

# Lu Verne CSD

## Return to Learn 2020

*LAST UPDATED JUNE 29, 2020*

### Foreword

I would like to thank my students, staff, parents and community members who helped us during the remote learning at the end of the 2019-2020 school year. We had some bumps and frustrations, but as a team we overcame them and I am very proud of our response to this crisis.

The Iowa Department of Education has stated that if we have to close down again we MUST continue educating our students remotely. This means we will not go back to a volunteer educational program (even if we can't have the students in school). Educating our students will continue even if we have to close the building.

We are now in the process of working out what our district and building will look like if we can come back to on-site learning. We are also working on what it would look like if we had to do remote learning at any time next year. Once again this is quite the undertaking. No matter if we are on-site or remote learning we want it to be the highest quality education possible and we want to maintain the safest environment for our students, staff and families.

We anticipate that we will have outbreaks and we might have to move from on-site to remote learning during the 2020-2021 school year. We want to be prepared in the event that we have to make a change to our learning environment. That preparation not only includes our physical location in Lu Verne but also includes training for staff, students and parents.

This document uses guidance that has been put together by the Iowa Department of Education. This has taken hours of work from our leadership team and has also included many meetings to coordinate with our sharing partner in Algona. This plan is still a work in progress and will remain as such as we continue to gain feedback from our staff and families and continue to receive guidance from the Iowa Department of Education, CDC and public health. We welcome all input to help us make our plan better, and help us provide the very best, and safest education that we can for the students in the Lu Verne Community School District.

We understand that this plan might be overwhelming and you might have some strong opinions about the path in front of us. But we must remain open to what is possible and consider all options as we move forward.

Respectfully,

Jon Hueser, Superintendent

Lu Verne Community Schools

# LU VERNE COMMUNITY SCHOOL DISTRICT

## INTRODUCTION

In March 2020, Lu Verne Community School District closed its school buildings for in-person learning due to the outbreak of COVID-19. For the remainder of the 2nd Semester, students engaged in voluntary remote learning throughout the district. While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued public health restrictions could be in place when school resumes in the fall. The purpose of the Lu Verne Community Schools Return to Learn Plan outlined in this document, is to maximize in-person learning opportunities in any event that school could not resume at full capacity due to COVID-19. Our intent is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders. We also understand that some students may prefer a remote learning environment, or that a COVID-19 surge may require us to revert to remote learning for temporary periods.

The Draft Return to Learn Plan is based on available public health information at the time of its creation. The plan will be adjusted based on newly available data and guidance from public health officials. We greatly appreciate your feedback to support our collaborative efforts to ensure the education and health of the entire Lu Verne Community.

The Return to Learn Plan is based on the following public health assumptions (subject to change);

- Public Health:
  - All persons will be required to maintain 6 feet of social distancing
  - Symptom screening expectations
  - Hand-washing and hygiene protocols
  - Group gathering limitations
  - Short-term school closures will required by suspected and confirmed COVID-19 cases
  - Additional cleaning protocols will be required
- Educating Students
  - Remote learning options will be available for all students
  - Hybrid learning (a mixture of in-person and remote learning) will be optional for all students.

The Return to Learn Plan consists of five sections:

1. [Infrastructure](#)
2. [Health and Safety](#)
3. [Iowa Academic Standards](#)
4. [Social-Emotional-Behavioral, Mental Health and Basic Needs](#)
5. [Equity and Special Services](#)

# 1.INFRASTRUCTURE

## OVERVIEW

Infrastructure includes organizational structures critical in day-to-day operations. This includes ensuring everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning opportunities, understanding how to approach attendance and grading/promotion across delivery models, supporting needed professional development opportunities for teachers and staff, and adhering to privacy/FERPA concerns. To successfully engage in this work, an Infrastructure team was established to lead the work in this area.

## KEY QUESTIONS

### **1.1 What process will be used to determine current internet access needs for each and all students? What strategies will be used to respond to any needs identified?**

- District Technology/Needs Survey for families has been created and is a part of the district registration process.
- Contact with the local internet provider (US Cellular) was made. They will help the district in providing access to families who do not have it (in areas where available).

### **1.2 What criteria do we use to determine who to provide with a district-purchased internet connection?**

- For students and families, simply having reliable internet access or not will be the criteria that will be used to make the determination if the family needs assistance and support.
- Cellular Data is not considered reliable internet access for remote learning needs.

### **1.3 What platforms, websites, extensions, etc. will be used to deliver required education to all students that align with the results of the assessment of need?**

- In a Required Continual Remote Learning environment, students and families in grades PK-5 would use the Class DoJo platform.
- Google Meet will be used for all virtual meetings between teachers and students and families.

### **1.4 Transportation: How will transportation be managed to follow safety guidance? What cleaning and sanitizing routines will be needed with transportation?**

- In the event where transportation guidance calls for limiting the number of students on the bus, we would have 50% capacity, alternating rows and seats.
- All school transportation interiors would be cleaned after every route.

### **1.5 Supplies: What storage implications need to be planned for regarding PPE, cleaning supplies, etc?**

- Classroom cleaning supplies have been ordered and will be distributed to each classroom with instructions for use.

### **1.6 Supplies: What plans need to be made to ensure supplies lines can be maintained as needed?**

- The shared Facilities Director will work with vendors to ensure access for the needed supplies will be distributed in a timely manner.

### **1.7 What data or information will be used to assess if this aspect of the district's plan is working?**

- Monitoring and surveying staff, students and families to ensure that our plan is effective and meeting their needs.
- Collaboratively problem-solving with families who face challenges with our current plan.

### **1.8 With what regularity will this data be reviewed and the fidelity of this aspect of the plan be checked?**

- There will be weekly district leadership review of attendance and participation in a required continuous learning format as well as a hybrid format.
- There will also be monthly monitoring and surveying of staff, students and families to ensure that our plan is effective and meeting their needs.

## **2. HEALTH AND SAFETY**

### OVERVIEW

The health and safety of the Lu Verne Community School District's teachers, staff, students and families are first and foremost in planning for the 2020-2021 school year. There are several considerations that cut across delivery models; however, Hybrid and On- Site Learning pose the most challenges and need for careful consideration and planning. These considerations are not a replacement of a district's emergency, crisis or safety plan(s), and in no way are an exhaustive list of health and safety needs; rather, these are specific additional considerations due to the current COVID-19 crisis. To successfully engage in this work, a Health and Safety team was established to lead the work in this area.

### KEY QUESTIONS

#### **2.1 How will we assess or survey student and staff health needs in order to ensure needs are supported?**

- As a district, in collaboration with Public Health, we will work to identify staff and students who are high risk.
- The Lu Verne Community School District will continue to review/consult the CDC Guidelines, as well as the support that is provided by the Iowa Department of Public Health and Kossuth County Public Health.

#### **2.2 What must we do to ensure we have the PPE and cleaning supplies needed to keep our teachers, staff, students, and families safe/healthy?**

- The district will continue to work with the Facilities Director and IDPH to ensure we have materials and supplies as needed.
- Facilities Director, in collaboration with Public Health, will create protocols and procedures for staff and students to utilize PPE and cleaning supplies as needed.

### **2.3 What will be the cleaning and sanitizing processes that will be needed to keep staff and students safe?**

- The district will follow their regular cleaning procedures and processes and additionally will review with the CDC and IDPH guidelines for cleaning facilities.
- Facilities Director and staff will assess the fidelity and consistency of cleaning procedures and processes.

### **2.4 What social distancing practices will need to be established and routines taught to keep staff and students safe?**

- In the Required Continuous Learning plan, staff would be in individual classrooms daily and encouraged to social distance when in common areas. Common areas and common touch points will be cleaned multiple times per day.
- In the On-Site Learning plan, the district will follow its regular cleaning procedures and processes and additionally will review CDC and IDPH guidelines for cleaning facilities.

### **2.5 What mitigation strategies will we implement across the district in order to minimize health and safety concerns?**

- The Lu Verne Community School District will follow guidance from the Center for Disease Control, the Iowa Department of Public Health and our local public health to establish mitigation strategies for whichever plan is utilized.

### **2.6 What data or information will be used to assess if this aspect of the district's plan is working?**

- Daily attendance and participation will be used in both the Required Continuous Learning Plan and/or a Hybrid model to assess if the plan that is being implemented is working and meeting the needs of students, staff and families.
- In the on site model, we will continue to communicate with families who are not attending on site to find ways to overcome barriers for those students and families.

### **2.7 With what regularity will this data be reviewed and the fidelity of this aspect of the plan be checked?**

- Weekly leadership team review will be used in all models of delivery to measure the fidelity of the plan being implemented.
- The district will also monitor monthly with staff, students and families to ensure that their needs are being met.

## **REFERENCES AND RESOURCES**

CDC Flow-Chart for Reopening  
Iowa Department of Public Health

## 3. IOWA ACADEMIC STANDARDS

### OVERVIEW

Academic learning will continue to be a priority, regardless of the methods by which students return to learning for the 2020-2021 school year. While some of our planning considerations are similar across different return to learn delivery models, there are also unique factors that need to be considered in our planning depending on the approach taken for returning to learning. Our planning also takes into consideration the need to prioritize health and safety needs, as well as the social-emotional-behavioral health (SEBH) needs, of students, educators, and parents/caregivers. Finally, planning took into account other guidance regarding grading, credit, and learning requirements defined in federal law and state code. The considerations in this document are in no way an exhaustive list of possible academic learning needs; rather, these are specific additional considerations due to the current COVID-19 crisis. To successfully engage in this work, an Iowa Academic Standards team was established to lead the work in this area.

### KEY QUESTIONS

#### **3.1 What process will be used to determine current learning needs for each and all students? How will engagement be promoted?**

- The staff created a process in identifying learning gaps that were created during the school closure in the Spring of 2020.
- Identification of learning gaps and standards that were not taught will be addressed by grade level teams to help ensure that the gap is closed.
- Engagement will be promoted through continual contact and relationships, as well as student voice and choice in learning activities.

#### **3.2 Determine the most appropriate process of identifying and responding to the need for intervention in this delivery mode.**

- In Required Continuous Learning, as well as Hybrid, formative assessment to determine the student skills will be an expected practice in all classes and grade levels.

#### **3.3 What process will be used to indicate essential learning missed when schools were closed due to COVID-19?**

- The staff created a process in identifying learning gaps that were created during the school closure in the Spring of 2020.
- Identification of learning gaps and standards that were not taught will be addressed by collaborative teams to help ensure that the gap is closed from the lost instructional time.

#### **3.4 What delivery methods will be used to deliver whole group instruction?**

- In PK-5, Google Meet will be used for virtual meetings and live direct instruction.

- Instruction via Google Meet will be recorded for asynchronous access as well.
- Instructional materials will be delivered via Class DoJo.

### **3.5 What delivery methods will be used to deliver small group instruction?**

- Google Meet will be used for direct instruction in small groups.
- Google Meet will also be used to record lessons for asynchronous access to small group instruction.

### **3.6 How will student work be given feedback/grades?**

- Student feedback will be provided primarily through Google Tools (Forms, comments on Docs, etc) or in Class DoJo.
- Staff will use phone/text/Class DoJo/Email to stay in consistent communication with all students in situations where daily interactions with students will not be possible.

### **3.7 Describe the process to be used in this delivery model to administer various assessments (FAST, MAP, ISASP, school based assessments, etc.).**

- FAST will be administered through the use of Google Meet to the extent allowed by the DE.
- Other electronic assessments will include, but are not limited to, Google Forms, application based assessments, work submitted through Class DoJo (video responses, writing, etc.) and discussion boards.
- ISASP will be administered in the manner deemed appropriate by the DE and Iowa Testing.

### **3.8 How will attendance be taken? How will attendance data be tracked to assess potential physical and social-emotional health concerns?**

- Attendance will be recorded in our student information system, based on involvement in synchronous lessons and work completed for asynchronous lessons.
- Follow up phone calls, home visits, emails and texts will be used consistently whenever there is an issue.
- In the Required Continuous Learning plan and Hybrid model, all staff will be utilized to ensure attendance in a remote setting is accurate.

### **3.9 What professional development will need to be considered?**

- Professional development in the area of formative assessment, as we continue to develop and revise our MTSS system.
- Professional development opportunities will be provided for staff in the area of effective remote learning in the Fall of 2020. Specifics will be determined based on results from the staff survey that was distributed in summer, 2020.
- Professional development opportunities will also include learning related to trauma-informed practices to better respond to social-emotional needs.

### **3.10 How will we assess if the professional development provided is meeting staff needs to be most effective in this delivery model?**

- Administrators will do virtual observations by joining digital classrooms and provide feedback to

teachers

- Staff will be surveyed about their successes and needs

### **3.11 With what regularity will this data be reviewed and the fidelity of this aspect of the plan be checked?**

- There will be weekly leadership team reviews of data related to this section of the plan.
- There will also be monthly monitoring and surveying of staff, students and families to ensure that our plan is effective and meeting their needs.

## **REFERENCES AND RESOURCES:**

Return to Learn: Think Differently. Teach Differently. Learn Differently.

A New Reality: Getting Remote Learning Right

IA Academic Standards (Equity)

Iowa DE Google Site

Restarting School: Planning for Acceleration in the 2020-2021 School Year

Mind the Gap

Clarity for Learning: Making It Happen Remotely

## **4. Social-Emotional-Behavioral-Mental Health and Basic Needs**

**OVERVIEW** The social-emotional-behavior health (SEBH) of the Lu Verne Community School District's teachers, staff, students, and families are first and foremost in planning for the 2020-2021 school year. Thinking about supporting SEBH at this time may seem a daunting task; however, the critical focus is securing and enhancing supportive relationships with staff, students, and their families during this crisis. The considerations in this document are in no way an exhaustive list of possible SEBH needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan. To successfully engage in this work, a Social-Emotional-Behavioral Health team was established to lead the work in this area.

### **KEY QUESTIONS**

#### **4.1 How will we assess or survey student and staff basic needs in order to ensure needs are supported? (food insecurity, homelessness, transportation, mental health)**

- Student, staff and family (district created) initial survey.
- Continuous monitoring of students, staff, and families.

#### **4.2 What resources, both in the school and partners outside the school, will need to be connected with families to address results of the needs assessment?**

- Families will be connected to a variety of resources as needed including
  - County Mental Health Providers
  - County Services

- County Food Pantry - Food Pantry of Iowa
- Prairie Lakes AEA

#### **4.3 What communication expectations and routines will be established for checking in with students?**

- In any learning environment, students will have at least weekly communication with school staff via live online instruction and/or phone/text/Class DoJo/email conversations.

#### **4.4 What professional development will need to be considered?**

- Regardless of delivery models, teachers will participate in a variety of professional development opportunities including
  - PD specific to SEBH.
  - Continued "Restorative Practices" PD.
  - Team-based learning as needed during collaborative time
  - *Relationship, Responsibility, and Regulation* book study

#### **4.5 How will we assess if the professional development provided is meeting staff needs to be most effective in this delivery model?**

- Monitoring and survey of staff, students and families will be used in all delivery models.

#### **4.6 What data or information will be used to assess if this aspect of the district's plan is working?**

- Monitoring and surveying staff, students and families to ensure that our plan is effective and meeting their needs.
- Consistent communication with families who are not attending to help make plans needed to overcome current barriers.

#### **4.7 With what regularity will this data be reviewed and the fidelity of this aspect of the plan be checked?**

- There will be weekly leadership team review of data related to this portion of the plan.
- There will also be monthly monitoring and surveying of staff, students and families to ensure that our plan is effective and meeting the needs of our staff, students and families.

## **REFERENCES AND RESOURCES**

Kossuth County SEBH Resources

# **5. EQUITY AND SPECIAL SERVICES**

## OVERVIEW

Creating equitable learning opportunities is of the utmost importance to the Lu Verne Community School District's educators and families. All school districts, schools, and families are at different places in their

capacity to provide distance learning. Equity in this context is focused on ensuring all students have access to a free and appropriate public education (FAPE), are able to access the Iowa Content Standards, and have the supports needed to progress in their learning.

There are some common considerations across subgroups, as well as specific considerations within the following populations: students with individual education plans (IEPs), English learners, students at-risk (broadly defined), and gifted and talented. The considerations in this document are in no way an exhaustive list of possible equity needs; rather, these are specific additional considerations due to the current COVID-19 crisis.

To successfully engage in this work, an Equity team was established to lead the work in this area.

### **KEY QUESTIONS 5.1 What steps will the district need to take to ensure equity of access to the internet needed to participate in required on-line learning? (also addressed by infrastructure)**

- District Technology/Needs Survey for families has been created and is a part of the district registration process.
- Contact with the local internet provider (US Cellular) was made. They will help the district in providing access to families who do not have it (in areas where available).

### **5.2 Determine the most appropriate processes for identifying and responding to the needs of specific identified groups of students (SpEd, EL, TAG, Section 504).**

- Special education/at-risk/ELL/TAG teachers collaborate with classroom teachers at least weekly.
- Special education/at-risk/ELL/TAG teachers communicating with families at least weekly.

### **5.3 How will we monitor progress?**

- We will monitor participation and mastery of essential standards.
- Teachers will communicate with staff and families via phone/text/Class DoJo/email conversations.
- Teachers will follow State and AEA guidelines.
- There will be weekly leadership team review of data related to this portion of the plan.

### **5.4 Determine a process by which IEP meetings will be held.**

- IEP meetings will be held in-person or via Google Meet following State and AEA guidelines.

### **5.5 How will we provide the adaptive technology needed to support student access to and progress in their learning?**

- Students will have access to technology they would receive if they were in person.

### **5.6 How will we provide the adapted/modified instructional supports needed for students?**

- Special education/at-risk/ELL teachers collaborate with classroom teachers at least weekly.
- Each student's IEP will be reviewed for a Remote Learning Plan and that will be followed

### **5.7 What professional development will need to be considered?**

- All teachers responsible for students in special programs will complete the same PD as gen ed teachers, as well as learning from the AEA related to specific needs.
- At the start of the year, all special education teachers will receive PD related to the development of the Remote Learning Plan

**5.8 How will we assess if the professional development provided is meeting staff needs to be most effective in this delivery model?**

- Monitoring and survey of staff, students and families will be used in all delivery models.

**5.9 What data or information will be used to assess if this aspect of the district's plan is working?**

- Monitoring and surveying staff, students and families to ensure that our plan is effective and meeting the needs of our staff, students and families.
- Consistent communication with families who are not attending to help make plans needed to overcome barriers that currently exist for those families.
- Administrator observations and feedback.

**5.10 With what regularity will this data be reviewed and the fidelity of this aspect of the plan be checked?**

- There will be weekly leadership team review of data related to this portion of the plan.
- There will also be monthly monitoring and surveying of staff, students and families to ensure that our plan is effective and meeting their needs.