CHEROKEE CSD
2022-2024 Return-to-Learn Plan

Introduction

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

Required Continuous (Virtual) Learning Model	Students are at home learning online
Hybrid Learning Model	Half of student population in the buildings at one time
On-Site Learning Model *** Planning on starting with this for the 2022-2024 school year*	Students and staff are all learning face-to-face in our buildings seeking health and safety guidelines from the CDC, Iowa Department of Public Health, Cherokee County, Iowa Department of Education

At the beginning of the 2022-2024 school year, assessments will be administered and data analysis conducted to determine the educational level and proficiency of students. Staff will revise curriculum maps and pacing guides as necessary. In addition to the traditional routines that are taught, students will be taught accessing gmail, accessing Google calendar, joining zoom meetings, accessing digital content, participating appropriately during instruction, navigating Google classroom or SeeSaw, and accessing the help desk for technical questions.

Additionally, at the beginning of the 2022-2024 school year, the nursing department and staff will cover proper hand-washing, cough and sneeze etiquette, physical distancing, nutrition, and disinfecting methods to limit the spread of COVID-19 as much as possible. As extra safety measures, options for diagnostic and screening testing, information regarding vaccinations, cleaning supplies and hand sanitizer will be made available to students, families, and staff. High-touch areas in the buildings and classrooms will be cleaned more frequently with hospital-grade disinfectant. IDPH guidance will be monitored and adjustments made to procedures as needed.

Food security for students will be addressed through the school lunch program, as allowed by the U.S. Department of Agriculture, in all three models.

Cherokee Schools will be face to face for the 2022-2024 school year. If you have questions or concerns please contact your building administrator.

CHEROKEE CSD
2022-2024 Return-to-Learn Plan

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

- The On-site (face to face) Learning Model will be implemented August 23, 2022 per the board approved 2022-2024 school calendar
- Face coverings will be optional
- Anyone with a fever of 100.4 or above should not attend school or activities
- Students are not allowed at school or activities until they have been fever free, without medication, for 24 hours
- Anyone with symptoms of illness should not attend school or activities
- Accommodations will be made for students and staff who have underlying health or other conditions that make returning to school difficult or impossible
- Students will have hand sanitizer available to them upon entrance to the building and in multiple locations throughout the buildings
- If your child forgets something, you may leave items at the building entrances and buzz in to talk to building secretaries
- Access of outside agencies will be determined on a case-by-case basis
- We will follow IDPH and Department of Education Guidelines to the best of our ability

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

- The Hybrid Learning Model will be implemented when a decision is made by the Governor or District Health Department that buildings should operate with half capacity while maintaining social distancing
- When students are not attending school on-site, they will be completing coursework at home
- If directed to implement the Hybrid Learning Model, Wednesdays will not be shortened days for students
- If directed to implement the Hybrid Learning Model, all PK-6 students, EL and SPED students will be in session and all general education 7-12 students will take devices home
- We are relying on the State of Iowa to provide internet connectivity to families who are unable to acquire this on their own
- If internet connectivity is not available to families, hard copies, and materials downloaded to student devices will be provided
- Professional development for staff may be provided virtually

Required Continuous (Virtual) Learning Model

- The Required Continuous (Virtual) Learning Model will be implemented when a decision is made for emergency closure by the Governor or District Health Department

CHEROKEE CSD
2022-2024 Return-to-Learn Plan

- Learning provided to students during the Required Continuous (Virtual) Learning Model will be required with attendance taken by teachers, grades issued, and credit awarded
- If directed to implement the Required Continuous (Virtual) Learning Model, all PK-6, EL and SPED students will be face-to-face in session and all general education 7-12 students will take devices home, unless otherwise directed by the Governor or District Health Department
- We are relying on the State of Iowa to provide internet connectivity to families who are unable to acquire this on their own
- If internet connectivity is not available to families, hard copies, and materials downloaded to student devices will be provided

School Roles and Responsibilities	
Administration/ Principals	- Monitor communication between teachers and their students - Be an instructor in every Google Classroom (existing or new) and complete "virtual walk-throughs" - Review records of student attendance - Work with teachers to reach out to students who have not actively participated - Support faculty and students/families
Instructional Coaches	- Communicate regularly with administration and classroom teachers - Provide supplementary learning activities that support teacher and student goals - Collaborate with teachers to support their roles in distance and in-person learning - Provide professional development learning opportunities as needed
Technology Department	- Provide at least one device per student (grades 1-12) as requested and possible - Support faculty and students/families - Provide written/video support to assist faculty with using district identified resources - Be available for teachers and students as needed for support and respond to identified technology issues
Core Teachers	- Collaborate with other members of your team or department to design hybrid and required continuous learning experiences for your students - Use district curriculum and resources to communicate and deliver content - Keep records of students attendance and work completion - submit information to building principals at the end of each week - Follow pacing guides or other district guidance - Communicate with parents which online resources your students will access upon implementation of plan(s) and when changes are made - Include the name of the resource(s) in your communication - Communicate with and provide timely feedback 2-3 times a week with your students - Reach out to students who have not actively participated - Communicate with parents, as necessary - Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity

CHEROKEE CSD
2022-2024 Return-to-Learn Plan

Special Education Teachers	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload - Provide activities that support IEP goals - Communicate regularly with students on your caseload and/or their parents - Provide supplementary learning activities for students on your caseload - Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning
Learning Support Teachers (Reading Specialists & EL)	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload - Communicate regularly with students on your caseload and/or their parents - Provide supplementary learning activities for students on your caseload
Elementary Specials (PE, Music, Art, Library, Guidance)	- Students will access the Specials Google Classroom/See Saw and work through the activities for their Specials day - Communicate with students/families who reach out for assistance - Collaborate to determine how to share this information with students and families
5-8 Music	- Develop a bank of activities being mindful of the resources families may or may not have in their home - Communicate with students/families who reach out for assistance
5 - 8 Exploratories	- Collaborate with other members of your team or department to design distance learning experiences for your students - Use district curriculum and resources to communicate and deliver content - Follow the district guidance - Communicate with parents which online resources your students will access upon implementation of the plan(s) and when changes are made - Include the name of the resource(s) in your communication - Communicate with and provide timely feedback 2-3 times a week with your students - Reach out to students who have not actively participated - Communicate with parents, as necessary
Counselors	- Serve as a liaison for communication with students/families in crisis - Provide resources for students and families to support them while they are away from school - Communicate regularly with the subject or classroom teachers to see if students in their classes need support - Provide office hours to support students in crisis
Media Specialists	- Collaborate with colleagues to find resources for high-quality distance learning experiences and research - Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Associates & Other Classified Employees	- Associates and other classified employees will be asked/required to work depending on their position/roles/responsibilities which will vary from building to building - Associates may be asked to assist Special Education teachers to support the academic

	and social-emotional needs of students they serve including reading to students, making packets, delivering supplies, etc.
AEA Speech Pathologists, Strategists, Social Worker, OT, PT	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload - Provide activities that support IEP goals - Communicate regularly with students on your caseload and/or their parents - Provide supplementary learning activities for students on your caseload

Student Roles and Responsibilities

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

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

Family Roles and Responsibilities

Provide support for your children by:
- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Completing daily check-in/check-out
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

CHEROKEE CSD
2022-2024 Return-to-Learn Plan

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General Guidelines for Hybrid or Required Continuous (Virtual) Learning	
Grading & Feedback	- Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments - Provide clear communication regarding where/how students should ask questions and seek clarification - Monitor your email daily and respond to questions and communications from students/families - Grades will be based on work assigned during this time period and communicated - Follow up with students if work is not completed and remain sensitive to the fact that some families are facing challenges and may require time and support in order to complete work
Offline Work	- All tasks must be completed on a device or uploaded as a picture (avoid requiring printing) - Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	- Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area - Consider how to use gradual release of responsibility to enhance learning for students - Collaborate with your colleagues as appropriate
Deadlines	- Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students - Make sure that all directions for tasks are clear and detailed
Online Learning Environment	- Use district supported platforms - Provide online learning opportunities as detailed by the district based on your grade level and subject area - Assess students to ensure learning is taking place
Online Learning	- Students have the opportunity to interact with one another and the teacher - All video online learning opportunities may be recorded
Video Conferencing Guidelines	- Students should be in a quiet learning area - School appropriate dress - Maintain class etiquette

CHEROKEE CSD
2022-2024 Return-to-Learn Plan

Paper Packets	- Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity - Packets need to be provided for core subject areas and need to cover the same skills being taught with the online classes - Students are expected to complete the packets and turn them back into their teacher within a time frame determined by the teacher or building principal