



Ballard empowers all learners.

2020-21 Return to Learn Plan

In early May, Governor Reynolds announced that Iowa school districts would be required to submit a *Return to Learn* plan by July 1st. The Ballard CSD plan included the following:

1. **On-site delivery:** full return to school
2. **Required continuous learning:** virtual learning if schools were to close again
3. **Traditional hybrid learning:** educational services offered both remotely and on-site with only a certain percentage of students attending on a given day
4. **Family Choice of distance learning:** distance learning for students unable to attend school on-site due to pre-existing medical conditions or because of personal family choice

The ensuing document outlines Ballard Community School District's implementation plan for these delivery models. This plan is fluid, and it will continue to evolve as the situation around COVID-19 does. Ballard will communicate additional information as updates are available.

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Continuous Learning Task Force and Academic Calendar

2020-2021 School Calendar

Continuous Learning Task Force

The development of Ballard’s *Return to Learn* plan was done in conjunction with over 75 teachers, counselors, nurses, associates, custodians, office staff, administrators, and AEA support. Five different committees met multiple times from mid-May through the end of June. This plan would not have been possible without their time, expertise, and commitment to providing an educational experience this coming school year that prioritizes student and staff health and well-being. These committees focused on the following work:

- Infrastructure
- Health and Safety
- Academic Standards
- Social-Emotional-Behavioral-Mental Health
- Equity

August 2020					Student Days/Hours		179 Days/1080 Hours Calendar
M	T	W	Th	F			
3	4	5	6	7			Aug 17-18 New Teacher In-Service
10	11	12	13	14			Aug 21 Teacher In-Service
17	18	19	20	21			Aug 24-25 Teacher In-Service
24	25	26	27	28	3	19.5	Aug. 26 Begin 1 st Semester
31					4	26	Aug. 26 Full Day of Instruction – No Early Out
September 2020							
	1	2	3	4	8	50.5	
7	8	9	10	11	12	75.0	Sept. 7 Labor Day (No School)
14	15	16	17	18	17	106.0	
21	22	23	24	25	22	137.0	
28	29	30			25	155.0	
October 2020							
			1	2	27	168.0	
5	6	7	8	9	32	199.0	Oct. 9 End 1 st 6 weeks (32 days/199 hrs.)
12	13	14	15	16	36	223.5	Oct. 12 Teacher In-service (No School)
19	20	21	22	23	41	254.5	Oct. 30 End 1 st Qtr. (46 days/285.5 hrs.)
26	27	28	29	30	46	285.5	
November 2020							
2	3	4	5	6	51	316.5	Nov. 20 End 2 nd 6 weeks (29 days/186 hrs.)
9	10	11	12	13*	56	354	Nov. 20 End 1 st Trimester (61 days/385 hrs.)
16	17	18	19	20	61	385	Nov. 25 Teacher Comp Day (No School)
23	24	25	26	27	63	398	Nov. 26 - 27 Thanksgiving Holiday (No School)
30					64	404.5	
December 2020							
	1	2	3	4	68	420	
7	8	9	10	11	73	460	Dec. 23-Jan. 1 Winter Break (No School)
14	15	16	17	18	78	491	
21	22	23	24	25	80	504	
28	29	30	31		80	504	
January 2021							
				1	80	504	Jan. 15 End 3 rd – 6 weeks (29 days/181 hrs.)
4	5	6	7	8	85	535	Jan. 15 End 2 nd Qtr. (44 days/280.5 hrs.)
11	12	13	14	15	90	566	Jan. 15 End 1 st Semester (90 days/566 hrs.)
18	19	20	21	22	94	590.5	Jan. 18 Teacher In-Service (No School)
25	26	27	28	29	99	621.5	Jan. 19 Begin 2 nd Semester
February 2021							
1	2	3	4	5	104	652.5	Feb. 26 End 4 th – 6 weeks (29 days/179.5 hrs.)
8	9	10	11	12	109	683.5	Feb. 26 End 2 nd Trimester (58 days/360.5 hrs.)
15	16	17	18	19	114	714.5	
22	23	24	25	26	119	745.5	
March 2021							
1	2	3	4	5	124	776.5	Mar. 12 Teacher Comp Day (No School)
8	9	10	11	12*	128	807.5	Mar. 15 - 19 Spring Break (no school)
15	16	17	18	19	128	807.5	Mar. 26 End 3 rd Qtr. (43 days/272.5 hrs.)
22	23	24	25	26	133	838.5	
29	30	31			136	856.5	
April 2021							
			1	2	138	869.5	
5	6	7	8	9	143	900.5	Apr. 16 End 5 th – 6 weeks (29 days/186 hrs.)
12	13	14	15	16	148	931.5	
19	20	21	22	23	153	962.5	
26	27	28	29	30	158	993.5	
May 2021							
3	4	5	6	7	163	1024.5	May 21 Senior Last Day
10	11	12	13	14	168	1055.5	May 23 Graduation
17	18	19	20	21	173	1086.5	May 31 Memorial Day
24	25	26	27	28	178	1117.5	
31							June 1 Dismissal at 11:00 am
June 2021							
	1	2	3	4	179	1120.5	June 1 End 6 th – 6 weeks (31 days/189.0 hrs.)
7	8	9	10	11			June 1 End 4 th Qtr. (46 days/275.5 hrs.)
							June 1 End 2 nd Semester (89 days/554.5 hrs.)

*Two instructional days included for conferences

The start date of school will remain Wednesday, August 26th. Teachers will have an additional professional development day prior to the beginning of the school year. Teachers new to Ballard will report on August 17th, and returning teachers begin on Friday, August 21st.

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Overview of the Delivery models

On-Site Delivery

This model is a full return for all students to school. This includes face-to-face delivery of instruction with specific health and safety mitigation efforts in place.

Required Continuous Learning

This delivery model is done via distance learning in the event that school buildings are closed due to the pandemic. Teaching and learning will take place in two different ways: the first is live (synchronous) learning sessions, where students and teachers meet together virtually. The second is through asynchronous learning, where instruction and learning occurs at different times (examples: pre-recorded video lessons, email exchanges, online discussion boards).

Hybrid

Option 1: Traditional Hybrid- Ballard intends to have two versions of a hybrid offering. The first version of this delivery model consists of students alternating between on-site and remote learning. Ballard's current hybrid model has 50% of students attend school on-site every other day and participate in remote continuous learning on the opposite days.

Option 2: Family Choice of Distance Learning- We recognize that some students may be unable to attend school on-site due to pre-existing medical conditions or because of personal family choice. These decisions are difficult to make, and we understand that families must make them in the best interest of their loved ones. Therefore, we are offering a second version of hybrid learning: families can choose to have their child(ren) engage in full distance learning, even if the district as a whole is in either an on-site or traditional hybrid option as outlined above.

During the last week of July, Ballard will survey households to gather information from families who desire to have their student(s) engage in distance learning, regardless of which model the district is currently following. Families who choose this option will be asked to commit to this model for at least a trimester (elementary) or a semester (secondary). Families who have children at both the elementary and secondary will be asked to commit to at least a semester.

How will Ballard decide which delivery model to use?

Ballard will utilize metrics developed by the Department of Education and state and local public health to determine the most appropriate model of instruction in response to community health conditions.

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Equity: Meeting the Needs of All Learners

Ballard Community Schools is committed to meeting the needs of all learners. Regardless of the delivery model, we will continue to provide services that meet the needs of our learners by working to remove barriers and supporting individual academic and social-emotional needs.

Special Education	Special Education teams, in coordination with general education teachers, will continue to provide services to students who are eligible for an Individual Education Plan (IEP). A "Remote Learning Plan" will be considered for each IEP at the beginning of the school year to ensure a plan is in place in the event that distance learning is required. The plan will include necessary accommodations and modifications for access, instruction, and assessment that will meet individual needs.
English Learners	The ELL teacher will regularly communicate with general education teachers, students, and families regarding academic progress and social-emotional needs. The ELL teacher will ensure that the necessary communication support is provided in the form of technology, interpretation, and modifications for the individual needs of each student and family.
ELP	ELP staff will continue to provide services for students needing enrichment and extension beyond what is offered in the classroom. ELP teachers will coordinate with classroom teachers and families to develop plans and schedules that meet the needs of students.
At-risk	Teachers and guidance counselors will continue to coordinate efforts to meet the needs of students and families who may need additional assistance to be successful in a distance learning environment. Assistance could include attendance, social-emotional health, food security, and other individual needs that may arise.

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On-Site Delivery

The Ballard Community School District works hard to realize our vision to “Empower All learners.” That vision is best achieved through direct contact with our students. For that reason, our preference for returning in the fall is with all students in our classrooms and ensure we do so with the health and wellbeing of all our students and staff as a priority. To that end, the following mitigation strategies will be implemented.

Health and Safety Practices

The following will occur in any delivery model involving staff and students in school:

- Information for screening children daily prior to school will be provided to parents to ensure those who are ill or exhibiting symptoms do not come to school. Staff are expected to screen for illness and symptoms prior to arriving at work and stay home if they are exhibiting symptoms.
- Staff and students will self screen daily. Depending on the student’s age, parents may need to assist with the screening process.
- Students and staff who have tested positive for COVID-19 or have been exposed to one who has tested positive for COVID-19 will follow the guidelines developed by Story County Public Health and Ballard CSD for isolating, monitoring, and returning to school.
- Staff will wear face coverings or shields when in contact with students during regular school hours. Face coverings will be provided.
- Students will wear face coverings or shields when social distancing cannot be maintained. Face coverings will be provided.
- Social distancing will be maintained to the extent possible in buildings. This includes arranging classrooms with students seated individually and apart from one another, limited seating in the cafeteria, managing hallway traffic during arrival, passing, and departure, utilizing large spaces for instruction, and eliminating large gatherings of students.
- The school health office will manage students who are ill in a separate space from students with general health and medication needs.
- Traditional drinking fountains will be disabled and bottle filling stations will be utilized.
- Meetings will be held virtually to the extent possible and when unable to do so, social distancing will be maintained.
- Signage will promote and encourage mitigation strategies.
- Staff and students will be trained to utilize prevention strategies like hand washing, proper use of face coverings, symptom screening, and sanitizing.
- Sanitizer stations will be located throughout the buildings.
- Parents and visitors, in general, are discouraged from entering the buildings. Procedures for picking up and dropping off students and items will be implemented to discourage unnecessary visitors.

Cleaning and Sanitizing

- The most effective and efficient equipment and cleaners and disinfectant is being sourced from our vendors and a three to four month supply will be maintained to avoid supply chain issues.
- High traffic areas used by multiple students in the building will receive increased sanitizing throughout the day, more so than under normal circumstances. Examples of these spaces are restrooms, cafeterias, and common areas like hallways and entrances. Cleaning high touch surfaces (chromebooks, door handles, desks, bottle filling stations, etc.) will be a priority. Processes for doing so will include all staff, in addition to custodians, and students when appropriate.
- Students and staff are encouraged to maintain a personal supply of hand sanitizer and disinfecting wipes to supplement cleaning processes already in place.
- Time will be set aside multiple times throughout the day for student and staff hand washing.
- Student and staff belongings will be separated and not shared to the extent possible. Any shared items will be regularly disinfected.
- Lockers will be used sparingly, if at all, depending on the needs of the building. Following locker use, the touchpoints will be disinfected.

Transportation

- Drivers and students will self screen daily. Depending on the student's age, parents may need to assist with the screening process.
- Drivers will be provided a shield or may provide their own. Shields allow for visibility and do not interfere with communication. A driver may request to use a mask in lieu of a shield with permission of the Director of Transportation.
- Buses will be disinfected following each use.
- Hand sanitizer will be provided to students upon entering the bus.
- Students riding the bus will be required to wear face coverings.
- Seating assignments will be made for all students, prioritizing students from the same households. An effort will be made to assign two students to one seat whenever possible.
- One empty seat will be left behind the driver.

Food Service

- Lunchtime Solutions Inc., Ballard's food service contractor, has developed plans for reopening. Enhanced procedures for sanitizing and disinfecting, hygiene, food preparation safety, and serving will be in place.
- Employees will wear face coverings.
- Meal containers and utensils will be disposable when appropriate. This will enable students to eat in a reduced capacity cafeteria, a classroom, or other alternative locations.
- Receptacles for disposal will be available to avoid returning items to the food preparation area.

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Required Continuous Learning

This delivery model is done via distance learning in the event that school buildings are closed due to the pandemic. Teaching and learning will take place in two different ways: the first is live (synchronous) learning sessions, where students and teachers meet together virtually. The second is through asynchronous learning, where instruction and learning occurs at different times (examples: pre-recorded video lessons, email exchanges, online discussion boards).

There are two ways we *may* utilize Required Continuous Learning (online learning):

- The Iowa Department of Education, in consultation with the Department of Public Health, approves of the temporary move to primarily remote learning for an entire building or district because of public health conditions; or
- The school, in consultation with state and local public health, determines that individual students or classrooms must temporarily move to primarily remote learning

Delivery Platform

If a distance learning model is deployed, teachers and students will use the following digital learning management system, or platform, to engage in learning:

PK-2: Seesaw ([parent tutorial here](#))

3-12: Google Classroom

Attendance

Attendance will be taken during all live (synchronous) learning sessions. Additionally, students are expected to engage in asynchronous learning activities. Building level teams will review attendance data and contact parents/guardians if the student is not engaging on the learning platform.

To report absences during required continuous learning, please follow these protocols:

- For illness or appointments:
 - call the school's main office to report an absence, just as are the expectations in a face-to-face environment
 - Aid student in accessing the recording of the missed live learning sessions and have student watch the missed session(s) within 24 hours of regaining health
- Missing live instruction due to on-going COVID-related conflicts, such as caring for siblings or lack of internet at daycare provider:
 - Call the building principal or counselor to set up an individualized plan to support your student(s) access to live learning recordings and face-to-face meetings and feedback with teacher(s)

Grading

Reporting on student progress will be tied to district priority standards. For secondary students, student progress will be reported through Infinite Campus in an on-going effort to communicate to parents. While work will be turned into teachers via Google Classroom, scores for work will be posted in Campus. Elementary report cards will continue to be distributed each trimester.

Teachers will provide timely feedback through comments in Google Classroom, Google Meet, phone calls, emails, etc.

Office Hours

Designated office hours will be established PK-12, so both parents and students can connect with teachers about concerns, to ask questions, and to gather feedback. Teachers and building teams will also develop a schedule for checking in with students routinely about social emotional wellbeing.

Required Continuous Learning Schedules

The following schedules were built with the intention of keeping a consistent schedule, so families could plan for their child(ren)'s live (synchronous) learning. **There will be no synchronous learning on Wednesdays.**

3 & 4 year old preschool

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 4 year-olds		8:30-9:00 4 year-olds		8:30-9:00 4 year-olds
9:00-10:00 Special Education minutes (pre-arranged between student's family and teacher)				
10:00-10:20 3 year olds		Staff Development		10:00-10:20 3 year olds
10:20-12:00 Special Education Minutes and Lunch (Flex)				
12:00-12:20 3-year-olds		12:00-12:20 3-year-olds		12:00-12:20 3-year-olds
12:20-1:00 Special Education Minutes				
1:00-1:30 4 year-olds		1:00-1:30 Collaboration PLC Meetings		1:00-1:30 4 year-olds
1:30-3:15 Special Education Minutes, GOLD and IEP documentation, Collaborative planning for both asynchronous and synchronous learning opportunities, and "office hours" for family communication.				

Ballard West and East schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Grades 2, 3, & 4: Literacy groups		PLC meetings Staff Meetings & Professional Development Collaborative Planning Assessment/ Feedback to students	Grades 2, 3, and 4: Literacy groups	
8:40-9:10	Grades 1 & 2: Math			Grades 1 & 2: Math	Grades 1 & 2: Social Emotional
9:20-9:50	Grades 3 & 4: Math			Grades 3 & 4: Math	Grades 3 & 4: Social Emotional
10:00-10:30	Grades K, 1 & 5: Literacy groups			Grades K, 1 & 5: Literacy groups	
10:40-11:10	K & Grade 5: Math			K & Grade 5: Math	K & Grade 5: Social Emotional
11:20-11:50	WIN time ELP			WIN time ELP	
12:00-1:00	Office Hours Specials (Related Arts)			Office Hours Specials (Related Arts)	

Suggested times for additional asynchronous learning by grade level:

1. Grades Kdg & 1: up to 90 minutes per day
2. Grades 2 and 3: up to 120 minutes per day
3. Grades 4 and 5: up to 150 minutes per day

Small groups for literacy will be arranged by needs/skills and scheduled by individual teachers.

Small group times will be assigned by teachers at the start of distance learning and remain as consistent as possible from week to week for students and families.

Intervention times (WIN) will be continued during distance learning for students below benchmark on FAST assessments.

Band instructors will schedule lesson times.

Students receiving instruction from Special Education teachers, Interventionists, and/or the EL teacher will work directly with that teacher to schedule additional instructional meetings.

Ballard Middle School schedule

Each student will use their on-site schedule as a tool to understand his/her distance learning schedule. As an example, if a student has math class first period when on-site, he/she will have math on Mondays and Thursdays first period for distance learning. On Tuesdays and Fridays, he/she *would not attend a first period class*. Instead, he/she would engage in asynchronous learning tasks. A five-minute break is built in between each class period, and lunch break will run from 11:15-11:45.

Intervention times (WIN) will be continued during distance learning for students below benchmark on FAST assessments.

Band and choir instructors will schedule lesson times.

Students receiving instruction from Special Education teachers, Interventionists, and/or the EL teacher will work directly with that teacher to schedule additional instructional meetings.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30 Period 1	Math/Sci	Literacy/SS	PLC meetings Staff Meetings & Professional Development Collaborative Planning Assessment/ Feedback to students	Math/Sci	Literacy/SS
9:35-10:05 Period 2	Math/Sci	Literacy/SS		Math/Sci	Literacy/SS
10:10-10:40 Period 3	Math/Sci	Literacy/SS		Math/Sci	Literacy/SS
10:45-11:15 Period 4	Math/Sci	Literacy/SS		Math/Sci	Literacy/SS
11:45-12:15 Period 5	Math/Sci Choir 6	Literacy/SS Band 6		Math/Sci Choir 6	Literacy/SS Band 6
12:20-12:50 Period 6	Math/Sci Exploratory 6 (1/4)	Literacy/SS Exploratory 6 (2/5)		Math/Sci Exploratory 6 (3/6)	Literacy/SS
12:55-1:25 Period 7	Math/Sci 6 Exploratory 7 (1/4) Choir 8	Literacy/SS Exploratory 7 (2/5) Band 8		Math/Sci 6 Exploratory 7 (3/6) Choir 8	Literacy/SS Band 8
1:30-2:00 Period 8	Math/Sci 6 Exploratory 8 (1/4) Choir 7	Literacy/SS Exploratory 8 (2/5) Band 7		Math/Sci 6 Exploratory 8 (3/6) Choir 7	Literacy/SS Band 7
2:05-2:35	WIN	WIN	WIN	WIN	

Ballard High School Schedule

Each student will use their on-site schedule as a tool to understand his/her distance learning schedule. As an example, if a student has math class first period when on-site, he/she will have math on Mondays and Thursdays first period for distance learning. On Tuesdays and Fridays, he/she *would not attend a first period class*. Instead, he/she would engage in asynchronous learning tasks. A five-minute break is built in between each class period, and lunch break will run from 11:15-11:45.

Band and choir instructors will schedule lesson times.

Students receiving instruction from Special Education teachers and/or the EL teacher will work directly with that teacher to schedule additional instructional meetings if needed.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30 Period 1			8:00-9:15 PLC Meetings		
9:35-10:05 Period 2			9:30-10:45 Staff Meetings/ Professional Development		
10:10-10:40 Period 3	Math Science	ELA		Math Science	ELA
10:45-11:15 Period 4	Spanish Industrial Tech	SS FCS Mrs. Ronca		Spanish Industrial Tech	SS FCS Mrs. Ronca
11:45-12:15 Period 5	Art Academy P.E.	AG Health	11:00-1:30 Collaborative Planning/ Grade level Teams/ Lunch	Art Academy P.E.	AG Health
12:20-12:50 Period 6					
12:55-1:25 Period 7			1:30-3:15 Student Feedback		

Family choice of distance learning

Teachers and counselors from each building will work with families that choose distance learning prior to school starting to coordinate a schedule for synchronous learning.

Student engagement and expectations for digital learning

Preschool, K-2 Student Role and Responsibilities	
<ul style="list-style-type: none"> ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for online learning sessions <ul style="list-style-type: none"> ○ Sit away from background clutter, so you are easily visible ○ Mute your microphone when not speaking ○ Wear school appropriate dress ○ Identify a space in your home where you can work effectively and successfully ● Practice effective communication with your teachers and fellow students <ul style="list-style-type: none"> ○ Attend Google Meets and wait your turn to speak ● Turn in assigned work on time ● Complete work with honesty ● Use technology tools and resources appropriately (Acceptable Technology Use) 	
For questions about...	Contact
A course, assignment or resource	Your classroom teacher (See Ballard Staff Directory)
A technology related problem or issue	Technology Help
A personal, academic or social-emotional concern	A trusted adult, school counselor (Erin Adams), and/or social worker
Access to community resources (food, mental health referral, housing, etc.)	Your school counselor (Erin Adams)
Other issues	Your school principal (Jennifer Johnson) or building secretary (Shawna Shank)

Student engagement and expectations for digital learning

3-5 Student Role and Responsibilities	
<ul style="list-style-type: none"> ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for online learning sessions <ul style="list-style-type: none"> ○ Sit away from background clutter, so you are easily visible ○ Mute your microphone when not speaking ○ Wear school appropriate dress ○ Identify a space in your home where you can work effectively and successfully ● Practice effective communication with your teachers and fellow students <ul style="list-style-type: none"> ○ Attend Google Meets and wait your turn to speak ● Turn in assigned work on time <ul style="list-style-type: none"> ○ You or your parents send your teacher an email if you are unable to complete work ● Complete work with honesty ● Use technology tools and resources appropriately (Acceptable Technology Use) ● Monitor Google Classroom daily ● When in Google Meets: <ul style="list-style-type: none"> ○ Use the chat box for questions about class discussion or content ○ Do not present your screen without permission ○ Do not be on your phone and do not take pictures of the class meeting 	
For questions about...	Contact
A course, assignment or resource	Your classroom teacher (See Ballard Staff Directory)
A technology related problem or issue	Technology Help
A personal, academic or social-emotional concern	A trusted adult, school counselor (Michael Macki), and/or social worker
Access to community resources (food, mental health referral, housing, etc.)	Your school counselor (Michael Macki)
Other issues	Your school principal (Mike Manock) or building secretary (Sara Krum)

Student engagement and expectations for digital learning

6-8 Student Role and Responsibilities	
<ul style="list-style-type: none"> ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for online learning sessions <ul style="list-style-type: none"> ○ Sit away from background clutter, so you are easily visible ○ Mute your microphone when not speaking ○ Wear school appropriate dress (see Middle School handbook) ○ Identify a space in your home where you can work effectively and successfully ● Practice effective communication with your teachers and fellow students <ul style="list-style-type: none"> ○ Attend Google Meets and wait your turn to speak ● Turn in assigned work on time <ul style="list-style-type: none"> ○ Send your teacher an email if you are unable to complete work ● Complete work with honesty ● Use technology tools and resources appropriately (Acceptable Technology Use) ● Monitor online platforms daily (student email and Google Classroom) ● When in Google Meets: <ul style="list-style-type: none"> ○ Use the chat box for questions about class discussion or content ○ Do not present your screen without permission ○ Do not be on your phone, stay off of social media (Snapchat, TikTok, Instagram, etc), and do not take pictures of the class meeting 	
For questions about...	Contact
A course, assignment or resource	Your classroom teacher (See Ballard Staff Directory)
A technology related problem or issue	Technology Help
A personal, academic or social-emotional concern	A trusted adult, school counselor (Haley Carlson), student services coordinator (Crystal Reinertson) and/or social worker
Access to community resources (food,mental health referral, housing, etc.)	Your school counselor (Haley Carlson)
Other issues	Your school principal (Tom Maher), Student Service Coordinator (Crystal Reinertson), or building secretary (Linda Schilling)

Student engagement and expectations for digital learning

9-12 Student Role and Responsibilities	
<ul style="list-style-type: none"> ● Engage in lessons and discussions created for classrooms ● Act and dress appropriately for online learning sessions <ul style="list-style-type: none"> ○ Sit away from background clutter, so you are easily visible ○ Mute your microphone when not speaking ○ Wear school appropriate dress (see High School handbook) ○ Identify a space in your home where you can work effectively and successfully ● Practice effective communication with your teachers and fellow students <ul style="list-style-type: none"> ○ Attend Google Meets and wait your turn to speak ● Turn in assigned work on time <ul style="list-style-type: none"> ○ Send your teacher an email if you are unable to complete work ● Complete work with honesty ● Use technology tools and resources appropriately (Acceptable Technology Use) ● Monitor online platforms daily (student email and Google Classroom) ● When in Google Meets: <ul style="list-style-type: none"> ○ Use the chat box only for questions about class discussion or content ○ Do not present your screen without permission ○ Do not be on your phone, stay off of social media (Snapchat, TikTok, Instagram, etc), and do not take pictures of the class meeting 	
For questions about...	Contact
A course, assignment or resource	Your classroom teacher (See Ballard Staff Directory)
A technology related problem or issue	Technology Help
A personal, academic or social-emotional concern	A trusted adult, school counselor (Lisa Doland) (Lexi Atzen), student services coordinator and/or social worker
Access to community resources (food, mental health referral, housing, etc.)	Your school counselor (Lisa Doland) (Lexi Atzen) or social worker
Other issues	Your school principal (John Ronca), assistant principal (Chris Deason), or building secretary (Jenny Horness)

Family Roles and Responsibilities

Provide support for your children by:

- Reviewing work assigned to students
 - Checking Seesaw/Google Classroom with your student
- Encouraging students to get enough sleep - [Sleep Recommendations](#)
- Help your child(ren) refill his/her water bottle to bring to school when in session
- Establishing a daily routine
 - using student schedule and create expectations for independent work time
- Defining an appropriate physical space for your child to interact online during class
- Monitoring communications from your child’s teachers
- Taking an active role in helping your child process his/her learning
- Encouraging physical activity and/or exercise
- Remaining mindful of your child’s stress or worry
- Monitoring how much time your child is spending online
- Beginning and ending each day with a check-in
 - What are you going to learn today?
 - What did you learn today?
 - Did anything confuse you during your learning today? *When age-appropriate*, did you contact your teacher about the confusing topic?
 - What errors did you make today and what did you learn from that error?

For questions about...	Contact
a technology-related problem or issue	Technology Help
a personal or social-emotional concern	your child’s school counselor and/or social worker West - Erin Adams East - Mike Macki Middle School - Haley Carlson High School - Lisa Doland or Lexi Atzen
access to community resources (food, mental health referral, housing, etc.)	your school counselor or social worker West - Erin Adams East - Mike Macki Middle School - Haley Carlson High School - Lisa Doland or Lexi Atzen
other issues	your school principal West - Jennifer Johnson East - Mike Manock Middle School - Tom Maher Assistant Middle School - Crystal Reinertson High School - John Ronca Assistant High School - Chris Deason

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Hybrid Learning

The last delivery model is hybrid learning. The goal of this model is to have flexibility in reducing class size as a mitigation effort when local COVID data indicates increased precautions are necessary. In a hybrid model, 50% of students attend school on-site every other day and participate in remote continuous learning on the other days. Each primary household will be assigned an A day or a B day on which they would attend school on-site.

Structure for Traditional Hybrid Learning

School Attendance Centers Operating at 50% Capacity					
Groups A & B: 10 day cycle					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A attends	Group B attends	Group A attends	Group B attends	Group A attends
Week 2	Group B attends	Group A attends	Group B attends	Group A attends	Group B attends
<i>On days when a group is not in attendance, distance learning occurs.</i>					

3 & 4 year old Preschool Hybrid Schedule

Because our 3 and 4 year old preschool classes are small (10 and 12 students), we will not run a hybrid schedule in that environment. Preschool will either remain full on-site or, if either Ballard West or the entire district close due to COVID, move into required continuous learning.

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Communication Plan

Ballard Community School District aims to inform and engage all stakeholders and the community, no matter the environment. Whether functioning in a traditional school model, implementing remote learning or a hybrid plan, the district will continue to keep Ballard's employees, its families and students, and the extended Ballard community informed about the work of the district.

Considering the changing dynamics of the 2020-21 school year and the district's intention to potentially deliver alternative learning modes simultaneously, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, and operational or central system modifications. Ballard Community Schools anticipates the need to communicate with multiple audiences under fluctuating conditions. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- In the hybrid state, delivery of relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.
- Remote vs. Hybrid crisis communications - occupied buildings require standard crisis response protocol and additional supports related to COVID-19 health and safety management.
- Implementation of a school status (open-closed) alert on Ballard District Website.
- Online and other supports and resources driven by school status or learning mode.
- Increased real-time communications at school level for enrolled students and families.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of Ballard's entire community, a variety of real-time delivery mechanisms for critical information will be implemented.

External Communications

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, e-newsletters, phone and text messaging, websites, and social media.

- External Website - Ballard will convey remote and hybrid learning plans, implementation, and supports for families and students. Content will include critical topics: school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- Ballard Dimensions - A regularly scheduled update of E-News on the website will provide updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.

- Social Media - Maximize the use of district social media channels (Facebook and Twitter) to provide content that encourages interaction and participation with external audiences. This serves as a key tool to engage students and staff to share learning experiences with a wider audience.
- Voice & Text - The district and all schools provide crisis alerts utilizing the Infinite Campus Messenger platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.

Crisis Communications - Community and School Supports

The success and safety of Ballard Community Schools students and staff, whether in an on-site, hybrid, or distance learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building level emergency messaging under the protocol outlined in the Ballard Community School District Emergency Preparedness Plan.

Family Engagement

Family engagement initiatives create opportunities, programs, and resources for families to partner with their student's school, connect to educational progress, and engage in aspects of learning with their student. Engaged families have a direct impact on learning outcomes, and are especially critical for the success of remote learning. In all three learning modalities (on-site, hybrid, distance) Ballard will provide specific tools and distribute learning support materials and "critical needs" resources to families through the district website and other communication media. We will also provide both in-person and remote family engagement training for staff, students, and families.

Internal Communications

Ballard will provide crisis and regular updates to employees via multiple channels including email, newsletters, face-to-face, or virtual meetings.

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Technology Plan

The Ballard Community School District has prioritized technology as a resource to support student learning. The COVID-19 pandemic caused the District to accelerate the plan to provide a device for every student. Early this summer, the District purchased Chromebooks for all K-2 students. When these arrive in the fall, all students will have access to a device to support learning in all delivery models.

To the extent possible, the District will collaborate with Huxley Communications to provide wifi access to households in need.

In addition to supporting access to a working device for our students and staff, during the Fall of 2020, the IT Department will prioritize;

- Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure all students and staff have reliable internet access to complete their work remotely;
- Supporting Ballard students, families, and staff as they utilize our core digital learning tools and existing system applications;
- Modifying existing tools and applications to meet the needs of remote and hybrid environments;
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users;
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.

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Social-Emotional-Behavioral Health (SEBH)

Ballard Community Schools are committed to ensuring that the Social-Emotional-Behavioral Health needs of students, families and staff are being met in a variety of ways. Information will be collected on a regular basis to determine needs. We will observe collected data to determine what the “next steps” will be to respond to the individual needs of our students, families and staff.

What is social-emotional-behavioral health?

- Social and emotional development is a child’s ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults.
- In order for children to develop the basic skills they need such as cooperation, following directions, demonstrating self-control and paying attention, they must have social-emotional-behavioral skills.

Why is it important for children to have positive social and emotional skills?

- Having positive social and emotional skills is important throughout life and can have an impact on how they function at home, school and in the community.
- When young children are faced with social-emotional-behavioral challenges without the tools to appropriately deal with them, it can impact their chances for school success and healthy relationships.
- A child's positive relationship with trusting and caring adults is the key to successful emotional and social development.

Supporting Students and Families

We value every student and family in the Ballard district. We want to be certain that we are examining data that enables personnel in our schools to intervene regarding the SEBH of our most precious commodities. With this in mind, we have found multiple resources to assist students and families in the areas of food and income insecurity, mental health, and childcare. These resources will be housed on the Ballard website in the COVID page.

SEBH Response Teams

Each of the centers in the Ballard district will have a team of professionals that will respond to students, families and staff that are in need of assistance regarding SEBH.

We acknowledge that resources are extremely important, however, there will be times when immediate intervention is needed to assist people in crisis-mode.

The following individuals will be primary points of contact for SEBH in each of the following centers:

West Elementary:

Jennifer Johnson-Principal
Erin Adams-Counselor
Ashley Hokel-Teacher
Ronda Kaldenberg-Nurse

East Elementary:

Mike Manock-Principal
Mike Macki-Counselor
Megan Johnston-Teacher
Heather Vanderwilt-Teacher
Teresa McLoud-Nurse

Middle School:

Tom Maher-Principal
Crystal Reinertson-Asst. Principal
Hallie Carlson-Counselor
Bailey Reilly-Teacher
Erin Brochart-Life Works Counselor
Tami Staples-Nurse

High School:

John Ronca-Principal
Chris Deason-Asst. Principal
Lisa Doland-Counselor
Lexi-Atzen-Counselor
Kellie Boock-At-Risk Teacher
Lisa Ronca-Teacher
Chante Huen-Nurse

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