Gilmore City-Bradgate Elementary Return to Learn & Reopening Plan 2020-2021

Foreword

For the 2020-2021 school year, we must consider what school will look like post COVID-19. We must decide if we can restore some form of in-person learning. We have to create a quality and meaningful learning experience for our students-while also making sure we maintain a safe learning environment for our students and staff.

For academic, social, and emotional reasons we are hoping for an in person learning model, but we cannot ignore the threat that the COVID-19 virus remains. We must anticipate that there will be outbreaks creating cycles through which we move from in person and remote learning for some time. This document presents our most current thinking. It is still a work in progress, however.

I know that seeing this plan may be a traumatic experience. It is alright to grieve the education system we must now leave behind. It is alright to be temporarily overwhelmed by the magnitude of this plan. We recognize that some concepts might be polarizing and there may be strong opinions about the path in front of us. We must remain open to what's possible and consider all options to move forward. We must work together to do what is right for our students at Gilmore City-Bradgate School District.

Sincerely,
Amanda Schmidt
Superintendent
Gilmore City-Bradgate School District

<u>Introduction</u>

In March 2020, Gilmore City-Bradgate Elementary closed its school building for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instruction delivery is a traditional educational environment, we anticipate continued public health restrictrictions when school resumes in the fall. The purpose of this Return to Learn Plan is to maximize face to face, online, and hybrid learning models in the event that school cannot resume normally in the fall due to COVID-19. Our intent is to provide in-person learning to the greatest extent possible, while also taking steps to keep our students, staff, and community safe. We understand that there may be a surge of COVID-19 again which will require us to revert to remote learning for temporary periods.

This plan is based on available Public Health information and Department of Education information at the time of creation. The plan will be adjusted based on newly available information from these two agencies. We appreciate your patience as we navigate this new territory for health and education.

The Return to Learn Plan is based on the following health assumptions which are subject to change:

Public Health
- All people should remain 6 feet apart according to the social distancing guidelines
- Staff and student face masks are strongly encouraged, but not required
- Symptom screening expectations
- Hand-washing and hygiene protocols
- Group gathering limitations
- Short term school closures may be required with confirmed COVID-19 cases
- Additional cleaning protocols will be required

Educating Students
- Required remote learning options will be available to students when needed
- Face to face learning options will be available to students when needed
- Hybrid learning options will be available to students when needed

The Return to Learn Plan consists of the following seven areas:
1. Leadership
2. Infrastructure
3. Health and Safety
4. Iowa Academic Standards
5. Social-Emotional-Behavorial Health
6. Equity
7. Data Considerations

Leadership

<u>Overview</u>

District leadership is critical in creating and supporting the vision and smooth operations across schools. This is important during times of district-wide or state-wide emergencies such as COVID-19. The District Leadership Team (DLT) has created this plan to provide education for the students of West Bend-Mallard during times of crisis.

<u>Key Points</u>

The function of this team is enabled by team membership that is representative of the district in order to inform system level decision-making during a time of crisis. The function of this team: understands the experiences and needs across the district, makes informed decisions, ensures the parts of the system are using common language, ensures communication and support throughout the district.

Infrastructure

<u>Overview</u>

Infrastructure includes organizational structures critical in day to day operations. This includes ensuring that everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning, understanding how to approach attendance and grading across different models, supporting needed professional development for teachers, and adhering to FERPA concerns.

<u>Key Points</u>

Gilmore City-Bradgate will have technology available in the following forms, but not limited to:

1. 1:1 devices for students in grades k-6.
2. Free internet within the walls of the school building and outside in the parking lot.
3. Hotspots may be available to families to check out for their home if they can prove they are needed to the district.

A parental and student permission form will need to be signed by parents/guardians and students so a full understanding is documented of the rules and regulations for online learning.

Health and Safety

<u>Overview</u>
The health and safety of the Gilmore City-Bradgate teachers, staff, students, and families are first and foremost in this planning document. These are in no way an exhaustive list of the health and safety needs of our school district regarding COVID-19.

<u>Key Points</u>
The purpose of this is to outline the health and safety portion of the Gilmore City-Bradgate Schools' Return-to-School guidelines and re-opening of the school after/during the COVID-19 pandemic. These guidelines have been carefully considered to address and promote the safety, health, and welfare of our students, staff, and our community. The guidelines are not a substitute for nursing judgement.

We recognize that the COVID-19 Health Pandemic is an evolving situation; changes to these guidelines will be reviewed and revised accordingly, considering and aligning with the Center of Disease Control (CDC), Iowa Department of Public health, and Humboldt and Pocahontas County Public Health's recommendations.

The mitigation strategies that will be put in place will depend on a variety of variables. Strategies are based on the level of community transmission, our specific community health needs, and the ability for our community health system to manage the pandemic. Strategies implemented will depend on the phase of re-entry.

Gilmore City-Bradgate references the following guidance for reopening our schools and on mitigation strategies to use in the Return-to-Learn plan.

● CDC Guidance - Reopening Schools During the COVID-19 Pandemic

● Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission

● Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

● COVID Interim Guidance: National Association of School Nursing

● GCB School also references COVID-19 Considerations for Schools Classes document

Illness Guidelines

Gilmore City-Bradgate School Health Services continually collaborates with Humboldt and Pocahontas County Public Health to identify appropriate guidelines regarding symptoms requiring absence for staff and students and when it is appropriate to return to the school building. The GCB COVID-19 Illness Guidelines will be reviewed ongoing during the COVID-19 pandemic and revised as necessary. The guidelines have been revised for GCB's standard "sick day guidelines" to appropriately address the specific needs during the COVID-19 pandemic. The information will be communicated to families, students, and staff.

General Guidance

The general message to families, students and staff is to stay home if you are not feeling well. GCB School recommends that staff and students take their temperature at home daily before coming to the school buildings. Additional screening protocols for staff and students entering the school building will be developed and implemented per guidance of the CDC and IDPH. CDC guidance--"Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible."

Temperature Taking Protocol

Gilmore City-Bradgate will be using thermometers to screen temperatures of our staff and students.

Symptoms Requiring Absence

● Fever/chills/generalized body aches. In light of recent events, fever threshold constitutes 100.4 degrees Fahrenheit or higher.

● If presenting with COVID-19 symptoms (fever, cough, shortness of breath).

● Active vomiting or diarrhea due to a suspected contagious illness.

● The first 24 hours of various antibiotic treatments (i.e. strep throat, pink eye, etc).

● Rash or skin condition that is of unknown cause, undiagnosed, new, and/or needing treatment for a contagious cause.

● Doctor's note requiring an individualized plan of care to stay home.

● Other communicable illnesses which pose a risk of disease transmission to others. If diagnosed with COVID-19, with or without positive test and/or symptoms, GCB School will use the CDC protocol for return to school or work.

Symptoms related to COVID-19

● Persons with confirmed COVID-19 diagnosis:

    a. At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (i.e. cough, shortness of breath)

    b. At least 7 days have passed since symptoms first appeared.

For other illness:

● Active vomiting or diarrhea - 72 hours since last episode

● Fever - 72 hours fever-free without the use of fever-reducing medication

● After 24 hours on antibiotics for variety of identified bacterial causes

● Doctor's note of clearance for various student-specific medical conditions

● The "72 hours" guidance will be reviewed frequently and lifted to "24 hours" when appropriate according to Palo Alto Public Health Guidance.

Siblings or Other Students in the Household.

If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned and if they exhibit symptoms, they will also be excluded from school.

Self-Quarantine.

If a student or employee has recently had close contact with a person with COVID-19 symptoms or diagnosed with COVID-19 or has recently traveled from somewhere considered to be a 'hot spot' by the CDC, the LEA may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days.

Response to Exclusion from School or Self-Quarantine.

As soon as GCB School becomes aware of a student or employee that may have COVID-19 or that has been excluded from school or recommended to self-quarantine, the custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible, or school is in session, the cleaning will occur immediately.

Illness at School

GCB school references the NASN Considerations for School Nurses Regarding Care of Students and Staff that Become ill at school or arrive sick to develop an appropriate plan to staff and students who present with COVID-19 symptoms at school.

● Each school building will have a designated staff member (this may be the nurse, a health assistant, or the identified secretary) to address health needs of students and staff.

● The designated staff member will be trained by the nurse to address and appropriately care for students or staff who present with symptoms associated with COVID-19.

● Each school will have a designated area to separate pupils presenting with contagious symptoms vs pupils needing daily nursing care or procedures (administering medications, treating cuts, etc).

"Sick Bay" room

- Only essential staff and students assigned to the 'sick bay' room may enter.
- All will sign in so that there is a record of the persons who entered the room.
- The room will be disinfected several times throughout the day.
- Strict social distancing is required and staff must wear appropriate PPE.
- Students who are ill will be walked out of the building to their parents.

Care Rooms for students with physical needs

Each school will designate a location separate from the nurse's office for the care of students with special care needs such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask as developmentally appropriate.

● A screening and treatment decision algorithm will be developed by the Health Services in collaboration with Humboldt and Pocahontas County Public Health. If a pupil presents at school with symptoms associated with COVID-19 (fever, short of breath, sore throat, feeling malaise) the designated health staff member will follow the decision/treatment algorithm.

● Appropriate PPE will be utilized in conjunction with universal precautions and proper hand hygiene.

● The Health Services Team will collaborate with Humboldt and Pocahontas Public Health to have a referral system in place for suspected illness, where to get tested for COVID-19, etc.

 Symptoms of malaise, elevated temp, shortness of breath, cough, sore throat:

● Pupil will be isolated in the designated area appropriately. Considerations are taken regarding age of the student, special needs, specific building accommodations, etc.

● Designated health personnel will wear appropriate PPE; PPE will be determined by the health staff and administration in consultation with Humboldt and Pocahontas Public Health.

● Pupil will be instructed to put a mask on, if not already wearing a mask; if facemask is available and tolerated by the person and developmentally appropriate.

● Designated health personnel will follow the decision tree/algorithm.

 When there is confirmation that a person infected with COVID-19 was in a school building.

● Unless extenuating circumstances exist, GCB could close the school building for a minimum of 1-5 days and work with Humboldt and Pocahontas Public Health to assess factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should re-open.

● GCB will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the GCB health team and the local health department to trace contacts with the individual. While the school building is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity

was to take place in the building or another location, including extracurricular activities, before and after-school programs, and field trips.

● Parents/students and employees will be encouraged to stay at home until more information is provided by GCB.

In-School Mitigation Strategies

GCB school references and plans to use the CDC's Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission and the IA Department of Health Guidance for Social Distancing in Schools to guide decisions for in-school mitigation and social distancing strategies at GCB School. Mitigation strategies will be adjusted according to level of community transmission in partnership with Humboldt and Pocahontas Public Health and guidance from the Iowa Department of Public Health.

GCB School has developed in-school mitigation strategies that will be implemented when GCB returns to learn during the coronavirus pandemic. A tool has been created for staff including outlining the specific strategies. Strategies may change as public health recommendations change in our community. Changes will be communicated to staff immediately.

It may not be possible for some strategies to be implemented in every setting the exact same way. Staff are to work closely with the building principal and health providers to determine the best strategy for their classroom/work area.

 Wearing masks and other Personal Protective Equipment (PPE): The State of Iowa does not currently have a law requiring wearing masks. However, it is recommended by the CDC and Iowa Department of Public Health at the time of opening.

 Persons who are coughing or sneezing due to reasons other than potential COVID-19 infections (allergies, etc) may be asked to wear a mask or other PPE while on school property to minimize dissemination of bodily fluids and may be asked to leave. Any person is welcome to wear a mask or PPE in the school building unless it inhibits the person's ability to perform his/her job, inhibits a student's ability to participate in the educational process or is disruptive to the educational environment.

When NOT to Visit the Health Office - In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion please note that students do NOT need to present to the Health Office with the following common situations: 1. Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed 2. Minor headaches and/or fatigue - allow them to get snacks/drink water first. 3. Mild stomach ache and/or nausea - allow you to use the restroom, drink water, and have snacks first. 4. Localized bug bite - if no allergy history and not spread over a large area of skin, apply a cool paper towel to the area to help prevent scratching 5. Anxiety/Stress/Psychosocial Issues - if not affecting breathing or medical health, try a snack, follow the individual plan, use redirection, or refer to counseling or other applicable services for collaboration.

Nutrition Services Considerations Nutrition services

● Self-serve food items will be discontinued.

● Napkins and silverware are provided directly by staff, not for individuals to grab.

● Sneeze guards may be installed in cafeterias.

● Students may eat in their classrooms if determined that is the appropriate place.

● Individual plans will be considered for meal times for students with high risk medical needs.

● Visual tape markings will be placed on the floor to promote social distancing while waiting.

● Students are never to be sharing/"trading" food - regardless of pandemic status.

Cleaning and Disinfecting:

GCB Schools follows the CDC's Cleaning and Disinfecting Guidelines for Community Settings - Interim Recommendations for U.S. Community Facilities with Suspected/Confirmed Coronavirus Disease 2019 (COVID-19). Custodial staff and other staff will be trained at the beginning of the school year, before students enter the building on any new guidance for cleaning and disinfecting in regards to COVID-19. GCB school plans to use disinfection that is approved to kill COVID-19 when available.

Monitoring Absenteeism Staff and Students

GCB will monitor staff and student absenteeism and reason for absenteeism. GCB will collaborate with Humboldt and Pocahontas Public Health for parameters for school closure related absenteeism regarding health concerns and symptoms. For example, if there is a spike in absenteeism, or if absenteeism is greater than 10%, administration will consult with Humboldt and Pocahontas Public Health compare community spread, and consider what is appropriate in regards for school closure.

Monitoring Process

● GCB School will require parents and staff to report the reason for absenteeism.

● Secretaries will enter absenteeism into school data program.

● Decisions regarding school closure are considered based on the GCB Infection Control/Pandemic Plan in conjunction with IDPH and Humboldt and Pocahontas Public Health.

● GCB School will have a plan in place to begin distance/virtual learning within no more than 4 days after announcement of school closure due to a health outbreak.

General Processes

Addressing Short Term and Long Term Absences: Short-term absences will be handled on a case-by-case basis with the student and family. Long-term absences will be evaluated if criteria are appropriate for medical leave or other potential medical accommodations.

Health Services Staff, Secretaries, and Administrators will work together on communication of students who are absent due to illness.

Addressing Acute and Chronic Conditions Including Physical, Social-emotional, Behavioral and Mental Health Needs: GCB Schools Health Services will continue to support students with acute or chronic health conditions.

GCB School recognizes that individual students may be in the high risk category for complications from COVID-19. GCB School will work with families, students, and health care providers on a case by case basis to determine what is in the best interest of the health and safety of the student.

Gilmore City-Bradgate School Health Services implements the Whole School, Whole Community, Whole Child (WSCC) approach when serving students. Health Services work closely with the GCB Guidance Counselors and Teachers to support student's social-emotional, behavioral, and mental health needs. During the Coronavirus pandemic, GCB plans to implement the following changes to systems to provide extra support to students and families as it is known that the Coronavirus pandemic is causing extra stress on students and families, in turn, affecting students health and learning outcomes.

Communication to Parents

GCB School has several systems in place for communication of information to parents.

The avenue of communication is determined by the content of information and emergent level. When communicating regarding the COVID-19 pandemic, information and the main message is always tied to student safety.

● GCB website

● Email

● Text

● GCB School Facebook page - other social media avenues

● Telephone

● Paper/print copy mailings

Iowa Academic Standards

<u>Overview</u>
Academic learning will continue to be a priority, regardless of the methods we choose to use when we return students to school. This planning will also take into consideration the need to prioritize health and safety needs, as well as social-emotional-behavioral health needs of students, staff, and families. This section will also take into consideration other guidance regarding grading, credits, and learning requirements defined in federal law and state code. This is in no way an exhaustive list of possible academic learning needs.

<u>Key Points</u>
Gilmore City-Bradgate School District will utilize three learning options depending on the need of our students, staff, and community. We will utilize required continuous learning which would be online, face to face learning, and a hybrid method of these two learning styles.

Required Continuous Learning
The Required Continuous Learning model is intended to assist staff, students and families in providing for the meaningful continuation of learning in the event that buildings or the district would need to close for an extended period of time. Implementation of this plan will require collaborations and communication among staff, students and families. It is understood that families may face a variety of challenges and that all groups will need to work toward strong communication and problem-solving. The plan is not intended to replace processes that are used for individual student or staff absences when school is in session.

The Required Continuous Learning model would be implemented as soon as possible following the announcement of a closure. In order to accommodate the circumstances of distance learning, we will need to compact and/or prioritize curriculum in ways that will require collaboration across teachers. Some concepts and subject areas will be more difficult to address in a distance learning format and we will need to work to assure consistent opportunity to learn for students.

This plan defines the following expectations:
- Essential functions of staff, students, and families
- Implementation procedures to conduct school remotely until the resumption of normal operations
- Essential resources necessary for implementation

We understand staff, students, and families will be working through varying challenges in the event of an extended school closure. This plan should act as a guide, but we recognize that flexibility may be necessary. Please communicate to meet the best needs of students.

School Roles and Responsibilities

Administration:
- Create and distribute the Required Continuous Learning model
- Support faculty and students/families shifting to a distance learning environment
- Help teachers implement the model

Technology Department:
- Provide at least one device per student (grades K-6) as requested and possible
- Support faculty and students/families shifting to a distance learning environment
- Provide written/video support to assist faculty with using district identified resources
- Be available for teachers and students as needed for support and respond to identified technology issues.

Principals & TLC:
- Monitor communication between teachers and their students
- Be an instructor in Google Classroom, Seesaw, and Acellus and complete virtual walk-throughs
- Review records of student attendance
- Work with teachers to reach out to students who have not actively participated
- Support faculty and students/families shifting to a distance learning environment

Core Teachers:
- Collaborate with others to design distance learning experiences for your students
- Use district curriculum and resources to communicate and deliver content
- Keep records of students' attendance. Submit to building principal at the end of each week
- Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made
- Communicate and provide timely feedback 2-3 times a week with your students.
- Reach out to students who have not actively participated.
- Communicate with parents as necessary.
- Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.

Special Education Teachers:
- Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
- Provide activities that support IEP goals.
- Communicate regularly with students on your caseload and/or their parents.
- Provide supplementary learning activities for students on your caseload.

-Provide paper/pencil packets of work when a student is not being successful with online learning or is not able to be connected to online learning.

Learning Support Teachers (Title I, TAG, ELL):
-Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
-Communicate regularly with students on your caseload and/or their parents.
-Provide supplementary learning activities for students on your caseload.

Specials Teachers (PE, Music, Art, Guidance, Gardening):
-Students will access the work that the teachers provide through Google Classroom.
-Communicate with students/families who reach out for assistance.
-Collaborate with each other.
-Use district curriculum and resources to communicate and deliver content.
-Communicate and provide timely feedback 2-3 times a week with your students.
-Reach out to students who have not actively participated.
-Communicate with parents as necessary.

Counselor:
-Serve as liaison for communication with students/families in crisis.
-Provide resources for students and families to support them while they are away from school.
-Communicate regularly with the subject or classroom teachers to see if students in their classes need support.
-Provide virtual office hours to support students in crisis.

Library Personnel:
-Collaborate with colleagues to find resources for high-quality distance experiences and research.
-Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.

Para-educators and Other Classified Employees:
-Paras and other classified employees will be asked/required to work depending on their position/roles/responsibilities. This will vary.
-Paras may be asked to assist Special Education teachers to support the academic and social-emotional needs of students they serve. This could include reading to students, Zooming, making packets, etc.

AEA Personnel:

      -Assist special education teachers to support the academic and social-emotional needs of students.

      -Communicate with the subject or classroom teachers who teach the students on your caseload.

      -Provide activities that support IEP goals.

Student Roles and Responsibilities

-Establish daily routines for engaging in the learning experiences.

-Identify a space in your home where you can work effectively and successfully.

-Identify a space in your home where you can participate in online learning. During any live online learning sit at a table and wear school appropriate dress.

-Monitor online platforms daily.

-Engage in all learning with academic honesty.

-Communicate proactively with your teachers if you cannot meet deadlines or require additional support.

-For questions about a course, assignment, or resource contact the relevant teacher.

-For questions about a technology related problem or issues contact the relevant teacher.

-For questions about a personal, academic, or social/emotional concern contact the relevant teacher or the counselor.

-For questions about other issues related to distance learning contact your principal.

Family Roles and Responsibilities

-Provide support for your children by:

      -Establishing routines and expectations

      -Defining the physical space for your child to study

      -Monitoring communications from your child's teachers

      -Taking an active role in helping your child process his/her learning

      -Establishing times for quiet and reflection

      -Encouraging physical activity and/or exercise

      -Remaining mindful of your child's stress or worry

      -Monitoring how much time your child is spending online

      -Keeping your child social, but set rules around their social media interactions

-For questions about a course, assignment, or resource contact the relevant teacher.

-For questions about a technology related problem or issue contact the relevant teacher.

-For questions about a personal, academic, or social/emotional issue contact the relevant teacher or the counselor.

-For questions about other issues related to distance learning contact your school principal.

General Guidelines for Distance Learning

Grading and Feedback:

-Provide timely feedback.

-Provide clear communication regarding where/how students should ask questions and seek clarification.

-Monitor your email daily and respond to questions and communications from students/families.

-Grades will be based on work assigned during this time period and communicated through JMC.

-Follow up with students if work is not completed and remain sensitive to the fact that some families are facing challenges and may require time and support in order to complete work.

Instruction:

-Decide upon the non-negotiables that must be taught in your curriculum.

-Consider how to use gradual release of responsibility to enhance learning for students.

-Collaborate with your colleagues as appropriate.

Deadlines:

-Provide students ample time to complete assignments.

-Make sure that all directions for tasks are clear and detailed.

Online Learning Environment:

-Use district supported platforms.

-Provide both live online and other online learning opportunities based on your grade level and subject area.

-Students have the opportunity to interact with one another and the teacher.

-Students should be in a quiet learning area.

-School appropriate dress.

-Maintain class etiquette.

Paper Packets:

-Paper packets will be provided to students who are struggling to be successful with online learning after multiple attempts working with teachers or to students who are having problems with connectivity.

-Packets need to be provided for core subject areas and need to cover the same skills being taught with the online classes.

-Students are expected to complete the packets and turn them back into their teacher within a time frame determined by the teacher or building principal.

Elementary Grades (Preschool-6th grade)

Priorities

-Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content.

-Teachers will continue to follow Iowa Core Standards.

-Students will have both online and off-line learning activities. These opportunities are provided Monday-Friday.

-The primary tools for communication between teachers and families will be parent provided email addresses and Google Classroom.

-Core teachers will provide live online learning as needed or upon request via Zoom.

-Attendance and Grading will be taken on JMC.

-Staff is expected to meet guidelines with IEPs and 504 plans.

Learning Time Expectations

20-30 minutes per day	Reading (Read daily)
20-30 minutes per day	Writing
20-30 minutes per day	Math
20-30 minutes per day	Science/Social Studies
20-30 minutes per day	Art, Music, PE

Face to Face Learning Model
The Gilmore City-Bradgate Face to Face Learning Model will be used when the guidelines from the Iowa Department of Health, CDC, the Iowa Governor's Office, and the Iowa Department of Education says it is safe to do so. Our Face to Face Learning Model will mirror what we have previously done in years past. We will follow all health and safety guidelines that are appropriate for our district.

We will collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 School.
> Beginning of the year:
> > a. IGDIs probe-preK
> > b. FastBridge (ELA) probe- K-6th
> > c. FastBridge (math) probe- K-6th
> > d. Acellus diagnostic assessment

Summarize and analyze initial student learning data
> During professional development days, teachers will analyze the data from the probes above with assistance from AEA staff and TLC coaches.

Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.
> Each teacher will come up with their own formative assessment.
> We will continue with Fastbridge and other probes as needed.

Hybrid Learning Model
The Gilmore City-Bradgate's Hybrid Learning Model will be used when it is necessary to go back and forth between the Required Continuous Learning Model and the Face to Face Model. This model will consist of many of the same components explained in the Required Continuous Learning Model and the Face to Face Model above.

Gilmore City-Bradgate will consider the following options when deciding to use the Hybrid Learning Model:
> -Students will attend school on an A/B schedule if needed.
> > -This could be 1 week in the classroom using the Face to Face Model with 1 week out of the classroom using the Required Continuous Learning Model the following week.
> > -This could be a six day schedule with the students being assigned to the days they must attend face to face and use the online learning opportunities provided to them.
> > -This could be another model that is derived at a later time that works better for the current situation.

-Students in the same families will be kept on the same model for each day/week as much as possible for daycare reasons.
-A decision will be made as quickly as possible if this is the model that we must use and will be communicated to parents and students in a timely manner.

Professional Development
Gilmore City-Bradgate Staff will utilize inservice days to learn and become comfortable with the following online platforms:
- Google Classroom
- Seesaw
- Acellus

Teaching Health- *All staff will teach the same expectations to students on the following topics:*
- Line Standards
- Handwashing
- Restroom in and out, washing etc.
- Wiping desks
- Textbooks and shared technology
- Washing before lunch and sanitizer
- Playground
- Bus
- Hallways-moving from place to place

Social-Emotional-Behavioral Health

<u>Overview</u>
The social-emotional-behavior health of Gilmore City-Bradgate's students, staff, and families are first and foremost of this plan. The critical focus is securing and enhancing supportive relationships with staff, students, and their families. The considerations in this section are in no way an exhaustive list of possible needs.

<u>Key Points</u>
For the Gilmore City-Bradgate staff, students, and families we will be finding out the needs each has, addressing the needs and providing appropriate resources, and following up and adjusting as needed with services and resources.

Identify teacher/staff social-emotional-behavioral needs. Identify or develop resources and training on how to support the social emotional-behavioral health (SEBH) needs of teachers/staff.

1. Create surveys to be given to staff, so we can first identify the impact on individuals.

2. After identifying individual needs, resources will need to be provided to those individuals to support them.
   a. Resources to support those impacted by virus in a personal way (beyond academics)
   b. Resources/PD needs to support staff moving forward in instruction.
   c. Resources/PD to support staff in supporting each other, students, and families.
   d. Resources/PD to support staff in ways to move forward in delivery of instruction, health & cleaning expectations, managing/supporting students that were impacted, managing student behaviors
   e. Support services, etc.
   f. Flexible scheduling

3. Follow up will be required to see if the resources provided met needs or further support will need to be provided.
   a. Follow up surveys
   b. Individual check-ins
   c. Staff meetings with open communication regarding successes, supports needed
   d. Review/Reflect

Identify student social-emotional-behavioral needs.
1. Surveys to gauge how comfortable the students are.
2. Observation
3. Staff may create orientation videos to help transition students back to school or have pre-conference days (like some schools have with kindergarten and early childhood programs) before academic instruction begins. A time to meet with students and parents to answer questions, provide supports, ease fears, etc.
4. Communication between staff
5. Communication with parents regarding their child's social/emotional health and supports available
   a. Website
   b. Email
   c. Newsletters
   d. Facebook

Setting up clear expectations for our students and staff for cleaning, handwashing, personal safety and hygiene, virtual learning expectations, packet expectations, preparing them for how to do the work (use the technology, pick up and return packets, etc,), expectations for work completion, etc, will ease many of the students' fears. Making class time for check-ins and making connections is extremely important.

After providing resources and support, we must follow up on whether or not those supports met the student and staff needs or we need further help. The school counselor and AEA staff will be the main supports beyond classroom instruction. Review and Reflect, then adjust.

Identify family social-emotional-behavioral needs.
1. Surveys
   a. Find out impact on family
   b. Find out how comfortable they are reentering school
   c. Find out needs, fears, struggles with how learning went before and what they feel we can do to make it better for them to fully participate and for their child to get optimal learning experience.
2. Pre-conference meetings/orientation videos or in person meetings

We will find out needs, offer resources and supports (many offered through AEA and community outreach), and follow up with our families. We will also add resources to our website and Facebook page for access to information.

Communication methods between staff, students, and families for needs and resources:
- ❏ Surveys
- ❏ Email
- ❏ Website
- ❏ Facebook
- ❏ Class newsletters
- ❏ Phone calls
- ❏ Return to Learn orientation videos
- ❏ Pre-conferences

Equity

<u>Overview</u>
Creating equitable learning opportunities is of the utmost importance to Gilmore City-Bradgate's educators and families. Equity is focused on ensuring all students have access to a free and appropriate public education. The considerations are in no way an exhaustive list of possible equity needs.

<u>Key Points</u>
A master list of Sp. ed., ELL and TAG students will be provided to all teachers, with considerations (academic needs, high risk students, health concerns) listed for each student.

IEPs, ELL plans, and TAG plans will outline student needs (instructional, technology needs) and will include plans for distance learning when necessary.

Conference calls for IEPs or face to face online through school approved platforms, assistive technology has to be provided for home use, progress monitoring will need to be done in the classroom (or online face to face when in person is not an option).

Teachers will continue to ensure the rights and responsibilities of IDEA and will continue to do so through online means if necessary.

Emails will be provided in English and home language (if requested by parents), translation software will be available for general ed. content (with consideration for student's level of proficiency).

Students will continue to meet with ELL teacher as before. When in-person is not an option, students will be provided the technology to continue online lessons.

Teachers will make contact with families at least quarterly.

Talented and Gifted team will have an academic learning plan for each grade/student. Talented and Gifted team will coordinate with parents and counselor to meet SEBH.

TAG opportunities will be available online (when in person instruction is not an option). The teacher will communicate with parents as the need arises.

Data Considerations

<u>Overview</u>
This section enables the district to make informed data-based decisions throughout the development of this plan.

<u>Key Points</u>
The Iowa Department of Education's technology survey was distributed to Gilmore City-Bradgate's stakeholders in June to determine the needs of the district's families.

Gilmore City-Bradgate will administer our own surveys to our families, students, and staff to determine other essential needs of our students such as: technology needs, basic needs and social supports, health and safety, instructional support, and professional development.

We will collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 School.

Beginning of the year:
1. IGDIs probe-preK
2. FastBridge (ELA) probe- K-6th
3. FastBridge (math) probe- K-6th
4. Acellus diagnostic assessment