



Return to Learn Plan
Reopening School Fall 2020
August 2020

Our Mission: “To Provide a Caring, Learning Environment that Prepares All Students for an Ever-Changing World”

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This past March our educational system was interrupted like no other time in my 32-year career when Governor Kim Reynolds' recommendation of an emergency closure brought a new reality to our world. The adjustments were not easy for anyone and the remote learning became our new way of learning and teaching. However, this decision of building closure was very important due to my first and ultimately my number one priority of providing a safe environment for our children and staff.

In a matter of a short period of time, our teachers were working remotely; and students were engaging in continuous learning from home. I was impressed and proud of our staff the way they were able to adjust to something that was thrown upon them without much experience in the past. The resilience and dedication demonstrated by the Tripoli CSD staff was very impressive. I was also deeply moved by the patience, perseverance, and collaboration demonstrated by our families and community. This is why we say we are "**Panther Proud.**" We were all thrown into a crisis, and we were able to navigate and face the challenge head on.....without too many problems.

The end of the 2019-2020 school year did not bring an end to the challenges we faced, but it did bring an opportunity to reflect, recalibrate, and strategically plan for the future. Every Iowa public school system is required to submit a Return to Learn Plan to the Iowa Department of Education by July 1, 2020; however, the Action Plan is not due until later in the year. In Tripoli, we will have our last review of our Action Plan on August 12 at the School Board Meeting. Tripoli Community School District staff has already dedicated numerous workforce hours to the development of our "Return to Learn Plan;" and in the spirit of continual improvement, will continue to engage in purposeful cycles of improvement.

The intent of this document is to provide our key shareholders with an overview of our plan. It is important to recognize that this plan is rooted in what we know now. We have relied on guidance from the Iowa Department of Education, the Iowa Public Health Department, the Centers for Disease Control and Prevention, Bremer County Public Health, and other experts to inform them of our plans. As guidance changes, we will remain agile and make adjustments.

No matter the circumstance, our efforts will always be rooted in our mission, "Empowering students with knowledge, skills, and attitudes necessary for responsible, productive, fulfilling lives." Tripoli Community School District will continuously be a collaborative and innovative school District.

This plan presents a vision of schooling that is different than any of us has experienced, and we understand that it can create stress and a sense of loss. Recent history makes me believe we can do this because we will do it together.

Troy L. Heller
Superintendent
Tripoli Community School District

Public Health:

- Limiting face-to-face contact by providing three (3) to six (6) feet social distancing as possible
- Staff and student face coverings strongly recommended
- Symptom screening expectations
- Hand-washing and hygiene protocols
- Group gathering size limitations as much as possible
- Short-term school closures will be required by suspected and confirmed COVID-19 cases
- Additional cleaning protocols will be required

Learning Services Models

OVERVIEW

Friday, May 8, 2020, the Iowa Department of Education issued Return-to-Learn Guidance and a companion Return-to-Learn Support Document. Return-to-Learn plans are required to be submitted to the DE by July 1, 2020. These plans are designed to help schools meet the challenges of the 2020-2021 school year by:

- Ensuring that remote learning options are available for all students.
- Planning to help students catch up for the learning they may have missed during school closures.
- Integrating public health strategies into Iowa's schools.
- Enabling schools to move between on-site and remote learning as needed.
- Helping the Department of Education and our partners at Iowa's area education agencies (AEAs) understand how best to support schools.

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 some planning considerations will be similar across different return-to-learning delivery models, there are also unique factors that need to be considered by Districts in their planning depending on the approach taken for returning to learning. This planning also needs to take into consideration the need to prioritize health and safety needs, as well as the social-emotional-behavioral health (SEBH) needs, of students, educators, and parents/caregivers.

During the 2020-2021 school year, we will be prepared to deliver required learning services through three different methods, Continuous Learning, Hybrid Learning, and On-site Learning. The Iowa Department of Education provides the following regarding each type of service model:

● REQUIRED CONTINUOUS LEARNING

All Districts and accredited nonpublic schools must have a plan for offering Continuous Learning and requiring the participation of students as schools reopen for the 2020-2021 school year. This learning plan can be used in an emergency, such as the resurgence of COVID-19, or under another circumstance in which it is not possible for students to be in the building receiving instruction. Required Continuous Learning plans will be submitted as part of the Return-to-Learn plans due July 1, 2020, and are the only portion that must be approved by the Department. To facilitate the creation of these plans, Districts and schools must use the Continuous Learning Template.

● HYBRID LEARNING

All Districts and accredited nonpublic schools may choose to offer educational services through a Hybrid model of Continuous Learning and On-Site Learning for at least some portion of the 2020-2021 school year. This means services are offered both remotely and at physical school locations. The Hybrid model may allow for social distancing while partially reopening school buildings to provide educational services. Plans involving Hybrid models will be submitted as part of the Return-to-Learn Plan but will not be

approved or denied. Districts and schools planning for the Hybrid model are encouraged to use the Return-to-Learn Support Document.

• ON-SITE DELIVER

All districts and accredited nonpublic schools may also choose to move to on-site provision of educational services as part of their Return-to-Learn Plan, as long as it is deemed safe by public health officials and the school has actively planned for appropriate health and safety measures. Plans involving On-Site models will be submitted as part of the Return-to-Learn Plan but will not be approved or denied. Districts and schools planning to offer all educational services on-site are encouraged to use the Return-to-Learn Support Document.

As we move into the 2020-2021 school year, the Iowa Department of Education has communicated that any necessary continuous learning must be a **Required Services** model for all Iowa students. In a Required Services model, students and families can expect:

- attendance to be taken
- a regular schedule
- increased daily learning time expectations
- increased live-streamed instruction and collaboration
- independent learning activities
- regular feedback and grading

All Iowa school districts must have a continuous learning plan that can be implemented should the need arise. This means a District may start the year in a continuous learning model, and then move to either a hybrid or on-site model when public health guidelines allow. This also means a District might be operating in an on-site model, and then need to quickly transition to continuous learning due to a local or state public health directive.

Distance Learning 2020-2021

On August 12, 2020, the Tripoli School Board agreed to allow families to begin a Distance Learning Program, if they filled out the district survey. Our PK-12 staff will utilize numerous tools to provide high quality learning experiences for these families and students. The tools that our staff will be using are E2020 (On-line learning program), Google Classroom, and Paper packets. Naturally, this will all depend on the age and grade level of the student. The building administrators will be reaching out to each family to determine the sequence and process as we move forward with our distance learning opportunities.

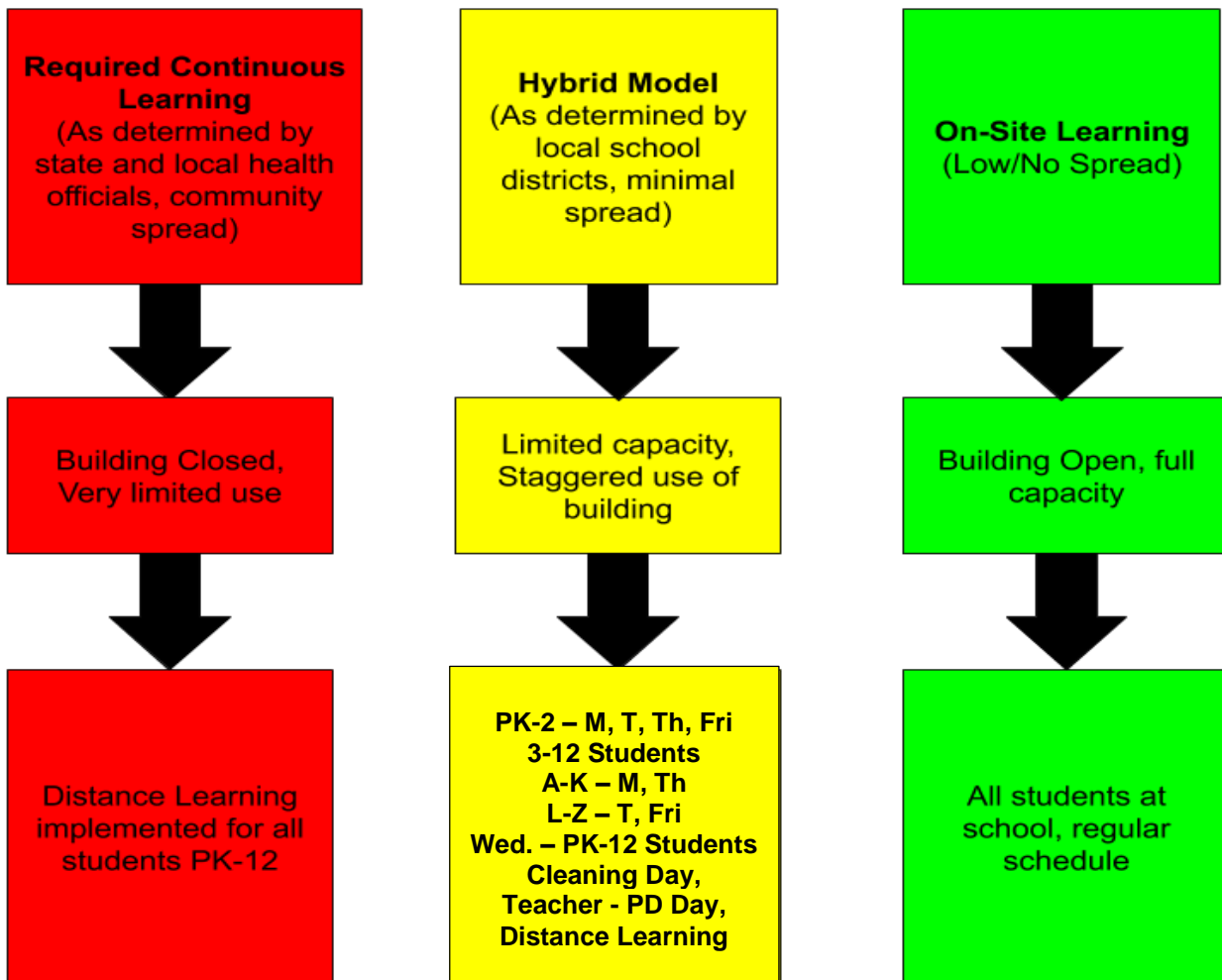
On-line Virtual Learning Matrix

<p>Show Respect</p>	<ul style="list-style-type: none"> -Mute microphone when others are speaking -Respect others' perspectives -Wait for your turn to speak or contribute -Use raise your hand feature -Utilize chat features appropriately
<p>Trustworthy</p>	<ul style="list-style-type: none"> -Log in on time -Make yourself visible -Reach out to the teacher if you need help -Have a backup plan if you get disconnected
<p>Appropriate Actions</p>	<ul style="list-style-type: none"> -Set daily goals for task completion -Be present/actively engaged -Use kind words -Use proper text etiquette (i.e. ALL CAPS, bold, italics, sarcasm/jokes, etc. can be misinterpreted in a digital space)
<p>Responsibility</p>	<ul style="list-style-type: none"> -Follow instructions -Wait -Resolve conflicts peacefully -Be prepared -Have a designated time and place to complete assigned work

Tripoli CSD Hybrid Learning Model

The District continues to evaluate the necessity and feasibility of offering a hybrid learning model to start the 2020-2021 school year. Over the next month, we will work closely with Bremer County Public Health in order to understand our local situation. We will also work with partner organizations such as Central Rivers AEA and the Department of Education. We are committed to making a decision about whether we can offer a hybrid learning model no later than August 12, 2020. We appreciate the responses that we have received from our surveys that we have sent out.

Tripoli's Plan At-A-Glance



Remote Learning Recommendations During COVID-19 Emergency

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3–5 minutes
K	30 minutes/day	90 minutes/day	3–5 minutes
1-2	45 minutes/day	90 minutes/day	5–10 minutes
3–5	60 minutes/day	120 minutes/day	10–15 minutes
6–8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9–12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Source: [Illinois State Board of Education, 2020](#)

Tripoli School District Return to Learn Plan for PreK-12 Schools not only provides considerations for school leaders as they develop their own plans for restarting school this fall but provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above District Decision Tree provides a menu of instructional models and responses Districts can adopt to ensure the continued success and safety of students and staff members.

Area	Required Continuous Learning	Hybrid Learning	On-Site Learning
<p>1. Leadership</p> <p>Leadership Team Members: -Sarah Figanbaum, Co-Leader Jay Marley, Co-Leader Troy Heller Jennie Cheever Tom Nuss</p>	<p>-Coordinate with local and state DPH health officials -Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/District specific protocols -School buildings are closed: Districts should require only that essential staff report in-person to carry out functions that are absolutely necessary. District/School Considerations: • District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders should leverage virtual tools and platforms (Google Classroom Zoom) wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures</p>	<p>-Establish and maintain communication with local and state DPH officials -Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/District specific protocols</p>	<p>-Establish and maintain communication with local and state DPH officials -Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/District specific protocols</p>
<p>2. Infrastructure (tech audit) 3. Health and Safety</p> <p>Practice Prevention</p> <p>Transportation</p> <p>Entering the School Bldg.</p> <p>Serving Meals</p> <p>Transitioning</p> <p>Conducting Large Group Gatherings</p> <p>Supporting Teaching and Learning</p> <p>Protecting Vulnerable Populations</p>	<p><u>Practice Prevention</u> District/School Considerations: • Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/District specific protocols • Encourage COVID-19 testing</p>	<p><u>Practice Prevention</u> District/School Considerations: • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in the nurse's office • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific</p>	<p><u>Practice Prevention</u> District/School Considerations: • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in the nurse's office • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/District specific protocols.</p>

<p>Infrastructure Team Members: Troy Heller-Leader Kathy Fink Rod Wolfensperger Jay Marley Sarah Figanbaum Addam Holub David Wente</p> <p>Health and Safety Team Members: Diane Danner, Leader Troy Heller Sarah Figanbaum Jay Marley Shawntelle Moore</p>	<p><u>Transportation</u> School buildings are closed; buses used to deliver meals to students and families District/School Considerations: • Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week’s work of meals every Monday)</p> <p><u>Entering the School</u> School buildings are closed; Districts should require only that essential staff report in-person to carry out functions that are absolutely necessary.</p> <p>District/School Considerations:</p>	<p>protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Provide masks and other appropriate PPE to staff • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Take steps to ensure all water systems and features are safe • Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks</p> <p><u>Transportation</u> District/School Considerations: • Provide hand sanitizer for students and bus drivers • Provide face masks for bus drivers; allow students to wear face masks/coverings • Eliminate field trips • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households</p> <p><u>Entering the School</u> District/School Considerations: • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick),</p>	<p>• Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Allow staff to wear face masks/covering, and other appropriate PPE as desired • Take steps to ensure all water systems and features are safe • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</p> <p><u>Transportation</u> District/School Considerations: • Implement standard operating procedures while taking preventative measures such as: - Providing hand sanitizer for students and bus drivers o Allowing bus drivers and students to wear face masks/coverings -Limiting field trips (to areas of limited/low transmission) - Inspecting buses prior to students returning and as part of a regular rotation - Cleaning and disinfecting frequently touched surfaces on the bus at least daily - Airing out buses when not in use</p> <p><u>Entering the School</u> District/School Considerations: • Implement standard operating procedures while taking preventative measures such as:</p>
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	<ul style="list-style-type: none"> • District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures <p><u>Serving Meals</u></p> <p>School buildings are closed. District/School Considerations:</p> <ul style="list-style-type: none"> • Practice established social distancing protocols to the greatest extent practicable • Provide PPE to participating staff • Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week’s worth of meals every Monday) • Distribute printed instructional packets/ materials and District/school communications along with meals. 	<p>good hygiene, and school/District specific protocols.</p> <ul style="list-style-type: none"> • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School) • Mark spaced lines to enter the building and designate entrance and exit flow paths • Screen students and staff (to the extent practicable): <ul style="list-style-type: none"> -Take temperatures ideally before entering buildings to isolate and send home if internal temperature over 100.4°F (38°C) -Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup <p><u>Serving Meals</u> District/School Considerations:</p> <ul style="list-style-type: none"> • Allow student hand washing before and after meal service • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use • Conduct cleaning of cafeterias and high-touch surfaces throughout the school day <p>Alternative Serving Models:</p> <ul style="list-style-type: none"> • Serving meals in classrooms • Serving meals in cafeterias with: <ul style="list-style-type: none"> -Spaced serving lines 	<ul style="list-style-type: none"> -Provide hand sanitizer for students and staff to Limit unnecessary congregations of students and staff -Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols -Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School) -Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. <p><u>Serving Meals</u> District/School Considerations:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> -Providing hand sanitizer for students and staff to allowing students and staff to wear face masks/coverings while in large group gatherings -Conducting cleaning of cafeterias and high-touch surfaces throughout the school day
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	<p><u>Transitioning</u> School buildings are closed.</p> <p><u>Conducting Large Group Gatherings</u> School buildings are closed. • Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order</p>	<p>(marked on floors) -Spaced seating (utilize outdoor space as practicable and appropriate) -Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) -Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.</p> <p><u>Transitioning</u> District/School Considerations: • Limit mixing between groups (to the extent practicable) • For class changes and other transitions throughout the school day: -Provide additional time for transitions (utilizing state seat time waiver to extend transition period) -Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students -Plan staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time -Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)</p> <p><u>Conducting Large Group Gatherings</u> District/School Considerations: • Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order • Discourage the congregation of students in parking lots and common areas • Stagger the schedule for large group gatherings (i.e.</p>	<p><u>Transitioning</u> District/School Considerations: • Implement standard operating procedures while taking preventative measures such as: -Allowing students and staff to wear face masks/coverings while in large group gatherings - Conducting cleaning of hallways and high-touch surfaces throughout the school day -Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</p> <p><u>Conducting Large Group Gatherings</u> District/School Considerations: • Implement standard operating procedures while taking preventative measures such as: -Providing hand sanitizer for students and staff -Allowing students and staff to wear face masks/coverings o Limiting unnecessary congregations</p>
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	<p style="text-align: center;"><u>Supporting Teaching and Learning</u></p> <p>School buildings are closed. District/School Considerations:</p> <ul style="list-style-type: none"> • Implement a robust Distance Learning Plan • Distribute printed instructional packets/ materials and District/school communications along with meals; designate and communicate collection/drop off points 	<p>recess and school meals)</p> <ul style="list-style-type: none"> • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Follow Iowa High School Association guidelines for sporting events and practices <p style="text-align: center;"><u>Supporting Teaching and Learning</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • A survey was given to families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year; Traditional Instructional Model • Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision. • Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Limit physical interaction through partner or group work • Establish distance between the teacher’s desk/board and students’ desks • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing Hybrid Instructional Models • Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as childcare requirements placed on working families 	<p>of students and staff</p> <ul style="list-style-type: none"> -Follow Iowa High School Association guidelines for sporting events and practices <p style="text-align: center;"><u>Supporting Teaching and Learning</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> - Providing hand sanitizer for students and staff - Conducting cleaning of classrooms and high-touch surfaces each day. • Limiting physical interaction through partner or group work - Surveying families’ interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction. • Establish an academic baseline: <ul style="list-style-type: none"> -Administer formative assessments toward the start of the school year -Conduct meetings with teachers to identify where students are academically -Target interventions and supports: <ul style="list-style-type: none"> -Provide additional instructional supports to: <ul style="list-style-type: none"> ▪ students at-risk of not graduating on time ▪ students with disabilities (compensatory services) ▪ students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.) ▪ other students identified as being behind academically by teachers and parents. -Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTE, computer science, dual
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	<p><u>Protecting Vulnerable Populations</u> School buildings are closed. -See Entering School Buildings for District/school staff guidance. District/School Considerations: • Employ additional nurses, health care aides, and full time substitute employees</p>	<p>and unnecessary burden on staff. •Tripoli's Hybrid model will consist of PK -2 students attending Monday, Tuesday, Thursday, and Friday; 3-12 students A-K will attend on Monday and Thursday, with L-Z students attending Tuesday and Friday. On Wednesday, PK-12 students will have distance learning; a cleaning day for custodians, and a Professional Development day for teachers</p> <p><u>Protecting Vulnerable Populations</u> District/School Considerations: • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Consult with local board attorneys and District human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations</p>	<p>enrollment, physical education/play, STEM/STEAM, etc.) • Prepare for potential future distance/remote learning by increasing current blended learning: -Develop a digital learning plan that will integrate virtual learning practices: ▪ digitizing lessons ▪ requiring a certain number of online assignments for each grading period -Provide virtual learning-specific professional learning for educators: ▪ Making the Shift to Online Teaching and Learning ▪ Supporting Students with Disabilities Online -Schedule specific planned District- /school-wide digital learning days as part of the traditional school calendar Return to School</p> <p><u>Protecting Vulnerable Populations</u> District/School Considerations: • Implement standard operating procedures while taking preventative measures such as: -Establish a point-of-contact with the local health department to Identify local COVID-19 testing sites - Provide hand sanitizer for students and staff -Provide PPE to vulnerable students and staff as appropriate -Allow vulnerable students to complete their coursework virtually -Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) -Establish a process for regular check-ins with vulnerable students and staff to Allow an early transition for vulnerable students to go to classes -Limit large group gatherings/ Interactions for vulnerable students and staff</p>
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		<ul style="list-style-type: none"> • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances 	
<p>4. Iowa Academic Standards</p> <p>5. Social Emotional Behavioral Health (SEBH)</p> <p>6. Equity</p> <p>Supporting Teaching and Learning</p> <p>Protecting Vulnerable Populations</p> <p>Iowa Academic Standards Team Members: Sarah Figanbaum, Leader Jennie Cheever Jay Marley Troy Heller Other Staff Members</p> <p>Leadership Team Members: Sarah Figanbaum, Co-Ldr. Jay Marley, Co-Leader Troy Heller Jennie Cheever Tom Nuss</p> <p>Social Emotional Behavioral Mental Health Team Members: Kara Marsh, Co Leader Tom Nuss, Co-Leader Diane Danner Troy Heller Sarah Figanbaum Jay Marley</p> <p>Equity Team Members: Kara Marsh, Leader Tom Nuss Troy Heller Sarah Figanbaum Jay Marley Colleen Flaig Kallie Greenwald Special Needs Teachers</p>	<p><u>Supporting Teaching and Learning</u></p> <p>School buildings are closed.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Implement a robust Distance Learning Plan • Distribute printed instructional packets/ materials and District/school communications along with meals; designate and communicate collection/drop off points 	<p><u>Supporting Teaching and Learning</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • A survey was given to families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year; Traditional Instructional Model • Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision. • Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Limit physical interaction through partner or group work • Establish distance between the teacher's desk/board and students' desks • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing Hybrid Instructional Models • Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as childcare requirements placed on working families and unnecessary burden on staff. • Tripoli's Hybrid model will consist of PK -2 students attending Monday, Tuesday, Thursday, and 	<p><u>Supporting Teaching and Learning</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: • Providing hand sanitizer for students and staff • Conducting cleaning of classrooms and high-touch surfaces each day • Limiting physical interaction through partner or group work • Surveying families' interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction • Establish an academic baseline: • Administer formative assessments toward the start of the school year) • Conduct meetings with teachers to identify where students are academically • Target interventions and supports: - Provide additional instructional supports to: <ul style="list-style-type: none"> ▪ students at-risk of not graduating on time ▪ students with disabilities (compensatory services) ▪ students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.) ▪ other students identified as being behind academically by teachers and parents. - Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTE, computer science, dual enrollment, physical education/play, STEM/STEAM, etc.) • Address learning loss: • Prepare for potential

	<p><u>Protecting Vulnerable Populations</u></p> <p>School buildings are closed. See Entering School Buildings for District/school staff guidance.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Employ additional nurses, health care aides, and fulltime substitute employees 	<p>Friday; 3-12 students A-K will attend on Monday and Thursday, with L-Z students attending Tuesday and Friday. On Wednesday, PK-12 students will have distance learning; a cleaning day for custodians, and a Professional Development day for teachers</p> <p><u>Protecting Vulnerable Populations</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Consult with local board attorneys and District human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances 	<p>future distance/remote learning by increasing current blended learning:</p> <ul style="list-style-type: none"> - Develop a digital learning plan to Integrate virtual learning practices: <ul style="list-style-type: none"> ▪ digitizing lessons ▪ requiring a certain number of online assignments for each grading period - Provide virtual learning-specific professional learning for educators: <ul style="list-style-type: none"> ▪ Making the Shift to Online Teaching and Learning ▪ Supporting Students with - Disabilities Online -Schedule specific planned District- /school-wide digital learning days as part of the traditional school calendar <p><u>Protecting Vulnerable Populations</u></p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> - Implement standard operating procedures while taking preventative measures such as: -Establish a point-of-contact with the local health department to Identify local COVID-19 testing sites - Provide hand sanitizer for students and staff -Provide PPE to vulnerable students and staff as appropriate -Allow vulnerable students to complete their coursework virtually -Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) -Establish a process for regular check ins with vulnerable students and staff to Allow an early transition for vulnerable students to go to classes -Limit large group gatherings/ Interactions for vulnerable students and staff
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<p>Data</p> <p>****Survey Data</p> <p>Tripoli RTL Feedback</p> <ul style="list-style-type: none"> • Fast Reading Data • Fast Math Data • SAEBERS Data • Free & Reduced Nbrs. • IEP Numbers • Demographic Info. • Talented & Gifted Nbrs. • At-Risk Numbers <p>Students who attend and graduate from College in four years and five years</p> <p>Students who attend college for one year and withdraw</p> <p>Students on track to graduate</p> <p>Pre Screening data for Kindergarten</p> <p>Students in 2nd grade and 3rd grade who are considered proficient in reading</p> <p>Maybe attendance data in case we cannot attend in August to have a baseline for online learning numbers and participant</p> <p>Data Considerations Team Members: Jennie Cheever, Leader Shannon Wurzer Troy Heller Sarah Figanbaum Jay Marley</p>	<p>District Considerations:</p> <p>-Data on standardized assessments (e.g., FAST), classroom performance, attendance, behavioral, and well-being will be collected and communicated with teachers, students, and parents.</p> <p>-Teachers will conduct family and student check-ins to assist with student learning at home and help to eliminate work completion barriers.</p> <p>-Teachers will:</p> <ul style="list-style-type: none"> • Modify scope and sequence to meet the adjusted instructional minutes. Online learning incorporates scope and sequence for both academic and competency standards. • Bundle/blend and embed missed priority standards and prerequisites when appropriate. <p>-The District will provide a guide for appropriate instructional minutes and pacing for offsite learning.</p> <p>-Pre-assessments or diagnostics as well as formative and summative assessments are offsite and some teacher supervision is administered remotely.</p> <p>--Multiple means of assessment are necessary in addition to classwork and formative assessment and will be administered remotely.</p>	<p>District Considerations:</p> <p>-Data on standardized assessments (e.g., FAST), classroom performance, attendance, behavioral, and well-being will be collected and communicated with teachers, students, and parents.</p> <p>-Teachers will conduct family and student check-ins to assist with student learning at home and help to eliminate work completion barriers.</p> <p>-Teachers will:</p> <ul style="list-style-type: none"> • Modify scope and sequence to meet the adjusted instructional minutes. Online learning incorporates scope and sequence for both academic and competency standards. • Bundle/blend and embed missed priority standards and prerequisites when appropriate. <p>-The District will provide a guide for appropriate instructional minutes and pacing for hybrid learning.</p> <p>-Pre-assessments or diagnostics as well as formative and summative assessments are taken offsite and onsite.</p> <p>--Multiple means of assessment are necessary in addition to classwork and formative assessment and will be administered some off site and some on site.</p>	<p>District Considerations</p> <p>-Teachers started the process of analyzing the priority standards missed due to lack of instruction during the 19-20 academic school year. Collaborative conversations were held and will continue vertically as student's transition to the next grade-level.</p> <p>-Teachers will:</p> <ul style="list-style-type: none"> • Modify scope and sequence to meet the adjusted instructional minutes. Online learning incorporates scope and sequence for both academic and competency standards. • Bundle/blend and embed missed priority standards and prerequisites when appropriate. <p>-Pre-assessments or diagnostics as well as formative and summative assessments are taken onsite.</p> <p>-Multiple means of assessment are necessary in addition to classwork and formative assessment and will be administered all on site.</p>
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For additional guidance on addressing community spread, see the [CDC's Considerations for Schools](#)

CDC Guidance

- [How to Protect Yourself and Others](#)
- [COVID-19 Symptoms](#)
- [COVID-19 and Children](#)
- [Communication Tools](#)

Iowa Department of Education

[Iowa Department of Education COVID19 Guidance](#)

Tripoli Schools' On-site Learning Model

On June 25, 2020, the Iowa Department of Education, in collaboration with the Iowa Department of Public Health, released [Reopening Guidance for Schools](#). The guidance communicates Districts and nonpublic schools may plan for reopening using the [Return-to-Learn Support Document](#) as a resource. The Health and Safety section, in particular, is relevant to reopening facilities. There are [Health and Safety modules](#) for District leadership teams and for school personnel that support health and safety in school that align with the Return-to-Learn Support Document.

Schools must put plans in place to protect staff and students at higher risk of developing an illness. Whenever children are together in school or in the community, there is a risk of spreading communicable diseases. Additional changes in health practices and measures by schools can create a culture of safety in the prevention of entry or spread of communicable disease while minimizing disruption of access to educational programs, protecting the confidentiality of students and staff, and preventing discrimination.

Based on the Department of Education guidance, beginning July 1, school districts may begin offering all school activities. The Department guidance states the following health and safety requirements should be implemented:

1. Consistent with IDPH guidance and school policies, staff or students who are ill should stay home.
2. The Centers for Disease Control and Prevention (CDC) does not recommend that schools screen students and staff upon entering the building. One symptom is not necessarily indicative of communicable disease. Some individuals may be ill and have no symptoms.
3. Teach and reinforce washing hands with soap and water for at least 20 seconds following [CDC guidance](#) on when and how to wash your hands. If soap and water are not readily available, teach and reinforce the use of a hand sanitizer that contains at least 60% alcohol (if applicable or age-appropriate) using CDC guidance.

4. Requiring face coverings for all staff and students are not recommended. Allow the personal use of cloth face coverings by staff and students. Teach and reinforce the prevention of stigma associated with the use or non-use of facial coverings to support a respectful, inclusive, and supportive school environment ([CDC](#)).
5. Schools should protect the confidentiality of employees and students/families in their personal health who may or may not wear a face covering. Local decisions or policies related to facial coverings are made in collaboration with the school's local public health, current proclamations issued by the governor, and legal counsel.
6. Provide the appropriate personal protective equipment (PPE) and training or employees who have a medium to high risk of exposure or as determined by their job-related tasks ([OSHA Workplace Guidance](#)). Teach and reinforce the prevention of stigma associated with the school personnel's use of PPE to support a respectful, inclusive, and supportive work environment ([CDC](#)).
7. The words schools use when communicating matter. If a District is going to require more than what Department guidance outlines, they should only do so in consultation with public health and legal counsel. Schools are reminded that when not using the Department's guidance word for word, they should indicate this was a locally-determined distinction.
8. Schools may not be able to guarantee that physical distancing can be met in all school settings throughout the entire school day, during school activities, or with transportation. This is similar to when children congregate in their community. It is important for schools to implement preventative health changes that can be sustainable and done with fidelity (examples: have a plan if a student or staff member becomes sick, educate and encourage students and staff on a range of preventative health practices to reduce risks associated with communicable disease spread, and use your emergency operations plan for communicable disease outbreaks).
9. Post signs on how to stop the spread of illness, properly wash hands, and promote everyday protective measures. Signs are available on the [CDC](#) and [IDPH](#) websites. Communicate with your school community on preventative health and safety measures while maintaining the confidentiality of students and staff.

10. Have a general framework for routine cleaning practices of facilities, high touch-surface areas, cafeterias, concession stands, health offices, and buses following CDC guidance, and any state or federal sanitation regulations. Schools must also adhere to the Department of Inspection and Appeals (DIA) [School Concession Stand Guidance](#).

Tripoli Community School District will work with Bremer County Public Health, Central Rivers AEA, and Central Rivers AEA partner school Districts to understand, evaluate, and implement the safety and capacity to offer on-site learning. We are committed to making a decision about whether or not we can safely provide a return to on-site learning by August 10, 2020.

Learning Model Decision-Making

The Centers for Disease Control and Prevention provided schools with the following decision tree as a tool for making decisions about District capacity to open schools. The District will use this decision tree in collaboration with Bremer County Public Health, the Iowa Department of Education, and the Iowa Public Health Department in order to determine the when and how to pivot to a continuous learning, hybrid learning, or on-site learning model.

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



ALL YES

Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



ALL YES

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES



cdc.gov/coronavirus

Social/Emotional/Behavioral Health

OVERVIEW

The social-emotional-behavior health (SEBH) of Iowa's teachers, staff, students, and families is first and foremost in planning for the 2020- 2021 school year. Thinking about supporting SEBH at this time may seem a daunting task; however, the critical focus is securing and enhancing supportive relationships with staff, students, and their families during this crisis.

Assessment of Student Social-Emotional Needs

We recognize that this has been a traumatic time for some of our students. The [Social, Academic, Emotional Behavior Risk Screener \(SAEBRS\)](#) may be administered to students at the PK-8 levels to assess the social-emotional needs of students. The high school may determine a similar social-emotional survey to assess student needs. Counselors and building administrators will analyze data from this survey to identify and address needs that arise.

Student Connection

Recognizing that the teacher/student relationship is essential, the District may hold small groups during the first week of school. This will allow students to meet all of their teachers and those new to the District or building to participate in an orientation. As well, this will serve to provide necessary supplies and devices to students and establish expectations for learning in the remote setting. The time may incorporate technology updates, as well to set up students for success in remote and online learning. Protocols will be put in place to maintain the health and safety of all students and staff during these events.

At the elementary level, teachers may lead weekly peer group meetings for the purpose of socialization and meeting the social and emotional needs of students.

Other options: Students may also take part in regular small group guided reading sessions and math groups. Unlike this past spring, special area teachers will have scheduled times with students to allow for a combination of live and recorded learning experiences.

At the middle school level, regular homeroom sessions may be scheduled to allow Homeroom teachers and students to socialize and discuss relevant current issues important to students' lives. Similarly, homeroom groups will meet regularly at the high school level.

Equity

Creating equitable learning opportunities is of the utmost importance to Tripoli Community School District educators, students, and families. District plans are rooted in resources with an aim to help educators reimagine and strengthen our systems. In particular, we will support individual educators

and Professional Learning Communities in considering how the needs of people of color, individuals with disabilities, English learners, and LGBTQ students may be affected by a return to learning and/or reopening schools.

Return to learning and/or reopening school scenarios may present unique challenges to already marginalized students and families, thereby compounding the [equity implications](#) of the pandemic. Using equitable, innovative, student-centered approaches, we have an opportunity to design new solutions together that better meet the needs of all learners.

Health and Safety

OVERVIEW

The health and safety of Iowa's teachers, staff, students, and families are first and foremost in planning for the 2020-2021 school year. There are several considerations that cut across delivery models; however, Hybrid and On-Site Learning pose the most challenges and need for careful consideration and planning. These considerations are not a replacement of a District's emergency, crisis or safety plan(s), and in no way are an exhaustive list of health and safety needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

Tripoli Community Schools will rely on guidance from the Centers for Disease Control and Prevention, the Iowa Public Health Department, and Bremer County Public Health when making health and safety-related decisions.

About COVID-19

Symptoms of COVID-19:

Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus have reported experiencing other non-respiratory symptoms. Other people, referred to as asymptomatic cases, have experienced no symptoms at all.

According to the CDC, symptoms of COVID-19 may appear in as few as two days or as long as 14 days after exposure.

How COVID-19 Spreads:

Although the first human cases of COVID-19 likely resulted from exposure to infected animals, infected people can spread SARS-CoV-2 to other people.

The virus is thought to spread mainly from person-to-person, including:

- Between people who are in close contact with one another (within about 6 feet).
- Respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

The infectious period for symptomatic cases is defined as 48 hours before illness started until the individual is fever-free for at least 24 hours AND other symptoms have improved AND at least 10 days have passed since the first symptom began.

The infectious period for asymptomatic cases is defined as 48 hours before through 10 days after the first date the individual tested positive for COVID-19 infection.

Although the United States has implemented public health measures to limit the spread of the virus, it is likely that some person-to-person transmission will continue to occur. The CDC website provides the latest information about COVID-19 transmission:

www.cdc.gov/coronavirus/2019-ncov/about/transmission.html.

CDC Guiding Principles for Schools

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spreading. The risk of COVID-19 spreading increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental ([cleaning and disinfection](#)) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

I think or know I had COVID-19, and I had symptoms

You can be with others after:

- You have no fever for at least 24 hours without the use of medicine that reduces fevers; AND
- Symptoms have improved (for example when your cough or shortness of breath has improved; AND
- At least 10 days have passed since your symptoms first appeared.

I tested positive for COVID-19 but had no symptoms

You still tested positive. If you continue to have no symptoms, you can be with others after:

- At least 10 days have passed since the date of the first positive case; AND
- They continue to have no symptoms since the test.

How to Protect Yourself and Others

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease in 2020 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to [spread mainly from person-to-person](#).
Between people who are in close contact with one another (within about 6 feet).
Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone should

Wash your hands often

- [Wash your hands](#) often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid close contact

- Avoid close contact with people who are sick, even inside your home. If possible, maintain 3-6 feet between the person who is sick and other household members.
- Put distance between yourself and other people outside of your home.
 - ✓ Remember that some people without symptoms may be able to spread the virus.
 - ✓ [Stay at least 3-6 feet \(about 2 arms' length\) from other people](#).
 - ✓ Keeping distance from others is especially important for [people who are at higher risk of getting very sick](#).

Cover your mouth and nose with a cloth face cover when around others.

- You could spread COVID-19 to others even if you do not feel sick.
- It is recommended that individuals wear a [cloth face cover](#) when they have to go out in public, for example to the grocery store or to pick up other necessities.
 - ✓ Cloth face coverings should not be placed on young children under the age of 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Continue to keep about 3-6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Cover coughs and sneezes

- If you are around others and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- Clean AND disinfect [frequently touched surfaces](#) daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
- Then use a household disinfectant. The most common [EPA-registered household disinfectants](#) will work.

Monitor your health

- Be alert for symptoms. Watch for fever, cough, shortness of breath, or [other symptoms](#) of COVID-19.
 - Especially important if you are [running essential errands](#), going into the office or workplace, and in settings where it may be difficult to keep a [physical distance of 3-6 feet](#).
- Take your temperature if symptoms develop.
 - Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Follow [CDC guidance](#) if symptoms develop.

Student, Staff, and Essential Partner Self-Monitoring

In the event the District is able to offer on-site or Hybrid learning, students, families, staff, and essential partners will share daily responsibility for reducing the risk of the presence of COVID-19 in our school facilities. Before leaving for school each day, students and families, staff, and essential partners are expected to conduct COVID-19 symptoms self-assessment. A thorough self-assessment includes the following Centers for Disease Control and Prevention recommended [Symptoms of Coronavirus](#) check:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Any student, staff member, or essential partner experiencing any COVID-19 related symptoms, or living in a household with a person experiencing any COVID-19 related symptoms, and is not self-isolating, must not come to school and should take the following steps.

- Notify the appropriate attendance center of the absence and make the District aware of the presenting symptoms.
- Contact a personal health provider to make them aware of the presenting symptoms, and seek guidance on next steps.
- Follow the Centers for Disease Control and Prevention Guidance on [What to Do if You Are Sick](#). Follow the Centers for Disease Control and Prevention Guidance on [When You Can be Around Others After You Had or Likely Had COVID-19](#).

Personal Protective Equipment

The [Iowa Department of Public Health](#) and the [Centers for Disease Control and Prevention](#) recommend wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (e.g., grocery stores and pharmacies) especially in areas of significant community-based transmission.

It is critical to emphasize that maintaining 3-6-foot social distancing remains important to slow the spread of the virus. CDC is additionally advising the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Cloth face coverings fashioned from household items or made at home from common materials at low cost can be used as an additional, voluntary public health measure.

Additionally, [Occupational Health and Safety \(OSHA\) COVID-19 Guidance](#) indicates, “Employers are obligated to provide their workers with PPE needed to keep them safe while performing their jobs. The types of PPE required during a COVID-19 outbreak will be based on the risk of being infected with SARS-CoV-2 while working and job tasks that may lead to exposure.”

In accordance with health and safety guidance, the District will make appropriate personal protective equipment (PPE) available for students and staff. All students and staff are highly encouraged to use appropriate PPE. The District will establish, communicate, and enforce appropriate PPE-use guidelines for students. Proper use, care, and cleaning of personal and/or District-issued PPE will be the responsibility of students and families and staff members.

At-Risk Students and Staff

COVID-19 is a new disease, and there is limited information regarding risk factors for severe disease. Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19.

Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- [People 65 years and older](#)
- People who live in a nursing home or long-term care facility

People of all ages with [underlying medical conditions, particularly if not well controlled](#), include:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Families with concerns related to student and/or family member risk factors should contact their principal and school nurse to discuss the nature of the concerns, and next steps.

Employees with concerns related to personal and/or family member risk factors should contact the superintendent, Troy Heller, or Director of Human Resources, Tracie Fette or Colleen Flaig, to discuss the nature of the concerns and next steps.

Workforce Management

The Tripoli Community School District workforce consists of over 80 certified and classified employees delivering critical academic and support services. During planning and deployment of Continuous, Hybrid, and On-Site learning plans, attention will be given to delivering all services related to education and operations and supporting our staff with their personal needs related to their work, safety, and personal health. Each scenario will pose challenges, and District plans will adhere to applicable local policies and master agreements and state and federal guidance and laws.

Employees with questions or concerns related to job duties and responsibilities and COVID-19 should review information sent out in July or contact the superintendent, Troy Heller, or Director of Human Resources, Tracie Fette.

Technology and Infrastructure

OVERVIEW

Infrastructure includes organizational structures critical in 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.

Consistency across the District include unified expectations of communication with parents and students, utilization of a learning management system, differentiated instruction, and providing avenues for synchronous learning opportunities including social, emotional, behavioral health opportunities.

Professional development opportunities are needed to address the areas of need for staff and parents. Google Classroom, integrated with the Zoom platform, will need to be explored, implemented, and supported for a successful Return-to-Learn plan to address feedback from parents and staff.

Student One-to-One (1:1) Devices

All K-12 students are issued Chrome Books.

Learning Management System

All Tripoli Students will be using the Google Classroom Learning Management System. This system will house student lessons, parent communication and manage submission of student work.

Tripoli Outdoor Wi-Fi Network

In our ongoing efforts to make continuous learning easily accessible to all staff and students, the District has made free outdoor WiFi available. Any staff or students needing access to the Internet may use this WiFi signal.

Students should have a Wifi password; but if families are having difficulty accessing our WiFi, please contact David Wentz for further information. If a student does not know their password, homeroom teachers can share that information with you.

For your safety and the safety of others, please adhere to all social-distancing guidelines when using this resource.

Acceptable Use

The District provides students and employees with access to the school District's computer system, which includes Internet access and an appropriate Internet-ready device. All students, staff, and families are expected to review, acknowledge, and adhere to the Internet Safety and Acceptable Use Policy.

Digital Citizenship and Academic Honesty

The use of Tripoli Community School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Tripoli Community School District is not transferable or extendible by students to people or groups outside the District and terminates when a student is no longer enrolled. If a person violates the pertinent District Policies or applicable law, privileges may be terminated, access to the school District technology resources may be denied, and appropriate disciplinary action may be applied.

Academic honesty means demonstrating and upholding the highest integrity and honesty in all the academic work that you do. In short, it means doing your own work and not cheating, and not presenting the work of others as your own. Regardless of the delivery model (continuous, hybrid, on-site), the District expects students to practice academic honesty at all times.

Technology Support

District technicians will be available to address any device issues. Also, the District has obtained feedback from families and staff on home connectivity capabilities. We are working to address Internet connection issues, inadequate data, and slow Internet speeds of our families.

A District Zoom domain provides opportunities for remote support integrated into the product.

Support Services Continuity

OVERVIEW

Support services are integral to optimal teaching and learning. Continuous, Hybrid, and On-Site learning each require a unique support services approach. This includes nutrition services, transportation, custodial, maintenance, grounds, and business operations.

Nutrition Services

Tripoli Community School District will continue to provide meal service to students to the extent possible given On-Site, Hybrid, and Continuous learning models. Meal service programs may include in-school serving, grab-and-go, or a combination of models. It is important that students and parents be aware that menus, service models, and student-eating arrangements may change, and will align to:

- The necessary Required Learning model in place at a given time (on-site, hybrid, continuous)
- Required and/or recommended health and safety guidelines and protocols
- Continued compliance with federal and state school meals program requirements
- Cleaning and disinfecting of facilities aligned with [CDC Cleaning/Disinfecting School Guidance](#)

Custodial, Maintenance, and Grounds

Reducing the risk of exposure to COVID-19 by cleaning and sanitizing is an important part of reopening schools. Every person shares responsibility for minimizing the risk of spreading the virus through social distancing, prevention hygiene, such as frequently washing your hands and wearing face coverings.

The virus that causes COVID-19 can be killed through the use of the right products and cleaning routines. The District will use [CDC Guidance for Cleaning and Disinfecting](#) and will align practices to key CDC reminders about Coronaviruses and reducing the risk of exposure:

- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important part of reducing the risk of exposure to COVID-19. If disinfectants on this list are in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions).

- Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together--this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product. For more information, see CDC's website on Cleaning and Disinfection for Community Facilities.
- Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

The Centers for Disease Control and Prevention provided schools with the following decision tree as a tool for making decisions about District cleaning and disinfecting practices. The District will use this decision tree to guide daily practices for ensuring the health and safety of students and staff.



Transportation

The Centers for Disease Control and Prevention (CDC) has lifted the restrictions on bus, van, car, or suburban transportation. For these situations, the District will implement practices to reduce the likelihood of spreading the disease, such as:

- Encouraging use of face coverings when the use of alternate rows for seating is not possible.
- Requiring siblings from the same household to sit together in the same seat.

- Requiring a seating chart on each bus. Passengers MUST sit in the same seat going to and returning from the trip.
- Encouraging alternative transportation arrangements, such as riding with a parent.

If a case is identified, spending more than 15 minutes within 3-6 feet would be considered close contact. Those persons involved would need to quarantine.

Consistent with the Iowa Department of Public Health guidance, drivers who have coronavirus symptoms are expected to notify their supervisor and stay home from work until cleared by Bremer County Public Health or a personal physician.

The District is mindful that many school bus drivers fall within a population that is more vulnerable to COVID-19 risks. The following practices are suggested to help minimize contact with passengers.

- When loading or unloading the bus, have the driver be the last one on and the first one off. Be sure the engine is not running, and the driver has possession of the keys.
- Load students beginning with the rear of the bus and unload beginning with the front of the bus. Avoid congregating in the bus aisle.
- Do not allow anyone to occupy the seat directly behind the driver.

Pre-pandemic Seating

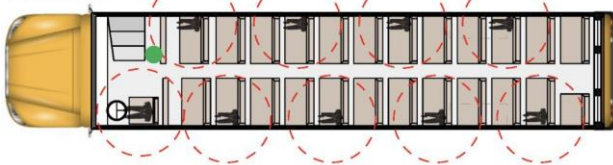
71 students



Social Distancing Seating

No overlap in circles

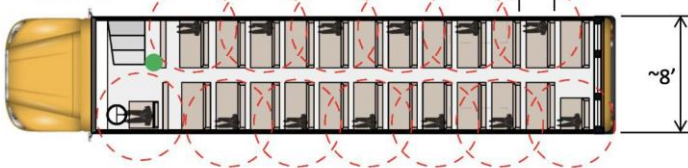
8 students



Semi-Social Distancing Seating

Overlap in circles

12 students



Diagrams based on standard BlueBird 71 capacity bus

Tripoli Community School District buses her 65- or 71-capacity vehicles. Over, the graphic representations, using capacity bus, to the left, provide the appropriate context for how buses of all cities will be arranged.

Finally, the first student on the bus will occupy the furthest back seat, and each successive student on the bus will sit in the next back available socially-distanced seat. Students will exit the bus from front to back with the first person on being the last one off.

Each bus will be disinfected between routes using a misting machine.

Business Operations

While access to District facilities was impacted by the governor's proclamation of an emergency closure, District business operations were maintained. This will continue under any student-learning delivery model that may be required during the 2020-2021 academic year. Key District operations staff may work on-site, or remotely, depending on public health guidance and District needs. If District facilities are required to be closed, central administrative office, building, and department phones will be forwarded to key staff.

Communications

OVERVIEW

Unique circumstances require clear, consistent, and timely communication. This includes communication with students, staff, families, media, and the community.

Considering the changing dynamics of the 2020-2021 school year and the district's intention to potentially deliver alternative learning modes as needed, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in the status of schools (open or closed in response to virus outbreaks), changing health advisories, national or local government actions, and multi-layered crisis situations. To succeed, we must remain agile, flexible, creative, and responsive.

District Website

The District website (www.tripoli.k12.ia.us) will serve as the primary source for information about the SARS-CoV-2 (COVID-19) and District procedures and policies. The District will have a dedicated COVID-19 page to house any related information.

The District website will serve as the primary source for the general District and building information, as well as any information related to emergency notifications.

Iowa Alerts

Iowa Alerts and JMC is the primary source of information from the District. Additional outlets are supportive in nature. If you don't have directions to sign up for Iowa Alerts, please contact the school. It is also imperative that all student data is updated in our JMC program when registering this fall.

E-mail addresses and phone numbers are REQUIRED for access to complete communication from the District.

Closure and Emergency Messages and News Releases

In addition to our website and Iowa Alerts, the District relies on a number of local media sources to share closure and emergency messages and general news. The table below includes media sources which are contacted when we have an emergency message, such as a weather-related dismissal or closure, or a general news release.

Sources for School-Related Closure Information

Television	Radio
KCRG Channel 9 Cedar Rapids	Tripoli Stations <ul style="list-style-type: none">• KOEL – 950 AM• KWAY -99.3 FM• KXEL – 1540 AM• WHO – 1040 AM• The Bull – 95.1 FM
KWWL Channel 7 Waterloo	
KGAN Channel 2 and FOX 28 Cedar Rapids	Print Tripoli Newspaper

Zoom

Zoom is the District-approved tool for video conferencing. Zoom will be integrated with Google Classroom, the District’s LMS, and is the approved tool for District video conferencing.

Social Media

- **Facebook**
 - Facebook may be used as a communication tool when necessary. The District website and Iowa Alerts are the primary sources of information from the District.

Student Services

OVERVIEW

Creating equitable learning opportunities is of the utmost importance to educators and families. The District recognizes students and families are at different places in their capacity to engage in Continuous, Hybrid, and On-Site learning. Equity in this context is focused on ensuring all students have access to a free and appropriate public education (FAPE), are able to access the Iowa Content Standards, and have the supports needed to progress in their learning.

There are some common considerations across subgroups, as well as specific considerations within the following populations: students with individual education plans (IEPs), English learners, students at-risk (broadly defined), and gifted and talented. The considerations in this document are in no way an exhaustive list of possible equity needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

Special Education

Special education teachers will schedule daily Zoom sessions with their students in either small groups or individually to work with students toward goal achievement. Special education

teachers may also push-in to general teacher-led guided reading groups or math groups. Special education teachers will communicate with students and families regularly to provide support, offer guidance, and check-in. They will support students and families with accommodations and modifications to learning. If learning opportunities from grade-level or content-area teachers are not appropriate for any student with an IEP, the special education teacher will find alternative means of providing similar opportunities. This might include paper copies of learning or alternate activities.

Paraeducator supports will also be utilized when appropriate with direction from the special education teacher. Special education teachers will work to ensure students with IEPs receive services comparable to those received by all other students. Students who need access to assistive technology will be provided to the greatest extent possible through District-provided devices or other assistive technology supports listed on the student's IEP. This will include providing technical support to parents and students to ensure access, as needed.

English Learners

English as Second Language teachers will link activities to the grade-level and content-area lesson planning documents in order to support teachers with appropriate scaffolding for English learners. ESL teachers will meet regularly with ELL students through Zoom, including pushing-in to some small group instructional activities led by the general classroom teacher. ESL teachers will also make phone calls or emails and with parents to support the explanation of instructions in native languages. ESL teachers, with the help of the District translator, will ensure all necessary lesson plans and communication are translated into native languages. Initially, following all social distancing guidelines and precautions, ESL teachers will conduct home-visits to all ELL families to determine family needs throughout the remote learning timeframe.

Section 504 Plans

Coordinators of Section 504 Plans will be in communication with and provide support to teachers of students entitled to instructional delivery accommodations and differentiated expectations for student work. Likewise, coordinators will check-in with families to provide support and ensure adherence to student 504 plans. Grade-level and content-area teachers will follow identified 504 accommodations in the delivery of instruction and the expectations for student work.

Extended Learning Program

Extended Learning Program teachers will continue to serve the needs of identified TAG students. At the high-school level, Advanced Placement, concurrent, and independent study classes will continue. Students at the high school and middle-school level are already placed in an appropriately leveled math class and will continue to receive math instruction in that class. The middle school will continue to offer instruction in advanced ELA classes for qualifying students. At the elementary level, students will have access to a resource page and the elementary ELP teacher, in collaboration with the homeroom teacher, will also meet with small higher level guided reading groups throughout the week. Initially, the elementary ELP teacher will reach out to TAG families to provide suggestions for ongoing enrichment activities

that extend grade-level standards. The elementary TAG teacher will offer a choice board of extension and enrichment activities weekly available to all students. The elementary TAG teacher will also meet with a higher level guided reading group at each grade level.

Concurrent Classes

Tripoli High School, in cooperation with Hawkeye Community College, offers a number of classes that allow students to earn both high school and college credit. These classes are called concurrent classes and are taught by Tripoli High School teachers at Tripoli High School. Tripoli High School instructors, who teach concurrent courses, are required to adhere to the policies and practices set by the community college. Concurrent courses should also adhere to state, institutional, and programmatic accreditation requirements unless specific exemptions are issued.

Should the need arise to move to a Hybrid learning model (a combination of on-site and at-home learning) or a continuous learning model (school is closed and work is completed at home), THS concurrent teachers will continue to provide instruction to their students via digital means. Students will be expected to continue to attend these class(es) via Zoom or another remote continuous method and complete related assignments. Teachers will post class information, assignments, guidance, etc. through Google Classroom.

Edgenuity Classes

Students completing coursework in the on-line classroom via Edgenuity will continue their work should the need arise to move to a hybrid learning model (a combination of on-site and at-home learning) or a continuous learning model (school is closed and work is completed at home). If needed, arrangements will be made for these students to move past quizzes and tests so they are able to continue the completion of their coursework. As guidelines allow, students will complete quizzes and tests in a supervised location.

Extra-Curricular Activities

OVERVIEW

Tripoli Community Schools and our community take great pride in the varied extra-curricular activities available to our students. We recognize the value and meaning these opportunities bring to our students, and we will strive to offer extra-curricular activities to our students in a safe and appropriate way.

We will look to, and collaborate with, the Iowa Department of Education, the [Iowa High School Athletics Association](#), the [Iowa Girls High School Athletic Union](#), the [Iowa High School Speech Association](#), the [Iowa High School Music Association](#), our [Northeast Iowa Conference](#) partner schools, and others for guidance and support in managing all extra-curricular activities.

We received from the school's law firm, Lynch Dallas Attorney at Law, the following guidelines issued by IHSAA, IGHSAU, and the Iowa Department of Inspections and Appeals. Their websites are listed below if you have any further questions.

<https://www.iahsaa.org/covid-19-guidance/>

<https://ighsau.org/news/volleyball-covid-19-fall-guidance/>

<https://dia.iowa.gov/document/guidance-concession-stands-and-temporary-food-events-during-covid-19>.

Summer 2020 Indoor Facility Use

On July 1, 2020, Tripoli Community School District will begin to allow use of District-owned indoor facilities. Guidance from the IHSAA, IGHSAU, Iowa Department of Education, and Bremer County Public Health will be followed, in addition to requirements set by the Tripoli Community School District Board of Education. It is the goal of the District to give students an opportunity to participate and develop skills in the activities they enjoy, while also ensuring all students and staff can do so safely.

In order to create a safe indoor environment, the following guidelines will be followed:

1. Only students of Tripoli Community School District who are entering grades 6 through 12 during the 2020-2021 school year will be allowed to use the indoor facilities under the supervision of school-contracted coaches and/or volunteer coaches.

2. All students wishing to use an indoor school facility must sign-off on the TCSD Participation Agreement for COVID-19. This agreement will be sent via Google form in an email, and both the student and a parent/guardian must sign off before they are allowed to use an indoor school facility.
3. All students and coaches must complete a daily health screening on the day they use a school indoor facility prior to using the facility. This will be completed using a school assigned digital app platform.
4. Group sizes for workouts in each of the following areas must be followed.
 - Main High School Gym - Max Capacity of 20 People
 - Middle School Gym - Max Capacity of 20 People
 - Tripoli Elementary School Gym - Max Capacity of 20 People
5. All supervisors must sanitize equipment and areas that students leave their belongings after each workout. Additionally, students must sanitize equipment and hands regularly before, during and after use of the facility.
6. Tripoli Middle School and High School Activities Directors, Jay Marley and Tom Nuss will be the District's assigned administrators to monitor compliance with guidelines as laid out through state and District policy and guidelines. Failure of any student or staff member to comply with guidelines will result in those individuals and groups not being permitted to use school facilities.

Tripoli Schools Contact Information

DISTRICT

Superintendent of Schools - Troy Heller

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Director of Business Services – Tracie Fette

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Technology Director – David Went

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Director of Human Resources - Tracie Fette

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Administrative Assistant - Kim Block

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Facilitator of Assessment and Instruction - Jay Marley

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Director of Buildings and Grounds- Rod Wolfensperger

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Director of Transportation – Kathy Fink

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Director of Nutrition Services- Shawntelle Moore

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TRIPOLI HIGH SCHOOL

Principal - Jay Marley

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Activities Directors – Jay Marley & Tom Nuss

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Administrative Assistant – Kim Block

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Activities Department Manager - Jay Marley

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ELEMENTARY

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Nurse – Diane Danner

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Elementary

Andrea Haaland

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Helen Milius

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Kelly Beck

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Amy Ramker (In Both MS/HS & Elementary)

ramkera@tripoli.k12.ia.us

MS/HS Phone – (319) 882-4202

Elementary Phone – (319) 882-4203



Return-to-Learn: Reopening Iowa’s Schools Safely and Responsibly

Purpose

This guidance was written by the Iowa Department of Education (Department) in consultation with the Iowa Department of Public Health (IDPH) and is intended to help districts (1) determine when to use each of the Return-to-Learn models they have planned for during the 2020-2021 school year, and (2) handle potential and/or confirmed cases of COVID-19 in schools. This guidance should be read in conjunction with prior guidance on [Return-to-Learn supports](#), [Senate File 2310](#), and [Reopening Guidance](#). Please consult the Department’s [Return-to-Learn Google site](#) for the latest supports for schools. In addition, always refer to the latest information from IDPH on their [COVID-19 site](#).

Which of my approved Return-to-Learn models should I use?

The health, safety, and well-being of students, teachers, staff and their families is the most important consideration in determining whether temporary transitions to alternate learning models or school closures are necessary. The Iowa Departments of Education and Public Health, and local public health officials, will assist schools and districts with transitions based on the following criteria and conditions in their respective communities. The following table summarizes the levels of community transmission schools may observe and, for each, suggested mitigation strategies that align with current Centers for Disease Control and Prevention (CDC) and IDPH guidance, and appropriate Return-to-Learn models.

Community Transmission	Suggested Strategies	Return-to-Learn Model(s)
<p>None to Minimal</p> <p>0-5% positivity in county on average over the past 14 days</p> <p><i>* Healthcare resources remain stable</i></p>	<ul style="list-style-type: none"> Stay home if you are sick or exposed to someone confirmed to have COVID-19 Practice frequent hand-washing Stay 6 feet from others as much as possible Use face coverings when able to do so safely and correctly Maintain frequent cleaning schedule using EPA-approved cleaning products Monitor absenteeism among teachers, staff, and students 	<p>On-Site Learning following DOE, IDPH and CDC guidance.</p> <p>Hybrid Learning as necessary based on</p> <ul style="list-style-type: none"> Parent or guardian preference Student quarantine

Community Transmission	Suggested Strategies	Return-to-Learn Model(s)
<p>Minimal to Moderate</p> <p>6-14% positivity in a county on average over the past 14 days</p> <p><i>* Healthcare resources remain stable</i></p>	<ul style="list-style-type: none"> • Continue above strategies • Reduce group events/gatherings • Limit inter-school interactions • Ensure student and staff groupings/cohorts are as static as possible and that interactions among groups of students and staff are limited 	<p>On-Site Learning following DOE, IDPH and CDC guidance.</p> <p>Hybrid Learning as necessary based on</p> <ul style="list-style-type: none"> • Parent or guardian preference • Student quarantine
<p>Substantial Controlled</p> <p>15-20% positivity in a county on average over the past 14 days AND 10% absenteeism among students expected for in-person learning</p> <p><i>* Healthcare resources remain stable</i></p>	<ul style="list-style-type: none"> • Continue above strategies • Consider regular health checks for any on-site students/staff if feasible • Cancel school events/gatherings • Close communal spaces (e.g., cafeterias, media centers) 	<p>Hybrid Learning as necessary based on</p> <ul style="list-style-type: none"> • Parent or guardian preference • Student quarantine <p>Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:</p> <ul style="list-style-type: none"> • Please contact the Department of Education by submitting your information via the CASA system. • Only the Departments of Education and Public Health can make the determination and provide temporary authorization to move to 100% online or remote learning.
<p>Substantial Uncontrolled</p> <p>>20% positivity in a county on average over the past 14 days with healthcare resource capacity concerns</p>	<p>State and local education and public health officials should work closely together to make decisions on school operations.</p>	<p>Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:</p> <ul style="list-style-type: none"> • Please contact the Department of Education by submitting your information via the CASA system. • Only the Departments of Education and Public Health can make this determination and provide temporary authorization to move to 100% online or remote learning.

*Your local public health department uses data to determine the level of community transmission. Most districts in Iowa are in 2-4 counties, so it is important to know which public health departments you work with and how to contact them. The highest positivity rate in any county that a district is a part of should be considered

Evaluating Sick Students and Staff

Students or staff members should remain home when sick. Students or staff members with **any** high-risk symptom or **two or more** low risk symptoms should stay home and are advised to seek an evaluation by a health care provider.

High Risk Symptoms	Low Risk Symptoms
New cough, shortness of breath or difficulty breathing, new loss of taste or smell	Fever, headache, muscle and body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, diarrhea

Evaluation by Health Care Provider		
Negative COVID-19 Test	Alternative Diagnosis	Positive COVID-19 Test
Return to school after 24 hours with no fever (without the use of fever-reducing medicine) and symptoms improving	Return to school after 24 hours with no fever (without the use of fever-reducing medicine) and symptoms improving	Return to school after 24 hours with no fever (without the use of fever-reducing medicine) and symptoms improving and 10 days since symptoms started

Identifying Close Contacts for COVID-19 Cases

Close Contact: Individuals who’ve been within 6 feet for more than 15 minutes with a positive COVID-19 case during the infectious period. Contact may occur in a classroom, lunchroom, free period, during transportation to or from school, at practices or games, and during extracurricular activities.

School Will	Public Health Will
<ul style="list-style-type: none"> Notify local public health department Identify close contacts and quarantine exposed students and staff Notify appropriate school administration, families and staff (without identifying the COVID-19 case) Provide Public Health with list of close contacts 	<ul style="list-style-type: none"> Recommend quarantine for all household contacts of COVID-19 case Work with school to determine which students and staff should be quarantined

Students	Staff	Individuals Previously Positive
<ul style="list-style-type: none"> If no symptoms develop, students can return to school 14 days from their last contact with the COVID-19 case 	<ul style="list-style-type: none"> Staff may be considered critical personnel and can be allowed to return to work if there are staffing shortages as long as they remain asymptomatic. 	<ul style="list-style-type: none"> Those who have been previously diagnosed positive for COVID-19 within the past 12 weeks, and were exposed to a COVID-19 case, do not need to quarantine.

<ul style="list-style-type: none"> • If symptoms develop, students should be evaluated by a health care provider. • If a student tests positive for COVID-19, they should isolate for 10 days. • If a student tests negative for COVID-19, they must still complete their 14-day quarantine before returning to school. 	<ul style="list-style-type: none"> • Staff should take their temperature and screen for symptoms at the start and end of each day, and wear a mask at work. • If symptoms develop, they must isolate immediately. 	
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What information do I need to submit in my application for Temporary Permission to Provide Primarily Continuous/Remote Learning?

The Department will ask you to provide the following information:

1. Evidence of consultation with local/county public health determining that the area meets the requirements established by IDPH.
2. If the application for temporary permission is approved:
 - a. How will the district or accredited nonpublic school ensure that all students with IEPs are provided with FAPE during the time the district/school is providing services primarily online?
 - b. How will the district or accredited nonpublic school ensure that students who require mental health or health services still have access to these services during the time the district/school is providing services primarily online?
 - c. How will the district or accredited nonpublic school ensure that students with 504 plans continue to receive services?
 - d. How will the district continue to provide meals to students?
 - e. How will the district provide access to instructional materials and services for students who do not have access to the internet?
 - f. What process will you use to communicate with parents/families on educational services and changes in delivery models?

How quickly will the Departments of Education and Public Health respond to my application for Temporary Permission to Provide Primarily Continuous/Remote Learning?

You will receive a response within 48 hours, not including weekends.

This plan is fluid and subject to change as more information becomes available. The Department will release an FAQ to supplement this information. If you have questions, please contact your [school improvement consultant](#).

EVALUATING SICK STUDENTS AND STAFF

Reopening Iowa's Schools Safely and Responsibly

HIGH RISK SYMPTOMS

New cough, shortness of breath or difficulty breathing, new loss of taste or smell

LOW RISK SYMPTOMS

Fever, headache, muscle and body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, diarrhea

Students and staff members should remain home when sick. Students or staff members with any high-risk symptom or two or more low risk symptoms should stay home and are advised to seek an evaluation by a health care provider.

EVALUATION BY HEALTH CARE PROVIDER

NEGATIVE COVID-19 TEST

Return to school after 24 hours with no fever (without the use of fever-reducing medicine) and symptoms improving

ALTERNATIVE DIAGNOSIS

POSITIVE COVID-19 TEST

Return to school after 24 hours with no fever (without the use of fever-reducing medicine) and symptoms improving and 10 days since symptoms started

IDENTIFYING CLOSE CONTACTS FOR COVID-19 CASES

Close Contact: Individuals who've been within 6 feet for more than 15 minutes with a positive COVID-19 case during the infectious period. Contact may occur in a classroom, lunchroom, free period, during transportation to or from school, at practices or games, and during extracurricular activities.

SCHOOL WILL:

- Notify local public health department
- Identify close contacts and quarantine exposed students and staff
- Notify appropriate school administration, families and staff (without identifying the COVID-19 case)
- Provide Public Health with list of close contacts

PUBLIC HEALTH WILL:

- Recommend quarantine for all household contacts of COVID-19 case
- Work with school to determine which students and staff should be quarantined

STUDENTS

- If no symptoms develop, students can return to school 14 days from their last contact with the COVID-19 case
- If symptoms develop, students should be evaluated by a health care provider
- If a student tests positive for COVID-19, they should isolate for 10 days
- If a student tests negative for COVID-19, they must still complete their 14-day quarantine before returning to school

STAFF

- Staff may be considered critical personnel and can be allowed to return to work if there are staffing shortages as long as they remain asymptomatic
- Staff should take their temperature and screen for symptoms at the start and end of each day, and wear a mask at work
- If symptoms develop, they must isolate immediately

INDIVIDUALS PREVIOUSLY POSITIVE

- Those who have been previously diagnosed positive for COVID-19 within the past 12 weeks, and were exposed to a COVID-19 case, do not need to quarantine

This plan is fluid and subject to change as more information becomes available.



IDPH
IOWA Department
of PUBLIC HEALTH

RETURN TO LEARN

Reopening Iowa's Schools Safely and Responsibly

COMMUNITY TRANSMISSION: NONE TO MINIMAL

0-5% positivity in county on average over the past 14 days

* Healthcare resources remain stable

SUGGESTED STRATEGIES

- Stay home if you are sick or exposed to someone confirmed to have COVID-19
- Practice frequent hand-washing
- Stay 6 feet from others as much as possible
- Use face coverings when able to do so safely and correctly
- Maintain frequent cleaning schedule using EPA-approved cleaning products
- Monitor absenteeism among teachers, staff, and students

RETURN-TO-LEARN MODEL(S)

On-Site Learning following DOE, IDPH and CDC guidance.

- Hybrid Learning as necessary based on:
- Parent or guardian preference
 - Student quarantine

COMMUNITY TRANSMISSION: MINIMAL TO MODERATE

6-14% positivity in a county on average over the past 14 days

* Healthcare resources remain stable

SUGGESTED STRATEGIES

- Continue above strategies
- Reduce group events/gatherings
- Limit inter-school interactions
- Ensure student and staff groupings/cohorts are as static as possible and that interactions among groups of students and staff are limited

RETURN-TO-LEARN MODEL(S)

On-Site Learning following DOE, IDPH and CDC guidance.

- Hybrid Learning as necessary based on:
- Parent or guardian preference
 - Student quarantine

COMMUNITY TRANSMISSION: SUBSTANTIAL CONTROLLED

15-20% positivity in a county on average over the past 14 days AND 10% absenteeism among students expected for in-person learning

* Healthcare resources remain stable

SUGGESTED STRATEGIES

- Continue above strategies
- Consider regular health checks for any on-site students/staff if feasible
- Cancel school events/gatherings
- Close communal spaces (e.g., cafeterias, media centers)

RETURN-TO-LEARN MODEL(S)

Hybrid Learning as necessary based on:

- Parent or guardian preference
- Student quarantine

Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:

- Please contact the Department of Education by submitting your information via the CASA system.
- Only the Departments of Education and Public Health can make the determination and provide temporary authorization to move to 100% online or remote learning.

COMMUNITY TRANSMISSION: SUBSTANTIAL UNCONTROLLED

>20% positivity in a county on average over the past 14 days with healthcare resource capacity concerns

SUGGESTED STRATEGIES

State and local education and public health officials should work closely together to make decisions on school operations.

RETURN-TO-LEARN MODEL(S)

Temporary Continuous/Remote Learning for an entire school building or district for up to 14 days may be requested:

- Please contact the Department of Education by submitting your information via the CASA system.
- Only the Departments of Education and Public Health can make the determination and provide temporary authorization to move to 100% online or remote learning.

