

Tri-County Community School District



Return to Learn Manual Last modified 7/27/21

Please note: Recommendations in this manual are fluid and subject to change upon guidance from the Department of Public Health.

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Tri County will be all in person instruction this school year unless an outbreak occurs and the district must move to a hybrid or online instruction.

Health and Safety Guidelines

Recommendations to socially distance by the Department of Public Health. However, this is a recommendation and a guideline only.

The Iowa Department of Public Health has recommended staff or students who are ill should stay home.

The local decision will be made by Tri-County Administration.

Please note: The room cleaning schedule will change during continuous learning somewhat. We recommend using hand washing and hand sanitizer frequently as a precaution to being in a building with others.

Handwashing recommendation

Follow the six steps every time:

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.
6. Avoid touching the faucet with just-washed hands (e.g., use a paper towel to turn off the water if you don't have automatic faucets).

Younger students may need assistance and guidance in handwashing as well as reminders to do so often.

From the Center for Disease Control and Prevention (CDC):

<https://www.cdc.gov/>

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Cough/Sneeze Etiquette

Follow these steps:

1. Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the wastebasket.
2. If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.
3. Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use a 60% alcohol-based hand rub.

Keep hand sanitizer out of the reach of young children.

Social Distancing

- Social distancing also called "physical distancing," means keeping space between yourself and other people outside of your home. To practice physical distancing,

consider:

- a. Staying at least 6 feet (2 meters) from other people,
- b. Staying out of crowded places and avoid mass gatherings, and
- c. Increasing space between students during in-person instruction.

Masks will be optional for students and staff.

Procedures for illness at school

If students or staff members become ill at school, the school will follow normal protocols for sick students or staff. The students' families would be notified and be requested to pick up their child. Public Health would be notified if the student or staff member tests positive for COVID-19. This is to further prevent an outbreak of the virus.

There is not a need to close the building unless the level of contamination is excessive and the department of health recommends a change to procedures. However, this decision is up to the local administration and school board and may be implemented as needed. The Department of Health will be contacted for exposures occurring in the building.

Students demonstrating positive indicators of COVID-19 will be quarantined to a separate area in the building. The nurse and the administrative assistants may wear masks when assisting the student(s) in question. Parents will be encouraged to take their child for testing. Students with a fever must remain home.

Guidelines for students and staff with chronic health risks

- School nurses will communicate with families and staff with high risk to determine additional safety precautions to be used at school

Questions:

- 1.) What happens if a staff member becomes ill? Answer: We will follow Public Health guidelines for COVID-19 related illnesses.
- 2.) What can parents do to help? Answer: Parents can communicate health concerns for their child and contact the school nurse/principal.
- 3.) What additional procedures will Tri-County have? Answer: Additional hand sanitation and stations (if applicable), signage posted through the school, increased cleaning of critical touch points (desk tops, surfaces, doorknobs, restrooms, etc..) and frequent hand-washing.

Proper disinfecting

The custodial staff will be routinely cleaning and teachers/staff will be expected to help aid in the cleaning of their classroom and materials being used. The classroom teacher will routinely clean surfaces, highly touched areas (doorknobs, desks, etc), and learn manipulatives throughout the school day.

The playground may be disinfected after student use. This includes the preschool and the elementary playground.

Additional signage will be posted throughout the building reminding students of appropriate hand washing techniques.

Guidelines for cleaning

- Clean materials with 70% alcohol for environmental cleaning
- Clean visible dirt and debris first, then disinfect
- Surfaces must stay wet for 5-10 minutes to disinfect
- More is not “better”- follow the cleaner/manufacturer recommendation
- Surfaces should include desks, tables, chairs, bookshelves, and window sills
- Manipulatives should be cleaned after usage
- Toys should be cleaned after every use
- PE equipment and musical instruments should be safely cleaned following specific guidelines from the CDC

Considerations

- Students’ sensitivity to cleaning supplies.
- Keep cleaning materials out of the reach of children.
- Daily cleaning schedule for each classroom teacher

Link to the Communicable Disease Annex in the Emergency Operation Plan

<https://docs.google.com/document/d/108poD-esS8rGtvZp3Tzxqcd44KV6jCEscJaq2B9mPjk/edit?ts=5e6e5473>

Communication Guidelines

- Communication with all staff, students, and families will be conducted via email, school messenger, the TC website, and the TC Facebook page.

- The Return to Learn manual will be sent home electronically and via postal mail (if applicable). The Return to Learn manual will be shared with all staff and all families.
- Communication between teachers/staff and students will be done via email or by using the online platform (google classroom) to provide daily feedback to students.
- The preferred communication between teachers/staff will be via email.
- Teachers and staff will maintain “office hours” from 7:45 a.m. to 3:45 p.m.
- If you have questions please start with the classroom teacher first.
- Teachers will be in contact with parents via email bi-weekly.

Technology Guidelines

All technology issues need to go through the GWAEA technology coordinator and assistant.

Damaged devices will need to be returned to the school to Ms. Berg, June, or Shelly to be delivered to the technology room for repairs. A loaner device may be issued to students and Seth will be responsible for documentation of this transaction.

Fees will be issued to broken or damaged devices or for replacement chargers.

Paper copies may be suitable if there is a gap in device access or internet access.

Digital Citizenship

Teachers are expected to instruct students on appropriate google meet and zoom etiquette. Topics to discuss will be appropriate language, respect for themselves and others, appropriate sharing of topics and information, and the same expectations you would have for your own classroom. Students may be given violations if they do not adhere to these expectations.

Each student will sign a technology form during registration to ensure appropriate internet use.

If there is an online violation that is deemed inappropriate or in violation of the PBIS guidelines; the students will immediately be taken off the zoom or google meet. They will be required to watch the recorded video themselves.

Students may choose to use their name only on zoom or google meet, have a picture in place of their live screen, or be visible live to their peers/teacher. We will be respectful to students' wishes.

Copyright laws will be taken into account in an online learning environment.

Digital textbooks will be uploaded onto google classroom to provide learning opportunities similar to the classroom setting.

Assessments will be given remotely; both standardized and formative. Students will continue to receive interventions for literacy, mathematics, and SEL.

Tri County will be all in person instruction this school year unless an outbreak occurs and the district must move to a hybrid or online instruction. If we move to online or hybrid instruction, the following expectations will be in place for online learning.

The online options described below will only be available in hybrid or online instruction which the school will not be using to start the year. If the district moves to those options, then the online instruction will follow.

Content focus

- Reading and literacy
- Writing
- Mathematics
- Science
- Social Studies
- SEL (Social Emotional Learning)

Remote learning Information if in hybrid or online option:

Student devices will be picked up or delivered to ensure all students have access to technology.

All instructional materials presented will be awarded credit and grading is mandatory. Participation will be essential in a successful virtual community. If students do not complete the work, they will receive a zero for the task.

Paper copies may be provided to supplement instruction at the lower elementary levels and when appropriate. If technology is not accessible, the classroom teacher will provide paper copies sent home via postal mail.

Core instruction in all curricula areas will be delivered by certified teachers. The associates will be assisting in supporting their student(s) and the classroom teacher.

All teachers and staff will have their own Google classroom which will be Tri-County's adopted learning platform. Google Education will include the use of google meet, google slides, google Earth, and youtube. All classroom teachers will have their own youtube channel in which instructional videos will be uploaded.

Delivery of online instruction for hybrid or online will be recorded and accessible to all students to ensure success and equitable instruction. Both learning opportunities; direct instruction through video lessons and curating from web resources will be utilized. Daily assignments will be given remotely.

Zoom will be utilized by several classroom teachers and staff. Each associate will be present during their students' video instruction to help assist with classroom materials and instruction. Ms. Berg will be viewing online video lessons as well.

Break out rooms on zoom and within google meet will be utilized for small group work and partner works.

All teachers will be giving daily feedback to students during their normal office hours of 7:45 a.m.-3:45 p.m. This will be done online in the google classroom or via email. Parental contact may be made via email and frequent check-ins of students will be made.

Edgenuity and Iowa eLearning central may be utilized for students in grades 9th-12th grade.

Online Attendance (if TC goes to hybrid or online)

Attendance will be taken daily when a student logs onto the platform. The teachers and staff will be tracking attendance for the day and the records will be stored at the school. Teachers will be able to view students logging in and viewing the recorded lesson to ensure attendance is taken adequately. Appointments and other circumstances will be counted as excused. Unique family circumstances will be taken into consideration.

In order for students to be successful, it is crucial for students to be present during the instructional hours set forth by their teachers.

Teacher and staff guidelines

It is recommended staff utilize their classroom setting when video conferencing with their students. This provides normalcy, the desired learning environment, and the availability of presentable learning materials at hand. Certified staff will need to communicate with the support staff when they will be onsite.

It is recommended associates plan to attend the video conferencing with their student. The associate is recommended to assist and support the classroom teacher.

Staff must keep “office hours” during their contract time to provide feedback to students on a daily basis and be open to answering questions from students/parents. The preferred means of communication will be via email. If communication is occurring with students and parents, please make sure you have a copy or documentation for your personal records.

Staff must record their video conferencing on zoom and on google meet. This ensures protection for staff and students. Documentation of student and parent conversations is recommended.

Staff is expected to provide students with directives on appropriate online learning methods including safety and privacy while online.

Delivery of curriculum

- Required online learning
- Attendance will be taken daily
- Onsite and online learning will be considered
- Group instruction and individualized learning will occur
- FAST assessments will be administered to identify the learning gaps
- Formative assessments in the secondary will be administered to set a baseline
- Review materials
- Identify learning gaps
- Present new grade-level materials as soon as possible

Assessments to be used

- GOLD (Preschool)
- FAST (K-12th) for literacy and mathematics
- SABERS (K-12th) for social-emotional learning
- Formative assessments
- Summative assessments

FASTbridge Assessment Guidelines

- 1.) Test Security is crucial. Parent/Guardian(s) may help students with technology log-ins, but nothing else.
- 2.) Students will be reading their passage and problems from their own devices as the teacher is assessing from their device. This will be done remotely.
- 3.) Screenshots of the passages are unethical and results will be disregarded.
- 4.) Paper copies are not allowed to be sent home with individuals.
- 5.) The only application which will be open on student devices during the testing window will be the FAST website.

FAST screening dates

August 17th-October 9th (Fall)

January 4th-February 26th (Winter)

April 12th-June 4th (Spring)

Professional Development Delivery

- We will follow the PD calendar as closely as possible if we are online-only or with a hybrid model.
- Professional development training at the start of the school year will have a focus on technology with instructions in google education and zoom.

- The TLC team will meet weekly at the start of the school year to ensure support for their colleagues.
- STAT will be completed virtually once a month for all grade levels (remotely or onsite)

Preschool-2nd Lower Elementary Guidelines Remote Learning

Student Expectations for online learning

- Four hours of classroom instruction from the certified teacher in all content areas with the focus on literacy, mathematics, and SEL instruction
- A consistent and set schedule will be provided per grade level in order to help families with multiple children as well as provide a routine for students to follow
- Have a learning spot within the household
- Parental support will be essential when accessing technology
- Zoom and Google meet recordings may be watched at any time in order to monitor attendance
- Instructional materials will be graded and feedback will be provided daily
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)

Teacher Expectations for online learning

- Four hours daily of direct instruction through video lessons and live videos.
- Daily feedback to students using the online platform and to parents.
- Office hours for all staff will be 7:45 a.m.-3:45 p.m. Teachers need to be available via email to provide feedback and answer questions.
- Paper copies will need to be prepared to send through postal mail.
- Being present in the classroom for video lessons is recommended.

Special Education expectations for online learning

- Each student on an IEP will have individualized instruction in order to be compliant with set minutes
- Each student will have their individualized special education minutes set forth on a case to case basis for the online component agreed upon by the IEP team. This will also be signed by the parents and the special education teacher
- Associates will be required to be on the zoom or google meet when their students are online, and they will offer continuous support.
- Modifications will be followed and the classroom teachers will be provided these by the Special Education teacher
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)

Parent/Guardian(s) expectations for online learning

- Assist your child in logging onto the appropriate platform (google classroom, meet, or zoom)
- Provide a learning spot within the house for your child to work with minimal distractions
- Communicate with the classroom teacher/staff during the set office hours
- Encourage your child to be present during school hours daily

Upper Elementary Guidelines Remote Learning

Student Expectations for online learning

- Four hours of classroom instruction from the certified teacher in all content areas with the focus on literacy, mathematics, and SEL instruction
- A consistent and set schedule will be provided per grade level in order to help families with multiple children as well as provide a routine for students to follow
- Have a learning spot within the household
- Parental support will be essential when accessing technology
- Zoom and Google meet recordings may be watched at any time in order to monitor attendance
- Instructional materials will be graded and feedback will be provided daily
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)
- Wonders and Eureka Math will be used in an online format

Teacher Expectations for online learning

- Four hours daily of direct instruction through video lessons and live videos.
- Daily feedback to students using the online platform and to parents.
- Office hours for all staff will be 7:45 a.m.-3:45 p.m. Teachers need to be available via email to provide feedback and answer questions.
- Paper copies will need to be prepared to send through postal mail.
- Being present in the classroom for video lessons is recommended.

Special Education expectations for online learning

- Each student on an IEP will have individualized instruction in order to be compliant with set minutes
- Each student will have their individualized special education minutes set forth on a case to case basis for the online component agreed upon by the IEP team. This will also be signed by the parents and the special education teacher
- Associates will be required to be on the zoom or google meet when their students are online, and they will offer continuous support.
- Modifications will be followed and the classroom teachers will be provided these by the Special Education teacher
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)

Parent/Guardian(s) expectations for online learning

- Assist your child in logging onto the appropriate platform (google classroom, meet, or zoom)
- Provide a learning spot within the house for your child to work with minimal distractions
- Communicate with the classroom teacher/staff during the set office hours
- Encourage your child to be present during school hours daily

Junior High and High School Guidelines Online Learning

Student Expectations for online learning

- Four hours of classroom instruction from the certified teacher in all content areas with the focus on literacy, mathematics, and SEL instruction

- A consistent and set schedule will be provided per grade level in order to help families with multiple children as well as provide a routine for students to follow
- Have a learning spot within the household
- Parental support will be essential when accessing technology
- Zoom and Google meet recordings may be watched at any time in order to monitor attendance if the student is unable to attend virtually
- Instructional materials will be graded and feedback will be provided daily
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)
- If students are not present for the video lessons or logging on to view them then zero credit will be rewarded

Teacher Expectations for online learning

- Four hours daily of direct instruction through video lessons and live videos.
- Daily feedback to students using the online platform and to parents.
- Office hours for all staff will be 7:45 a.m.-3:45 p.m. Teachers need to be available via email to provide feedback and answer questions.
- Paper copies will need to be prepared to send through postal mail.
- Being present in the classroom for video lessons is recommended.

Special Education expectations for online learning

- Each student on an IEP will have individualized instruction in order to be compliant with set minutes
- Each student will have their individualized special education minutes set forth on a case to case basis for the online component agreed upon by the IEP team. This will also be signed by the parents and the special education teacher
- Associates will be required to be on the zoom or google meet when their students are online and they will offer continuous support
- Modifications will be followed and the classroom teachers will be provided these by the Special Education teacher
- Daily feedback will be provided during teacher/staff “office hours” (7:45 a.m.-3:45 p.m. via email or within the google classroom)

Parent/Guardian(s) expectations for online learning

- Provide a learning spot within the house for your child to work with minimal distractions

- Communicate with the classroom teacher/staff during the set office hours
- Encourage your child to be present during school hours daily
- If students do not complete tasks or assignments they will receive a zero
- Students are expected to be present during the set classroom time set forth by their teachers

Options for learning if the school moves to hybrid or online learning.

Required Online Learning Plan

Objective: To provide an online learning community for all students in grades Preschool through 12th grade. Credit will be rewarded to all participating students.

Goal: The goal is to identify learning gaps, accelerate student learning, and to have positive student achievement rates.

Projected learning requirements

- Whole class instruction daily
- Weekly small group instruction and group collaboration
- Daily student check after viewing the instructional videos to measure student confidence with the learning (exit tickets, checklists, verbal or written feedback)
- Direct engagement with the teacher daily through recorded videos
- Intervention instruction with individual students and through small groups (literacy, mathematics, and SEL)
- Attend learning sessions on time or watch recordings later (attendance is recorded)
- Engage in lessons and discussions created for classrooms
- Act and dress appropriately for online learning sessions
- Practice effective communication with your teachers and peers
- Turn in assigned work on time and meet deadlines
- Complete work with academic integrity
- Follow district technology acceptable use policies

Student Engagement

When students do not participate/engage at all throughout a full week's time:

- Teacher contact to the student and the parents

If no response to initial teacher contact

- STAT team responds (including the guidance counselor, special education teacher, at-risk instructor, and the team of teachers)

If no response after two weeks:

- Admin contact by Ms. Berg
- Parent/student meeting

Hybrid Model (On-site and remote learning mix)

Objective: To use synchronous learning with students onsite and students at home. Students would have set days to attend school for two-three days a week. Students at home would attend class remotely to avoid a lapse in learning instruction.

Student Expectations

- Students will have interactions with teachers and classmates via small group discussions
- Group work on projects remotely and onsite
- Students participate in individual and group activities
- Students are respectful to others and their teachers
- Communicate with their teachers if they have any needs or concerns
- Daily attendance is required

Teacher Expectations

- Daily video lessons
- Use of swivel for video lessons
- Lessons uploaded to Google Classroom and/or the classroom teachers youtube channel
- Daily feedback to students using google classroom or email
- Daily assignments and tasks to measure student progress
- Progress monitoring weekly or bi-weekly to ensure learning gaps are addressed
- Intervention times set forth for small group instruction and for individual students

Special Education Student Expectations

- The special education teachers will be logged in during video instruction
- Associates will be present for their student's instruction
- The special education teacher will meet individually with students onsite when applicable
- Utilize one-on-one instruction using break out rooms or google meet
- Progress monitoring weekly

STAT teams and Student Services teams will monitor Early Warning System data and connect and communicate with individuals. Early warning systems are IGDl's, FASTbridge, and mySABERS which provide a baseline for all students in grades PK-12th grade.

On-site Return to Learn Plan

Student Expectations

- Respect classroom customs and expectations
- Communicate needs and concerns with your classroom teacher
- Be respectful, responsible, and safe
- Be ready to learn

Teacher Expectations

- Maintain and set clear concise expectations for your classroom
- Be respectful, responsible, and safe
- Maintain regular communication with students and families
- Ensure all students have equal access to materials and learning opportunities
- Give feedback in a timely manner
- Progress monitor weekly

Special Education Expectations

- Maintain and set clear concise expectations for your classroom
- Inform all classroom teachers and associates (as applicable) about modifications for Special Ed. students
- Ensure all student have equal access to materials and learning opportunities
- Progress monitoring weekly
- Give feedback in a timely manner
- Communicate regularly with students and families
- Work closely with the AEA team

General Communication Expectations

- Be clear, concise, and consistent
- Maintain and encourage ongoing two-way communication
- Communicate guidance from the Department of Public Health when applicable
- Address educational issues
- Provide recommendations on how to support children as they return to learn
- Provide timely feedback and information

General Questions

- 1.) Will we shorten or lengthen the school day? Answer: We will maintain normal school hours from 8:20 a.m. to 3:30 p.m.
- 2.) What about following social distancing guidelines? Answer: We will try to practice this when possible. Being mindful of others in passing times, in large group settings such as lunch and recess which are suggested. The school may stagger passing times as needed or recommended by the Department of Public Health.
- 3.) Can students share materials? Answer: Shared materials shall try to be avoided when possible. Each student will likely have their own materials. Shared materials will be cleaned regularly.
- 4.) Will extra time be built-in for handwashing and cleaning? Answer: Teachers and staff will encourage frequent hand washing and cleaning will be done on a regular basis. Elementary students may need additional reminders and practice.
- 5.) Will students and staff be required to wear masks? Answer: No, Tri-County recommends wearing masks but students will not be required to wear one. If you prefer to have your child wear a mask; this will be respected and be a family choice.
- 6.) Will there be number restrictions on the school bus or within the classroom setting? Tri-County Schools will work on maintaining safe social distancing, but will not be restricting numbers on the school buses or in classrooms. Masks are optional.

Specials guidelines

Physical Education guidelines

Remote learning model/hybrid model

- Create normalcy
- Video demonstrations of skills modeled by the instructor
- Proper demonstrations of activities to complete at home
- Game demonstrations
- Daily check-ins with students via zoom or google meet
- Daily feedback to students
- Communication with students via google classroom or email
- Bi-weekly communication with parents
- Associates will login for their student's class time
- Students submit video demonstrations for credit

On-site model

- Outdoor PE when possible will be advised
- Safe social distancing if applicable
- Cleaning of materials after student use

- Limited contact activities, sports, and games
- Frequent hand washing and sanitizing
- Accommodations for students with respiratory issues (asthma) and other health related issues
- Being mindful of others' personal space

Band/Choir guidelines

Remote learning model/hybrid model

- Create normalcy
- Video demonstrations of lessons, songs, and scales to practice remotely
- Proper demonstrations of instrumental care and breathing techniques
- Send music electronically to students to practice at home
- Daily check-ins with students via zoom or google meet
- Daily feedback to students
- One on one lessons via zoom or google meet (when applicable)
- Communication with students via google classroom or email
- Bi-weekly communication with parents
- Associates will login for their student's class time
- Students submit video demonstrations for credit
- Small group instruction together (playing and singing online together as a class)
- Music Theory discussions: guest speakers zoom in, showcase of musical shows, etc.

On-site model

- Safe social distancing if applicable
- Cleaning of materials after student use
- Modeling and assisting with sanitization with personal instruments
- Frequent hand washing and sanitizing
- Accommodations for students with respiratory issues (asthma) and other health related issues
- In the elementary the need to limit instrumental use may be suggested per the music teacher/s discretion.
- Limited contact games in the elementary and may limit additional touching and exposure to students
- Being mindful of others' personal space

Transportation guidelines

Masks will be optional.

Guidelines

- No food or drink may be brought on the bus
- Buses will run their regular routes; no alterations at this time
- Be mindful of social distancing
- When possible, families need to sit together
- Cleaning and sanitation will occur after every bus is unloaded at the school and before the riders board the bus to return home

Specialized Transportation

- No food or drink may be brought on the suburban
- Cleaning and sanitation will occur before and after every rider is transported
- Social distancing will be practiced (one rider in each row)
- Be mindful of others

Meals

Remote learning and hybrid model

- If Tri-County needs to move to a remote learning or a hybrid model, we will likely provide bagged breakfast and lunches daily.
- All students may receive them in the district ages 3-18.
- A sign up form will be issued during a closure
- Meals may be picked up at specific locations during a closure and/or dropped off when applicable. Further information will be provided in the case of alternate school days.

Onsite

- Breakfast and lunch will be offered at the normally scheduled times when we return to school.
- Additional cleaning and social distancing when applicable will be practiced.
- Students may have staggered breakfast times since all students PK-12 eat at one time.
- Lunch will remain normally scheduled.
- Increased sanitation will occur for highly touched surfaces such as the cafeteria and student lounge tables/countertops.
- Silverware and napkins will be placed on the trays as a precautionary measure.
- Milk may be placed on the trays as a precautionary measure.
- Students shall be encouraged to open their own milk or items without teacher or

associate assistance when applicable. This will limit increased touching of student items.

Lower elementary and upper elementary recess

Elementary students receive thirty minutes of recess time daily.

Recess time can be staggered at each teacher's discretion.

Sanitation of the balls will be done after each recess.

Students will sanitize their hands upon entering the building.

Social distancing may be applicable and appropriate in all grades; particularly in the lower elementary grades.

The use of balls may be limited during the pandemic.

High contact sporting activities such as flag football may be limited per teacher discretion.

Special Assemblies and other gatherings

- Suggested social distancing should be practiced when applicable and appropriate
- Marking off appropriate social distances in the bleachers, with chairs, and such
- Increased cleaning and sanitation at events (clean bleachers, chairs, equipment, etc..) highly touched surfaces should be disinfected
- Smaller group performances or staggered times may be utilized
- Limited restroom usage (one family at a time if possible)
- Restrictions or safety precautions on concessions
- If at all possible, holding special assemblies outdoors may be an option to practice safe social distancing.

Question and Answer section

- 1.) Will we shorten or lengthen the school day? Answer: We will maintain normal

school hours from 8:20 a.m. to 3:30 p.m.

- 2.) What about following social distancing guidelines? Answer: We will try to practice this when possible. Being mindful of others in passing times, in large group settings such as lunch and recess which are suggested. The school may stagger passing times as needed or recommended by the Department of Public Health.
- 3.) Can students share materials? Answer: We will try to avoid sharing materials when possible. Students will have their own materials. Shared materials will be cleaned regularly.
- 4.) Will extra time be built-in for handwashing and cleaning? Answer: Teachers and staff will encourage frequent hand washing and cleaning will be done on a regular basis. Elementary students may need additional reminders and practice.
- 5.) Will students and staff be required to wear masks? Answer: No, Tri-County recommends wearing masks but it will not be required of staff and students. If you prefer to have your child wear a mask; this will be respected and be a family choice.
- 6.) Will students be required to wear masks on the school buses and suburbans? No. Masks are optional.

Equity

Special Education guidelines

- Each student will have an opportunity to equal access in education.
- All special education students will have their specialized instruction and minutes met daily.
- Communication with the students will be daily and feedback will be given via email or on the google classroom platform.
- Associates will be present during scheduled class time lessons and will offer continually support
- Maintain a sense of normalcy
- If students do not have access to internet services then the school shall provide hard paper copies of all instructional materials
- Have access to a free and appropriate public education (FAPE)
- Have opportunities to show growth
- Bi-weekly communication with families

- Continuous discussions and meetings may occur depending upon the model being utilized. Additional communication may be needed to create an appropriate learning environment for the student.

Special education staff consult with all other service providers from the AEA, the general education teachers, paraprofessionals, and administration to provide necessary support for student(s) in all settings.

In the case of a virtual or hybrid learning model, the special education teacher will be required to meet the individual students special education minutes. The collaboration between the parents, student, and the teachers will be essential to ensure a normal, scheduled routine to best serve the students' needs.

In the case of virtual learning the service minutes on each IEP shall be proportionate to the general education minutes each student is receiving.

Special education teachers shall adapt depending upon the needs of each of their students. Considerations shall be made for technology access, virtual learning, and onsite learning as students transition back in the school environment. The most least restrictive learning environment shall be expected.

Guidelines: Video recording may be used for any educational decisions, it is part of the individual's educational record and must be treated with the same protections and procedures as any other educational records.

Special education teams and the AEA team members as well as the principal will meet monthly or bi-weekly to discuss policies and procedures.

Special education teachers will communicate rosters and modifications to the general classroom teachers and associates (if applicable). K-12th Special Education teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate, and progress in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings and communication methods from the Special Education teacher.

K-12 Special Education teachers will obtain written permission from parents to allow students to participate virtually with others. Special Education teachers will keep these records on file in their classroom.

Electronic consent forms need to be signed by the parent/guardian of each special education student. These are to be kept on file by the special education teacher and in the respectful office.

EL Guidelines

ELL students will participate in general education classes. The ELL teacher will plan with and support general education teachers and students through instruction to fit the individual needs of their students.

The ELL teacher will set up individual sessions with students using the online google platform.

Weekly communication with parents and translated communication methods.

Additional communication and meetings (in person or virtually) may be required to provide the most appropriate learning environment for the student.

At-Risk Guidelines

Monitoring system and identification for at-risk students

- Assessment tools: mySabers and the SABERS diagnostic assessment on the FASTbridge system
- Referrals from classroom teachers and the guidance counselor
- Daily and/or weekly check-ins with the guidance counselor
- CICO intervention if applicable (Check in/Check Out)
- Referrals from the STAT team meetings
- Student and parent advocacy
- Weekly meeting and/or check-in with the AEA Social Worker
- Communication with the student and families will be essential

504 Plan Guidelines

All students with a 504 plan will have equal access to all learning materials and accommodations listed in their plan.

All classroom teachers will be responsible for following the required plan for their student. The Specials teachers will be responsible for following the accommodations.

This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide

supports outlined in the IEP.

A free appropriate public education (FAPE) is an education that is designed to meet a disabled student's individual educational needs and is based upon procedures that satisfy Section 504's identification, evaluation, placement, and due process requirements.

An appropriate education can *consist of education in regular classes, education in regular classes with related aids or services, special education, or a combination of such services*. The definition of related aids and services under Section 504 is broad and includes any service that a student needs to participate in and benefit from a district's education program. Related aids and services include but are not limited to the following: school health services; counseling; environmental, instructional and behavioral accommodations; and transportation.

K-12th Special Education teachers will work with classroom teachers and associates to provide accommodations and modifications that allow students to access, participate, and show growth in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings and additional communication methods (email, phone, and paper copies mailed home) from the Special Education teacher.

Exceptional Learners (TAG: Talented and Gifted) Guidelines

Gifted and talented students will participate in regularly scheduled TAG classes weekly. Instruction will be provided by a certified teacher. Communication will be expected by the TAG teacher to students and families.

Each talented and gifted student shall have equal opportunities to access TAG materials and be offered extension opportunities weekly. The TAG teacher shall provide curricula which offers advancement and growth opportunities to students in grades 3rd-12th grade.

Social Emotional Learning Guidelines

- Offer free learning activities all kids can do at home
- Provide strategies to help them cope as a family at home
- Offer parental guidance on how to talk to children about COVID concerns
- Guidance counselor may meet in small groups or individually with students in need

- The social worker may assist with teacher support and meet with students in small groups or individually
- Daily and weekly check-ins with students regarding their social and emotional needs
- Communication with families regarding student concerns on returning back to school
- Communication with staff on transitioning back into school
- Normalcy needs to be a key component as we transition back to full school days
- Screening for all students using the SABERS and mySABERS screener on the FASTbridge system
- SAIG groups in the lower elementary, upper elementary, junior high, and the high school
- Whole class instruction on social skills in the elementary, completed by the guidance counselor bi-weekly

Resources to utilize

CASEL site

<https://casel.org/covid-resources/>

AEA resources with activities for all ages

<https://educateiowa.gov/sites/files/ed/documents/BehaviorandWellBeingEnrichmentOpportunities.pdf>

Citation Page

<https://educateiowa.gov/pk-12/resources-support-learning-during-covid-19>

<https://educateiowa.gov/article/2020/07/10/covid-19-guidance-and-information>

<https://www.cdc.gov/>

<https://www.gpaea.org/services/covid-19-resources/>

<https://sites.google.com/iowa.gov/returntolearn>

<https://sites.google.com/iowa.gov/returntolearn/special-education>

Iowa Department of Education guidance and guidelines