

Return to Learn: Delivery Model Handbook

Western Dubuque Community School District

2020-2021



**WESTERN DUBUQUE
COMMUNITY SCHOOL DISTRICT**

Strategic Plan
2018 - 2023
VISION
Success for All
MISSION
Empower confident, well-prepared citizens to excel in the 21 st century.
CORE VALUES
All Children Can Learn Engaging instruction and assessment accommodate a variety of learning styles and aptitudes.
Accountability and Responsibility Learning is a shared responsibility among families, students, and staff.
Continuous Improvement A commitment to open communication, continual feedback, and specific, attainable, and data-driven goals increase achievement.
Challenging and Rigorous Curriculum Curricula and instruction are based on sound research, high expectations, and innovative learning environments.
Visionary Leadership Leadership sets and communicates direction while modeling collaboration, fostering motivation, and sharing responsibility.
Safe Environment A healthy and safe learning environment encourages relationship building and supports positive self-concept and acceptance.
GOALS
<ul style="list-style-type: none">• Improve student growth and achievement in literacy, math, science, social studies, and twenty-first century skills.• Provide a safe environment that supports student social, emotional, and behavioral development.• Create a productive learning environment that utilizes exemplary professional practices.• Obtain efficient, effective, and equitable use of resources to provide district unity.• Ensure a satisfying and productive partnership with families and communities.
GUIDING PHILOSOPHY
Better Every Day

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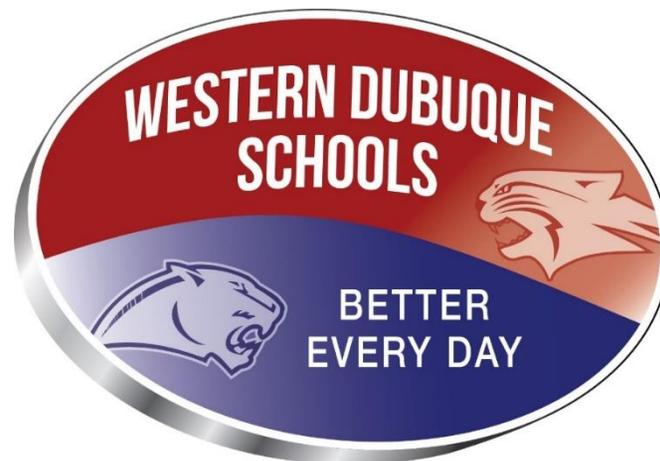
Our Vision for Distance Return to Learn Delivery Model

Mission: Empower confident, well-prepared citizens to excel in the 21st century *(in both the regular school setting and distance learning settings)*

Objective: The physical and emotional well-being of students, educators, families, and communities are a top priority. We also take serious consideration for students' access to technology, diverse affective/emotional responses to home lives, additional responsibilities of home, access to safe and supportive learning spaces, and access to peers and adults to support learning. Flexibility and individual considerations are continued priorities in every plan of learning. We will continue to exercise grace, patience and love while executing a required learning plan.

For the purposes of these recommendations, a distance learning education plan is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space. Expectations for teaching and learning look different in distance learning experiences. Teachers adapt expectations, pacing, and standards taught, students will need to learn to become more independent learners and navigate technology and its use in the virtual learning environment, and families will have to learn a different balance of how time is spent at home.

The purpose of this document is to provide information to all stakeholders – teachers, parents, and students – for implementing distance learning in emergency school closure situations. The goal of this document is to support educators and parents in minimizing, to the extent possible, any negative impact and confusion caused in circumstances in which we are unable to conduct our regular in-person educational setting.



Mode of Learning during Distance Model

Under a full distance model, students will receive instruction while at home through a combination of synchronous (live) and asynchronous (recorded) digital delivery methods utilizing the platform of Itslearning (more about Itslearning defined in the Platform section on page 5). Asynchronous will be utilized most of the time to accommodate various home environments and schedules. This mode allows students to access learning at a time of day that works for them and their family. Although asynchronous allows for flexibility throughout the day, this does not mean there are no deadlines or due dates for assignments and assessments. Even with asynchronous, students are expected to stay on track with the pace of the course.

- Asynchronous - pre-recorded lessons of instruction from teacher, posting of materials/resources/assignments
- Synchronous - class meetings, Q & A sessions, read-aloud books, class discussions, class debates. These will be optional and scheduled as needed on agreed upon times with the teacher.
- Our direct academic instruction will be prerecorded and available to students to consume during daily/weekly times that fit their schedule. Assignments, quizzes, and tests will have set dates, so students will need to stay on track with their daily/weekly work.
- Class meetings conducted live, at agreed upon time(s), will largely focus on relationship building and the social and emotional needs of our students along with some academic components.
- If necessary, we will establish a pick-up and drop off system for books and other materials needed.
- Ideally, teachers will conduct distance learning while working from our buildings, so times the teachers are available for one-on-one virtual meetings, answering emails, or providing additional opportunities will happen during regular school hours.
- In the event our teachers can't work from our buildings, times they are available throughout the day will be set by each individual teacher.

Distance Learning Experience should look more like...	Distance Learning Experience should look less like...
<p>Flexible goals and structure for learning: Simple directions students can complete with/without adult assistance Purposeful selection of focus areas Meaningful, manageable tasks and projects Extended time for learning and reflection Use of commonly available materials Opportunities to learn without use of devices/internet</p>	<p>An attempt to recreate school at home: Assuming a strict “school day” schedule Planning with the “normal” scope and sequence of a traditional course/grade/unit plan Busy work with hours of problems or worksheets to complete All learning experiences happening with the use of a device/internet</p>

Platform during Distance Model:

Itslearning Learning Management System (LMS) will be utilized for all teachers, grades, and classes provided by WDCSD PK-12. All instruction, communication, work, and assessment will be done within this learning management system. Throughout the school closure in the Spring of 2020, we learned utilizing multiple platforms was very cumbersome for students and families – especially for those with more than one child. Utilizing one system provides us with a streamlined online environment for administrators, teachers, students, and parents. Within this system, teachers create lessons, organize, and deliver content, and assess student performance. Students access content from all teachers they have in one place, and parents also have access, so communication is efficient for all. Although there is a learning curve to familiarize all with the system, a single digital platform is important to feel comfortable going to the same place to access the same tools rather than jumping around between all the different applications out there.

Capabilities of Itslearning

- Curriculum and content management – all our current curriculum and content along with standards and learning objectives organized in one place.
- Assessment, grading, and reporting connected to Infinite Campus (Parent Portal)
- Personalized instruction – teachers can create whole class lessons along with providing individual students specialized instruction, assignments, and assessments
- Communicate and collaborate – recording videos, having live meetings, sending out notifications

Training

- Teacher training: May 2020-August 2020
- Parent training: late July 2020 (webinars and training videos)
 - 15minute example parent training: https://www.youtube.com/watch?time_continue=700&v=AtfweGtevSA&feature=emb_title
 - Itslearning App for your Android or Apple phones <https://support.itslearning.com/en/support/search?term=mobile+app>
- Student training: If back in schools, August-September 2020. If starting in a virtual environment, webinars will be held at same time as parents in late July 2020. (additional student training for Microsoft Outlook, etc.)
- Site address: wdcsd.itslearning.com

Academic Focus during Distance Model

Expectations of Content and Delivery

Instruction and assessment will focus on essential standards and what is manageable for the teachers, the students and their families during time periods of continued health and economic concerns. Our objective is to provide students with distance learning opportunities while keeping the health, safety, and well-being of all in balance.

It is imperative we focus on the essentials and critical concepts only. We are not taking every aspect of our classroom environments and transferring it to the virtual environment. Simple is the key – all lessons, directions, and tasks should be made clear and at a developmentally appropriate level so students can complete without needing an adult/parent with them throughout the entire lesson.

Essential standards are decided by using the Required Standards as listed on <https://iowacore.gov/> coupled with what is feasible to accomplish in a distance learning situation. Teachers will make the determination if a standard should be essential. Standards not deemed as essential during a school closure will be given priority when back in a face-to-face situation. Our administrators, instructional coaches, and teachers' high level of professional judgement will be our guide to ensure quality continuous learning is provided to all students.

PK/Early Childhood: We recognize that the family is the child's first teacher. We are seeking to strengthen the already existing partnership between teachers and families and assisting families as they embrace their role as their children's first teacher in a new and evolving way. To do this, families may be asked to, when possible, engage in suggested learning opportunities. The goal is that, over time, the family interactions touch on each learning domain of a child's development. The emphasis is on play-based family learning experiences, not on mastery of a finite list of skills. Suggestions and tasks will be provided for families of PK children on Itslearning site to keep this partnership intact and continue developing the child's relationship with school.

Elementary (K-5): Our focus for elementary-age students is on academic and social engagement activities, including maintaining previously covered content and slowly building on these skills. We recognize elementary age students are not ready to be independent learners, therefore, our instruction during distance learning situations will be focused only on the highest priorities at that grade level with minimal assistance from parents/guardians. We do hold a priority on literacy and math skills while doing our best to incorporate other content areas as best we can.

Middle and High School (6-12): With new content being covered, teachers should chunk content into smaller pieces with more flexible pacing. Each course that a student was enrolled in for the trimester will be available to the student on Itslearning; however, the depth and complexity of the course will not be the same in the distance learning format. This is especially true of classes that would normally include many hands-on experiences.

The following responsibilities on the teacher and the student (with support from parents) are necessary to have a successful distance learning experience:

Teacher Responsibilities	Student Responsibilities
Provide lessons and resources for student learning and engagement on critical standard areas	Complete lessons, assignments, tasks, and assessments provided
Set specific methods for communicating with students and parents	Reach out with questions or concerns
Provide multiple pathways to assess student learning and create authentic assessments	Commit to and engage in this new educational environment
Create a clear and easy to follow structure and routine within its learning	Read and follow all instructions, tutorials, and guidance rather than falling to learned helplessness
Be flexible and understanding with regards to social/emotional needs	Be flexible and understanding as teachers navigate this new way of instructing

Recommendations on Allocation of Time

The combination of brain research on screen time, students sharing one device with other siblings with stretched internet capacity, and the different home environments and dynamics leads us to the following recommendations and guidelines as a suggested maximum amount of time of engagement by each student in distance learning activities. These time *recommendations* include both teacher instruction and all work for a given day:

Grade Level	Time Maximum	Recommended Length of Sustained Attention	Focus
PK	15-30	3-5 minutes	Play-based family learning experiences
K-1	45	5-10 minutes	Literacy and math (with other areas mixed throughout the week)
2-3	60	10-15 minutes	Literacy and math (with other areas mixed throughout the week)
4-5	90	10-15 minutes	Literacy and math (with other areas mixed throughout the week)
6-8	30 per teacher; not to exceed 3 hours daily	20-30 minutes	Priority given to core areas to prerequisite skills that will be required in the future courses.
9-12	30 minutes per teacher; not to exceed 4 hours daily	20-30 minutes	Priority given to core areas to prerequisite skills that will be required in the future courses.
College/AP courses	Follow partner institution guidelines	Follow partner institution guidelines	Follow partner institution guidelines

*Specialist teachers (Art, Music, P.E.) in the elementary work with the classroom teachers on creative ways to get their content incorporated at different times throughout the week.

*Special Education, ELL, and Title teachers will partner with classroom teachers to meet instructional needs still following the above time recommendations.

Once again, focus is on the essential standards needed for the content areas. Distance learning needs to exercise an extreme amount of flexibility. Teachers must scale back and adjust as to what is delivered and expected during typical educational settings. Adjustments will be ongoing depending on their family's situations and limitations during this time.

Grading/Reporting

Grading practices in traditional settings as well as distance learning settings should never be punitive in nature. The emphasis for work assigned, reviewed, and completed is on learning, not on compliance. All our teachers will need to consider alternative ways students can demonstrate their learning. We also expect meaningful feedback on progress on a regular basis.

Grading is defined as: meaningful feedback, assessment of learning (summative, self-assessment, formative), student/teacher partnership, confidential, a dialogue, part of the learning process, reflective, coaching, purposeful, supportive, focused on student growth, individual, and differentiated.

Elementary (K-5): Students will continue to be evaluated based on meeting Iowa Core Standards for the grade level on or met/not yet basis at the end of the academic year. Since these standards are based on end of school year benchmarks, time spent in the distance learning environment will still contribute to their overall achievement of performing on grade level. Grades and assessments reflect learning and growth – less of a focus on meeting grade level standards and more of a focus on continued growth at the pace acceptable to each individual student will be our continued priority during distance learning. Reading, Writing, and Math will continue to be evaluated throughout our distance learning period.

Middle School (6-8) and High School (9-12): Distance learning required before day 45 of a trimester will follow these grading guidelines:

- Students will be graded on a A, B, C, or I (Incomplete) - see explanation below for use of I
- Once in-person school resumes, the grading period which was suspended would be resumed for a period of up to two weeks for face-to-face instruction to close the semester. After this time, a student would receive a traditional A, B, C, D, or F grade. Additional changes to the school calendar would be considered to ensure equity among each trimester.
- If distance learning is required after 45 days of a trimester, the option for a student to take their in-progress grade or continue learning for the remaining scheduled trimester will be given to each student.
- In the event school is not able to finish in-person, consideration will be given to the awarding of a Credit (CR) as done in the spring of 2020. Awarding Credit allows the student to consider the course completed, however, their GPA is not impacted in any way.
- Dual credit class grading policies and procedures will be in conjunction and accordance with partner institutions. Contact those instructors or institutions directly for their grading policies.

The recommendations on grading are based upon the principle of no educational harm to any child. This pandemic and statewide/nationwide suspension of in-person instruction has and will continue to impact our entire society. The recommendations on grading during a continued pandemic crisis offers direction, choice, and options. Our stance on offering letter grades along with an incomplete (not pass/fail) is based on not wanting a negative impact on students for a situation completely out of their control. In place of a “D” or “F”, for example, the recommendation is for an “Incomplete” that can be made up when the distance learning period ends. Our recommendations for students who are not able to be engaged or who choose to disengage in distance learning should receive an incomplete with the opportunity to recover after in-person instruction resumes.

Student Attendance and Engagement throughout Distance Learning Model

In this distance learning environment, we are adjusting the metric for measuring attendance and engagement to better align with this new asynchronous learning model. This includes the following guidelines:

- Teachers are expected to use reports in Itslearning to monitor student engagement on a weekly basis.
- Schools will verify each student's engagement for the week in Infinite Campus by the following Monday
- An absence recorded during this remote learning period indicates a student has not engaged in distance learning in a week time frame.
- Administration will be responsible for ensuring teachers are monitoring student engagement on a weekly basis and ensuring student engagement is verified in Campus.
- Student engagement can be defined in several ways in the variety of interaction within Itslearning platform (see note on 360 Reports)
- Schools and teachers will not impose a higher standard of student participation in a remote learning environment than the seat-time requirement of being present for attendance purposes in the traditional in-person environment.
- Teachers first will follow up with families who are not engaged to provide support. Additional school personnel will follow up with additional support.

Itslearning system has multiple tools to help support students' engagement/participation levels:

360 Reports: This report gives a detailed view of how each student is engaging and progressing with course content, including time spent in course and time on task. 360 Reports includes three report versions - Activity, Progress, and Grades. Each has a whole class overview as well as the ability to click on individual student reports. For more details on these reports, visit:

<https://support.itslearning.com/en/support/solutions/articles/7000039719-activity-reports-via-360-reports>

- It can show comparative time students spend online within Itslearning on activities/resources.
- It can show where students are struggling; for example, a teacher can see whether students are spending too long in a task/resource indicating students are may be struggling. Teachers may want to review the activity/resource to make sure it is well defined and meets the aims of the course.
- It can show where students are skipping information; for example, teachers can see if students are not spending enough time in a task/resource in the task. Teachers may want to review the activity/resource to make sure it is well defined and meets the aims of the course.
- It can give teachers an indication of the time being spent on the activity/resources. It is much better than a simple 'Accessed Yes or No' indicator.

Social Emotional Behavioral Health (SEBH)

We will continue to focus on our objective as a district- “The physical and emotional well-being of students, educators, families, and communities are a top priority.” For this to occur, we will work to assess the needs of our students, families, and staff. This may occur through conversations and/or surveys. As needs are identified, students, families, and staff will be supported through district, AEA, and/or the use of community resources. School counselors will help to facilitate the needs that need to be addressed. If any student, family, or staff member needs additional community support, please refer to the Resources Unite Resource Guide: <https://tinyurl.com/ResourcesUniteResourcesGuide20>

Equity

At Risk

WDCSD will ensure equity supports for all students including our at-risk population. We will continue to identify those at risk based on our data and survey results.

- Participation in services will be tracked through the district’s learning platform, ItsLearning, along with participation with teachers through distance learning. Additional communication will occur from teachers/counselors/administrators to families/students when participation is not occurring or there are barriers to overcome with the instruction.
- Technology and internet needs will be met through the district’s technology plan.

Special Education

WDCSD will ensure appropriate access to and equity of Iowa’s Academic Standards and other needs as the result of the disability and ensure all rights and responsibilities under IDEA are provided.

Families with children on an IEP will receive the same communication that applies to everyone in our district. If additional communication needs to occur regarding special education services, the Director of Special Education will communicate directly with the families or their roster teacher may provide this communication as well.

For IEP’s conducted after July 1, 2020 and no later than the student’s annual review, a Remote Learning Plan will be completed for each IEP. This topic will be added into the IEP agenda and will include the discussion of goal areas, specially designed instruction, and progress monitoring during remote learning. This Remote Learning Plan will be initiated if the school district is utilizing a full distance model, or if the schools are fully open, but the child is out ill for an extended period of time or the family has chosen not to send the child to school. The district plan will also include the process in which IEP’s will be reviewed if a Remote Learning Plan has not yet been completed.

IEP meetings will continue to be conducted virtually if the district is currently accessing the full distance model or if we are utilizing on-site instruction. This will help to control the visitors in our building due to health/safety concerns. If parents/guardians need assistance to access technology, the roster teacher will reach out to the parents/guardians prior to the meeting to help troubleshoot the technology resources. If parents/guardians are not able to virtually attend the meeting, they may attend via phone.

If the Remote Learning Plan is needed to be initiated at any time:

- Participation in services will be tracked through ItsLearning along with participation with teachers remotely. Additional communication will occur from teachers to families/students when participation is not occurring or there are barriers to overcome with the instruction.
- Our new learning platform, ItsLearning, has the capacity to provide several different types of accommodations/modifications. Teachers are also able to embed certain accommodations/modifications within their lessons using this platform. Any other visuals/manipulatives/materials that are necessary for instruction will be sent to the students for use.
- Assistive Technology-If a student is not able to access the assistive technology apps needed for their instruction, they will be able to check out a device from the district. Parent and student training will be provided on additional assistive technology needs as needed.
- Individual feedback from parents/guardians will be gathered to adjust instruction as needed.

Gifted and Talented

WDCSD will ensure equity supports for all students including our gifted and talented population.

English Language Learners

Identification of ELL students: We will use new Department of Education guidelines for provisional ELL placement. If entering a virtual learning environment, based on the Home Language Survey and parent interview, student(s) can be placed in ELL program until we can formally assess new students with ELPA-21 screener.

Translation of materials and communication: Using information from the Home Language survey, we will ensure that all district communication is translated and distributed appropriately to all families who desire non-English correspondence. This will be translated by our on-staff interpreters and distributed to families via our ELL teaching staff and posted on social media.

Student learning materials will be translated via ItsLearning, translation tools and through District employed interpreters.

Interpreters will be available to translate/clarify during school hours if questions arise. Utilize Microsoft Teams to meet virtually with students to check-in and/or answer questions and use translation software on district-provided devices.

Differentiation of Instruction: Differentiated learning opportunities for ELL students will be coordinated by ELL teaching staff through collaboration with general education and core content teaching staff.

Level 1 and Level 2 ELL students will receive a modified instructional plan, based on their needs. This plan will be a product of collaboration with ELL teachers, administrators and core content teachers. Language acquisition coursework may take priority over other content areas. Level 3 and Level 4 ELL students will be supported by ELL teaching staff in the core content classes they are enrolled in.

Technology Plan for Distance Learning Model

Survey

District Technology survey sent to all households to gain information on device status and Internet Broadband availability. This information will be used to help determine District Technology support in areas of need.

- Technology Survey: [Click Here](#)
- Technology Survey Results

Device Checkout

Western Dubuque Schools will provide a computer device for families in need for distant learning. HP ProBook notebook computers will be configured for offsite use. These devices are recommended for grade levels 1-12. Any households with a child in grade PK and K will be issued a District iPad if needed. Higher end notebooks will be reserved for students in advanced computer classes such as Photoshop and CAD design.

- Households must submit the Student Device Checkout Form
 - [Student Device Check-Out](#)
- Routes to Technology Department for Approval
- District Devices are configured and tested for offsite checkout use
- WD asset tag of the device will be entered into checkout form for inventory purposes
- Technology Department approves the checkout form
- Communication will be sent out to Household for pickup when device is ready

All devices being checked out will be coordinated with building administrators for parent pickup.

All devices being returned will be coordinated with building administrators for parent drop off.

Devices being checked out and picked up will be based off oldest child in household. For example, a household has three children. 1 at Western Dubuque High School and 2 at Drexler Middle School. The notebook computer will be used for this household will come out of Western Dubuque Highschool and will be picked up at Epworth.

If a building runs out of devices due to large amount households checking out. The technology department will start using notebook computers from other buildings.

All devices that are checked out will need to be returned, inspected, and re-configured by the technology department. These devices will need to be redeployed back to their buildings for regular school use.

Guardian of household that filled out the checkout form will be held responsible for any and all lost, stolen, damaged devices and all cost associated with repairing and or replacing district equipment that was checked out to them.

Internet Access

Computer devices and/or Internet access in the form of wired/wireless will be available at the following school buildings located at Cascade, Farley, and Epworth. Two locations per building will be made available for overflow of students needing access and/or rotation of room use due to social distancing guidelines. Below are maps of the buildings and the highlighted areas indicate where the access locations are within the building.

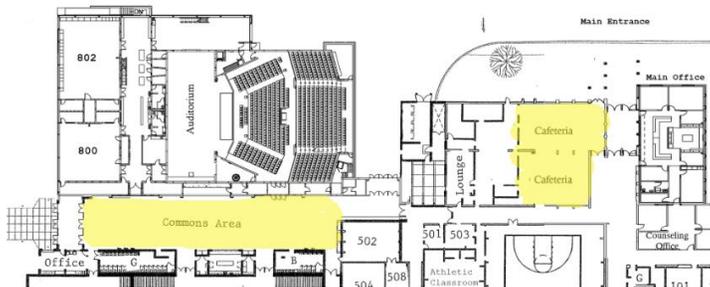
Cascade High School: Hours of use (TBD)

- Cafeteria (Front main door access)
- Auditorium Lobby (Activities door access)



Western Dubuque High School: Hours of use (TBD)

- Cafeteria (Main entry door access)
- Activities Commons area (North Activities door access)



Drexler Middle School: Hours of use (TBD)

- Cafeteria (North parking lot Band door access)
- Main Gym Lobby Area (Activities door access)

**Instruction on Technology Use****July**

- Offer the community webinar opportunities (TBD) about itslearning and what it and the parents/students will be able to see and do with it. Itslearning has offered to conduct its presentation that is designed for parents/students.
- Community is informed where learning tutorials are located (The HUB).
- New teachers to district are shown itslearning and how to access the resources available to learn how to use it (July 13).
- Online tutorials will be placed in The HUB for students and parents to access. The tutorials will provide downloadable tutorials as well as videos guiding students/parents through the process of using the components of itslearning. In the event that students will not return to classes in August, these tutorials will provide instruction for students to learn how to use itslearning.

August

- Student online webinars/learning opportunities
 - If students do not return, online webinars will be offered showing students/parents how to use/navigate itslearning.
- Teacher Quality Professional Development Days
 - Provide sessions reviewing itslearning with Certified Staff.

- **Week 1: (*Teacher's responsibility with students*)**
 - Students watch video about itslearning (provided by Jim and Wes).
 - Students learn/review how to log on to a computer using their district username and password.
 - Students learn how to access itslearning site.
 - Students learn where their itslearning courses are located and accessed.
 - Students learn where itslearning tutorials are located (The HUB).

- **Week 2: (*Teacher's responsibility with students*)**
 - Students review how to login to itslearning.
 - Students review where their courses are located and accessed.
 - Students learn about the Overview module and how to navigate it.

- **Week 3: (*Teacher's responsibility with students*)**
 - Students review how to login to itslearning.
 - Students review how to access their courses.
 - Students review the Overview module.
 - Students learn how to move through their course (Plans, Resources, etc.).

- **Week 4 and on: (*Teacher's responsibility with students*)**
 - Teachers integrate itslearning into classroom Learning Centers.
 - Teachers use itslearning during choice of lessons to reinforce how students use itslearning.
 - Continuing reinforcing the use of itslearning with all students so comfortability is developed.

Support

The Technology Department will offer multiple levels of support. Hours of operation for the department will be from 8:00 am – 4:30 pm Monday-Friday. Support will still be available for after hours. After hours support will be reserved for high priority situations only.

Support information:

- Email: HelpDesk@wdbqschools.org
- Phone: 563-744-3885 ext. 6500
- Web: <http://helpdesk.wdbqschools.org/HelpDesk/Tickets/New>

Onsite Support:

- District owned equipment only

- Drop off faulty equipment will be the Administration building located at Farley
- When repairs are finished Pickup will be at the Administration building located at Farley

District Device Remote Support:

- District owned notebooks only
- Use Microsoft Teams for sharing of computer screen

Personal Device Remote Support

- Supported platforms
 - Windows 10 computers
 - Mac
 - Ipad
 - Chromebooks
- TeamViewer for remote support sharing of screen
- Parent approval for screen access
- Technology Department is not responsible for any changes or issues that may arise from remote session

Return to On-Site Delivery Model

With the exception on additional health and safety measures and additional student learning day on our calendar, our schools will remain with the utilization of past practice in regard to attendance, policies and procedures, academic focus/grading.

School Calendar: <http://www.wdbgschools.org/SchoolYearCalendar.aspx>

195 Day Teacher Contract; 189 student days (2 TQ Days)

WDCSD 2020-2021 School Calendar



Start Dates:
 Grades K-12 Aug. 13
 Preschool Aug. 18
End Date: (anticipated) Jun. 2

Calendar Legend:
 [White box] NO SCHOOL for students (Pre-service, Teacher Learning, Progress Reporting, Comp. Day)
 [Black box] NO SCHOOL, Vacation or Holiday
 [Grey box] Early Dismissal
 T End of Trimester

Note: Parent Teacher Conferences will be scheduled by each school prior to the beginning of the year.

Make-up Days:
 April 1, April 6, then end of school year

High School Graduation Date:
 Cascade & Epworth May 30

NOTE: If we miss more than 5 days in Term 2, the district will consider moving the end of term 2.

Approved 3/9/2020; Amended 6/15/2020

Month	Days	Stdnt Days	Tchr Days	Event
August				
M	T	W	Th	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
September		13	14	
1	2	3	4	5
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
October		34	35	
	1	2	3	4
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
November		56	57	
2	3	4	5	6
9	10	11	12	13
16	17	18	T	20
23	24	25	26	27
30				
December		73	76	
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
January		89	92	
			1	
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
February		108	111	
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
March		128	131	
1	2	3	4	5
8	9	T	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
April		149	154	
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
May		167	172	
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
June		187	192	
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Health and Safety for Returning to School

Health and safety of the students, staff, and families from the Western Dubuque County Community School District (WDCCSD) is of the utmost importance in planning for the 2020-2021 school year. As we make plans for students and staff to return to school in a face-to-face/hybrid learning format, we recognize it is impossible to eliminate all exposure risks. We are instituting measures to make the learning environment as safe as possible

by implementing a COVID-19-aware, rather than a COVID-19-free approach. There are several considerations that cut across delivery models, which will be outlined in this section.

General Health and Safety Recommendations

- Consistent with the Centers for Disease Control and Prevention (CDC) and Iowa Department of Education (IDOE), WDCSD students and staff will not have their temperatures screened upon entering the building.
- The teaching and reinforcement of proper handwashing following CDC guidance will be provided to all students and staff. Hands should be washed with soap and water for at least 20 seconds, especially after being in a public place, blowing nose, coughing, or sneezing. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be used.
- Consistent with IDOE reopening guidance, WDCSD students in grades 2-12 and staff will be required to wear face coverings. WDCSD will teach and reinforce the prevention of stigma associated with the use or non-use of facial coverings to support a respectful, inclusive, and supportive school environment.
- WDCSD will protect the confidentiality of students, families, and staff who may or may not wear a face covering, due to health concerns.
- Appropriate personal protective equipment (PPE) and training for employees who have a medium to high-risk of exposure or as determined by their job-related tasks (OSHA Workplace Guidance, CDC) will be provided. WDCSD will teach and reinforce the prevention of stigma associated with the use of PPE to support a respectful, inclusive, and supportive school environment.
- WDCSD may not be able to guarantee that physical distancing can be met in all school settings throughout the entire school day, during school activities, or with transportation. This is similar to when children congregate in their communities. WDCSD has a plan if a student or staff member becomes sick, which can be found in the Return to Learn Plan handbook.
- Signs will be posted in schools within WDCSD to stop the spread of illness, how to properly wash hands, while promoting everyday protective measures following the guidance of the CDC and Iowa Department of Public Health (IDPH).

Additional reopening guidance from the IDOE is linked [here](#).

Nursing Recommendations

- Families are required to pre-screen children for illness prior to sending to school daily. Students with a measured temperature of 100.4° F or higher should not attend school and remain home until fever-free for 72 hours without the use of fever-reducing medication. Fever is

determined by a measured temperature of 100.4° F or higher. School nurses will communicate with families on an individual basis about appropriate plans for students to return to school.

- Two areas for health offices in each building will be designated and outfitted when necessary, which is dependent upon available space in each building. This will be accomplished by a divider or separate room.
- Protocols are established to minimize face-to-face contact and opportunities and activities that allow students and staff to maintain distance of 6 feet from others when possible will be considered.
- Explore and implement an appointment system for students to visit the health office that are not ill but need nursing services.
- A plan will be established for staff to send sick students to the health office. Possibilities include a phone call or escort system.
- A paraprofessional or associate will be identified to support the school nurse when monitoring two spaces and providing routine assistance. Medication certification training for this employee is recommended.
- Families will be notified if their child is showing COVID-19 symptoms. Students will need to be picked up as soon as possible.
- A symptomatic person will be required to wear a cloth face covering or a surgical mask while waiting to leave the facility. Cloth face coverings should not be placed on anyone who:
 - Has trouble breathing or is unconscious
 - Is incapacitated or otherwise unable to remove the face covering without assistance
 - Cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs

Additional information related to health office protocols is linked [here](#).

Building and Grounds Recommendations

- The Building and Grounds department will collaborate with the Health Office to provide the PPE needs for WDCSD (adult and pediatric masks, shields, gloves, hand sanitizer, disposable gowns).
- Custodial staff members will assess the most effective manner for cleaning, sanitizing, and disinfecting buildings and grounds. Custodial schedules will be changed accordingly. United States Environmental Protection Agency (EPA) approved disinfectants for SARS-COV 2 will be used.
- In addition to the regularly scheduled cleaning, sanitizing, and disinfecting of all buildings, high-touch surfaces will be cleaned and disinfected daily including tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- Hand sanitizer pumps will be installed in common areas of all buildings, such as entry ways. This is in addition to the pumps that have already been installed in every classroom of WDCSD.
- WDCSD has investigated the use of acrylic shields in front of high traffic areas, promotes the use of safe distancing, and use of PPE by custodial staff.
- Buses will be cleaned and disinfected before, after, and in between routes by drivers.

Procedural Safety Recommendations

- All WDCSD staff members will complete this learning resource: [Health and Safety Module](#).
- Building custodians and nurses will work collaboratively to review PPE and cleaning needs, while requesting additional supplies, as necessary.
- Visitors are limited to essential purposes during the school day to preserve the safest possible learning environment for students and staff. Deliveries will be non-contact and eliminate face-to-face transactions as much as possible.
- Families will be instructed to stay in their vehicles when dropping off and picking up students from school.
- When picking up their child for appointments and other purposes, families will be instructed to call the office, rather than coming inside. The building secretary will then sign the child out for the day.
- If a student or staff member is showing or experiencing COVID-19 symptoms (fever of 100.4° F or higher, cough, shortness of breath, persistent pain or pressure in the chest, dry cough, new loss of taste or smell, congestion or runny nose, fatigue, muscle or body aches, sore throat, or headache), they will need to be isolated from other students and staff.
- Mass gatherings of students and staff will be avoided such as assemblies, field days, birthday lunches, field trips, etc.
- Each building in WDCSD will need to determine traffic flow patterns in hallways and classrooms to decrease the number of students in any given location at one time.
- Space among students in classrooms during in-person instruction will be maximized with students facing the same direction as much as possible. Outdoor learning environments will be utilized when available and appropriate. Teachers will keep record of seating charts for contact tracing purposes.
- Recess structures and routines will be reviewed following public health guidance.
- Sharing of high touch materials such as art supplies, physical education equipment, classroom community supplies, etc. will be minimized. When materials are shared, they will need to be cleaned, sanitized, and disinfected.
- Time will be intentionally built in during the day for students and staff to engage in frequent handwashing. Times to consider include before entry to the school building, before/after meals, and between classes. When soap and water is not available, students and staff members will use hand sanitizer with at least 60% alcohol.
- Absence policies and practices will be reviewed to enable students and staff to stay home when they are sick.

Nutrition Recommendations

- Employees assigned to work in kitchens will practice strict sanitation guidelines set by United States Department of Agriculture (USDA), Department of Human Services (DHS), CDC, and IDPH.

- Several methods can be utilized to ensure social distancing and safe meal service, including plexiglass barriers and individual PPE where necessary.
- Use of visual floor directions can be used to maintain social distance.
- Keypads for individual student identification entry will be removed and an alternative method will be explored.
- The needs of students with food allergies and other nutritional needs will continue to be met.
- Consider alternative locations to promote social distancing including split cafeteria, classrooms, communal areas, such as hallways or gymnasium.
- Students and staff will be required to practice safe hygiene practices, such as hand washing before and after food consumption.
- A strict no sharing policy will be enforced.
- Self-service condiments and other items in the cafeteria will be eliminated.

Additional Resources/Links

All Iowa Department of Education guidance related to Return to Learn plans are available at this link:

<https://sites.google.com/iowa.gov/returntolearn/home?authuser=0>

American Academy of Pediatrics: COVID-10 Planning Considerations Guidance for School Re-entry

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

All items in this handbook are subject to change at any given time based on changing circumstances.

This handbook version is current as of July 29, 2020