



## Belmond-Klemme Return to Learn Action Plan

Area	Actions to Consider
1. Leadership	<ul style="list-style-type: none"> <li>A. <a href="#">Establish a District Leadership Team (DLT).</a></li> <li>B. <a href="#">Use a Continuous Improvement Process to develop, implement and monitor the <i>Return to Learn Plan</i>, and</a></li> <li>C. <a href="#">Develop and support an effective communication plan.</a></li> </ul>
2. Infrastructure	<ul style="list-style-type: none"> <li>A. <a href="#">Determine current needs and capacity;</a></li> <li>B. <a href="#">Plan for organizational needs – district/school calendar, attendance, promotion/grades, and technology; and</a></li> <li>C. <a href="#">Develop, implement, and support the efficacy of professional development.</a></li> </ul>
3. Health and Safety	<ul style="list-style-type: none"> <li>A. <a href="#">Ensure ongoing workplace safety.</a></li> <li>B. <a href="#">Support mitigation strategies, and</a></li> <li>C. <a href="#">Monitor the health and safety of teachers/staff, students, and families.</a></li> </ul>
4. Iowa Academic Standards	<ul style="list-style-type: none"> <li>A. <a href="#">Assess initial student learning needs.</a></li> <li>B. <a href="#">Match curriculum to student needs, and</a></li> <li>C. <a href="#">Accelerate student learning using effective instruction matched to student needs.</a></li> </ul>
5. Social-Emotional-Behavioral Health (SEBH)	<ul style="list-style-type: none"> <li>A. <a href="#">Provide support for teacher/staff SEBH needs.</a></li> <li>B. <a href="#">Provide support for student SEBH needs, and</a></li> <li>C. <a href="#">Provide support for families to access needed resources.</a></li> </ul>
6. Equity <b>note:</b> <b>this section is written as one statement</b>	<ul style="list-style-type: none"> <li>A. <a href="#">Ensure equity supports for all students.</a></li> <li>B. Ensure equity for students with IEPs,</li> <li>C. Ensure equity for students who are English learners,</li> <li>D. Ensure equity for students at-risk (e.g., at-risk, living in poverty), and</li> <li>E. Ensure equity for students who are Gifted and Talented.</li> </ul>
7. Data	<ul style="list-style-type: none"> <li>A. <a href="#">Recommended Data to Monitor and</a></li> <li>B. <a href="#">Recommended Data-Based Decision-Making.</a></li> </ul>

Note: See [this resource](#) for Preschool Considerations aligned to these same categories.

### Leadership Action A - Establish district leadership team

We have created a district leadership that has members representing a cross-section of our district as well as considering representation of various programs offered. Members of the district leadership include:

✓ Dan Frazier	Superintendent	✓ David Hildebrand	TLC Teacher Coach
✓ Greg Fisher	Secondary Principal	✓ Leigh Jass	TLC Teacher Coach
✓ Mark Young	Elementary Principal	✓ Trish Morris	Technology Director
✓ Holly Friederich	Elementary Principal	✓ Cory Heifner	Buildings and Grounds
✓ Tiffany Ahrens	TLC Teacher Coach	✓ Jon Swenson	Transportation Director

The district leadership team meets regularly at 9:00 AM every Tuesday in the Jacobson Elementary conference room.

### Leadership Action B - Use a Continuous Improvement Process to develop, implement and monitor the *Return to Learn Plan*

We will follow our SAMI process to develop a continuous improvement plan. We have implemented a monitoring system as a part of our continuous improvement process to provide checkpoints with implementation of our plan. In addition, we will review the state guidance around [continuous improvement processes](#) so we can ensure our system is able to monitor progress.

### Leadership Action C - Develop and support an effective communication plan

We have designed a communication plan that will reach each of our stakeholder groups with the help of the [ISPRAs sample communication plan](#). The plan will be accessible to the community via our webpage and will list all resources, timelines, and communication needed for stakeholders (<https://www.bkcsd.org/>).

### Infrastructure Action A - Determine current needs and capacity

To determine current needs of our students and families, we will conduct a variety of needs assessments that will help inform our plans. [Staff and community surveys](#) will be deployed to assess technology and connectivity concerns, health and safety concerns, and instructional strengths and opportunities within our continuous learning plans from the spring. In addition, staff needs assessments will be conducted to help us plan not only professional development but structural supports, such as PLC team time and data tools, to support continuous improvement.

### Infrastructure Action B - Plan for organizational needs

Our district leadership team in conjunction with stakeholder input will develop a school calendar that considers how to address unfinished learning and health and safety concerns. Besides a continuous learning model, our district will create both a hybrid model and a face to face model that consider how instruction will be delivered to all students, those who are able to attend school face to face and those that do not. In addition, consideration for learning needs for our students with disabilities, English language learners, who are at-risk, or face economic hardships will also be thoughtfully considered in our calendar and plan for instructional days/hours.

Defining attendance in face to face and virtual learning environments will be the work of the district leadership team and communicated widely with teachers, students and families. It will include consideration for online participation in accordance with [guidance form the Iowa Department of Education](#). Attendance will be taken each day and reported through our student information system.

**Infrastructure Action C - Develop, implement, and support the efficacy of professional development.**

We know that supporting each teacher's learning will be an important part of our return to learn work throughout the entire school year. At Belmond-Klemme Community School District, we will start our PD by having K-12 teachers identify Big Ideas that are most critical to student learning. These essential learnings will be mapped (scope and sequence) out for the year by grade level using the PLC model. We will use data to assess staff needs related to this plan and will create scheduled teacher time that is protected for professional learning.

Steps for determining and delivering Professional Development

1. Assess staff needs - We will use the staff survey tool found in the [Toolkit from Unbound Ed](#). That data will help us identify the priority areas from the following topics:
  - a. How to teach online - [See layered supports offered by the AEA here](#)  
[Building classroom culture](#) when coming back online (or in person)
  - b. [Student agency](#) (choice, voice, ownership)
  - c. Accelerating learning strategies  
[TNTP doc](#) - reimagine teaching page 15 tips for diagnosing students' unfinished learning
  - d. Essential learning and assessment
2. Protect time for teacher teams to meet and first, develop scope and sequence for the year and then work on unit design throughout the year in PLC's. We are going to use \_\_\_\_\_ *list strategies/schedules and protocols/processes you will use to capture PD time* \_\_\_\_\_ to ensure time for teachers professional learning. We will use [this ongoing cycle](#) for the development of instructional units throughout the year that will focus on one of the identified priorities from staff needs assessment (listed in step 1 above)

**Health and Safety Action A - Ensure ongoing workplace safety**

As part of our district leadership team work, a smaller work team will focus on developing health safety plans that provide protocols for staff entering the building safely during time of closures as well as students and staff working safely in the building in hybrid or face to face models. We will use the [CDC Reopening Decision Tree](#) to help us make decisions about reopening. Our team will work with our maintenance and custodial staff to ensure that supplies are available to staff including supplies needed by the school nurse's office to ensure that student health concerns can be addressed.

**Health and Safety Action B - Support Mitigation strategies**

We will use CDC guidance to update [this template](#) for mitigation strategies implemented throughout the district. We will also make visible signage that supports social distancing and other protocols. We will use the [AEA Creative Services department](#) to print any signs we need to support our safety and mitigation strategies.

**Health and Safety Action C - Monitor the health and safety of teachers/staff, students, and families**

We know that monitoring the health and safety of our students and staff will be an ongoing process. We will use the [CDC guidelines](#) to update our monitoring procedures. We will develop and implement procedures to check for [signs and symptoms](#) of students and employees daily upon arrival, as feasible and encourage anyone who is sick to [stay home](#). We will also develop a plan to monitor student and employee absences and revisit our leave policies and practices to consider flexibility that can be provided.

**Iowa Academic Standards Action A: Assess initial student learning needs**

To start the school year, we will use \_\_\_\_\_ **name of assessment tools used (e.g., FAST, NWEA Map, iReady, etc.)** \_\_\_\_\_ assessment tools to help us identify overall student learning needs. We will also consider the most recent data we have from last year's assessments to help us consider trends. These assessment results will be shared with teachers and used in PLC's to determine instructional supports and interventions that may be needed.

**Iowa Academic Standards Action B: Match curriculum to student needs**

We will administer our district wide assessments (see Iowa Academic Standards Action A) **\_\_ fall, winter, and spring or 4 times - once each quarter\_\_** throughout the year to help us adjust instruction and match curriculum to student needs.

Our district curriculum will be reviewed to update our scope and sequence of essential learning. Using [a cycle for teaching and learning](#), our unit development will adjust throughout the year to ensure student learning needs are being met and interventions are in place for essential concepts and skills including social emotional learning competencies. In addition, each curricular unit will include a pre-assessment that helps identify unfinished learning of prerequisite skills needed to attain grade level standards.

**Iowa Academic Standards Action C: Accelerate student learning using effective instruction matched to student needs.**

Staff professional development has included reading the [guidelines for accelerated learning from TNTP](#). This article, along with discussions in PLC's, will allow our staff to identify prerequisite skills that are needing to attain grade level learning. Rather than remediate at the beginning of the year, our staff will use assessment information and our previous standards work to create instructional units that provide scaffolds for unfinished learning and prerequisite skills as they relate to the grade level content and skills.

**Social-Emotional-Behavioral Health A - Provide support for teachers/staff SEBH needs**

We understand that supporting the SEBH needs of our staff is critical. To gain a better understanding of staff SEBH needs we will ask staff to complete the [Resources and Needs Survey: Basic Needs and Social Supports](#). Based on needs identified in that assessment we will develop a plan to support staff. In addition we will use Section 3, part 6 of the [SEBH Action Planning Toolkit](#) to aid staff in developing and increasing a sense of safety. Moreover we will provide the following materials and resources to increase their coping, self-care, and wellbeing: [8 Steps to Cope with the Current Reality-Acceptance](#) provides guidance to help educators cope with the 'new normal' so we can help our students. [Care for the Caregiver](#) provides school staff guidance to identify the wellbeing and safety needs of staff. Moreover, this resource provides practical self-care strategies to decrease distress and increase well-being and a sense of safety. Lastly, [Tips for Taking Care](#) of yourself provide practical tips to aid educators in practicing self-care.

**Social-Emotional-Behavioral Health B - Provide support for teachers/staff student SEBH needs**

To support student SEBH we will assess 6-12th grade student needs with the [Learners in grades 6-12 survey](#). Based on the needs identified our district team will use the results of the survey and the think abouts indicated in the [SEBH Toolkit](#) to identify supports and resources. Once supports and resources are identified the team will use the [SEBH Action Planning Toolkit](#) guide action steps for implementation. Focus areas will include: establishing a routine and maintaining clear communication, relationships and well-being, sense of safety, connectedness and hope.

**Social-Emotional-Behavioral Health C - Provide support for families to access needed resources**

To support student SEBH we will assess needs with the [Family/parent/guardian survey](#). Based on the needs identified our district team will use the results of the survey and the think abouts indicated in the [SEBH Toolkit](#) to identify supports and resources. Once supports and resources are identified the team will use the [SEBH Action Planning Toolkit](#) guide action steps for implementation. Focus areas will include: establishing a routine and maintaining clear communication, relationships and well-being, sense of safety, connectedness and hope.

- **Equity A - Ensure equity supports for all students**
- **Equity B - Ensure equity for students with IEP's**
- **Equity C - Ensure equity for students who are English learners**
- **Equity D - Ensure equity for students at-risk (e.g., at-risk, living in poverty)**
- **Equity E - Ensure equity for students who are Gifted and Talented**

To ensure equity to support all students, including those with IEP's, who are English learners, are at-risk and/or who are Gifted and Talented, we will use universal instruction with targeted and intensive supports through an MTSS model.

We will assess student's readiness to engage in learning in a hybrid or distance learning environment by using the [Student Readiness Rubric](#). We will provide teachers with support in planning instruction to meet the needs of all learners using the [Universal Design for Learning](#) guidelines. We will provide access to and training on how to utilize tools to meet [accessibility needs](#) of students.

We will ensure quality instructional opportunities for learners generally considered "at-risk" due to any number of factors. In addition, we will use the [Assessment Protocol: Assessing Initial Learner Needs Through an Equity Lens](#) guidance document to make decisions for learners.

## DATA

**Recommend Data to Monitor:** We will use the following sources of data as we:

- 1) identify needs,
- 2) monitor implementation of our Return to Learn plan, and
- 3) evaluate effectiveness so that appropriate changes can be timely made.

**Leadership** - Data regarding team meetings, agendas, plan implementation, and monitoring and communication effectiveness (internal and external)

**Infrastructure** - Data around technology/internet availability for students and staff; instructional delivery and professional development needs/support for staff, students and families

**Iowa Academic Standards** - Student performance data from FastBridge (Literacy, Math and SAEBRS), pre and post-assessment data as aligned to essential standards, MAP, ISASP, and other common classroom assessments, interim assessments, and other data that supports student learning needs will be consistently monitored by both district leadership teams and grade and department collaborative teams.

**Health and Safety** - Data around PPE needs, health protocols, communication logs with public health, families, students and staff around health and safety needs (Student visits to nurse, student attendance, staff absences, etc...) . Number of meals prepared/served, mitigation survey data

**SEBH**- Data around attendance, office referrals, and other staff, student and family wellbeing survey data.

**Equity** - Data regarding the number and type of accommodations and modifications that are listed on existing IEPs, 504, EL and T/G plans, general education intervention plans, and other equity considerations.

### **DATA: Recommended Data-Based Decision-Making.**

District leadership teams and building based teams will periodically review these multiple sources of data to make decisions regarding priority needs, ongoing planning and implementation and effectiveness of our Return to Learn plan.