

Lake Mills Community Schools

Return to Learn Plan * Fall 2021

Leadership:

Leadership team- Supt., principals, buildings and grounds director, nurse, district leadership team(DLT), curriculum director, counselor, and building leadership teams

Currently established communication channels(schoolmessenger, website, and school facebook pages) will be used along with those established for school closure.

Continuous evaluation of the Return to Learn plan will be completed by the district leadership team and may lead to realignment of resources and supports.

All families should have access to the internet and a device to use in case we go back to online learning.

Communication as needed using avenues already established including, but not limited to, Winnebago County Emergency Management and Iowa Department of Public Health.

Infrastructure:

Use technology in place and bolster as needed.

If a special education student stays home/online, due to being in a required learning environment, all SDI work, progress monitoring and goal work would continue per the terms of the IEP. IEPs may need modification in certain circumstances based on what is available to the student at home. This would equally be applied to students in other special populations (i.e. ELL, 504, TAG, etc.)

Students staying home, for COVID-19 reasons, can utilize lunch pick-up similar to the "summer" program we did during the closure.

If the state allows, we would explore and most likely implement continuous learning for days in which the school would be closed for reasons that are health, public safety, etc. related.

The school board will stay informed, and involved in the decision making process.

Prior to any change in learning situations we will address attendance and etiquette protocols for all students and staff to participate in a fair and equitable environment.

We will provide ongoing support and professional learning for instruction.

Face to face instruction will take place with as many mitigations that are possible within our district to still be able to provide a good education in a safe environment. The same would go for transportation of students to and from school/ events.

Health and Safety:

Staff and students- Facemasks may be worn at the discretion of the student, parents, and staff. If these become required and mandatory items by the state and or public health then we will revisit this area and provide necessary equipment as needed.

Students and staff will continue to self monitor health concerns and symptoms.

Buses will be disinfected before the am/pm route time of use and we will continue to follow the masking guidelines for public transportation.

Continue to get guidance from state and public health.

Custodial staff will follow up regular routine and additional steps. Full attention will be paid to high touch surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains, etc.

Routines may have to be altered to minimize class to class exposure.

- May have to reduce numbers in buses which would lead to the possibility of A and B days.
- A designated isolation room will be established in each building. It should be close to the nurse's office.
- Possibility of eating lunch in the classroom or using the stage to spread out.
- Increased opportunities for hand washing will be provided.

Staff- We will use normal sick leave procedures. If you are sick, stay home.

If staff have Covid we will follow state guidelines for leave and getting staff back to work. Same for students. We will want to minimize staff and student absences while keeping everyone else healthy and safe.

If a staff member or student would need to be quarantined, we would make arrangements for them to work and learn from home as their condition allows.

Iowa Academics Standards:

Grade level meetings will continue to be held to fill in any needed learning opportunities for students that have or are not proficient.

It is our belief that teachers and staff will do what they do every year. They receive their students and as they teach they will assess where students are at. They will figure out how much students have lost and retained and adjust instruction accordingly.

Teachers will work on identifying essential standards, with TLC support, during the school year to address any future closures. Elimination of some or all of educational opportunities that do not meet any required standard and benchmark may be necessary to close the gap this year.

TLC leadership will be the main resource for teachers to get help on how to narrow the scope of their classes. It will be imperative that screening, data collection and analysis is a focus of each teacher and building to track progress of all students. The TLC coaches will have to spend more time in this area rather than coaching strategies, technology, etc.

We have many avenues of communication set up from email, phone, schoolmessenger, SeeSaw, Facebook, newspaper, radio, website etc set up to continue to have good two way communication. All information will be complete and timely to all stakeholders about our plan for returning this fall. Any health concerns and information for the public will be addressed and communicated through our various outlets. Any issues and concerns with academic and learning needs will be communicated and addressed by the building principals.

We will stay on our original calendar. If it becomes evident by the last midterm of the first semester we need more time, we will lengthen student hours at the end of first semester and add hours to the second if needed.

We will continue to take advantage of professional development through the AEA and state whether it be face to face or virtual.

All teachers will undergo Formative Assessment training through the AEA this school year for professional development. This will ideally provide a structure and support for staff to better assess the impact of standard acquisition, student learning, and effectiveness of instruction while using quality data to make proper instruction decisions that will impact student achievement in a positive way.

Social-Emotional-Behavior Health:

As we always do, we will use our staff, counselors, parents, community, religious leaders, student groups, and social workers to do our best to make sure our students and staff have the basic needs such as clothing, food, shelter, mental well-being, access to a nurse, and a safe environment. We may rely heavily on AEA and state resources if student needs rise. Further efforts will be made to follow up on students already identified as At-Risk and any potential situations that may put students in any At-Risk category.

Equity:

We will work with current state guidelines to meet the learning and working needs of those families impacted by Covid and chronic conditions.

We will target as we always do those with special needs, at-risk and language barriers. If supplemental supports are needed, they will be implemented in a timely manner. We have developed multiple channels of communication for the delivery of instruction.

While we have worked to ensure that all stakeholders have internet access we realize there may still be special situations in which that alone is not conducive to continuing educational opportunities. Individuals that need paper resources will be given the opportunity to receive and return those as needed.

If a special education student stays home/online, due to being in a required learning environment, all SDI work, progress monitoring and goal work would continue per the terms of the IEP. IEPs may need modification in certain circumstances based on what is available to the student at home. This would equally be applied to students in other special populations (i.e. ELL, 504, TAG, etc.).

We will use a translator to make any adjustments to communication needs.

Data Considerations:

Continuous evaluation of the Return to Learn plan will be completed by the district leadership team and may lead to realignment of resources and supports.