RETURN TO LEARN: REQUIRED ONLINE DELIVERY MODEL

A guidebook for students, employees, and families for returning to school for the 2020-21 school year.
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Johnston Community School District

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INTRODUCTION AND OVERVIEW

The onset of COVID-19 has disrupted our world, yet the need and desire to provide education to all students remains. The Johnston Community School District commits all district resources to provide students and staff with high quality education. Our delivery models may have changed, but our focus on student achievement and well-being has not.

Johnston Community School District (JCSD) is diligent in working to provide and implement a model for instruction that best facilitates students’ learning and mastery of the Early Learning Standards, Iowa Core Academic Standards, and Johnston Community School District’s Portrait of a Learner. No matter what limitations may be imposed on our instruction by public health guidelines and the Iowa Department of Education, this commitment will remain in place for teaching and learning during the 2020-21 school year.

The safety and well-being of all students and staff is a top priority. The learning needs of ALL students will be met through meaningful and intentional instruction and assessment with a focus on accelerated learning. Targeted learning opportunities will be provided to all stakeholders to develop efficacy and support collaboration across all learning environments.

District Mission Statement
We commit all district resources to guide the learning of all students to graduate as confident learners with character, knowledge, and the skills to excel in any endeavor they pursue.

District Vision Statement
Creating a culture of excellence where students come first.
Essential Terminology

Gap-Closing Schedule

- One type of gap is the difference in performance between different subgroups of students (e.g., between students with and without IEPs).
- The second type of gap is the difference in performance for all students between the level of learning they would have achieved had school not been closed due to the COVID-19 pandemic, and the level of learning they actually achieved during the 2019-20 school year.
- A gap-closing schedule affords increased opportunities to learn knowledge and skills found in Iowa’s Academic Standards so that all students achieve grade-level proficiency by the end of the 2020-21 school year.

Essential Skills

Essential skills are the most critical skills and knowledge in a course.

Unfinished Learning (and Teaching)

This protocol uses data to consider the unfinished learning students may have and need to advance on grade-level standards. Unfinished learning is a factor in both teaching and student variables. Unfinished learning is learning that was not taught, minimally taught (unfinished teaching), or not accessed and that is essential to accelerating learning. Teachers/teams will determine how to best address unfinished learning including prioritizing it as part of universal instruction (and/or classwide instruction for K-8) and/or through small group supports.

Accelerating Learning

To accelerate students’ progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. We recommend identifying the content knowledge and skills your students might struggle with in their current grade level, and filling those potential gaps “just in time,” when the material occurs in the school year. In contrast to remediation, accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backwards to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they’re needed. These “just in time” scaffolds address the necessary content knowledge and skills students need to engage in the most immediate work of the grade (TNTP, Restarting School).
LEADERSHIP

Learning at Johnston Community School District will continue to have a focus on strong relationships and instruction for our students. Regardless of the learning platform, tools and systems will support teachers and staff across the district to meet the needs of all learners. District stakeholders will participate in a continuous improvement process to ensure the social emotional and academic needs of all staff and students are met.

The Johnston Community School District aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Considering the changing dynamics of the 2020-21 school year, we anticipate increased complexity in our communications efforts, with shifts potentially triggered by fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive.

Our Continuous Improvement Process (Appendix A) is a guide for district stakeholders and educators to move through the three learning models with consideration for next steps, specific audiences, and gaps in learning due to the COVID-19 school closure.

Highlights of the Continuous Improvement Process
2019-20 Continuous Learning Process (CLP) Review
Based on surveys to teachers and families, data has been gathered to better understand how the six-week school closure and corresponding JCSD Continuous Learning Plan was utilized and managed.

Required Online Learning Considerations
The CLP was voluntary and participation was far below 100%. To successfully move to a required online learning model, there are barriers to work through, such as attendance, family/home dynamics, technology accessibility, professional learning for staff, and the need for peer to peer interaction.

Moving Forward
The health and safety of students and staff is the foremost priority. The Leadership Team will work closely with all other Return To Learn teams to ensure fluidity and continuity in how learning and information is presented.

Please see Appendix A for the full CIP plan.
INFRASTRUCTURE

Despite the rapidly changing environment around us, the Johnston Community School District aims to create dependable organizational structure for its day-to-day operations. This includes ensuring everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning opportunities, understanding how to approach attendance and grading/promotion across delivery models, supporting needed professional development opportunities for teachers and staff, and adhering to privacy/FERPA concerns.

Calendars
Accelerated learning will take place during school hours, utilizing intervention, Summit Strong, FIRE, or DragonTime times. In addition, ‘bootcamp days/weeks’ can be created during units of instruction to either teach new material that was missed in the previous year or differentiate instruction to accelerate learning at all grade levels.

2020-2021 Calendar
Online Learning Calendar Considerations

Grading/Promotion
In any mode of instruction, On-Site, Hybrid, or Remote Learning, the Johnston Community Schools’ current grading practices will be used in assessing student learning. This is to ensure continuity for staff, families and students if moving between modes of instruction throughout the school year.

Teachers will review the Integrity Guidelines to ensure assessments and assignments completed off-site are students’ own work. The integrity guidelines will also be shared with families to review.

Attendance
In a Required Continuous Learning mode of instruction where students are off-site, the remote learners would complete an “attendance task”, which would be a social-emotional ‘check-in’ with students set within a particular window of time (i.e. each 48 hours). Teachers could offer this “attendance task” through an online form, class meeting, Seesaw blog, Moodle blog, or prompt on Flipgrid/Padlet. The teacher responsible for collecting “attendance task” data and reporting is the Homeroom, Basecamp, Pride, or Advisory teacher specific to each school.

Engagement/Participation Tracking Sheet

Professional Learning
Professional Learning priorities will be Health and Safety, Accelerated Learning, Technology (including engagement, assessment, and feedback strategies in online instruction), and Social Emotional Behavioral Health. Assessment Literacy and Curriculum Review were to begin in Fall 2020. Assessment Literacy can be briefly introduced throughout the year through the Accelerated Learning topics, however will be studied with depth in 2021-2022. The Curriculum Review process may begin in Spring 2021, if time becomes available.

Professional Learning in each of the prioritized areas will be tiered in delivery, as the most important learning for the beginning of the year will occur in August/September. The next tier of learning will occur in October/November/December. With the continuation of learning throughout the school
year. Learning can be created in modules for differentiation and flexibility for staff. Learn. Create. Innovate. will be a day for initial learning around the prioritized areas.

**JCSD CLP Staff Survey**

**Video Conferencing Platform**

Johnston Community School District will use Zoom as a video conferencing platform for online learning. A committee researched several different platforms and determined that Zoom met the district’s needs. Platform access, waiting room availability, pricing, the amount of participants allowed and other features were compared between platforms. The Zoom Education account allows 100 participants, unlimited meeting times, breakout rooms, whiteboards and annotating. Meeting links and IDs will be shared through a school approved messaging system (Seesaw, Google Classroom, Moodle, etc.) to ensure the safety of all Johnston students.

**Video Conferencing review**

**Preliminary Family Survey**

Families will be surveyed in late June to collect preliminary data on their perspective on Voluntary Continuous Learning, SEBH needs, returning to school plans and transportation and/or childcare needs. Data will support district planning.

**Survey questions**
HEALTH & SAFETY

The health and safety of the JCSD students, staff, and families are first and foremost in planning for the 2020-2021 school year. There are several considerations that cut across delivery models.

Nursing Recommendations
- Develop a protocol for staff members to follow to enter buildings during required on-line learning.
- School nurses promote and encourage teachers to continue brain breaks and activity movement while students are at home learning.
- School nurses provide communication to families regarding resources and education on the current virus situation.

Building and Grounds Recommendations
The Johnston Community Schools Building and Grounds department is dedicated to providing clean, safe, and well-maintained environments that support all educational activities. Custodial Services cleaning practices focus on cleaning for health, which includes an emphasis on disinfection of health sensitive areas, where bacteria or viruses are most likely to be transmitted.

We recommend that the Building and Grounds department procures all PPE for the district (masks, shields, gloves, hand sanitizer). We encourage the creation of a form/process for PPE requests from each building/department to Building and Grounds.

Cleaning and Disinfection Practices
There is a greater emphasis on disinfection activities during pandemics and times of health crisis. The disinfection of health sensitive areas is a priority and this work is required at all times, including times when there is a shortage of custodial staffing.

CDC guidance is reviewed by the JCSD Building and Grounds Department:  

The greatest health sensitive areas are disinfected a minimum of once per day. This disinfection could be done by a building custodian or other staff members.

High-touch surfaces and areas in the following locations will be disinfected a minimum of once per day:
- Classrooms
- Media Centers
- Health Offices
- Cafeterias
- Locker Room
- Weight Rooms

When we discuss clean buildings, three words must be defined;
1. Cleaning (Removing germs)
2. Sanitizing (Reducing germs)
3. Disinfecting (Killing germs)
Cleaning is just the first step in a complete process, but it is a vital step that cannot be skipped. Even if you intend to sanitize or disinfect the area, cleaning away visible dirt dust, fingerprints and other marks beforehand makes it easier and more effective to remove microscopic germs with more intensive methods later.

A step beyond cleaning, sanitization kills a greater amount of bacteria and is required for any surface that comes into contact with food. According to the CDC definition, a sanitizer is “a chemical that kills 99.999% of the specific test bacteria in 30 seconds under the conditions of the test. Therefore, while sanitizers can kill the majority of certain kinds of bacteria, sanitization techniques and products alone cannot eliminate all viruses.

Disinfecting a surface means that chemicals are being used to kill germs. Disinfecting does not necessarily mean that dirt, germs, and impurities are being removed from the surface, but by killing the germs, the risk of spreading infection is lowered.

The key difference between sanitizing and disinfecting is the type of chemical involved and the length of time it is left on a surface. For many disinfectants, 10 minutes is the appropriate dwell time. However, be sure to read instructions on the chemical product to ensure proper disinfection.

To keep a hygienic and safe environment, make sure to complete the full regimen of all techniques from cleaning to sanitizing and disinfecting, as appropriate.

*Please see Appendix B for a detailed cleaning schedule.*

**EPA Approved Chemicals**

Our custodial staff are in the process of transitioning from Diversey chemicals to the EnvirOx system that is an (EPA APPROVED) GREEN product.

JCSD uses EnvirOx H2orange2 Hyper Concentrated to sanitize all health sensitive areas (Heavy Duty Red/5 minute dwell time EPA # 69268-1). When used properly H2orange2 Hyper Concentrate 112 is EPA registered to kill 99.9% of specified viruses (Herpes Simplex Virus Type 2, Influenza A2/Japan and H1v-1). EnvirOx Non-Acid Disinfectant #10 is the next step to disinfect, which has the ability to kill germs and bacteria and has been approved by EPA, to have killing properties against Covid19. [https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2). The formulation is a concentrated product, requiring dilution. The product carries the claim on the EPA Master Label.

**Non-Touch Equipment**

The Johnston Community School District is committed to using non-touch equipment for the safety of our custodians and staff. JCSD uses Kai Vacs (rest rooms), spray bottles (desk, countertops, windows, sinks, etc.), floor scrubbers, backpack vacuum cleaners, and pressurized hand pumps for disinfecting.

**Coronavirus Response**

During this time of uncertainty, JCSD has been proactive when it comes to responding to the COVID-19 pandemic. We started ordering PPE mid December 2019 and have a plentiful supply of protective masks, face guards, hand sanitizer and dispensers, gloves, and new environmentally safe chemicals.

JCSD continues to be proactive in these uncertain times of this pandemic by attending meetings with the IDPH and COVID-19 Stakeholders Briefing from the Polk County Emergency Operations Center, via Zoom meetings.
JCSD has investigated sneeze guards for all buildings in high traffic areas, and promotes the use of safe distancing and the use of PPE amongst our custodial staff. The members of the Building and Grounds Department at JCSD are committed to the safety and well-being of our entire school community.

Nutrition Recommendations
- Employees assigned to work in kitchens will practice strict sanitation guidelines set by USDA, DHS, CDC and Health Department.
- Provide community meal service as needed. Pandemic meal plan filed with DE Bureau of Nutrition and Health Services.
- Determine essential staff and provide ongoing training.
- Establish which site locations for food preparation and determine where community meals will be distributed.
- Create a pre-order meal system for students to order and take meals home.

Facility Safety Recommendations
Each building should create a facility safety committee to implement recommendations and adjust based upon the uniqueness of each facility.

- Facility cleaning and disinfecting following use will be completed and monitored. Cleaning and disinfecting of facilities should be aligned with CDC Cleaning School Guidance and the JCSD Cleaning and Disinfection Plan.
- Staff members' work schedules could be modified depending on building and site use.
- Each building’s crisis team leader and head custodian will work in conjunction to review PPE and cleaning supplies on hand and request additional supplies if needed.

Staff members may request to teach and work from their classroom/learning spaces during required online learning. This request can be made to building principals. Limitations of staff in the building will be followed based on CDC and IDPH recommendations.

Ensure individuals who meet or work on school grounds:
- Practice appropriate social distancing in a way that makes sense based on current regional ratings using instruction and guidance from local public health or county emergency management (e.g., appropriate social distancing and capacity limitations); and
- If appropriate, have access to PPE and education on how to use PPE. Require staff to complete the Mitigation Strategies module.

Recommended that all Back to School nights, parent/teacher conferences, IEP and/or 504 meetings, PTO meetings, be held on-line. In addition, it is recommended that staff and professional development meetings are conducted online when possible.
Human Resources Recommendations

All staff members engage in this on-line training: AEA Health and Safety Module

Further recommendations and considerations forthcoming coming from the Human Resources Dept. following collaboration with educational human resource professionals statewide.
IOWA ACADEMIC STANDARDS

Academic Standards
At Johnston CSD, academic learning will continue to be a priority, regardless of the methods by which students return to learning for the 2020-2021 school year. While most of the planning and considerations will be similar across different return to learning delivery models, there are also unique factors that will need to be considered, depending on the approach taken for returning to learning.

Addressing the challenges presented by school closure due to the Covid-19 pandemic will require a new level of focus on proven strategies to accelerate student learning. The typical approach of remediation—providing work better suited for earlier grades—won’t come close to catching students up and will likely compound the problem. Accelerated learning, on the other hand, requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backwards to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they’re needed.

Remote learning will not recreate the traditional classroom experience and will likely look quite different. Therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students. Remote learning can occur asynchronously and synchronously.

| Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks including, but not limited to Zoom, Moodle, and/or Seesaw. Students access learning at a time that works for them and their family. | Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Zoom, Moodle, and/or Seesaw during a specific time. |

Through a dedicated PLC time, teams will use the following tools to focus on the four PLC questions: the PLC Checklist, the Unit Assessment Tool, and Scope and Sequences. PLC time will be in addition to necessary professional learning time based on the delivery model being implemented. PLCs will collect, analyze, and summarize student learning data, match curriculum to student learning needs, and identify and use effective instructional resources and practices to provide engaging differentiated instruction.

The Academic Standards Team has identified three critical action steps that will address the learning needs of all students in an online learning model.

Assessing Initial Student Learning Needs
We will collect, analyze, and summarize initial student learning data to determine student learning needs at the beginning of the 2020-2021 school year.

- Johnston Schools will provide staff a Student Assessment Inventory as a guide for what district-approved assessments might be used to collect initial student learning data at the beginning of the 2020-2021 school year. This data will be used to identify student needs and learning gaps through a balanced assessment approach, including the following: screening, diagnostic,
formative, summative, and district-wide assessments. Recommended online tools, resources, and training for doing this electronically will be provided to teachers.

- PLCs will review data communicated from the previous grade/course on the Elementary/Secondary Instructional Adjustments document to identify possible gaps in essential skills from the school closure during the spring of 2019-20.

- PLCs will analyze pre-assessment data and prerequisites for each priority standard (essential knowledge, skills, and vocabulary) using the Unit Assessment Tool.

- Ongoing communication will inform families about the data that will be collected and used to make educational decisions regarding students.

**Matching Curriculum to Student Learning Needs**

We will match curriculum to student learning needs using a standards-based scope and sequence.

- PLCs will analyze their grade-level **Scope and Sequence** to plan for instruction that addresses possible learning gaps in order to embed differentiated instruction. The identified learning targets may be adjusted based upon student data and the schedule of the online instructional model.

- The **PLC Checklist** and **Unit Assessment Tool** is a guide for PLCs as they plan instruction, using assessment data to determine what their students need to learn and the instructional response to the data.

- A gap-closing calendar will be presented in the Infrastructure section of this document that includes time in between units for additional support or enrichment. PLCs will determine how to use this time, based on student assessment data.

**Accelerating Student Learning Using Effective Instruction Matched to Student Needs**

We will collect ongoing student learning data throughout the 2020-2021 school year to determine needs, differentiate instruction, facilitate student engagement, and make summative decisions about student learning.

- PLCs will use the **PLC Checklist, JCSD Student Assessment Inventory, Unit Assessment Tool** and **District Approved Resources** to plan instruction, using assessment data to determine what their students need to learn and the instructional response to the data. Learning around these documents will be addressed during PLC time.

Delivery model and intensification of instruction may be adjusted to suit the online instructional model.

- Professional learning, instructional coaching, and facilitation skills will be developed to support implementation of instructional best practices and PLC collaboration. **Potential topics include:** student engagement, assessment literacy, differentiating instruction, how to use district-approved resources effectively, the workshop model in an online model, use of technology in a hybrid and online model, the PLC process, **blended/online strategies**, etc.
• Teachers will review and provide meaningful feedback on student work and facilitate student reflection to adjust instruction and set learning goals with students.

We will identify and use effective instructional resources and practices to provide engaging differentiated instruction based on students’ needs.

• A list of district-trained instructional practices will be created denoting which of the practices/resources are readily adaptable to online learning and which will require training/professional development.

• District-approved resources will be determined to fit an online learning model.

• District-approved resources for electronic math manipulatives will be identified and possible at-home materials for students to access manipulatives will be provided.

• Teachers will look for opportunities to make cross-standard and cross-disciplinary connections for students (graduation requirements, college and career readiness, etc.).
Johnston Community School District is committed to creating equitable learning opportunities for all students to ensure that all students have access to a free and appropriate public education including students with individual education plans, English learners, students at-risk, and gifted and talented students.

Ensure Equity For Students on IEPs
- Ensure appropriate access to- and equity of Iowa’s Academic Standards and other needs as the result of the disability
- Establish criteria for determining what method(s) of delivery students will receive (distance, in person, or hybrid)
- Ensure all rights and responsibilities under IDEA are provided

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<td><strong>Determine Family Needs</strong>-technology, instructional support, other needs accessed by the disability.</td>
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<td><strong>Access to Educational Services</strong></td>
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<td>Special Education teachers will communicate regularly with subject or classroom teachers for whom they share students to ensure accommodations and modifications are being met.</td>
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<td>Special Education teachers that co-teach will meet/collaborate with classroom teacher/s weekly for lesson planning and lesson execution as well as ensure accommodations and modifications are being met.</td>
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<td>All members of the IEP team and support providers will regularly communicate to meet the needs of students/families.</td>
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<td>Assistance for families/caregivers on how to support students in accessing, participating, and progressing in the curriculum.</td>
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| Learning and Support for Families | - Determine the family/caregiver needs for supports or services to allow students to access free and appropriate public education (FAPE).
- Provide assistance to students/families/caregivers to support individualized student needs in the following areas:
  - Health and safety of students
  - Health and safety of support providers (teachers, associates, caregivers, SLP, OT, PT, etc.)
    - Ways to support students in accessing, participating, and progressing in the curriculum
    - IEP process under current circumstances |
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<td>- Student needs will be determined by the IEP goals, taking into consideration current data on level of performance and adjusting the needs based on the data. Specially designed instruction (SDI) will be matched to the student’s needs.</td>
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<td>- Special educators will collaborate with families to establish the most essential services for each student to be provided remotely, during hybrid, or on-site. Service delivery for each student will be based on their individual needs, the learning models selected by the district, and the health and safety of the student and the service providers.</td>
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<td></td>
<td>- Professional learning on best practices for social, emotional, and behavior health needs for students, families, and staff</td>
</tr>
</tbody>
</table>
Ensure Equity For English Learners

- Ensure English learners and their families have access to communications and distance learning materials
- Establish methods for delivering instruction to support English Learners

<table>
<thead>
<tr>
<th>Big Rock</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| Communication             | • How will we ensure that communication with students/families regarding the decision and plan for Required Continuous Learning is communicated in the language best understood?  
• How will we ensure that student specific learning plans in the Remote Continuous Learning format are shared in the language best understood?  
• What will our district’s protocol be on the use of interpreters/cultural liaisons to share information and support families?  
• How will we determine which of our district/building wide communications are translated for families?  
• How will we synthesize the information pushed out in communications to families so that it is manageable/comprehensible to our non-English speaking families?  
• If we go with a Hybrid model, how will we communicate with non-English speaking families to keep them informed of the schedule?  
• How can we streamline communication and learning materials coming from general education and ESOL teachers? |
| Technology Needs          | • Could iPads be frontloaded with all necessary apps/materials needed to engage in Remote Online Learning so that students do not have to locate and download?  
• What is our plan for troubleshooting/providing tech support to families who do not speak English?  
• How will we determine technology needs of our students and families?  
• How do we provide feedback to those students who are doing paper packet work? |
| Professional Learning for Staff | • How can we support teachers to understand appropriate use of interpreters to support students/families?  
• Can we provide training for staff so that they are familiar with Talking Points or other translation software?  
• Who will be the point person in the building regarding need for translated materials/messages?  
• How can we ensure that there is time for PLCs and ESOL teachers to work together on the instructional plan for EL students?  
• Can we develop a guide that includes resources teachers can use specific to supporting ELs? |
| Learning and Support for Families | • How can we support families in the use of online platforms for student learning/parent communication?  
• How can we engage our interpreters/cultural liaisons in providing training to our families?  
• Can we create online tutorials in multiple languages for platforms like SeeSaw or Google Sites?  
• How can we support families in getting hotspots and connecting to the internet?  
• How can we help families understand the purpose of Office Hours and provide them an opportunity to participate in these if they do not speak English?  
• Who should families reach out to if they are needing help with connectivity or technology issues?  
• Can we create help magnets for EL families that have important phone numbers that may be needed during Remote Online/Hybrid learning (tech phone #, health phone #, school phone #)?  
• How can we help families understand the steps we will be taking at school to ensure health/safety (temp checks, etc.) |
| Academics | • How can we effectively plan to provide both targeted English instruction and grade level core content instruction in each of the format options without overwhelming students?  
• How are we incorporating ELP standards into our instruction in the various formats?  
• How will we determine student eligibility for ESOL services if we are unable to administer the ELPA21 Dynamic Screener? (Guidance to come from DE)  
• How can we ensure academic rigor for those students who are not able to engage electronically are are receiving paper packet materials? |
| Social Emotional Health | • How can our elementary buildings team with SSFs for outreach efforts to our EL families?  
• How can we use our cultural liaisons to keep a pulse on the needs/concerns of our EL families?  
• How can we focus on building relationships with students first in hopes to motivate them to engage?  
• How can we ensure students are given regular, constructive feedback to support them in setting goals and managing their time (especially if live, face-to-face instruction isn’t happening)? |

**Ensure Equity For At-Risk Learners**

• Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities
<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we follow up with At-Risk students in Hybrid/Remote Online schooling?</td>
</tr>
<tr>
<td>• How can we utilize SROs or Juvenile Court Liaisons if necessary to keep eyes on a student?</td>
</tr>
<tr>
<td>• How can we ensure that there will be regular Zoom meetings with entire classes to build community at all grade levels?</td>
</tr>
<tr>
<td>• How will we continue to reach out/check in with students even when there is no engagement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is our plan for providing hot spots/iPads to all students?</td>
</tr>
<tr>
<td>• How can we develop a plan for replacement if an iPad is lost, broken or stolen that does not create animosity between family and school?</td>
</tr>
<tr>
<td>• What support will we provide families in setting up hotspots and devices?</td>
</tr>
<tr>
<td>• How will we support students who are unable to engage in learning via technology?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Learning for Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What learning can we provide to staff on trauma-based behaviors in students and effective student behavior supports?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning and Support for Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we work together with families to ensure that At-Risk students are able to comply with hygiene expectations?</td>
</tr>
<tr>
<td>• How can we provide opportunities for extracurricular activities for our At-Risk students?</td>
</tr>
<tr>
<td>• How will truancy court function?</td>
</tr>
<tr>
<td>• How will student engagement be tracked?</td>
</tr>
<tr>
<td>• What is our plan to provide interventions to increase engagement?</td>
</tr>
<tr>
<td>• How will we identify engagement barriers and develop a plan to address them with the student/family?</td>
</tr>
<tr>
<td>• What supports might be needed for At-Risk families to support them in navigating a Hybrid schedule?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we engage our At-Risk students in project based learning as a way to demonstrate their learning other than on-line assessments?</td>
</tr>
<tr>
<td>• How will we support students who are doing paper packet work and provide meaningful feedback?</td>
</tr>
<tr>
<td>• How will we work to close the gap and address academic regression in At-Risk students?</td>
</tr>
<tr>
<td>• How will we provide instruction to homeless/foster care students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Emotional Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we address the collective trauma of At-Risk students (increased instability, food insecurity, lack of parental support)?</td>
</tr>
<tr>
<td>• What is our plan for prioritizing relationships and safety of students before addressing engagement?</td>
</tr>
</tbody>
</table>
How will we support non-academic needs of At-Risk students and families (mental health, health concerns, poverty issues, transportation)?

Ensure Equity For Gifted and Talented Learners
- Ensure SEBH needs of gifted and talented learners are addressed
- Establish accelerated/enriched learning opportunities

<table>
<thead>
<tr>
<th>Big Rock</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• How will we communicate with families in creating/updating PEPs/learning plans?</td>
</tr>
<tr>
<td>Technology Needs</td>
<td>• Are there adaptive technology/resources needed to support ELP students?</td>
</tr>
<tr>
<td></td>
<td>• What apps/subscriptions may be needed to help meet the needs of ELP students?</td>
</tr>
<tr>
<td>Professional Learning for Staff</td>
<td>• How will ELP teachers help PLCs with differentiation for students who are at or above level?</td>
</tr>
<tr>
<td></td>
<td>• What will the breakdown for ELP teachers look like (% of time working with students vs. % of time working with teachers)?</td>
</tr>
<tr>
<td>Learning and Support for Families</td>
<td>• How will we involve families in goal planning and development of enrichment opportunities?</td>
</tr>
<tr>
<td>Academics</td>
<td>• Will the way we outline PEPs change if we are not learning onsite?</td>
</tr>
<tr>
<td></td>
<td>• How can we extend project based/experiential learning opportunities through pacing, depth and complexity for ELP students?</td>
</tr>
<tr>
<td></td>
<td>• What pre assessment tool could be used at the beginning of the year with ELP students?</td>
</tr>
<tr>
<td></td>
<td>• What will identification for ELP look like in the absence of pertinent data that has historically been used?</td>
</tr>
<tr>
<td></td>
<td>• What unique considerations might there be for students who are twice-exceptional?</td>
</tr>
<tr>
<td></td>
<td>• If we are not learning on site, how will we differentiate between students who are taking the ELP elective versus identified students not taking the ELP elective (8th-12th grade)?</td>
</tr>
<tr>
<td>Social Emotional Health</td>
<td>• How will we address the social/emotional needs of ELP students who may have high anxiety/perfectionism or difficulty adjusting to the change in their normal routine?</td>
</tr>
<tr>
<td></td>
<td>• How can we work to help ELP students develop goals/expectations, give them feedback, and recognize their accomplishments using a calm and reassuring tone?</td>
</tr>
</tbody>
</table>
Resources to Consider

Equitable Learning Recovery Toolkit Materials
Finishing the unfinished: Tools to create an equitable learning recovery plan Webinar
Tips for Making Online Instruction Accessible to Diverse Learners
SOCIAL-EMOTIONAL BEHAVIORAL HEALTH

Providing for the social, emotional and behavioral health needs (SEBH) of Johnston students, staff and families/caregivers will be a district priority as students are transitioned to required online learning. The SEBH committee has developed strategies for putting tiered supports in place to meet the identified and unique needs of Johnston staff, learners and their families/caregivers. The work will build on the district’s current student well-being plan that also includes tiered supports ranging from universal SEL strategies to crisis response. The work to develop a plan to meet SEBH needs is based on the following resources: A Trauma Informed Approach to Teaching Through Coronavirus and Social-Emotional Behavioral Health Return to Learn Toolkit.

Establishing a routine and maintaining clear communication

**Students**
- Create & modify expectations, schedules, and routines for a virtual environment.
- Communicate and teach expectations, schedules, and routines to students.
- Offer tiered support for students in need of specialized instruction related to routines and expectations.

**Staff**
- Convene a staff well being committee in collaboration with the district student well being committee to create a process for regular staff member feedback and develop learning/resource sharing opportunities that meet the needs of staff members.
- Create a staff well being webpage to communicate resources available to staff members.
- Provide pre service and ongoing professional learning for staff that includes training for establishing routine and communication structures.
- Schedule regular building/department updates for district staff members.
- Provide regular teacher training on a clear and well communicated referral process for student safety and wellbeing including talking points for addressing sensitive subjects.

**Families/Caregivers**
- Create a hub on the district student well-being web page to archive previous student well being family/caregiver communications.
- Develop a dissemination plan to communicate SEBH supports to families/caregivers not accessing web page supports.

Relationships and well-being can take priority over assignment and behavioral compliance

**Students**
- Provide welcoming and inclusion activities to encourage relationship building.
- Prioritize the implementation of engaging strategies, brain breaks, and transitions to encourage relationship building.
- Offer optimistic closures to encourage relationship building.
- Develop relationship building activities to be utilized at all grade levels (i.e. morning meeting, advisory time and etc.).
- Utilize relationship mapping to identify student/adult connections. Ensure each student has weekly connection with an adult from school and offer tiered support opportunities for students lacking connections with safe adults.
Staff
- Provide expectation and professional learning to support the implementation of welcome and inclusion activities, tiered support and accountability.

Families/Caregivers
- Develop building wide plans for initial connection with families/caregivers prior to the start of school and continue connections to enhance ongoing relationships.
- Provide regular opportunities for families/caregivers to build relationships with teachers and other building staff members.

Sense of Safety
Students
- Identify students who are lacking relationships with safe adults and provide tiered opportunities for students to develop those connections.
- Support a sense of safety at home.
- Offer regular communication about the process for meeting with a building counselor and accessing other resources.
- Provide environments and teach practices to increase a sense of safety.
- Create a sense of safety and support plan for students experiencing grief or other trauma.

Staff
- Provide expectations and professional learning (pre service and ongoing) related to activities that decrease anxiety, tiered support and accountability.
- Encourage district administrative team to model intentional facilitation that creates a safe and caring environment.
- Provide a process for staff members to ask questions and share concerns with building and district leadership.
- Create a support plan for staff members experiencing grief or other trauma.
- Schedule regular communication for providing updates related to health and safety.

Families/Caregivers
- Enhance the current district student well being website to include a hub of SEBH information organized by topic and banded by age spans.
- Schedule regular FAQ and updates to families/caregivers.
- Develop a dissemination plan to communicate SEBH supports to families/caregivers not accessing web page supports.

Connectedness
Students
- Provide safe virtual opportunities to enhance student to student relationships
- Create opportunities to enhance teacher to student relationships in an online environment.
- Collaborate with counselors and the at risk department to implement tiered supports for students who have been identified as lacking connectivity to the school environment.
- Utilize relationship mapping to identify student/adult connections. Ensure each student has weekly connection with an adult from school and offer tiered support opportunities for students lacking connections with safe adults.
**Staff**
- Prioritize and provide staff members opportunities for virtual connection during professional learning time.
- Support building/department teams through staff relationship mapping.
- Utilize existing building buddy systems - accountability partners.

**Families/Caregivers**
- Offer regular Raising Healthy Dragons Learning Opportunities to connect families/caregivers with information and community resources.
- Create a social media communication such as “Mission Mondays” that will include the same topic for the community and students to unify conversation and social media posts.

**Hope Students**
- Assist students in identifying and utilizing their strengths.
- Intentional opportunities and instruction to instill resilience in students.
- Utilize goal setting strategies for students.
- Provide students with opportunities to express gratitude and appreciation.

**Staff**
- Provide professional learning related to resilience.
- Include time and resources for staff members to assess personal strengths.
- Create opportunities for staff members to express gratitude and appreciation for students and colleagues.

**Families/Caregivers**
- Provide opportunities for families/caregivers to learn about their child(ren)’s strengths.
- Offer activities for families/caregivers to express gratitude and appreciation.
- Regularly engage families/caregivers in strengths-based and resiliency learning opportunities.
COMMUNICATIONS

The JCSD Communications department will continue to keep the district’s employees, families and students, and the greater Johnston community informed about the work of the district.

Regardless of learning model, we relay critical and necessary information for all audiences, support crisis situations, enhance community relations and family engagement, respond to the media, and direct many other “business as usual” communications strategies.

The Johnston Community School District anticipates the need to deploy new and standard communication methods to meet the needs of all audiences while balancing multiple conditions and/or events. The Communications department operates with the goal to produce clear and consistent communication across all channels to educate and inform internal and external audiences.

In order to serve the needs of the entire JCSD community, translation services will be required to ensure all non-English speaking families receive information in their chosen language in a timely manner.

Audiences and Delivery Models

*Internal Communications*

Our Board of Education members and employees are the lifeblood of our district. Accordingly, communication starts with this inner-most audience in our district.

The Communications department provides regular and urgent messages to our staff in multiple ways, including email, phone calls/text messages, face-to-face or virtual meetings, live-streamed events or messages, staff intranet, survey and results follow up, social media channels, and the Johnston Return To Learn Website.

- **Email:** Email is our primary mode of communication with employees. New with the Return To Learn plan are staff-specific email updates following each board meeting and as changes in delivery mode and/or health status occur.
- **Phone and text:** For urgent email messages, phone calls and text messages are used to remind staff to check their emails.
- **Face-to-face or Virtual meetings:** Building and/or department leaders can utilize face-to-face (if safe) and/or virtual meetings for their staff to share critical updates and developments. These are through a district-approved platform.
- **[Johnston Livestream Network](#):** The Johnston Livestream Network captures live events and houses videos on-demand for all sorts of district messages and events, including board meetings, superintendent messages, and more.
- **[Staff Intranet](#):** All district updates, including staff-specific updates are posted here, along with resources for teaching and learning, professional development, and other staff-only needs.
• Surveys and results follow up: From time to time, staff will be surveyed on various aspects of the Return To Learn plan and delivery models. Results of those surveys will be shared with staff via email.

• Social media channels: Staff are encouraged to like or follow the district on the three social media channels of Facebook, Twitter, and Instagram for updates and reminders.

• To be developed: Johnston’s Return To Learn Website: This one-stop shop website will provide district plans, educator and school guidance, and access to support and services driven by the needs of remote, in-person, or hybrid learning.

External Communications

External communications are the messages and notifications going to all audiences outside of school district employees and the Board of Education.

External communications include day-to-day messaging, urgent information, and changes to health/safety status to the greater Johnston Community School District community: families, students, media, business/community, city government. In many instances, these communications will also be sent to employees.

Delivery methods will include emails, newsletters, phone and text messaging, mobile app notifications, survey and result follow up, websites, media coverage, social media, and livestream network.

• Email: Email is our primary mode of communication with employees. New with the Return to Learn plan are staff-specific email updates following each board meeting and as changes in delivery mode and/or health status occur.

• E-Connection newsletter: A twice-monthly e-newsletter with district information and board highlights. A standing update for the Johnston Return To Learn plan will be added.

• Phone & Text - The district and all schools provide important updates and crisis alerts using the Blackboard mass notification system. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.

• Mobile App Notifications - Users of the Johnston Community School District mobile app will receive notifications regarding updates, alerts, and school status change directly to their device.

• Surveys and results follow up: From time to time, families and/or students will be surveyed on various aspects of the Return To Learn plan and delivery models. Results of those surveys will be shared with families and students via email, the Return To Learn website, and district/school websites.

• (To be developed) Johnston’s Return To Learn Website: This one-stop shop website will provide district plans, educator and school guidance, and access to support and services driven by the needs of remote, in-person, or hybrid learning. Content will include school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
• **District and School Websites:** For day-to-day news items and non-urgent updates, the district and school websites will house information for external audiences. School calendars, meal schedules, and alerts regarding school status changes will also be displayed here.

• **Media Coverage** - Reactive and proactive activity with local media to provide timely and accurate responses to media inquiries. When possible, stories featuring Johnston Schools will be shared on social media.

• **Social Media** - Maximize the use of our three district social media channels (Facebook, Twitter, and Instagram) for updates and reminders. The district will create content that encourages interaction and participation with external audiences.

• **Johnston Livestream Network:** The Johnston Livestream Network captures live events and houses videos on-demand for all sorts of district messages and events, including board meetings, superintendent messages, and more

**Crisis Communications**
The safety and well-being of Johnston students and staff is our top priority, whether in an in-person, hybrid, or remote learning environment. Crisis communications encompasses community messaging and 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.

The district operates with a robust Emergency Operations Plan on a day-to-day basis. Returning to school during an ongoing pandemic will, without doubt, create the need for nearly day-to-day health and status updates to all audiences, in response to virus outbreaks. To communicate this information, the district will rely on:

- Our mass messaging tool, Blackboard, for timely email, phone, and text updates to families
- Johnston’s Return To Learn Website with daily updates to health status updates
- Social media channels

Regardless of the system used, messages will need to be clear, consistent and translatable to non-English speaking families.

**Community Outreach & Engagement**
The Johnston Community School District must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support our mission and vision. The Communications department, in coordination with other central office departments and schools, will work together to share information for outreach and engagement opportunities within the community and surrounding businesses. Examples include providing weekly meals to families in need, mental health support, health services, and optional extracurricular learning opportunities.

**District Communications Support**
Business-as-usual initiatives will continue to support the strategic communications needs of the Johnston Community School District. We anticipate priority shifts for what’s necessary today, while simultaneously executing for the future of our district.
## Appendix A:
### JCSD Leadership Team Continuous Improvement Plan

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>On Line Learning</th>
<th>Possible Next Steps and Considerations</th>
</tr>
</thead>
</table>
| **What is our current state?** | • Preparation and planning were collaborative, intentional and standards driven based on CLP guidelines.  
• 66% of JCSD teachers felt that they had the appropriate resources to provide online learning  
• 83% of JCSD teachers identified engagement as the number one obstacle to online learning.  
• Teachers of students in identified subgroups expressed obstacles in communication with students and families as well as providing feedback.  
• 23% of JCSD teachers identified managing work/family balance as an obstacle.  
• 60% of families responded that the amount of learning shared in the CLP was just right.  
• 90% of JCSD teachers delivered instruction through asynchronous (recorded) learning.  
• 24% of JCSD teachers delivered instruction through synchronous (live) learning.  
• 75% of JCSD teachers connected with students through live Zoom meetings for social/emotional and connection building activities.  
• 36% of secondary JCSD teachers felt they had the skills or resources needed for online assessment and grading.  
• JCSD has an existing, robust and diversified communication plan. | • Tutorials for how to navigate plans may be something to keep in mind. We need to think through the lens of all of our learners/parents to support their technology and academic needs.  
• Think about feedback expectations from teachers to students when creating plans: Explaining to students to go back to look at feedback on Seesaw.  
• Maximize potential for all staff members. Meet the needs of students by utilizing all staff.  
• Meet professional learning needs for online instruction.  
• Clearly define schedules and expectations for student attendance and participation.  
• Determine possible models for hybrid learning. |
| **Are we able to verify our current state?** | **CLP**  
**CLP Phase 2 Survey Responses**  
**CLP Staff Survey Results** | Was any additional data collected from staff, students, and families prior to the end of the 2019-2020 school year? Technology survey sent from DE. |
| **What is our desired state?** | • 100% of our students attend and engage in learning.  
• Teachers monitor progress and respond to assessment data for **ALL** students.  
• Staff and student physical and mental well-being are prioritized.  
• Teacher efficacy is supported through professional learning opportunities.  
• Collaboration is supported among all stakeholders.  
• Transitions between learning platforms are smooth and fluid. | |
### JCSD Leadership Team Continuous Improvement Plan

| Is there a gap between current and desired state? | Engagement in the voluntary learning plan was significantly lower than the goal of 100%.  
| | Learning gaps will need to be identified and addressed through accelerated learning.  
| | Lack of spring data will alter typical fall analysis protocols.  
| | Social/emotional mental health issues will be increased for both students and staff. |

| Are we able to verify our strengths and barriers? | **Strengths:**  
| | CLP built the infrastructure needed for online learning (familiarity)  
| | iPads and hotspot accessibility were provided to JCSD families.  
| | All teachers provided opportunity for engagement through face-to-face interaction on an online platform.  
| | Secondary students have had prior experience with diverse technology tools.  
| | Technology support was available for staff, students, and families through the technology hub and technology hotline.  
| | JCSD teachers were expected to advance their technology skills to meet the demands of online instruction.  
| | Breakfast and lunch were available at designated pick-up sites.  
| **Barriers:**  
| | Peer to peer interaction  
| | Scheduling  
| | Administering assessments and collecting data  
| | Attendance  
| | Professional learning  
| | PLC’s  
| | Family and home dynamics (staff and students)  
| | Technology accessibility  
| | Transition from optional online learning to required online learning |

| Survey sent Thursday, June 4, due Tuesday, June 9 at 12:00 PM  
| | JCSD CLP Staff Survey  
| (Analyze data and make recommendations)  
| Is a tiered, coordinated response planned for returning to learning? |
## JCSD Leadership Team Continuous Improvement Plan

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>Online Learning</th>
<th>Possible Next Steps/Considerations</th>
</tr>
</thead>
</table>
| **What are our priorities?** | • Ensure 100% student attendance  
• Learning and instruction is meaningful, relevant, responsive, rigorous, engaging and authentic.  
• Feedback is extended to students in a timely and specific manner  
• Students and staff are safe and a healthy environment is provided for all  
• Social/Emotional/Mental Health needs are prioritized  
• District, buildings, and teachers communicate and connect with all students and families  
• Data and COVID related guidance drives decisions | • Use data from family survey sent from infrastructure along with any other surveys collected |
| **What are we going to do (and not do)?** | • Prioritize data collection on current reality for students | • Develop an action plan based on needs and capacity, considering  
  o The delivery model that matches district need  
  o Criteria for change in delivery model (resurgence, emergency proclamations from the Governor, increase in attendance in the Hybrid delivery model, etc.) |
| **Are we doing what we said we would do (or not do) with fidelity?** | | How have district action plans been assessed prior to now? Follow same protocols???
| **Is our plan working?** | | Address needs of students based on distance learning challenges and successes |
| **Do we need to adjust?** | | |
## Appendix B: Health & Safety Cleaning Checklist

The table below outlines standard custodial practices utilized by custodians in the Johnston Community School District for COVID 19.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td>Bodily Fluid Cleanup</td>
</tr>
<tr>
<td>Daily</td>
<td>Glasswork-Doorway</td>
</tr>
<tr>
<td>Daily</td>
<td>Empty all waste baskets/Clean and disinfect</td>
</tr>
<tr>
<td>Daily</td>
<td>Clean and disinfect desk and table tops</td>
</tr>
<tr>
<td>Daily</td>
<td>Spot clean carpet</td>
</tr>
<tr>
<td>Daily</td>
<td>Clean and Disinfect all sinks and drinking fountains and soap and paper towel dispensers</td>
</tr>
<tr>
<td>Daily</td>
<td>Thoroughly clean and disinfect all restrooms</td>
</tr>
<tr>
<td>Daily</td>
<td>Disinfect light switches and Door knobs</td>
</tr>
<tr>
<td>Daily</td>
<td>Vacuum, sweep and mop floors</td>
</tr>
<tr>
<td>Daily</td>
<td>Clean and disinfect locker fronts</td>
</tr>
<tr>
<td>Weekly</td>
<td>Wash trash cans as needed</td>
</tr>
<tr>
<td>Weekly</td>
<td>Clean windows and sills</td>
</tr>
<tr>
<td>Frequency</td>
<td>Task Description</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Weekly</td>
<td>Clean and dust window blinds</td>
</tr>
<tr>
<td>Weekly</td>
<td>Clean, white boards and</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Disinfect entire buildings (Spring/Winter/Summer)</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Clean all light fixtures</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Clean all air vents</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Clean all blinds</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Clean carpets</td>
</tr>
<tr>
<td>Annually</td>
<td>Scrub and Extract all carpets</td>
</tr>
<tr>
<td>Annually</td>
<td>Wash all windows inside and out</td>
</tr>
<tr>
<td>Annually</td>
<td>Restore all tile floors</td>
</tr>
<tr>
<td>Annually</td>
<td>Clean baseboards</td>
</tr>
<tr>
<td>Annually</td>
<td>Strip and wax floors</td>
</tr>
</tbody>
</table>