



Ballard empowers all learners.

Return to Learn Plan

In early May of 2020, Governor Reynolds announced that Iowa school districts would be required to submit a *Return to Learn* plan by July 1st of that same year. 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

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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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 directed to close by a Governor's proclamation. 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).

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.

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. -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:

- Face masks for students, staff, and visitors will be optional.
- 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.
- Students and staff who have tested positive for COVID-19 are encouraged to follow the guidelines developed by the Iowa Department of Public Health for isolating, monitoring, and returning to school. Public health officials and the Ballard School district will no longer be conducting contact tracing.
- The school health office will manage students who are ill in a separate space from students with general health and medication needs.
- Signage will promote and encourage mitigation strategies.
- Staff and students will be trained to utilize prevention strategies like hand washing, symptom screening, and sanitizing.
- Sanitizer stations will be located throughout the buildings.

Cleaning and Sanitizing

- 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.

Food Service

- Lunchtime Solutions Inc., Ballard’s food service contractor, has developed plans for enhanced procedures for sanitizing and disinfecting, hygiene, food preparation safety, and serving will be in place.
- Employees who are not vaccinated will wear face coverings.

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Required Continuous Learning

This delivery model is done via distance learning in the event that school buildings are closed **by action of the Governor** 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).

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](#))

3-5: Combination of Seesaw and Google Classroom

6-12: 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.

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	Math	ELA	9:30-10:45 Staff	Math	ELA
10:10-10:40 Period 3	Science	SS	Meetings/ Professional	Science	SS
10:45-11:15 Period 4	Spanish	FCS	Development	Spanish	FCS
11:45-12:15 Period 5	Industrial Tech	Mrs. Ronca AG	11:00-1:30 Collaborative Planning/ Grade level	Industrial Tech	Mrs. Ronca AG
12:20-12:50 Period 6	Art Academy	Health Success Center	Teams/ Lunch	Art Academy	Health Success Center
12:55-1:25 Period 7	P.E. Success Center Yearbook ESL study Resource	Yearbook ESL study Resource		P.E. Success Center Yearbook ESL study Resource	Yearbook ESL study Resource

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 Seesaw and 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 (Jill Rahner)

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 Flaherty), student services coordinator and/or social worker
Access to community resources (food, mental health referral, housing, etc.)	Your school counselor (Lisa Doland) (Lexi Flaherty) or social worker
Other issues	Your school principal (Chris Deason), assistant principal (Dean Lansman), 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 - Hailie Carlson High School - Lisa Doland or Lexi Flaherty
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 Flaherty
other issues	your school principal West - Jennifer Johnson East - Mike Manock Middle School - Tom Maher Assistant Middle School - Crystal Reinertson High School - Chris Deason Assistant High School - Dean Lansman

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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.

The possibility of changing learning modalities at the direction of the Governor requires effective and timely communication. 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 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 or a 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.

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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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 are available upon request of any person listed below on a building-level team.

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.

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:

Chris Deason-Principal
Dean Lansman-Asst. Principal
Lisa Doland-Counselor
Lexi-Atzen-Counselor
Kellie Boock-At-Risk Teacher
Lisa Ronca-Teacher
Alex Blum-Nurse

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