow Gaps

- Parents should not have to print anything at home!
- School provides devices to every student

**CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020**

Schedule	
25-30 Minutes per day	Reading/Writing
25-30 Minutes per day	Math
25-30 Minutes per day	Science/Social Studies (by unit)
20-30 Minutes per day	Specials provided by specials teachers

Total Time: 2 hours per day

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

4th Grade

Mission

- Supporting students families and staff
- Assist families in providing meaningful continuation of learning
- Collaboration and communication with families and community (community involvement)
- Accommodate the circumstances of distant learning

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Zoom) ● Keep records of students attendance at the online learning sessions and work completion - submit information to building principals at the end of each week ● Follow the TDLP pacing guide or other district guidance ● 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 	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload ● 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. ● Associates and other classified employees will be asked/required to work depending on their position/roles/responsibilities. ● Associates may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

<ul style="list-style-type: none"> ● 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. 	<p>reading to students, Zooming, making packets, etc.</p>
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Possible Instructional Gaps

<ul style="list-style-type: none"> ● Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content ● Teachers will continue to follow Common Core State Standards ● Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday. ● The primary tools for communication between teachers and students will be Google Classroom and teachers and parents will be email and Infinite Campus. ● Core teachers will provide online learning as needed or upon requests via Zoom.

General Guidelines to Narrow Gaps

<p>Provide support for your children by:</p> <ul style="list-style-type: none"> ● Establishing routines and expectations ● Defining the physical space for your child to study ● Monitoring communications from your child's teachers ● Completing daily check-in/check-out ● 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

Schedule

25-30 minutes per day	Reading/Writing
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CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

25-30 minutes per day	Mathematics
25-30 minutes per day	Science/Social Studies (alternating days)
20-30 minutes per day	Art, Music, PE, Character Ed, Computer Lab and Media will provide a range of activities that continue to support the current program. Students will complete daily activities based on the Specials Day.
At-Home Activities	At-home activities can be found on each homeroom teachers' Google Classroom. This list of activities continues to be updated throughout the Distance Learning time.

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

SPED/Reading

Mission

- Support IEP goals/provide learning
- Communicate regularly with parents/students
- Support general education learning

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<ul style="list-style-type: none"> • Email/call weekly to communicate with parents/students • Provide activities to support IEP goals/grade level content • Provide distance learning opportunities (Google Classroom) • Determine if lessons need to be paper/pencil or online • Communicate/collaborate with general education teachers 	<ul style="list-style-type: none"> • Communicate with classroom teachers to minimize repeated contacts • Collaborate with reading/guidance rubrics when possible • Collaborate with general education teachers

Possible Instructional Gaps

- Incorporating hands on manipulatives into lessons
- Provide access/return materials
- Provide learning opportunities for students that are unsuccessful w/ distance learning

General Guidelines To Narrow Gaps

- Use all one format (GoogleClassroom-coordinates with JMC) to help w/ ease
- Consider day 1/day 2 cycling (when having in-face instruction do math, at home instruction reading but incorporated w/ science and social studies)

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

Specials--Art, Guidance, Music, PE

Missions

- Students will access the Specials Google Classroom and work through the activities for their Specials day.
- Communicate with students/families who reach out for assistance
- Collaborate to determine how to share this information with students and families (Google, Zoom, Flipgrid)

Roles & Responsibilities

Teacher's Role & Responsibilities	Roles & Resp. of Indv. Assist. You with Instruction
<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 the subject or classroom teachers to see if students in their classes need support.• Provide office hours (Google, Zoom) to support students in crisis.• Use Flipgrid	<ul style="list-style-type: none">• Send out lessons on Flipgrid. Students post to it.• Check student responses.• If students do the assignments they pass, if they don't they fail.

Possible Instructional Gaps

- Students who won't follow through.
- Who will get help?

General Guidelines to Narrow Gaps

- Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments
- Provide clear communication regarding where/how students should ask questions and seek clarification
- Monitor your email daily and respond to questions and communications from

CHEROKEE CSD - RETURN-TO-LEARN PLAN 7-21-2020

students/familiesM

- Grades will be based on work assigned during this time period and communicated through Infinite Campus.
- All late work policies should be suspended for the duration of TDLP implementation
- Follow up with students if work is not completed and remain sensitive to the fact that some families are facing challenges and may require time and support in order to complete work.

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

MIDDLE SCHOOL

Priorities

- Learning will be mainly focused around prioritized content within the Iowa Core Curriculum.
- Students will have the option for both online and off-line learning activities. Packets may be necessary or provided by staff to meet the diverse learning needs of our students.
- Learning opportunities are provided Monday through Friday and as based on the shared academic calendar
- The primary tools for communication between teachers and families will be Google Classroom, Google Hangout/Meet, Zoom, Online textbookEdPuzzle, IXL, Screen Casting, Near Pod, CK12 Interactive Resources, Defined Learning, Actively Learn, Quizizz, AEA On-Line Resources, Flocabulary, NewsELA, Breakout Edu, designated educational applications, student email addresses, and parent provided email addresses.
(Accessible applications can be found under “Student Resources” located on the CMS website.
- Core, Exploratory, and Support staff may provide learning. Lessons may be recorded for accountability and/or made available to students to watch at any time.
- Staff will track student participation, progress (grades, online activity, etc.) via JMC.
- Staff is expected to communicate with students/parents/guardians accordingly.
- Staff is expected, within reasonable means, to meet guidelines associated with IEP and Section 504.
- Families are encouraged to communicate with staff.

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

Approximate Time Frames for Learning - Including both Online Learning and Independent Practice

Grades 5, 6, 7 & 8	
25-30 minutes per lesson	Language Arts, Mathematics, Science, Social Studies, Exploratories, and Fine Arts
20-30 minutes per lesson	Music (Band and Chorus) and PE teachers will provide a range of activities that continue to support the current program

Total Learning Time: approximately 2-4 hours per day (varies by student)

- The time reflected in the table above may include a combination of teacher directed and/or Online learning options.
- It will be critical for the students and parents to establish an 'academic schedule' while at home to ensure student progress and success.
- The learning time that is not Online learning will be fulfilled through teacher provided activities and scheduled by families.

Middle School Online Learning Schedule

Online Learning Guidelines
<ul style="list-style-type: none">• Teachers will share via Google Classroom/email with parents and students, the weekly calendar of academic expectations for each class. Following that calendar, students, staff, and parents will be able to commit time to the designated curricular area for that day. This will allow for accurate planning, known academic expectations, and improved time management expectations for all involved.• When applicable, students are expected to attend and participate in online learning activities assigned by the teacher. This may include individual tasks, Meet/Zoom meetings, recorded video

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

lessons and/or interactive lessons via Google Docs, etc.

- Staff is encouraged to record student sessions for future use, sharing, etc.
- The teacher should **end the meeting for all participants** at the conclusion of the online learning session (Meet/Zoom)
- It will be critical for the students and parents to establish an 'academic schedule' while at home to ensure student progress and success.
- Teachers should establish a routine and take note of attendance during learning sessions.

Teacher Expectations

- Each Teacher will communicate with students on the days they are scheduled, per the academic calendar.
- If a student is struggling, teachers will communicate with their parents as part of the partnership.
- Grades and progress will be recorded in JMC.

Possibility 1: On-Site Learning

On-Site Learning occurs when a decision is made that buildings can operate, and students can return to school. The adopted calendar and assigned (normal) schedule for students will be followed.

General Information

- Drinking fountains will be closed. Please bring water from home in clear bottles with lids or closure of some kind.
- Facial masks are optional for students/teachers, at this time.
- No large group assemblies will be held indoors for now
- Daily reminders will be given to wash hands and how to cover sneezes/coughs as well as how to practice social distancing.
- Open House will now be held from 12:00 - 6:00 on August 10 in order to allow for more time options for families in the hopes that the attendance will be spaced out throughout the day.

Arrival to School

- When they enter the building, students will all come through north doors and wash hands in the restroom area.

CHEROKEE CSD - RETURN-TO-LEARN PLAN

7-21-2020

- Students will report to their TA or homeroom when they arrive at school.

Hallway Passing Between Classes and Lockers

- In order to lessen hallway congestion, students will be asked to pick up all of their morning class materials at the start of the day. After a class has ended, they will go directly to their next classroom without stopping at their lockers.
- Classes will travel together as much as possible so that we can quickly and efficiently get to the next locations in the designated traffic patterns.
- Students will be allowed to get necessary items from lockers during class time at the teachers' discretion.
- Students may return to their materials to lockers at lunch time and then pick them up for the afternoon again after lunch. Students will then return to their lockers at the end of the day.

Classroom Procedures

- Classroom may be organized with all desks facing one direction.
- If collaborating in small groups, social distance guidelines should be followed as much as possible.
- As students enter classrooms, they will wash hands prior to sitting at their desks. This will happen for each class period.
- At the end of class, the teacher will spray down each desktop; students will use paper towels to wipe down his/her desktop before moving to the next class.

Lunch Procedures

- All students will wash their hands prior to eating lunch.
- The lunch line will be spaced out with distancing in the commons.
- No more than 4 people per table at lunch time.
- One chair in between each person.
- Each group will wipe down its own table when finished eating.

Restroom

- Restrooms will be cleaned periodically throughout the day by custodial staff.

Dismissal from School

- Students will follow regular dismissal procedures.
- Students will be encouraged to use a variety of exits to lessen congestion at the front entrance and to socially distance while exiting.

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

WASHINGTON HIGH SCHOOL

Priorities

- Learning will be mainly focused around prioritized content within the Iowa Core Curriculum.
- Students may have the option for both online and off-line learning activities. Packets may be necessary or provided by staff to meet the diverse learning needs of our students.
- Learning opportunities are provided Monday through Friday and are based on the CCSD academic calendar.
- The primary tools for communication between teachers and families will be Google Classroom, Zoom or Google Meet, online textbooks, student email addresses, and parent provided email addresses.
- Core, Exploratory, and Support staff may provide learning. Lessons *may* be recorded for accountability and/or made available to students to watch at any time.
- Staff will track student participation, attendance and progress (grades, online activity, etc.) via JMC.
- Staff is expected to communicate with students/parents/guardians accordingly.
- Staff is expected, within reasonable means, to meet guidelines associated with IEP and Section 504.
- Families are encouraged to communicate with staff.

CHEROKEE CSD - RETURN-TO-LEARN PLAN
7-21-2020

WHS ONLINE:

Grades 9, 10, 11, 12

20-30 minutes per day for each scheduled high school course. This time frame includes instruction, learning and practice of skills.

Total Distance Learning Time: approximately 3.5-4 hours per day

- The time reflected in the table above may include a combination of teacher directed and/or online learning options.
- It will be critical for the students and parents to establish an 'academic schedule' while at home to ensure student progress and success.
- Attendance is mandatory and will be taken.
- The learning time that is not live learning will be fulfilled through teacher provided activities.

Online Learning Guidelines

- Teachers will share via Google Classroom with parents and students, the weekly calendar of academic expectations for each class. This will allow for accurate planning, known academic expectations, and improved time management expectations for all involved.
- When applicable, students are expected to attend and participate in online learning activities assigned by the teacher. This may include individual tasks, Google Meet/Zoom meetings, recorded video lessons and/or interactive lessons via Google Docs, etc.
- Staff does retain the right, and is encouraged to, record student sessions for future use, sharing, etc.
- The teacher should end the meeting for all participants at the conclusion of the online learning session.
- Online learning should start and end on time to allow students and teachers to get to their next class.
- Teachers should establish a routine and take attendance for each online learning session.
- Students will follow the Code of Conduct in all online learning settings.

WHS Grading

CHEROKEE CSD - RETURN-TO-LEARN PLAN 7-21-2020

- Grades will be recorded for tasks that are determined to be essential to the course, much like in a normal school setting.
- Students that fail the course will have their grade recorded as an F. Students that fail will need to retake the course if it is a required class.

Teacher Expectations Regarding Grading

- Each teacher will communicate with students regularly regarding due dates and assignments.
- If a student is struggling, teachers will communicate with their parents.
- Grades will be recorded at least once a week in each course.
- Grades will be kept in JMC and used to determine final grade at the end of the Quarter/Semester.