

Grinnell-Newburg Community School District's Return to Learn Plan Update 2021-22 Onsite learning for students

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The return to learn plan provides guidance based upon the conditions for learning related to COVID-19 pandemic in our county. This is a working document and as new information is made available to us from the Department of Education or the Iowa Department of Public Health, changes may be made. We will continue to keep our families and staff updated weekly.

Health and safety of students

We know that monitoring the health and safety of our students and staff will be an ongoing process. **COVID Update:**

This has been in the weekly update for the last several weeks. We will continue to encourage mask-wearing in our schools and encourage everyone to be vaccinated.

The Department of Education has come out with guidelines for COVID-19. (see link) [School Update Fall 2021.pdf](#)

We encourage anyone of age to be vaccinated, follow the CDC guidelines. We will continue to keep our protocols for cleaning, handwashing, encouraging outside activities as much as possible, and reminding people to stay home if they are ill or have developed symptoms. A question about busing

and masks has come up over the last few days. A federal executive order remains in place that has been interpreted to require masking on school transportation and we strongly encourage students to follow the CDC guidelines.

What other protocols are we doing at each school to limit the potential spread of COVID?

We are continuing cleaning, hosting activities outside when possible, hand washing, and using hand sanitizer. We have implemented many air purifiers and are exploring options to get more in our schools. We have hosted a vaccine clinic for students and staff. Once we know when a vaccine is available for students under 12, we will collaborate with the Iowa Department of Public Health to host a vaccine clinic for students for those who would like to receive it.

What if a student or staff member has been exposed to COVID-19 or suspected to have been exposed? See the Iowa Department of Public Health document here: [School Update Fall 2021.pdf](#)

Custodial guidelines:

The custodians will implement a spray cleaning sanitizing system each evening for our school buildings and busses. These protocols and procedures will align with the CDC and IDPH guidelines.

Health and Safety Goals

- This plan will provide a safer work environment for both students and staff in an on-site learning environment
- We will take all necessary precautions to increase the general level of safety for students and staff with or without significant risk factors

Helpful Precautions

- Prop open interior doors to alleviate using doorknobs.
- Turn off drinking fountains but keep water bottle filling stations open.
- Involve parents in doing a health screening at home before their child comes to school. If there are any unhealthy indicators, the child needs to stay at home.
- Frequent hand washing or use of hand sanitizer is recommended.
- We will host outside activities as much as possible during warmer weather.

Classroom Considerations

The on-site instructional classroom during COVID will look very similar to classroom instruction prior to COVID with additional mitigation procedures.

<i>Do I need to wear a mask or face covering?</i>	We strongly encourage students and staff to wear a face mask, however, we can not mandate a face mask.
<i>What about social distancing?</i>	Use social distancing when possible.

What time is built in for hand washing and related hygiene behaviors? Handwashing link	Teachers will encourage frequent hand washing and/or hand sanitizer throughout the school day.
What about cleaning classrooms?	Custodians will continue to clean your classroom daily.
Will there be other cleanings?	Custodians will clean frequently touched surfaces multiple times throughout the school day. This will take place before, during, and after school hours.
What is the plan if a staff member or student would be diagnosed with COVID19?	We will be using guidance based on the Iowa Department of Public Health.

Can students do outside recess?	Yes. Being outside is actually a good thing as it greatly dilutes airborne germs. Students should use hand sanitizer or wash hands before going outside and when they come back inside the building from recess.
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Transportation

Buses will run their regular routes during on-site instruction and will utilize necessary precautions. These precautions apply to all modes of district transportation.

Will riders have to wear masks?	A federal executive order remains in place that has been interpreted to require masking on school transportation and we strongly encourage students to follow the CDC guidelines.
Will the district vehicles be cleaned?	District vehicles will be cleaned at the end of their shift daily.

Nursing Issues

Will nurses wear full PPE during the day?	The district will provide full PPE (masks, gloves, face shields) for the nursing staff if needed.
What happens if there is a positive case in a school building?	If a school has been notified of a positive COVID-19 test, we will follow the recommendations as outlined by the Iowa Department of Public Health.
What happens if I think a student is sick with COVID-19?	Students demonstrating positive factors of COVID will be quarantined in a separate space until a Nurse or designated staff member is able to assist the student.

	Parents will be encouraged to take their children for testing. We do have test kits available for parents and students to do at home and follow the instructions to send them into the state lab. The school nurse does have access to these kits.
<i>If a staff member is fearful of their health, how do we respond? What are our expectations for them?</i>	Each staff member provides a valuable service to our district which can only be fulfilled when the employee is present at work. If an employee displays symptoms, they need to stay home and inform their supervisor. Staff members need to share concerns with their direct supervisors.
<i>How will we support staff members with compromised immune systems?</i>	High-risk staff members should consult their doctor for guidance on working in a child-centered environment. Staff members with identified risks will be supported with doctor-advised accommodations.
<i>Who and what will determine when a staff member can return after they have been sick?</i>	We will follow Poweshiek Public Health guidance and Iowa Department of Public Health guidelines for COVID-related illnesses as well as other illnesses that may necessitate an employee absence.
<i>What will be our expectations for parents when there is a concern about a student's health?</i>	Parents should follow normal procedures when communicating a health concern for their child - contact the school office or nurse.
<i>Who or what will determine when a student can return after they have been sick?</i>	We will follow public health guidelines for when a student may return to school. School nurses will be in charge of communicating this information to families.
<i>What will be our consistent expectation and response when an employee has informed their supervisor of a health concern?</i>	Employees who have informed their supervisor of a health condition can expect a prompt response within 24 hours.

General Issues

<i>What supplies need to be ordered for all buildings?</i>	Hand sanitizer will be provided in buildings as well as cleaning supplies that can be provided by the building custodian.
<i>What happens when people refuse to follow safety protocols?</i>	Inform the principal of the concern and they will meet with those involved to seek a solution.
<i>What is the system for staff to communicate exposure, positive test results, or other health updates?</i>	Staff will work with their health provider in the event of exposure. Please contact HR if you have tested positive for COVID-19.

<i>Who monitors and enforces safety protocols at each building?</i>	The building principals will be watching over this area.
<i>Can parents send students to school with their own PPE?</i>	Yes, however, school staff will not be responsible for maintaining personal student PPE.

Teaching and Learning (Infrastructure and Iowa Academic Standards) Onsite Learning

Determining student learning needs

The district analyzes student needs each year with screening tests for reading and math in grades K-8. These assessments (NWEA MAP and FAST), will be administered early in the year to allow for the identification of those needs.

Once the needs have been identified, decisions will be made as to whether the scope of the need justifies a classwide intervention or whether the effort will be restricted to a smaller number with the need. This would happen through our WIN or RADAR time.

The high school courses will look at needs on a case-by-case basis using pre-assessments that are aligned with essential standards and key knowledge & skills. While this happens every year, our emphasis will be enhanced this year to provide remediation and content acceleration when appropriate, as soon as possible.

Standards recovery guidelines

Teachers have targeted potential missing skills through a standards recovery document. This work involved identifying the skills in our curriculum that would have been taught in the last quarter of the year. We identified if the skills were delivered virtually or not delivered due to prioritization. This led to documentation of the steps necessary to plan for the recovery of those standards in this school year. These standards will be discussed in PLCs this year and adjustments will be made as data indicates throughout the year.

MTSS planning

All buildings either have built or are in the process of building an early warning system for student needs. This system is analyzed to determine if the need can be met in the classroom or if it requires more intensive intervention work. Once the need has been identified, we match the intervention to the need using our current process. The intervention is implemented and progress monitored to assure impact. This allows us to make real-time decisions that are supported by data for individual and whole class impact.

Equity Onsite Learning

Meeting the needs of students with IEPs

<p><i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i></p>	<p>PK-12 Building administrators and special education teachers have created spreadsheets of current special ed students and the supports (SDI, goals, accommodations, etc.) they have in place.</p>
<p><i>How will SPED teachers collaborate with colleagues?</i></p>	<p>PK-12 SPED teachers will collaborate with regular education teachers and support staff in a manner consistent with page F of each student's IEP.</p>
<p><i>How will we ensure the engagement of students with an IEP?</i></p>	<p>PK-12 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull-out and co-teaching options for instruction. SPED teachers may assign associates/academic coaches to support specific instructional activities and tasks in the classroom-based upon student needs.</p>
<p><i>What will be the process for how IEP meetings will be held?</i></p>	<p>PK-12 IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual and our district's Service Delivery Plan. A variety of ways to support team participation, including face-to-face, phone, or video conferencing methods will be used to communicate Services as needed.</p> <p>Grinnell Special Education Delivery Plan</p>
<p><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>PK-12 SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and progress in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings.</p>

<i>How will assistive technology and other supports be provided to families?</i>	PK-12 Assistive technology will be provided in a manner consistent with the language documented in the student's IEP.
<i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i>	PK-12 SPED teachers will use the results of weekly or biweekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision-making rules that are outlined in the IEP to determine whether adjustments are necessary to instruction. Progress monitoring will be face to face as per IEP.
<i>How will we ensure that all rights and responsibilities under IDEA are provided?</i>	PK-12 Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled: <ol style="list-style-type: none"> 1. During the most recent annual review IEP meeting, has the team used multiple data sources, including ongoing progress monitoring data to write challenging and attainable goals, provide formative, actionable feedback to the student, and provide supports that move the student's performance toward closing the learning gap? 2. There is a team of people, including the SPED teacher, support personnel (AEA district team), and building administrator who are reviewing weekly data in regard to rostered students' progress.

Meeting the Needs of At-Risk Students

- Monitoring Early Warning System data
- PLC Collaboration and monitoring
- Attendance, assignment completion, and engagement data will be used to monitor the progress of at-risk students

Meeting the Needs of ELL Students

- Building ELL Staff daily monitoring and support

Meeting the Needs of TAG/ELP Students

- District TAG/ELP staff
- Classroom Teacher differentiation
- PD to support staff skills
- Instructional coach supports

Social-Emotional-Behavior Mental Health Needs Onsite Learning

Social-Emotional-Behavioral Mental Health Needs (SEBMH) On-Site Learning

Assessing Staff SEBMH Needs

How will we assess and monitor our teacher/staff SEBMH needs?

- Conduct a weekly check-in by designated staff member method as a simple measure of how the staff is feeling.
- Open-door policies for administrators to assist teachers with concerns that they are having.
- Building administrators will also increase visibility in hallways and classrooms

How will we determine if the responsibilities teachers/staff have outside their jobs are impacting their SEBMH needs?

- Encourage staff to discuss personal situations with the Principal/Supervisor that pertain to their jobs
- Provide contact information for the Employee Assistance Program and Wellness resources.

Meeting Staff SEBMH needs

How will we respond to needs as they arise?

- Reach out to counselors in your building
- Promote interactive communication process with Supervisor/Principal
- Continue to offer resources through the G-N Employee Assistance Program as needed.

How will we coordinate and communicate resources that will assist teachers/staff with SEBH needs?

- Consistent check-in for staff SEL
 - Target needs gathered from staff check-ins (informal data collection that represents the most pressing concerns at a given time).
- Visuals for staff
- Promote EAP resources and possible Wellness Program resources
- Promote self-care resources for staff ([example](#))
- [GNCSD Online Resource Guide](#)

Assessing Student SEBMH needs

What method will we use to assess the SEBMH needs of students?

- Class meetings, Tiger Time, and Seminar meetings will take place with increased frequency
 - Staff Training: Focus on Relationships, Trauma-Sensitive Environments

	<ul style="list-style-type: none"> ○ Student Training: Focus on health & safety protocols, caring/cooperative environments, etc. ○ Check-in examples (Example 1, High School Student Needs Assessment, Davis Elementary SEL Check-in) ● Engagement & participation will be monitored by classroom teachers & counselors ● Student needs assessment surveys will also be administered at each level
<i>How will surveys be delivered to students if we are in an on-site setting?</i>	<ul style="list-style-type: none"> ● Google forms or paper copies depending on the age level of students and the content of the survey ● Parents surveys will also be administered to K-12 parents as needed. ● Daily checks by teachers and staff <ul style="list-style-type: none"> ○ Engagement & Participation will also support
<i>What groups or staff will break down the data gathered from a student survey?</i>	<ul style="list-style-type: none"> ● Building leadership teams, MTSS teams, Admin/Counselor teams, etc.
Meeting Student SEBMH needs	
<i>How will we meet the needs?</i>	<ul style="list-style-type: none"> ● All staff will monitor and respond to students that appear to be struggling with the SEBMH, and when students need further support, a school counselor will be consulted to support them. ● Weekly team meetings will be used to connect, support, and provide tools to support students
<i>How will we respond to the needs?</i>	<ul style="list-style-type: none"> ● For students who express concerning language or behaviors, staff will follow these steps. <ul style="list-style-type: none"> ○ Teacher contact student (and/or parents) ○ If no response to initial teacher contact . . . ○ Building MTSS, SAT, and SUCCESS teams respond (including at-risk staff, student services team, special education teachers) <ul style="list-style-type: none"> ■ If no response after two weeks: <ul style="list-style-type: none"> ○ Administrator contact ● GNCSO Online Resource Guide
<i>How will we ensure needs are being met?</i>	<ul style="list-style-type: none"> ● Staff will monitor student participation, engagement, language, body language, and behaviors of students. ● For students expressing concerning language or behaviors while in their school building, a school counselor will be in contact with them.
Assessing Family SEBMH needs	

<i>How will we assess our family's SEBMH needs?</i>	<ul style="list-style-type: none"> • Staff will monitor student participation, engagement, language, body language, and behaviors of students.
<i>How will we monitor our family's SEBMH needs?</i>	<ul style="list-style-type: none"> • Review regularly with MTSS
Meeting Family SEBMH needs	
<i>How will we respond to needs as they arise?</i>	<ul style="list-style-type: none"> • Offer resources • Have them talk to a school counselor about a child they are worried about
<i>What resources can we guide families to if they exhibit SEBMH needs?</i>	<ul style="list-style-type: none"> • Offer fun free activities young kids can do at home • Provide strategies to help them cope as a family at home. • Offer parent resources on how to talk to children about COVID concerns

Communication/Leadership Onsite Learning

COMMUNICATION OVERVIEW

The Grinnell Newburg Community School District aims to inform, engage, and inspire all stakeholders. The district will continue to keep employees, families, students, and the extended Grinnell community informed. To succeed we must remain agile, flexible, creative, and responsive.

Modifications to schedules, classes, or logistics will require clear and consistent communication. It is important for families to ensure that their phone and email contact is up to date in Infinite Campus. This will be our main mode for communication in the event that a change in schedules, closure, or re-opening should occur. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- Implementation of a school status (open-closed) alert mechanism will be done through Infinite Campus messaging from the Superintendent.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Please watch for the weekly update on Fridays for information regarding any changes or accommodations for students and staff.

The importance of timely communications to all stakeholders cannot be overstated. We will do our best to continue to communicate with our families weekly. In the event of an emergency, a voice reach will be made to all families from the superintendent's office. Complexity notwithstanding, in order to serve the information needs of the entire community, the district will utilize a variety of real-time delivery mechanisms for critical information. Please ensure that your Infinite Campus is up to date so that you do not miss important communication.

Internal Communications

Communication provides crisis and regular updates to all employees via multiple channels including internal website, email, newsletters, social media channels, video, face-to-face, or virtual meetings.

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, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video. Highlights of key communications tools to support the Return to Learn model:

- ***Google Sites/Classroom*** - Link to student off-site learning activities, resources, and tools for students and families
- ***Newsletters & Weekly Updates*** - A regularly scheduled weekly update that provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- ***Social Media*** - Maximize the use of our district social media channels to provide content that encourages interaction and participation with external audiences.
- ***Voice & Text***- The district and all schools provide important updates and crisis alerts utilizing our broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.
- ***Videos***- Produce quality visual storytelling for all audiences. YouTube and potentially new broadcast outlets will serve as content distribution platforms.