JOHNSTON COMMUNITY SCHOOL DISTRICT

RETURN TO LEARN: ON-SITE DELIVERY MODEL

A guidebook for students, employees, and families for the returning to school for the 2023-2024 school year
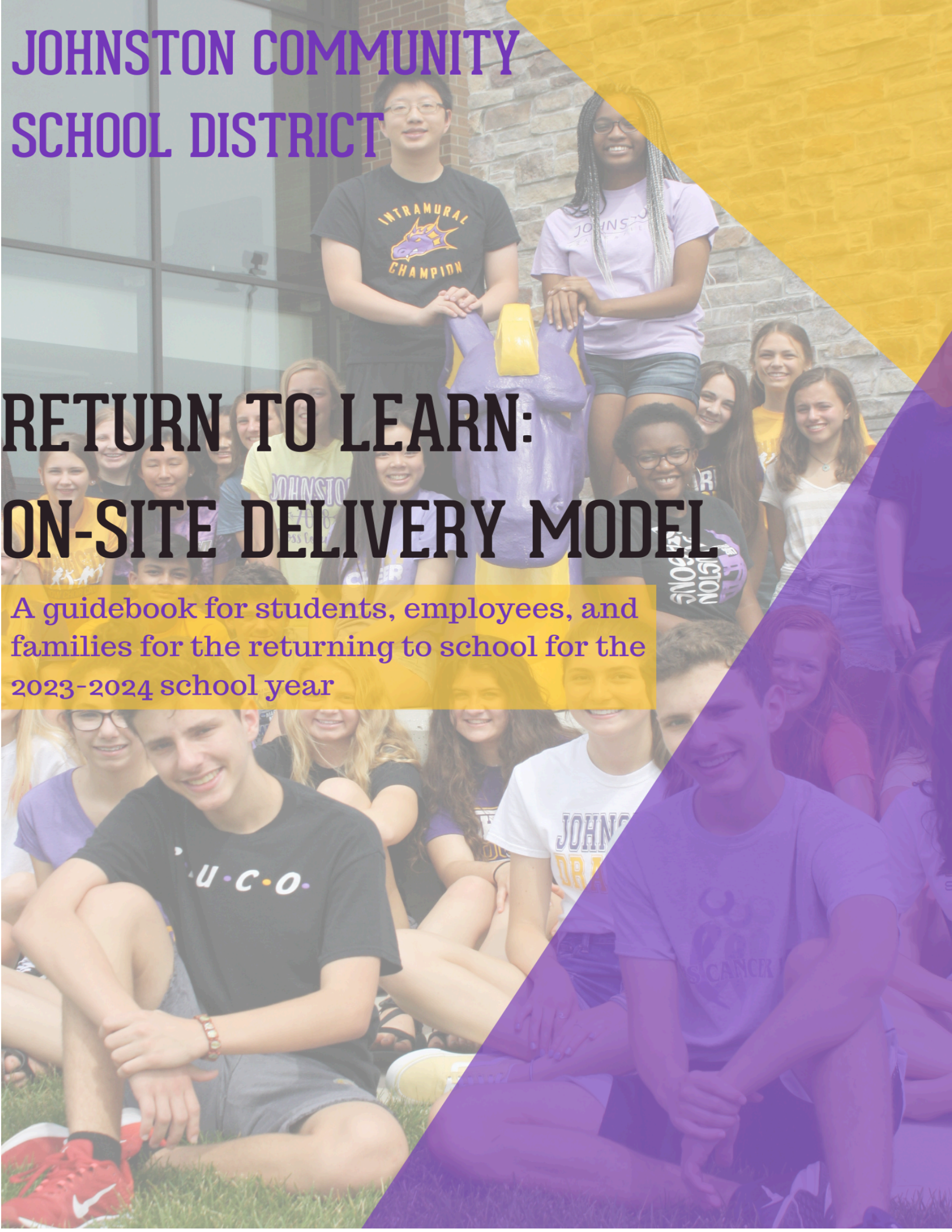
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Johnston Community School District Required On-site Learning Delivery Model

INTRODUCTION AND OVERVIEW

The onset of COVID-19 four years ago 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. This commitment will remain in place for teaching and learning during the 2023-24 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, 2020-21, 2021-22, and 2022-2023 school years.
- 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 2023-24 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 class-wide 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 2023-2024 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.

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.

INFRASTRUCTURE

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.   2023-2024 Academic Calendar

Grading/Promotion
In any mode of instruction, the Johnston Community Schools' current grading practices will be used in assessing student learning.

Attendance
In On-Site Learning attendance will remain as past practice.

Professional Learning
Professional Learning priorities at the district level are Professional Learning Communities, Standards Referenced Practices, Danielson Instructional Framework, Multi-Tiered Systems of Support, Postsecondary Pathways, and Curriculum Review. The District's work around Equity, Inclusion, and Belonging and Social Emotional Behavior/Mental Health is interwoven within our professional learning, as well as having dedicated learning sessions throughout the year.

HEALTH & SAFETY

The health and safety of the JCSD students, staff, and families are first and foremost in planning for the 2023-2024 school year. We want to share these key points about the Johnston Community School District Return To Learn Plan - and subsequent Mitigation Planning Document - that guide our response to our district's state of health.

1. The JCSD plan is guided by state laws (House File 847, Senate File 160) which prevent schools from mandating face masks and requires school districts in Iowa to provide on-site learning.
2. Per guidance from the Iowa Department of Public Health, Johnston Schools will treat COVID-19 similar to influenza and other common child illnesses. Student shall be allowed to return to school in accordance with current CDC Guidelines
3. The JCSD Return To Learn plan calls for the school setting to return to a pre-COVID, face-to-face operation focused on maximizing instruction, collaboration, and student learning.
4. Families should anticipate that their child may be exposed to communicable diseases and viruses at school.
5. Due to health department changes in quarantine requirements, JCSD will not contact trace to identify individuals as "close contacts" who may have been exposed to COVID-19 in the school setting.

6. Per guidance from the Iowa Department of Public Health, students who believe they have been exposed to COVID-19 in or outside of school are not required to quarantine and should monitor for symptoms.
7. Curriculum and Instruction will be provided on-site. Johnston Schools will not provide a remote learning option for students in 2023-2024.

Statement on Facial Coverings in the Johnston Community School District

Iowa Code, House File 847, Sec. 28

Facial Coverings. The board of directors of a school district, the superintendent or chief administering officer of a school or school district, and the authorities in charge of each accredited nonpublic school shall not adopt, enforce, or implement a policy that requires its employees, students, or members of the public to wear a facial covering for any purpose while on the school district's or accredited nonpublic school's property unless the facial covering is necessary for a specific extracurricular or instructional purpose, or is required by section 280.10 or 290.11 or any other provision of law.

What does this look like in Johnston schools?

As applied in an everyday sense, this law (signed May 20, 2021) means that the district or any of the schools cannot enforce or require students or staff to wear a facial covering/mask on school property. Since this law came into effect, masking is 100% optional and supported on all district properties.

With the passage of House File 847, JCSD COVID-19 teams ended contract tracing and positive-case/close contact notification. Effective for the 2021-22 school year, COVID-19 is classified as a childhood illness per the Iowa Department of Public Health guidelines.

The health and safety of the JCSD students, staff, and families are first and foremost in planning for the 2023-2024 school year. The plans presented in this guide represent district-level work and mitigation strategies, based on current health conditions in our community. We are all ready to put the COVID-19 pandemic behind us, by many accounts, we are on the way. But much work remains to be done. By taking some basic steps, such as getting vaccinated and listening to the public health experts, together we can get the 2023-2024 school year off to a safe, healthy start.

With a watchful eye on needs and health metrics, please note the school district may increase or dial back mitigation strategies to best keep our students and staff as safe as we can. Whenever possible, we will communicate any changes to our students, staff, and parent population. Families can expect building specific mitigation communications to come prior to school starting. As long as COVID-19 remains present in our community, it is expected that cases will affect students and staff at school. We ask parents and guardians to continue to monitor their child's health on a daily basis. We appreciate your support as we prepare for the upcoming school year.

The Johnston Community School District commits all district resources to provide students and staff with high-quality education.

- Masks are optional for students and staff members. These decisions are made by families and individuals, and we support these decisions. At this time, the U.S. Centers for Disease Control recommends wearing masks at medium or high COVID-19 Community Levels. In Iowa, it is now against the law for schools to require face masks. Johnston encourages people to listen to the health experts to keep themselves and others healthy.
- Buildings will determine their arrival and dismissal patterns to account for large numbers of students and reduce congestion as much as possible.
- No contact tracing on the part of the district will occur. COVID-19 is considered a childhood illness per Iowa Department of Public Health guidance.
- Cafeteria seating/serving will resume. Breakfast will be eaten in the cafeteria or grab and go and eaten in other parts of the building. This is determined by each building.
- Schools will hold optional, in-person Meet the Teacher and Back to School events. Individual schools may also offer teacher and/or school videos. New family orientation will be replaced by a welcome video from each building shared with new families. At Johnston High School, families will meet with school counselors on an individual basis.
- Visitors are allowed to enter the building near the front office instead of meeting outside of the building. Visitors will be allowed to drop off items, drop off/pick up students, etc.
  - This practice applies to KTC as well - parents are allowed into the building to sign-in/out their students.
- Parents are not allowed to walk students to the classroom at the start of the day, including the first days of school.
- Volunteers will be on an invitation-only basis from a teacher/program (background checks required per district volunteer policies)
  - Includes in classroom guest speakers
  - Includes other JCSD staff who bring in animals to share with classrooms
- IEP/504 meetings may be held either in person or via Zoom.

School events that could be held when health metrics indicate it is safe to do so:

- School-wide assemblies-students/families may opt out of participation. This may include Meals from the Heartland packaging events for schools that want to host these.
- Classroom parties at the elementary schools can be held twice per school year, at a time determined by the school.
- Spring elementary school BBQs may be held, similar to past practice; visitors would be allowed to participate.
- Elementary school field days in the spring may occur.
- Off-site field trips may resume.
- Parent teacher conference format: Buildings will communicate the structure of parent/teacher conferences. An opportunity for both in person and via Zoom will be available.
- The reintroduction of student-purchased recorders in 3rd and 4th grade music classes.

Events/Procedures/Operations that will resume:

- Regular class schedule
- Utilize student common areas
- Computer labs are set up and used in all buildings.
- Rehearsals and performances for vocal/band, plays, musicals, and show choir will resume.
- Team/choir dinners are allowed. It is highly recommended that meals be catered, pre-wrapped and/or prepared by an organization with food handling certification to avoid illness. In the case of potluck dinners, serves must wear gloves when handling or serving food.
- Food is allowed to be eaten on activity buses. Coach(es) or chaperone(s) should ensure the food, wrappers, etc. are removed from the bus upon arrival back at school. The bus will need to be left in good shape for the next day's routes.
- Clubs are able to meet in person or via Zoom.
- School socials and dances
- PTOs or other parent groups may meet either in person or via Zoom.
- Water fountains will be turned on and available for use in hallways and classrooms. Students are encouraged to bring their own water bottles
- Maintain hand sanitizing stations and encourage regular hand washing
- Regular classroom seating practices will be followed.
- Playground procedures will resume; students will not be cohorted.
- Students are allowed to share classroom materials.
- Sophomores will return to closed campus for lunch and study halls
- College visitors/Trades/Union representatives can resume in person or via Zoom

Standard Health Regulations and Procedures in Schools

Parents or guardians and a child's medical providers are responsible for the care of an ill student. School nurses and health service staff provide support to families in their responsibility of caring for their children. The school health offices are staffed by a registered nurse.

If your child is ill or not feeling well, please keep them home. Parents are requested to call the elementary health office and secondary attendance lines when their child is tardy, ill, or will not be at school for other reasons.

Infectious and Communicable Diseases

Infectious diseases are caused by viruses, bacteria, fungi or parasites and can be spread from one individual to another. General notification about communicable diseases are made when there are spikes in a grade level/building site to inform parents about pertinent information. Please encourage good hygiene and regular hand washing at home to help combat communicable diseases.

Parents may be asked to pick up their child from school under the following circumstances:

- has tested positive for a communicable disease/virus. Your school nurse will advise you about your child's return to school. Please note, schools do not test for any type of communicable disease/virus;
- the child has a fever of 100.4 degrees F or above;
- the child is vomiting and/or has diarrhea;
- the child has a rash that may be disease related;
- the child does not feel well enough to return to the classroom;

- the child has a persistent cough.

Parents should not send their child to school if he or she:

- has a fever of 100.4 degrees or more. The student should stay home for 24 hours after the temperature returns to normal (98.6 degrees F) without fever-reducing medication;
- has vomited or had diarrhea or unexplained abdominal pain. The student should stay home until 24 hours after the last episode;
- has a rash that may be disease-related or from an unknown cause;
- has swelling, redness, tenderness, or discharge from eyes;
- has a severe cold and/or persistent cough;
- has tested positive for a communicable disease/virus. Your school nurse will advise you about your child's return to school.

Building and Grounds Mitigation 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.

- The Building and Grounds department will procure all PPE for the district (masks, shields, gloves, hand sanitizer, disinfecting wipes).
- Buildings & Grounds crew will continue to over-ventilate buildings for optimal air flow. Custodians will monitor air levels closely to ensure humidity levels remain stable within each building.
- Assess the most effective way to utilize custodial staff members for disinfecting and change custodial schedules accordingly.

Cleaning and Disinfection Practices

The disinfection of health sensitive areas is a priority and this work is required at all times. 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.

- Classrooms (In addition to daily custodial cleaning, all classrooms are stocked with hand sanitizer and disinfecting wipes for frequent use)
- 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.

EPA Approved Chemicals

JCSD uses EnvirOx OxiGenesis Disinfectant and H2orange2 Sanitizer/Viricide to disinfect, sanitize and clean all areas (5 minute dwell time needed to meet 100% of all kill claims – OxiGenesis EPA 69268-4, H2orange2 EPA 69268-1). Both products are formulated to aid in viral, bacterial, soil load reduction and cross-contamination on all non-porous surfaces in acute care, extended care, education and other high use facilities. Both are effective in hard water up to 200 ppm hardness (calculated as $CaCO_3$). OxiGenesis is a one-step Hospital use cleaner/disinfectant, it is also an EPA/DFE safer choice for the protection of human health. The Design for the Environment (DfE) disinfectants and sanitizers have been reviewed by EPA and found to meet both the pesticide registration requirements and contain ingredients that have been reviewed for both human health and environmental fate. OxiGenesis is a 1 minute contact time for SARS-Related Coronavirus 2 (SARS-CoV-2) (cause of COVID-19) The formulation is ready to use. H2orange2 is a dilutable cleaner/sanitizer/virucide which reduces germs on surfaces. Kills 99.99% of common bacteria including Staphylococcus aureus, Salmonella choleraesuis, Streptococcus faecalis and Escherichia coli. Each product carries these claims on the EPA Master Label.

Cleaning Schedule

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

Immediately	Bodily Fluid Cleanup
Daily	Clean and disinfect desk and table tops
Daily	Glasswork-Doorway
Daily	Empty all waste baskets/Clean and disinfect
As needed	Spot clean carpet
Daily+ (for high use)	Clean and disinfect all sinks, drinking fountains, soap stations and paper towel dispensers
Daily	Thoroughly clean and disinfect all restrooms
Daily	Disinfect light switches and door knobs
Daily	Vacuum, sweep and mop floors
Daily	Clean and disinfect locker fronts
Weekly	Wash trash cans as needed
Weekly	Clean windows and sills
Weekly	Clean and dust window blinds
Weekly	Clean white boards
Quarterly	Disinfect entire buildings (Spring/Winter/Summer)
Quarterly	Clean all light fixtures
Quarterly	Clean all air vents
Quarterly	Clean all blinds
Quarterly	Clean carpets
Annually	Scrub and extract all carpets
Annually	Wash all windows inside and out
Annually	Restore all tile floors
Annually	Clean baseboards

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.

Nutrition Mitigation Recommendations

Employees assigned to work in kitchens will practice strict sanitation guidelines set by USDA, DHS, CDC and Health Department. There will be at least one ServSafe Certified Nutrition Staff scheduled to work in each district kitchen at all times as required for a food license by the Iowa Department of Inspections and Appeals.

- Given very low risk of transmission from surfaces and shared objects, food items may be self-served. Utensils and serving lines will be cleaned and sanitized between serving periods.
- Students are required to practice safe hygiene practices such as hand washing before and after food consumption.
- Food staff will practice proper hand washing to include: before and after handling of food, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Gloves will be worn during food preparation and when handling ready to eat foods.
- Frequently touched surfaces will be cleaned and sanitized. Food contact surfaces will be washed, rinsed, and sanitized before and after use. Tables will be cleaned after each group and disinfected daily.

Transportation Mitigation Recommendations

- Normal cleaning of buses on a daily basis to include high touch areas.

Staff-related Mitigation Recommendations

- Staff attire expectations will return, with business casual attire expected Monday through Thursday and jeans allowed on Fridays/special occasions.
- The Americans with Disabilities Act (ADA) allows individuals to request reasonable accommodations. A reasonable accommodation is a change in the work environment that allows an individual with a disability to have an equal opportunity to apply for a job, perform a job's essential functions, or enjoy equal benefits and privileges of employment. The district cannot ask employees if they have disabilities that make them more vulnerable to COVID-19. Therefore, we advise employees who feel they need a reasonable accommodation to initiate the interactive process to which they are entitled by notifying their immediate supervisor and Chris Kinney in Human Resources at chris.kinney@johnston.k12.ia.us.
- Staff should continue to sanitize the time clocks after use with a cleaning wipe.
- Protective barriers can be requested and may be available based on specific need(s).
- Staff may return to normal use of breakrooms and lounges.
- Prior to coming to the workplace, staff should perform self-screening for symptoms of COVID-19 and/or other communicable diseases. If symptoms of COVID-19 are present, please contact your immediate supervisor for further instruction.
- Staff should continue to report symptoms of COVID-19, exposures to COVID-19, and a positive COVID-19 test result to their immediate supervisor.
- The Families First Coronavirus Response Act (FFCRA) that mandated additional time off for COVID-19 reasons expired December 31, 2020. The district extension of some of the FFCRA provisions expired after last school year. Employees should use their sick leave for absences related to COVID-19.

IOWA ACADEMIC STANDARDS
Academic Standards

At Johnston CSD, academic learning will continue to be a priority in the 2023-2024 school year. We are committed to implementing a multi-tiered system of supports (MTSS) and accelerating student learning when needed, in order for our students to be successful academically.

Through dedicated PLC time, PK-12 instructional teams will use a process centered on four questions to plan instruction, assess student progress, and respond instructionally to student needs. Here are the PLC Checklist questions:

Q1: What do we want all students to know and be able to do?
- What are the essential skills and priority standards for instruction?
- What are the prerequisite knowledge and skills for this learning?
- What do our pre-assessment data tell us about what students need to learn?
- What will be the scaffolds for gaps in prerequisite knowledge and skills?
- What SMART goal will your team work to achieve?
- What might our instructional practices and routines need to look like?

Q2: How will we know they have learned it?

- What common assessment data will we respond to?
- What indicates proficiency (reference the proficiency scales if available)?
- What does our body of evidence tell us students can do? Cannot yet do?
- What ongoing formative assessment data will we add to our body of evidence?
- What instructional practices were effective, based on student data?
- How might the data collection be adjusted for a possible change in instructional setting?
- Based on our data, how do our instructional practices need to change?

Q3: How will we respond if students have not yet learned it?

- What do our data tell us we need to focus on in Tier 1 instruction?
- What do our data tell us we need to focus on in Tier 2 or 3 instruction?
- What will be the scaffolds for gaps in prerequisite knowledge and skills?
- What ongoing formative assessment data will we use to determine if students have now learned it?
- What collaboration might be needed with other teachers who teach our students?

Q4: How will we respond if students have already learned it?

- What do our data tell us we need to focus on in Tier 1 instruction to enrich and deepen understanding?
- What do our data tell us we need to focus on in Tier 2 or 3 instruction to enrich and deepen understanding?
- What ongoing formative assessment data will we add to our body of evidence for these students?
- What collaboration might be needed with other teachers who teach our students?

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

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 2023-2024 school year.

PLCs will review data communicated from the previous grade/course to identify initial student learning needs.

PLCs will use a balanced assessment system to collect and analyze data, including pre-assessment data and prerequisites for each priority standard (essential knowledge, skills, and vocabulary).

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 match curricular resources to desired instructional outcomes, in order to plan for differentiated instruction that addresses possible learning gaps.

The PLC Checklist above and [Unit Assessment Tool](#) can support PLCs as they plan instruction, using assessment data to determine what their students need to learn and the instructional response to the data. These PLC tools can be modified to fit the needs of instructional teams.

Accelerating Student Learning Using Effective Instruction Matched to Student Needs

We will collect ongoing student learning data throughout the 2023-2024 school year to determine needs, differentiate instruction, facilitate student engagement, and make summative decisions about student learning.

PLCs will analyze the data collected as part of a balanced assessment system to determine what their students need to learn and the instructional response to the data. We will identify and use effective instructional resources and practices to provide engaging, differentiated instruction based on students' needs.

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 PLC process, blended/online strategies, etc.

EQUITY

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 Who Have IEPs

•   Ensure appropriate access to- and equity of- Iowa's Academic Standards and other needs as the result of the disability

- Ensure all rights and responsibilities under IDEA are provided

Big Rock	Considerations
Communication	**District Communication Plan to be followed** • **Determine Family Needs**- instructional support, other needs **Access to Educational Services** • Special Education teachers will communicate regularly with subject or classroom teachers for whom they share students to ensure accommodations and modifications are being met. • 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. • All members of the IEP team and support providers will regularly communicate to meet the needs of students/families.
Technology Needs	• Considerations for students residing at Child Serve, group home, residential, detention, and other facilities.
Professional Learning for Staff	Professional learning for special education teachers and staff • IEP legal requirements and timelines • Technology for instruction • Best practices for staff that support students, including associates • Ways to differentiate instruction and support accommodations and modifications for core instruction • Health and safety protocols for individualized student needs • Best practices for social, emotional, and behavior health needs for students, families, and staff

Learning and Support for Families	• 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.)
	  o Ways to support students in accessing, participating, and progressing in the curriculum
	  o IEP process under current circumstances

Academics	Free and appropriate educational (FAPE) opportunities will be provided to students with disabilities to the greatest extent possible consistent with the health and safety needs of students and individuals providing education, specialized instruction, and related services. • Student needs will be determined by the IEP team, 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. • 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. Considerations: • Level of attendance/engagement • Health and safety of students • Health and safety of support providers (teachers, associates, caregivers, SLP, OT, PT, etc.) • Potential for regression • Level of anxiety
Social Emotional Health	Determine the student/family/caregiver needs for social, emotional, and behavior, and health (SEBH) Determine the staff needs for social, emotional, and behavior health Support SEBH needs: • Establish and maintain relationships with students/families/caregivers • Professional learning on best practices for social, emotional, and behavior health needs for students, families, and staff • Support the needs of IEP students who may have high anxiety or difficulty adjusting to in-house school.

Ensure Equity For English Learners
• Ensure English learners and their families have access to communications in language most easily understood.
• Establish methods for delivering instruction to support English Learners

Big Rock	Considerations
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? • 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?
Technology Needs	• 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?
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 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? • Who should families reach out to if they are needing help with connectivity or technology issues? • How can we help families understand the steps we will be taking at school to ensure health/safety?
Academics	• How can we effectively plan to provide both targeted English instruction and grade level core content instruction? • How are we incorporating ELP standards into our instruction? • How can we ensure academic rigor for all students?

Social Emotional Health	• How can our elementary buildings team with SSFs for outreachefforts 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?

Ensure Equity For At-Risk Learners

- Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities

Big Rock	Considerations
Communication	• How can we utilize SROs or Juvenile Court Liaisons if necessary to keep eyes on a student? • How will we continue to reach out/check in with students even when there is no engagement?
Technology Needs	• How can we develop a plan for replacement if an iPad is lost, broken or stole that does not create animosity between family and school? • How will we support students who are unable to engage in learning via technology?
Professional Learning for Staff	• What learning can we provide to staff on trauma-based behaviors in students and effective student behavior supports?
Learning and Support for Families	• How can we work together with families to ensure that At-Risk students are able to comply with hygiene expectations? • How can we provide opportunities for extracurricular activities for our At-Risk students? • How will truancy court function? • How will student engagement be tracked? • What is our plan to provide interventions to increase engagement? • How will we identify engagement barriers and develop a plan to address them with the student/family?
Academics	• How can we engage our At-Risk students in project-based learning as a way to demonstrate their learning other than on-line assessments? • How will we support students who are doing paper packet work and provide meaningful feedback? • How will we work to close the gap and address academic regression in At-Risk students? • How will we provide instruction to homeless/foster case students?

Social Emotional Health	• How can we address the collective trauma of At-Risk students (increased instability, food insecurity, lack of parental support)? • What is our plan for prioritizing relationships and safety of students before addressing engagement?
	• 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 (Extended Learning Program – ELP)

• Ensure SEBH needs of gifted and talented learners are addressed
• Establish accelerated/enriched learning opportunities

Big Rock	Considerations
Communication	• How will we communicate with families in creating/updating PEPs/learning plans?
Technology Needs	• Are there adaptive technology/resources needed to support Extended Learning Program – ELP students? • What apps/subscriptions may be needed to help meet the needs of ELP students?
Professional Learning for Staff	• How will ELP teachers help PLCs with differentiation for students who are at or above level? • What will the breakdown for ELP teachers look like (% of time working with students vs. % of time working with teachers)?
Learning and Support for Families	• How will we involve families in goal planning and development of enrichment opportunities?
Academics	• How can we extend project based/experiential learning opportunities through pacing, depth and complexity for ELP students? • What pre assessment tool could be used at the beginning of the year with ELP students? • What unique considerations might there be for students who are twice-exceptional?
Social Emotional Health	• How will we address the social/emotional needs of ELP students who may have high anxiety/perfectionism • How can we work to help ELP students develop goals/expectations, give them feedback, and recognize their accomplishments using a calm and reassuring tone?

Finishing the unfinished: Tools to create an equitable learning recovery plan [Webinar](#)
DE Document: [Assessment Protocol: Assessing Initial Learner Needs Through an Equity Lens](#)

SOCIAL-EMOTIONAL BEHAVIORAL HEALTH

Providing for the social, emotional and behavioral health needs of Johnston students, staff and families/caregivers will be a district priority as students are transitioned to return to on-site 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 SEBMH needs is based on the following resources: [A Trauma Informed Approach to Teaching Through Coronavirus.](#)

Establishing a routine and maintaining clear communication
Students

Create & modify expectations, schedules, and routines for school environment.

Determine best communication strategies for on-site learning with health and safety procedures in place.

Communicate and teach expectations, schedules and health and safety procedures to students.

Offered tiered support for students in need of specialized instruction related to routine and expectations.

Staff

Provide pre service and ongoing professional learning (including choice learning) for staff that includes training related to establishing regular routine and communication structures.

Schedule regular building/department updates for district staff members.

Make staff aware of tired support to facilitate better student and family/caregiver communication.

Provide regular teacher training and access to a clear and well communicated referral process for student safety and well-being.

Families/Caregivers

Utilize the district You Tube page to archive previous student well -being family/caregiver educational offerings.

Ensure SEBH supports can be communicated 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.)

Staff

Provide professional learning about welcome and inclusion activities, tiered support and accountability.

Families/Caregivers

Develop building wide plans for initial connections with families/caregivers prior to the start of the 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

Work with school staff to identify students lacking relationships with safe adults and provide tiered support opportunities for students to develop those connections.

Support a sense of safety at home & school.

Provide regular information to students about the process of meeting with a building counselor and accessing other resources.

Provide environments and teach practices to increase a sense of safety.

Create a safety and support plan for students experiencing grief or other trauma.

Staff

Provide expectation and professional learning (pre services and ongoing) related to activities that decrease anxiety, tiered support and accountability.

Encourage district administrative teams to model intentional facilitation that creates a safe and caring environment.

Provide professional learning (pre service and ongoing) about welcome and inclusion activities, tiered support and accountability.

Create a support plan for staff members experiencing grief or other trauma.

Families/Caregivers

Develop a dissemination plan to communicate SEBH supports to families/caregivers not accessing web page supports.

Buildings will provide regular family/caregiver communications, district staff members will regularly update the health dashboard for families/caregivers to access.

Connectedness
Students

Provide safe opportunities to enhance student to student relationships.

Create opportunities to enhance teacher to student relationships.

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.

Staff

Prioritize and provide staff members time for connection during professional learning time.

Encourage PLC, department and building level staff relationship building.

Families/Caregivers

Offer Raising Healthy Dragons learning opportunities to connect families/caregivers with information and community resources.

Utilize social media to connect families/caregivers with community resources.

Hope
Students

Assist students in identifying and utilizing their strengths.

Provide 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.

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.

Provide Raising Healthy Dragons families/care-givers sessions that highlight strengths-based and resiliency learning.

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 Communications Department operates with the goal to produce clear and consistent communication across all channels to educate and inform internal and external audiences.

To serve the needs of the entire JCSD community, the district's communications tool, ParentSquare, provides instant language translation in all posts, messages, calls and alerts, to ensure that all families receive information in their preferred language in a timely manner. The preferred language is chosen during school registration in Infinite Campus, and can be changed by the family in ParentSquare if it is not the correct language.

Audiences and Delivery Models
Internal Communications

Communication starts with this inner-most audience in our district- our employees.

The Communications Department provides regular and urgent messages to our staff in multiple ways, including ParentSquare (email, text, text, app update, phone), regular email, face-to-face and virtual meetings, live-streamed events, the JCSD website and staff Intranet, and social media.

ParentSquare: ParentSquare is our primary mode of communication with employees. A post in ParentSquare sends out an email, text and app update. Communications is usually sent in user-preferred timing, which allows people to receive a digest summary of communications once at 6pm each day. Communications can also be sent instantly for matters that are more urgent and time-sensitive. Things of a highly urgent nature with an action item (such as snow days and emergencies) are sent out as an Urgent Alert which sends an email, text, app update, phone call and overrides all user settings.

Face-to-face or Virtual meetings: Building and/or department leaders can utilize face-to-face 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.

Internet and Staff Intranet: District updates, are posted here, along with resources for teaching and learning, professional development, and more.

Social media channels: Staff are encouraged to like or follow the district on the three social media channels of Facebook, X (formerly known as Twitter), and Instagram for updates and reminders.

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 ParentSquare posts and messages, emails, newsletters, phone and text messaging, mobile app notifications, survey and result follow up, websites, media coverage, social media, and livestream network.

 ParentSquareEmail: ParentSquare is our primary mode of communication with students and families. A post in ParentSquare sends out an email, text and app update. Communication is usually sent in user-preferred timing, which allows people to receive a digest summary of communications once at 6 pm. each day. Communications can also be sent Instantly for matters that are more urgent. Things of a highly urgent nature with an action item (such as snow days and emergencies) are sent out as an Urgent Alert which sends an email, text, app update and phone call, and overrides all user settings

E-Connection newsletter: A twice-monthly e-newsletter with district information and board highlights.

[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](), X (formerly known as 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. 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:

ParentSquare: ParentSquare is our primary mode of communication with both employees and families. Communications can be sent Instantly for matters that are urgent. Things of a highly urgent nature with an action item (such as snow days and emergencies) are sent out as an Urgent Alert which sends an email, text, app update and phone call, and overrides all user settings.

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.