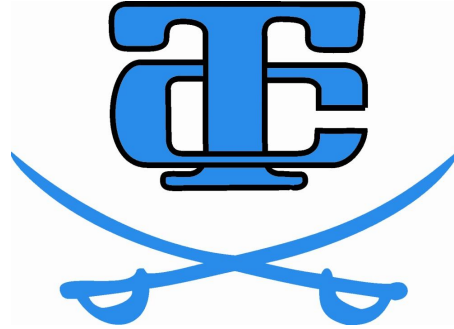


[Return to Learn Snapshot](#)

[Hybrid Return to Learn Plan](#)

[On-Site Return to Learn Plan](#)

Twin Cedars Return to Learn Continuous Learning (Remote) Plan



Committee Members

Brian VanderSluis, Superintendent

Dave Roby, High School Principal

Kim Roby, Curriculum Director

Julie Sytsma, K-12 Counselor

Joni Hannon, School Nurse

Jolinda Fairchild, School Board, Parent

Kristi Haines, Parent

Dennis VerPloegh, SPED, Career Coach, Mentor

Andrea Moore, PLC Lead Teacher, CTE Coach

Shannon Utterback, PLC Lead Teacher, Instructional Coach, STAR 360 Lead

Nathan Smith, PLC Lead Teacher

Trish McCarty, PD Assistant

Beth Kelderman, Instructional Coach

Cede Hackett, Parent

Lauren Gangel, Instructional Coach

Continuous Improvement Process

The Twin Cedars Return Plan will routinely be reviewed. Current expectation is that the plan will be reviewed and the team will reflect quarterly to determine progress, next steps and adjustments. However, when/if the model of instruction (remote, hybrid, on-site) changes, a meeting to review/reflect on the plan will be scheduled within 2 weeks of the change. The team will continually identify current needs and instructional barriers of students, families, and teachers. The team will use family check-in data, disaggregated student participation data and survey data.

See collaboration schedules for scheduled meetings:

[Elementary Collaboration Schedule](#) [High School Collaboration](#)

Communication

Internal Communication with Staff

- District Administration will communicate via email the contents and expectations of the Return to Learn plan upon submission to the Department of Education and upon the plan's approval.
- District Administration will communicate as soon as possible via email, phone, or text when social distancing requires an adjustment to the mode of instructional delivery (on-site, hybrid, remote.)
- District Administration will communicate with all staff via Zoom weekly in a remote learning delivery mode.
- District Administration will communicate information from the Department of Education as appropriate.
- District Administration will communicate social distancing, health and safety expectations for classroom, as well as, common student areas such as bathrooms and cafeterias.
- Communication should flow both directions. When a question/concern arises, staff should address administration.

External communication with Families and Community

- Return to Learn plan will be posted on school website when approved by the Department of Education. Families and community will be notified via phone, text and email.
- If conditions warrant, Meet the Teacher will held by appointment on Monday, August 17 from 12:00-6:00.
- Updates about the current reality and adjustments to delivery of instruction mode will be provided at least weekly via school web page and phone, text and email system.
- Teachers will make every attempt to communicate with parents every other week during remote instruction. (Parents/Guardians, please make sure your contacts are up to date.)
- Infinite Campus, our student information system, will continue to inform parents about missing assignments just like in on-site learning.
- Communication should flow both directions. When a question/concern arises, families or community members should contact a school employee .

High School Teacher and Student Expectations for Remote Learning

Reserved Class Time for Synchronous Learning or Office Hours/Question and Answer/Group Work/Class Discussions

M, Th,

Block 1, 9:30-10:25 (Skinny 9:30-10:00, 10:05-10:35)

Block 3 10:40-11:35 (Skinny 10:40-11:10, 11:15-11:45)

Block 5 12:30-1:25 (Skinny 12:30-1:00, 1:05-1:35)

Block 7 1:40-2:35 (Skinny 1:40-2:10, 2:15-2:45)

T, F

Block 2 9:30-10:25 (Skinny 9:30-10:00, 10:05-10:35)

Block 4 10:40-11:35 (Skinny 10:40-11:10, 11:15-11:45)

Block 6 12:30-1:25 (Skinny 12:30-1:00, 1:05-1:35)

Block 8 1:40-2:35 (Skinny 1:40-2:10, 2:15-2:45)

W

Staff Meeting 9:00-10:00

PD/Collaboration 10:00-11:30

Meet with Seminar via Zoom/Meets/Hang Out

Social Emotional Learning and Check-Ins [Virtual Everyday Gratitude](#), [Building Developmental Relationships During the COVID-19 Crisis](#)

Seminar 1: 12:00-12:20 11th-12th Grade Students

Seminar 2: 12:30-12:50 9th-10th Grade Students

Seminar 2: 1:00-1:20 7th-8th Grade Students

Office Hours: 1:30-3:00

High School Teacher Expectations

1. Teachers should develop a consistent routine for student on-line learning. Consider [CASEL SEL 3 Signature Practices](#)
2. Teachers will complete a [Family Wellness Check-in](#) bi-monthly with assigned families and track communication on log. [Twin Cedars Student/Family Connection Log](#) School counselor may send SEBMH surveys to students during remote learning to assess student need.

3. Teachers are expected to provide synchronous learning via Zoom, Google Meets, Google Hangout 2x per week per course. Each opportunity should be 15+ minutes. Teacher should record the synchronous learning

OR

Teachers are expected to provide recorded lessons via Loom, Screencastify, Youtube 2x per week per course. Each recorded opportunity should be 15+ minutes (or several adding up to 30+ minutes for the week.) Students should be provided a face to face opportunity to ask questions about the recorded lessons.

OR

Teachers are expected to provide a combination of synchronous and recorded lessons totaling 30+ minutes per course per week.

4. Teachers are expected to provide **quality** asynchronous learning for students. Consider utilizing discussion forums and long term projects to improve student engagement and interactivity with content. Asynchronous learning could be a third party resource such as PLATO, EverFi, Actively Learn, Exact Path. **See expectation 7. [13 minutes of Evan Abbey describing Remote Learning](#)**
5. Weekly opportunities (synchronous and asynchronous) should not exceed 150 minutes per week per course (but should be at least 120 minutes.)
6. Teachers should provide additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) beyond the required minutes of instruction. Ensure students and caregivers that the work is optional and will not negatively impact a student's grade.
7. Teachers should track participation per course per student. Share tracking document with administration. Use this document or create your own procedures for tracking participation. [Student Participation](#) (Make a copy for your own use.)
8. Goal of opportunities should be to progress students through the Iowa Core Standards, standards may not be reduced, but curriculum may be compacted to address the time restraints. Consider Power Standards (in the sense that some material needs to be covered more extensively than others due to the impactful nature of the standard.) Provide "just in time" learning when the material occurs in the school year. Teachers should assess student learning.
9. IEPs and 504s will be followed. Accommodations/modifications should be made as directed in IEP. Associates should be utilized to assist students.
10. Students should be given timely feedback and based on **individual student** needs. Ideally this should occur within 2 days of completed assignments. If offering a third party platform for students, monitor student progress via the program itself or via personal contact with students a minimum of weekly. Grades should be updated weekly. Grades should be current by Monday 8:00 AM.
11. Teachers should have weekly office hours for student questions. Availability can be via email or via Zoom/Meets/Hang Out. Teachers should post weekly office hours in announcements or on Google Classroom. If you are providing recorded lessons, the reserved class time can be utilized as an office hour.
12. Teachers should respond to all student/parent inquiries within 24 hours.

13. Teachers will synchronously meet with seminar students on Wednesdays for SEL, check-ins, and relationship building. [Virtual Everyday Gratitude](#) Teachers will asynchronously connect with seminar students 1x weekly. [Building Developmental Relationships During the COVID-19 Crisis](#)
14. Parents should be phoned if a student is not present for 2 consecutive synchronous learning events and/or is failing the course 2 weeks after beginning remote learning and every 2 weeks thereafter if the student is still failing.
15. Home visits are allowable, but not required.
16. Teachers will provide explicit instruction for students on utilizing computers and the delivery platform (Google Classroom) within the first weeks of school.
17. Teachers may be required to work at the school during remote learning unless a Governor's proclamation restricts access to the buildings.
18. Teachers should record their weekly assignments (synchronous and asynchronous) on the [JH/HS Teachers Weekly Remote Assignments](#) so that parents have access to assignments all in one location.

Student Expectations-Remote Learning in 2020-21 is required

1. Students are expected to read and respond appropriately to daily announcements from Glenda.
2. Students are expected to attend synchronous learning events or contact the teacher prior to the learning event. Attendance will be taken.
3. Students are expected to check course announcements/emails and respond appropriately and in a timely manner. Students are expected to work independently on assignments approximately 100-120 minutes per course per week. Students should communicate with teacher(s) if the independent work is requiring more than 120 minutes. Teachers will track student participation. A grade and credits will be assigned for your coursework.
4. Students must follow the [Virtual Meeting Code of Conduct](#). Behavior disruptions will result in the removal of student(s) from the group synchronous learning. An individual session may be scheduled by the teacher or the teacher may provide a recorded version of the learning which a student removed from synchronous learning shall be expected to view. Student may be suspended from synchronous learning by the teacher for up to one week. Principal may decide to extend the suspension from synchronous learning if the disruptive student behavior continues. Your grade and credits may be affected by poor conduct in group synchronous learning.

5. Students must comply with online etiquette. Follow the [Ground Rules for Online Discussions/Forums/Threads](#)

6. Arrangements will be made for students that do not have internet access at home. Possible scenarios include transporting students to and from school to attend synchronous learning and complete asynchronous learning and tele-conferencing.6

Elementary Teacher and Student Expectations for Remote Learning

Elementary Zoom Schedule

Intervention Teachers would join a Morning Meeting/Second Step Zoom

Preschool

8:00-8:30 Morning Meeting/Second Step/Content

Kindergarten

8:30-9:30 Morning Meeting/Second Step/Content

1st Grade

9:35-10:35 Morning Meeting/Second Step/Content

2nd Grade

10:40-11:40 Morning Meeting/Second Step/Content

3rd Grade

10:40-11:40 Morning Meeting/Second Step/Content

4th-6th Second Step/Morning Meeting

½ Hour	Monday	Tuesday	Wednesday	Thursday	Friday
Grubb	Second Step 12:00-12:30	Morning Meeting 12:00-12:30	Office Hours	Morning Meeting 12:00-12:30	Morning Meeting 12:00-12:30
Gangel	Second Step 12:00-12:30	Morning Meeting 12:00-12:30	Office Hours	Morning Meeting 12:00-12:30	Morning Meeting 12:00-12:30

McCarty	Second Step 1:35-2:05	Morning Meeting 1:35-2:05	Office Hours	Morning Meeting 1:35-2:05	Morning Meeting 1:35-2:05
Goemaat	Second Step 12:00-12:30	Morning Meeting 12:00-12:30	Office Hours	Morning Meeting 12:00-12:30	Morning Meeting 12:00-12:30

4th-6th Zoom Schedule

1 Hour	Monday	Tuesday	Wednesday	Thursday	Friday
Grubb	4th Grubb 12:30-1:30	4th Gangel 12:30-1:30	Office Hours	4th Grubb 12:30-1:30	4th Gangel 12:30-1:30
Gangel	4th Gangel 12:30-1:30 4th Grubb 2:00-3:00	6th Goemaat 10:30-11:30 5th McCarty 2:05-3:05	Office Hours	5th McCarty 10:30-11:30 6th Goemaat 12:30-1:30	4th Grubb 12:30-1:30 4th Gangel 2:00-3:00
McCarty	5th McCarty 2:05-3:05	6th Goemaat 12:30-1:30	Office Hours	5th McCarty 2:05-3:05	6th Goemaat 12:30-1:30
Goemaat	6th Goemaat 12:30-1:30 *possibly 18 students	4th Grubb 12:30-1:30	Office Hours	4th Gangel 12:30-1:30	5th McCarty 2:05-3:05 *possible 25 students

Wednesday

Office Hours

Staff Meeting 1:00-2:00

PD/Collaboration 2:00-3:30

Elementary Classroom Teacher Expectations

1. Teachers should develop a consistent routine for student on-line learning. Consider [CASEL SEL 3 Signature Practices](#)

2. Teachers will complete a [Family Wellness Check-in](#) bi-monthly with assigned families and track communication on log. [Twin Cedars Student/Family Connection Log](#) School counselor may send SEBMH surveys to students during remote learning to assess student need.
3. *For Morning Meeting/Second Step:*
 Teachers are expected to provide synchronous learning viz Zoom 4x per week (not Wednesday.)
For Content:
 Teachers are expected to provide synchronous learning via Zoom 4x per week. Each opportunity should be 5-15 minutes (depending on grade level.) Teacher should record the synchronous learning
 OR
 Teachers are expected to provide recorded lessons via Loom 4x per week. Each recorded opportunity should be 5-15 minutes (or several adding up to 20-60 minutes for the week depending on grade level.)
 OR
 Teachers are expected to provide a combination of synchronous and recorded lessons 4x per week for a total of 20-60 minutes per week (depending on grade level.)
4. Teachers are expected to provide **quality** asynchronous learning for students. Consider utilizing discussion forums and long term projects to improve student engagement and interactivity with content. Asynchronous learning could be a third party resource such as Dreambox, iRead, Waggle. **See expectation 7. [13 minutes of Evan Abbey describing Remote Learning](#)**
5. Weekly opportunities (synchronous and asynchronous) should follow these minimum/maximum minute guidelines:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

6. Teachers should provide additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) beyond the required minutes of instruction. Ensure students and caregivers that the work is optional and will not negatively impact a student's grade.
7. Teachers should track participation per student. Share tracking document with administration. Use this document or create your own procedures for tracking participation. [Student Participation](#) (Make a copy for your own use.)
8. Goal of opportunities should be to progress students through the Iowa Core Standards, standards may not be reduced, but curriculum may be compacted to address the time restraints. Consider Power Standards (in the sense that some material needs to be covered more extensively than others due to the impactful nature of the standard.) Provide "just in time" learning when the material occurs in the school year. Teachers should assess student learning.
9. IEPs and 504s will be followed. Accommodations/modifications should be made as directed in IEP. Associates should be utilized to assist students.
10. Students should be given timely feedback and based on **individual student** needs. Ideally this should occur within 2 days of completed assignments. If offering a third party platform for students, monitor student progress via the program itself or via personal contact with students a minimum of weekly. Grades should be updated weekly. Grades should be current by Monday 8:00 AM.
11. Teachers should have weekly office hours for student questions. Availability can be via email or via Zoom/Meets/Hang Out. Teachers should post weekly office hours in announcements or on Google Classroom. If you are providing recorded lessons, the reserved class time can be utilized as an office hour.
12. Teachers should respond to all student/parent inquiries within 24 hours.
13. Parents should be phoned if a student is not present for 2 consecutive synchronous learning events and/or is failing the course 2 weeks after beginning remote learning and every 2 weeks thereafter if student is still failing are begins to fail.
14. Home visits are allowable, but not required.
15. Teachers will provide explicit instruction for students on email, utilizing computers and the delivery platform (Google Classroom or Seesaw) within the first weeks of school.
16. Teachers may be required to work at the school during remote learning unless a Governor's proclamation restricts access to the buildings.
17. Teachers should record their weekly assignments (synchronous and asynchronous) on the [Elementary Weekly Assignments for Remote Learning](#) so that parents have access to assignments all in one location.

Elementary Specials Teachers Expectations (Kim, Beth, Becky, Donna, Trent)

1. Teachers should develop a consistent routine for student on-line learning. Consider [CASEL SEL 3 Signature Practices](#)
2. Teachers will complete a [Family Wellness Check-in](#) bi-monthly with assigned families.
3. Teachers should partner with a classroom teacher for Morning Meeting and Second Step
4. Teachers will provide asynchronous optional activities at least 1x per week: practice and review opportunities, engagement opportunities, and enrichment opportunities (e.g., independent research projects) beyond the required minutes of core instruction. Opportunities will be added to the At-Home Resource Document.
5. Teachers should track participation per student. Share tracking document with administration
6. IEPs and 504s will be followed. Accommodations/modifications should be made as directed in IEP. Associates should be utilized to assist students.
7. If appropriate, students should be given timely feedback based on **individual student** needs. Ideally this should occur within 2 days of completed opportunities.
8. Teachers should respond to all student/parent inquiries within 24 hours.
9. Specials teachers will support classroom teachers however requested.
10. Teachers may be required to work at the school during remote learning unless a Governor's proclamation restricts access to the buildings.

Elementary Student Expectations Remote Learning in 2020-21 is required

1. Students are expected to read and respond appropriately to daily announcements.
2. Students are expected to attend synchronous learning events or contact the teacher prior to the learning event. Attendance will be taken.
3. Students will be given required, as well as, voluntary assignments. Required assignments will be appropriate for the child's grade level (minutes and rigor of work have been considered.) Voluntary assignments are optional and could be used to practice or extend skills. Students should communicate with teacher(s) if work is overwhelming or insufficient. Teachers will track student participation. Required assignments will be assessed.

4. Students must follow the [Virtual Meeting Code of Conduct](#).

Behavior disruptions will result in the removal of student from the group synchronous learning. An individual session may be scheduled by the teacher or the teacher may provide a recorded version of the learning. Student may be suspended from synchronous learning by the teacher for up to one week. Principal may decide to extend the suspension from synchronous learning if the disruptive student behavior continues.

5. Arrangements will be made for students that do not have internet access at home. Possible scenarios include transporting students to and from school to attend synchronous learning and complete asynchronous learning and tele-conferencing.

6. It is best if parents step away after assisting the student in entering the virtual classroom. This promotes independence in the student and also reduces distractions in the classroom.

Delivery Platform

District will provide a device to students 7th-12th for at school and at home use.

District will provide a device to K-6 for at home use if remote learning is required.

4th-12th Grade Teachers/Students will use Google Classroom.

Preschool-3rd Grade Teachers/Students will use SeeSaw

Additional Services

- ELL students will continue to be served by Knoxville Community Schools. A schedule will be arranged with KCS in the event of a closure. The schedule will be communicated with students ASAP upon the school closure.
- Talented and Gifted students will be provided with additional voluntary opportunities to extend and enrich their learning. The Talented and Gifted teacher will communicate with students through TAG Google Classroom/Seesaw.
- Students will continue to have the opportunity to participate in DMACC coursework.
- Title 1 and Math Intervention students will be provided additional voluntary opportunities to support learning. The Title 1 and Math Intervention teachers will communicate with students through classroom teachers' Google Classroom/Seesaw.
- Special Education services will be delivered in accordance with a student's IEP. SPED teachers will contact SPED students and parents ASAP upon a school closure to provide details on services.
- Students with 504 plans will be provided services in accordance with the 504 documentation. The school counselor, at-risk coordinators or school nurse will contact students and parents of students with 504s ASAP upon a school closure to provide details on services.

Social-Emotional Needs

- Teachers will complete a [Family Wellness Check-in](#) bi-monthly with assigned families and track communication on log. [Twin Cedars Student/Family Connection Log](#) School counselor may send SEBMH surveys to students during remote learning to assess student need.
- Weekly social-emotional-behavioral direct instruction will occur for all students K-12.
- Teachers will encourage strategies to reduce student anxiety and stress: deep breathing, counting, exercise, mindfulness activities.