A guide to opening Grand Island Public Schools for the 2020-2021 school year amid the COVID-19 pandemic.
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**KEY TERMS:**

- **CDHD:** Central District Health Department
- **CDC:** Centers for Disease Control and Prevention
- **NDE:** Nebraska Department of Education
- **NSAA:** Nebraska School Activity Association
- **DHM:** Directed Health Measures
- **Face Covering:** Any covering of the mouth and nose, including masks and face shields.
- **onsite:** Learning taking place inside GIPS buildings.
- **online:** General term for learning online. *Students who are in temporary quarantine may do schoolwork online without enrolling in eLearning.*
- **eLearning:** GIPS’s program for online learning.
- **Virtual:** Experience requested by parents for students to utilize eLearning even when the district has students on campus.
- **Remote:** GIPS model with all students enrolled in eLearning.
MISSION:

Every Student, Every Day, a Success.

*In educating students, we teach hearts as well as minds.*

VISION:

Students prepared to make positive contributions to society and thrive in an ever-changing world.

EQUITY VALUE STATEMENT:

*In Grand Island Public Schools, equity is providing each individual what they need when they need it, in an inclusive and anti-discriminatory environment.*
“Nebraska doesn’t plan to build back to the same systemic inequities that have persisted for years and that are made visible in educational assessment and accountability. **We need to take this opportunity to build back better.**”

Matthew Blomstedt  
Education Commissioner  
Nebraska Department of Education
Dear Grand Island Public Schools:

These past few months have brought forth some unprecedented and unfortunate events in our nation's history. Experiences have been altered or eliminated. Inequities have been exacerbated. Learning gaps have expanded. Social and emotional needs have escalated. Relationships have suffered.

The ongoing concerns reinforce the longstanding reality that schools are a fundamental component for developing the academic intelligence and social and emotional well being of children. Schools also provide opportunities to cultivate knowledge and skills and the inclusiveness to overcome socioeconomic, racial and cultural barriers. Not having students in our school buildings has been extremely difficult for families, children and educators alike.

We now find ourselves in a situation looking at the safety concerns imposed by COVID-19 and the disconcerting dilemma of considering the inherent risks of students being educated onsite in school buildings and the disturbing thought of long-term social, emotional and cognitive implications of students not attending school in person.

The impact closing schools has on families, our community and the economy raises additional lines of agony. In a recent survey to our parents with 3,600 respondents, it was found 75% of families prefer to have students in school, 16.7% of parents would find it best for students to engage in learning at home and 8.3% are uncertain depending on safety requirements. Further, the survey shed light on financial woes, childcare conditions and varied support at home, with 30.3% of parents stating the closing of schools impacted their ability to remain employed, 15.9% indicating child care is an issue and 26.8% explaining there is no one at home to help with eLearning. There is no doubt we have to do everything in our power to return to school buildings safely in August.

While battling through the onset of COVID-19 came with many obstacles, there were new innovations and a willingness to try different approaches to serve students. We gained some efficiencies and our connectedness across departments eliminated silos and brought forth an open-mindedness to seeing learning happen in non-traditional ways. This is very encouraging, and the fresh insights and savvy skill sets are strengths we can embrace. While every day still brings some shock, and even confusion, we continue to demonstrate we are better and stronger together. As we have shown by being knowledgeable, staying abreast, being flexible and diversifying our connections with our community, we can and will move through the magnitudes of these moments and times.

At this defining juncture, it is unequivocally imperative we unify around our mission, vision and equity value statement to keep GIPS going forward and preserving the future of our young people. We have made some
bold moves, accomplished a great deal and sustained vast momentum through our strategic plan in areas such as early childhood, early literacy, standards based instruction, advanced and dual credit classes, closing access and opportunity gaps and upholding a premier year with the Academies of Grand Island Senior High. So it must be acknowledged, during and beyond COVID-19, our students remain on a trajectory to be college, career, community and world ready. In March, when the world was met with the sobering realities of the coronavirus, our Grand Island Public Schools pandemic team was activated to keep GIPS learning and thriving. Opening school buildings amid COVID-19 is undoubtedly even more challenging.

We expanded our team and established Pandemic Design teams to include 145 campus staff, teachers, principals, nurses, counselors, secretaries and administrators, as well as transportation partners. We have researched and collaborated with cross-sector leaders and organizations to learn further the complexities and, moreover, the opportunities to resume school onsite.

We conducted intensive study with local, state and federal entities, including local medical experts, the Central District Health Department, the State of Nebraska, Nebraska Department of Education, Educational Service Unit 10, Nebraska School Activities Association, Centers for Disease Control and Prevention, American Academy of Pediatrics and a host of other organizations and networks to understand public health concerns and the impact on students learning and thriving along with issues critical to economic activity and measures to best safeguard our schools.

We have taken a comprehensive and thoughtful approach to opening schools. The local COVID-19 environmental context and our organizational capacity have been main drivers considering constraints, concerns and risk tolerance balanced with the impact on the GIPS experience, while addressing equity and access. To keep GIPS going forward, the district has reimagined its school environment and strategies for educational delivery as outlined in GIPS Reimagined, our guide to opening schools amid COVID-19.

Our priorities are **Safety and Security, Continuity of Learning, Equity and Access** and **Social Emotional Learning**. Maneuvering with our strength and agility, the staff, community and Board of Education are committed to a responsible and relevant recovery with increased investments in providing meals, health and wellness standards of operation, professional learning, technology, personnel, transportation and other equity-based support.

Through the GIPS Reimagined guide to opening schools for 2020-2021, three carefully designed models are outlined:

**GIPS REIMAGINED MODEL** - Majority of students are served onsite, with the option of online at the request of parent and determined by district guidelines.

**GIPS SELECT MODEL** - Specific predetermined programs and services will be onsite, others will be served remotely via eLearning.

**GIPS REMOTE MODEL** - Due to restrictions, all students are taught remotely via eLearning.

All three models are developed in order for us to adapt as needed to ensure safety and security, continuity of learning, equity and access and social emotional supports for all students at all times.
INTRODUCTION

Seven key components are mission critical to be executed daily for the safety and welfare of all.

1. Group students to minimize exposure and allow for contact tracing.
2. Manage classroom environments to maximize social distancing.
3. Require face coverings by all. We cannot guarantee six feet distancing, therefore face covering becomes a major part of our mitigating measures and how students move about throughout the day.
4. Conduct daily screenings and temperature checks.
5. Provide aggressive hand washing schedules throughout the school day.
6. Enhance cleaning protocols across the buildings and grounds throughout the day.
7. Minimize guests on site and utilize virtual options when possible or required.

These plans put us in a position to pivot and partner as we navigate through the unknowns. Considering the words of Donald Rumsfeld: “because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns - the ones we don’t know we don’t know.”

GIPS Reimagined serves as a road map to traverse through the conditions ahead and stay on course, as the path is predicted to change on this journey through a new world. Science is ever-evolving and, sometimes, quite bewildering. We are very grateful for the feedback of parents and overwhelming guidance of officials on all levels and will continue to monitor various data points in real time. We will be ready to make the necessary shifts expeditiously and effectively together.

What our education system and teachers are up against is astronomical. However, we remain an institution of hope for Every Student, Every Day, A Success. We have anchored on our beliefs and equity value statement to keep our promise of students prepared to make positive contributions to society and thrive in an ever-changing world.

Students, families, staff, community and partners: you are pivotal to our plan. Considerations are necessary for the health and well being of family and community dynamics. During these times, we understand the need for parents to be involved in the decision for their child to attend school in person or at home. Our plans honor and value the individual needs of our staff and parents. This is our opportunity to take these challenges and go forward creatively to reimagine public education for the next generation. Let’s do it even Better and Stronger Together in GIPS Reimagined.

Dr. Tawana Grover
GIPS Superintendent
“The Board of Education believes our children are watching us and we need to model grit, anti-racism and the belief every child can learn and thrive in an ever-changing world. We’re committed to being good role models for our students in all our actions. If all adults in our students’ lives make the same commitment, we will have a great 2020-2021 school year - regardless of what unexpected events may come our way.”

Bonnie Hinkle
President
GIPS Board of Education
Bonnie Hinkle, president, Ward B
Dr. Dan Brosz, vice president, Ward A
Terry Brown, Ward A
Kelly Enck, Ward A
Heidi Schutz, Ward B
Lisa Albers, Ward B
Erika Wolfe, Ward C
Carlos Barcenas, Ward C
Julie Gortemaker, Ward C
STRATEGIC PLAN

EMPOWER
Empower educators to be instructional leaders

PERSONALIZE
Personalize learning pathways for students

DESIGN
Design decisions by using data

PARTNER
Partner with our community
EQUITY, ATTENDANCE & ACCOUNTABILITY

1. *Increased* percentage of incoming kindergartners having participated in a high-quality *early childhood education* experience.

2. *Increased* percentage of *students meeting or exceeding proficiency* every year across all assessed grades and subjects assessed on the *Nebraska State Accountability* centralized state testing process.

3. *Decreased* *achievement gaps* among all student sub-groups on state accountability tests.

4. *Decreased* percentage of students who are *absent 15 or more days* as reported by Nebraska Department of Education.

5. *Decreased* number of students who are *suspended or expelled* and a reduction in disproportionate (by race/ethnicity, poverty, and identified disability) suspensions and expulsions.

SOCIAL EMOTIONAL LEARNING

6. *Increased* percentage of students with a high level of *school connectedness* and high commitment to learning.

7. *Increased* percentage of students self-reporting *growth mindset, self-efficacy, self-management, and social awareness*.

COLLEGE & CAREER READINESS

8. *Increased* percentage of students *on track to graduate* at 3rd, 8th, and 9th grades.

9. *Increased* percentage of students *graduating from high school in four years*.

10. *Increased* percentage of students graduating with one or more of the following:

    A. *Industry certification*.

    B. *College credit* for at least one course.

    C. A score of three or higher on at least one *Advanced Placement exam*.

    D. A score meeting *ACT college readiness* benchmarks for each tested subject.

    E. Completion of one or more *career pathways*.

11. *Increased* percentage of students enrolled in *postsecondary education, enlisted in military, or employed six months after graduation*. 

STUDENT SUCCESS MEASURES

GIPS REIMAGINED | 11
“In the midst of the COVID-19 pandemic, we are learning that when everyone wears a mask, the virus spreads more slowly. **It is our recommendation that schools implement policy for using face coverings** as a way to keep students and staff healthy in the classroom.”

**Teresa Anderson, MSN, PHCNS-BC**
Health Director
Central District Health Department
Safety precautions are critical as we are faced with new realities and circumstances for our district and our community.

Schools play a major role in the economic and workforce vitality of our community.

Students and staff need social emotional learning supports.

Each student should have access to high quality instruction no matter the environment or modality. Systemic supports provide equitable access and mastery of grade-level standards.

Parents and adults are a major lever in student success.

Kids need positive relationships and connections with peers and adults to be successful. Staff members need interactions with students and their school family.

Technology offers opportunities for innovation, flexibility and authentic learning options. Virtual platforms have proven to be more valuable for some students.

Clarity and coherent systems are critical to achieve our goals.

We must assess the needs, strengths, skills and talents of our staff to assign them to the best possible personal and professional placement.

Our GIPS Profile of a Graduate is our North Star.
“Scientific studies prove wearing a face covering protects the people around us. If I wear a mask and you wear a mask then the risk of one of us passing coronavirus - or even influenza - drops by at least 75%. This is a cheap, simple, proven prevention that does not involve drugs or side effects. **It is worth it for all of us to wear a mask in public and keep our families healthy and kids in school.**”

Dr. Rebecca Steinke, MD  
Physician  
Grand Island Family Practice
As you read this, whether you are a parent, a student, a staff member, a partner or a member of the community, please consider it through this lens:

- I acknowledge what’s working today may not work tomorrow.

- I shall exercise high levels of flexibility and adaptability to ensure all students, staff and parents are supported to achieve effective eLearning and learning in person.

- I understand sometimes I must ignite innovation to solve problems and address challenges.

- I promise to take personal accountability for myself and others in order to maintain all safety protocols.

- I know we are navigating new opportunities and struggles daily, so I will share kindness, empathy and gratitude hoping to make a positive difference in the lives of others.
“Everyone can play a role in keeping our community healthy and modeling healthy behaviors to our students. *Even seemingly small things like washing hands and covering coughs* can be vital to prevent the spread of infections.”

Dr. Susan Newman, MD
Family Medicine Specialist
Grand Island Family Practice
The intention is to be in GIPS Reimagined; we strive to have all kids safely in school. The goal is to start with GIPS Reimagined in the fall. GIPS will work with the CDHD, local medical officials, local and state leaders, the Nebraska Department of Education and others in making decisions on which model to be in, as well as if a need arises to move from one model to another, all based on the community context of Grand Island and DHM for Hall County.

**GIPS Reimagined**

*Majority of students are served onsite, with the option of Virtual as determined by district guidelines*

This model assumes school will open under safety guidelines, with some restrictions and slight capacity reductions. Most students will be served onsite, some will be served online and others will be served through a combination of onsite and online. All student placements are to be approved by GIPS on an individual basis. Parents will be engaged in the decision making to determine which students are served via Virtual School.

**GIPS Select**

*Specific predetermined programs and services will be onsite, others will be served remotely via eLearning*

This model assumes capacity will be heavily restricted due to social distancing expectations. GIPS will determine a specific set of programs and services to be served onsite. These will be experiences most in need of being delivered hands-on, with in-person instruction and support. Others will be served remotely online.

**GIPS Remote**

*Due to restrictions all students are taught remotely via eLearning*

Based on conditions and restrictions, this model would be in place if no students or too low of a number of programs or services could be provided onsite. All students would receive services remotely via eLearning.
ATTENDANCE
Attendance is expected for all students.
- Attendance will be taken for all students every day.
- If a student is in eLearning, attendance will be taken daily as described in the eLearning section.
- Policy on attendance will be followed.
- Returning from travel
  - Limit travel, if at all possible.
  - If staff or students travel outside the United States they need to quarantine for 14 days upon return. If no symptoms occur the person may return.
  - If staff or students travel to states identified by CDC as high-risk, they need to quarantine for 14 days upon return. If no symptoms occur the person may return.

REGISTERING NEW STUDENTS
- Families new to GIPS from a community in Nebraska need to register using online registration and/or contact their child’s assigned neighborhood school - documentation of having a current physical will transfer from their previous school in Nebraska.
- Families new to GIPS moving in from out of state need to register using online registration and/or contact their child’s assigned neighborhood school - families new to GIPS must have a physical for each student they register before students can attend school. If moving from a state identified by CDC as high-risk, they need to quarantine for 14 days upon return.
- Families new to GIPS moving in from out of the United States need to register using online registration and/or contact their child’s assigned neighborhood school - families moving into GIPS from outside of the United States will need to quarantine for 14 days from date of entry into Grand Island - families new to GIPS must have a physical for each student they register before students can attend school.
- If a language other than English is indicated during registration, or when the school is contacted by a parent, please call the GIPS Welcome Center at 308-385-5551 to assist with an initial English language proficiency assessment prior to school enrollment.
PARENT/STUDENT ENGAGEMENT AND INVOLVEMENT

Contacting administration/district/school
- Let’s Talk is the district’s preferred method for communication.
- In-person onsite meetings are strongly discouraged and should be scheduled in advance. Any onsite visitors will go through a screening process.

Office hours for staff (teachers/counselors)
- Staff who work directly with students will have regular office hours. These office hours will be posted for students and parents to see and access.
- Meetings between parents and teachers will be scheduled as requested.

Procedures
- Ongoing collaboration instead of formal parent/teacher conferences.
- There will be no district-scheduled parent/teacher conferences in person this year.
- Parents should contact their students’ teachers frequently as needed.

TRANSPORTATION
Students will be expected to register for district-provided transportation at www.gips.org by Aug. 1, 2020.
- Bus stops
  - Students will be screened before boarding the bus (GIPS Select Model only).
  - Students will be expected to practice social distancing at the stop before boarding and while waiting for the bus to arrive.
- Bus routes
  - Routes will be doubled to allow for social distancing on buses.
  - Para will ride on bus on all routes a.m./p.m. (not including Grand Island Senior High/Career Pathways Institute/Wyandotte Learning Center routes during school day)
  - Routes will be posted before start of school year (early August)
- Bus experiences
  - Students will be expected to wear face coverings at all times.
  - Hand sanitizer will be provided as students get on the bus.
HAND-WASHING EXPECTATIONS
All persons occupying GIPS facilities will wash their hands with soap and water for twenty seconds once every two hours and/or at every transition. However, if for practical reasons, this is not possible hand sanitizer (consisting of at least 60% alcohol content) may be used until such time soap and water becomes practical.

Key times to wash hands, in general, include but are not limited to the following:

- Before, during and after preparing food
- Before and after eating food
- After using the toilet
- After blowing your nose, coughing or sneezing
- Before and after school/work shifts and/or breaks
- After touching frequently touched surfaces, such as seats and handrails
- After putting on, touching or removing cloth face coverings.

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.

Rinse hands well under clean, running water.

Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.
SAFETY PROTOCOLS

SOCIAL DISTANCING
GIPS will incorporate a practical but science-based approach to social distancing. The highest and best protocols to combat COVID-19 call for maintaining 6-10 feet distance between individuals.
- GIPS Reimagined Model: Social distancing will be in place wherever possible.
- GIPS Select Model: Social distancing standards will be enforced.

Classroom design expectations
- Arranging of desks: Desks will be spread out as much as possible.
- Student personal items from home: Limit to only needed items; water bottle allowed. Computer in a computer bag is acceptable.
- Shared items: Limit and clean immediately with cleaning wipe.
- Wall coverings: Reduce to minimum; no fabric allowed.
- Non-district provided furniture and other items have been removed. District furniture to be reviewed by building custodian.

Staff gatherings
- Staff will practice social distancing by utilizing Zoom meetings when possible and avoiding gathering in lounges and break rooms.

Isolation rooms
- An area will be designated in each building to isolate students with COVID-19 symptoms until the student can be picked up.

CLEANING EXPECTATIONS
- Cleaning and disinfecting is everyone’s responsibility.
- The GIPS custodian crew has many years of experience and knowledge with continual training on cleaning and disinfecting procedures.
- The district will provide training as well as complete disinfecting and cleaning chemicals and other supplies. The district has new cleaning equipment to quickly and effectively take care of entire buildings.
- Routine and high-touch areas will be cleaned and disinfected often.
- Personal items will be cleaned and disinfected immediately after use by the user.

SAFE ACTIONS
- Social Emotional Learning teams have developed strategies to maintain safety within the classroom.
- Temperature checks
  - Staff will perform temperature checks at least once per day and as needed.
FACE COVERINGS

FACE COVERINGS EXPECTATIONS

Face coverings are required by all staff and all students. Appropriate face coverings such as face shields or clear view masks may be utilized when needed.

- While in any GIPS facilities, everyone will wear a face covering that covers their mouth and nose.
  - Preschool will take extra precautions, and screen students daily until wearing face coverings becomes routine.
- For GIPS, a face covering will, at a minimum, be constructed of a three ply natural fiber cloth fabric as this is one of the highest and best personal hygiene practices to combat COVID-19.
- All face coverings must follow GIPS dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang, will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher or building administrator.
- If an individual is not around others (i.e. one individual teacher in a classroom, individual in office alone with the door closed) the face covering may be removed until such time as others enter the space.
- Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings.
- Face coverings may only be removed for meals or at the request of a staff member.
- First face covering will be provided free. If a student comes without a face covering we will give them one, but expectations is for students to have ONE district-provided face covering and use it daily.
- Staff will support students in monitoring and education about the use of face coverings in the classroom/buildings.
As COVID-19 continues to spread within the United States, CDC has recommended additional measures to prevent the spread of SARS-CoV-2, the virus that causes COVID-19. In the context of community transmission, CDC recommends that you:

- Stay at home as much as possible
- Practice social distancing (remaining at least 6 feet away from others)
- Clean your hands often

In addition, CDC also recommends that everyone wear cloth face coverings when leaving their homes, regardless of whether they have fever or symptoms of COVID-19. This is because of evidence that people with COVID-19 can spread the disease, even when they don’t have any symptoms. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

How cloth face coverings work
Cloth face coverings may prevent the person wearing the mask from spreading respiratory droplets when talking, sneezing, or coughing. If everyone wears a cloth face covering when out in public, such as going to the grocery store, the risk of exposure to SARS-CoV-2 can be reduced for the community. Since people may spread the virus before symptoms start, or even if people never have symptoms, wearing a cloth face covering may protect others around you. Face coverings worn by others may protect you from getting the virus from people carrying the virus.

General considerations for the use of cloth face coverings
When using a cloth face covering, make sure:

- The mouth and nose are fully covered
- The covering fits snugly against the sides of the face so there are no gaps
- You do not have any difficulty breathing while wearing the cloth face covering
- The cloth face covering can be tied or otherwise secured to prevent slipping

Wash your cloth face covering after each use in the washing machine or by hand using a bleach solution. Allow it to completely dry.

For more information, go to: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html
DAILY MONITORING OF SYMPTOMS

Parents will be asked to screen their students daily before allowing them to attend school. All staff assigned to work onsite at a GIPS building should also self monitor.

Questions to use for screening/monitoring

- **Do I have any of the following that are new or I cannot explain:**
  - Temperature above 100.0 degrees
  - Shortness of breath
  - Cough
  - Chills
  - Muscle pain
  - Headache
  - Sore throat
  - New loss of taste or smell
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

- **Has a member of my household (or another family member for whom I am providing direct care) been diagnosed with COVID-19, or been directed to self quarantine due to symptoms of COVID-19?**

- **Temperature checks: If over 100 degrees, do not send child to school.**

Procedures for calling in students due to COVID-19:

- Always make contact with family doctor and reach out to Central District Health Department.
- If student has temperature over 100.0, keep student home until fever is gone for three days (72 hours) without the use of fever-reducing medications) and notify the school.
- If in a COVID-19 situation (household member with symptoms or positive test) notify the principal. Determination will be made for quarantine expectations.
- If diagnosed with COVID-19, quarantine for 14 days and notify the school.

*When in doubt, call your school nurse before coming to school.*

Staff screening

- All staff assigned to work onsite at a GIPS building will also self monitor daily.
SCREENINGS

SCREENING PROCESS

Any screenings of students (GIPS Select Model) or visitors (all models) will include this process:

- Staff will conduct the screenings and ask the following questions:
  - Do you have any of the following that are new or cannot be explained:
    - Temperature above 100.0 degrees
    - Shortness of breath
    - Cough
    - New loss of taste or smell
  - Has a member of your household (or another family member for whom you are in frequent contact) been diagnosed with COVID-19, or been directed to self quarantine due to symptoms of COVID-19?
  - Temperature checks for 100.0 or higher.

Student or visitor will not be allowed to enter general population if they do not pass the entire screening process.

- Student will either go home with parent or proceed to isolation room to await further instruction.
- Visitors will be instructed to leave.

NON-CONTACT THERMOMETERS

GIPS will use Hawkeye Non-Contact Infrared Thermometers. These are designed for quick and concise body temperature measurements. Unlike other infrared thermometers, this unit is intended for non-contact measurement of human body temperature. That makes it ideal for mass temperature screening and monitoring without contact or fear of contamination for public spaces and gatherings. It is suitable for all ages, including adults and children.
The district is developing a school-based COVID-19 Symptom Response Team for each school. The team will include the associate superintendent, head nurse, campus nurse, school principal and a representative from the Central District Health Department.

**COVID-19 symptoms detected**

If the school nurse determines a student presents with signs or symptoms of COVID-19 and needs to be tested, the nurse will:
- Place student in isolation room;
- Obtain parental consent;
- Swab student;
- Send swab to lab per protocol;
- Send student home per GIPS COVID-19 guidelines;
- AND school nurse must contact lead nurse; lead nurse will work with CDHD to initiate site-based COVID-19 Symptom Response Team.

**COVID-19 positive with symptoms or presumed positive**

**Symptom-based strategy**

- Exclude from school until:
  - **At least 3 days** (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications;
  - **AND 3 days** of improvement in respiratory symptoms (e.g., cough, shortness of breath);
  - **AND at least 10 days** have passed since symptoms first appeared.

**COVID-19 positive with NO symptoms**

**Time-based strategy**

- Exclude from school until:
  - **10 days** have passed since the date of their first positive COVID-19 diagnostic test without symptoms.

If COVID-19 is ruled out by testing or the student has an alternate diagnosis (e.g., tested positive for influenza), response team’s criteria for return to school could be based on that diagnosis.
RESPONSE

Working with Schools

Below are shared core principles that local health departments (LHDs) in Nebraska consider when making recommendations and advising our local schools about how to safely reopen and stay open during the COVID-19 pandemic.

- LHDs statewide are monitoring and evaluating public health data related to COVID-19 in our local jurisdictions daily.
- LHDs want Nebraska schools to open and stay open. We recognize the unique nature of schools and the education system’s role in the economic and mental wellbeing of children and adults.
- LHDs work closely with our local schools and ESUs to develop reasonable plans for social distancing and masking in school facilities to reduce the spread of COVID-19. These plans need to be locally-responsive and aim to create school environments that will minimize the impact on the school community and the student learning experience when students or staff test positive for COVID-19. Key recommendations that these plans will include when community spread is occurring include:
  - All staff and students wear cloth face coverings over their nose and mouth whenever possible.
  - General physical distancing of 6 feet between individuals whenever possible.
  - Frequent hand washing and/or hand sanitizing.
- When a positive COVID-19 case is confirmed in a school, that individual will be excluded and allowed to return based upon current guidance from CDC at the time. LHDs will work with schools to consider the following questions when determining how that case will impact others in their classroom and/or school building.
  - What is the level of community spread outside the school building?
  - Was the individual with COVID-19 wearing a mask most of the time?
  - Were other students and staff who were within 6 feet of the individual with COVID-19 for more than 15 minutes masked?
  - Was the individual with COVID-19 part of a cohort within the building or did they interact with a large number of students and staff throughout their day?
  - To what extent is the school community implementing other non-pharmaceutical interventions (hand washing, hand sanitizers, etc.)?
- The answers to these questions will determine 1) the number of close contacts, 2) if the close contacts who are not symptomatic may stay in the classroom, and 3) the number of other students and staff who will need to be quarantined.
ARRIVAL & DISMISSAL

These are the overall expectations. Specific instructions by school level or individual buildings may be more specific and detailed, but will follow these guidelines.

ARRIVAL

- All traffic flow should be in one direction around schools.
- There should be no gathering of students outside the school doors or on school grounds.
- Students will have areas to go based on school-specific instructions.

Student process

- Proceed through student screening process (GIPS Select Model only).
- Come into school, wash hands, proceed to breakfast line and wash hands.
- Take breakfast to predetermined small-group location.
- Stay in small-group location while eating breakfast and until instructed to go to classroom.

Late arrival

- Students should go to the office for check in, screening processes (GIPS Select Model only) and instructions.

DISMISSAL

Schools will develop site-specific instructions for limiting gatherings and keeping traffic flowing efficiently.

Checking out students

- We request parents to limit student appointments during school hours as much as possible.
- Parents should wait in their vehicle and call the office, if possible, from the parking lot.
- Students will check out in the office before leaving the building. If needed, an adult will escort the student to the vehicle.

VISITORS

- Visitors will not be allowed in buildings unless scheduled. All visitors will go through a screening process - including a temperature check and answering of questions - and be required to wear face covering to enter.
- Classroom guests, speakers and others should opt for electronic options when possible.
- All service providers (HVAC, copier support, non-emergency health support) must follow all district procedures, including screenings and wearing face covering.
MEALS

Schools will customize the site-specific process for breakfast and lunch. Since face coverings can not be worn while eating, students will be encouraged to talk quietly and safely during meals.

**Breakfast**
- Students will wash hands and go through the school breakfast line.
- Students take their breakfast to predetermined small-group locations.
- Students will stay in small-group locations while eating breakfast and until instructed to go to their classroom.
- Students will wash hands when entering their classroom.
- Menu will be normal.

**Lunch**
- Meals in cafeteria, physical distance as much as possible.
- Menu will include pre-portioned items. Students will wash hands and pick up their own food items.

**Payments**
- Payments need to be made online as much as possible at www.gips.org.
- For any on-site payments, students will need to place payment in an envelope with the amount and student’s name and ID number written clearly on the envelope.

**eLearning provided meals**
- Meals will be available for pick-up.
- Specific instructions and locations will be provided prior to the beginning of the school year.

**Snacks**
- Limit contact and shared items, wash hands before and after.

**Water bottles filling stations**
- There will be touch-less bottle filling stations installed in each building.
- One person per group responsible for operating the filling station.
- No one will touch anyone else’s bottle.
- Drinking fountains will not be in use and will be barricaded off.
SOCIAL-EMOTIONAL COGNITIVE LEARNING SUPPORTS

Students supports such as school social workers, SECL coaches, school psychologist and counselors will continue for all students, including those onsite and those in eLearning.

Other SECL supports in place:

- School counselors will continue to build relationships with students with known needs.
- School hotlines are still active.
- The GIPS Crisis Team will be available if needed both onsite and remotely.
- The district continues integration and prioritization of equitable and preventative strategies across all buildings and classrooms. GIPS is also helping adults and students cultivate skills to effectively interact and create a positive school climate while simultaneously helping students build the knowledge, skills and attitudes they need to carry out school-wide expectations and excel academically.
- Building-level teams are in place to support specific student SECL needs.
- All buildings have common classroom behavioral expectations.
- All buildings have strategies for positive relationship development.
- Elementary, middle school and high school teams are designing specific trauma-informed SECL lessons and strategies for all kids - including onsite and eLearning.
- For example, there will be lessons on how to communicate with one another while wearing face coverings.
GIPS student activities, athletics, before and after school clubs, organizations and groups will follow all guidelines as identified by the model the district is working under. This chart will be used to help make case-by-case decisions on which organizations will meet in person and which will utilize online options.

<table>
<thead>
<tr>
<th></th>
<th>REIMAGINED MODEL</th>
<th>SELECT MODEL</th>
<th>REMOTE MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5 Activities</strong></td>
<td><img src="https://example.com" alt="Limited to grade-level groupings of less than 25 students." /> Virtual options preferred.</td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
</tr>
<tr>
<td><strong>6-8 Activities</strong></td>
<td><img src="https://example.com" alt="Limited to grade-level groupings of less than 50 students." /> Virtual options preferred.</td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
</tr>
<tr>
<td><strong>6-8 Athletics</strong></td>
<td><img src="https://example.com" alt="TBA" /></td>
<td><img src="https://example.com" alt="TBA" /></td>
<td><img src="https://example.com" alt="TBA" /></td>
</tr>
<tr>
<td><strong>9-12 Activities</strong></td>
<td><img src="https://example.com" alt="Limited to groupings of less than 50 students." /> Virtual options preferred.</td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
<td><img src="https://example.com" alt="Virtual options only." /></td>
</tr>
<tr>
<td><strong>9-12 Athletics</strong></td>
<td><img src="https://example.com" alt="TBA" /></td>
<td><img src="https://example.com" alt="TBA" /></td>
<td><img src="https://example.com" alt="TBA" /></td>
</tr>
</tbody>
</table>

*GIPS will continue to take guidance from the Nebraska School Activities Association, NDE and other state-level activity organizations, as well as local and state health directives, input from medical officials and other area school leaders to make decisions about high school activities and athletics.*

If needed and when possible, events may be moved or postponed rather than canceled. For example, the GISH Center for Performing & Creative Arts’ annual fall musical will now take place in the spring.
MODEL DESCRIPTION:
Majority of students are served onsite, with the option of Virtual as determined by district guidelines

This model assumes school will open under safety guidelines, with some restrictions and slight capacity reductions. Most students will be served onsite, some will be served online and others will be served through a combination of onsite and online. All student placements are to be approved by GIPS on an individual basis. Parents will be engaged in the decision making to determine which students are served via Virtual School.

Safety steps
- Along with intensified cleaning and social distancing where possible, all students and staff will be expected to wear face coverings at school.

Student interaction
- Students (PreK-8) will primarily be restricted to interactions within groups of no more than 50 students at any time, all within their own grade-level.
- Students (9-12) will primarily be restricted to interactions within groups of no more than 50 students at any time.

Note: GIPS does not have preschool virtual option.
CONTINUITY OF LEARNING EXPECTATIONS

This section contains the expectations of what a school day will look like for each level, preschool through high school, within Grand Island Public Schools. These are the overall expectations. There are two tracks: Tradition and Virtual.

**Traditional:** Students are on campus with restrictions.

**Virtual:** Experience requested by parents for students to utilize eLearning even when the district has students on campus. Parents must request Virtual School by filling out an online form. The deadline is July 17, 2020.
THE SCHOOL DAY: PRESCHOOL

Preschool will remain as normal as possible, with mitigation measures in place where possible and when necessary based on DHM guidelines and/or based on the specific preschool location. Preschools will follow any additional guidelines of school location.

Schedule

Preschool will be Monday through Thursday only. This change from last year was approved before the COVID-19 pandemic situation. Sanitation of classrooms will take place between morning and afternoon sessions.

Arrival/dismissal procedures

- Students will wash hands immediately upon arrival.
- Students will be escorted directly to their classroom once they wash their hands.
- Students will be dismissed directly from their classroom. This will cause a little longer dismissal process.

Special restrictions/changes

- Lunch will be served in classrooms with social distancing.
- Classes will not join with other classes for any activities.
- A modified classroom environment will allow for physical distancing, keeping students a wingspan apart.
- Restrooms are assigned to specific classrooms.

Classroom activity changes

- No dress-up clothes or stuffed animals in schools.
- All sensory activities will be individual rather than shared.
- All students will have individual supplies rather than shared.
- All shared materials will rotate between classroom and will be sanitized between each classroom.
- Only items able to be cleaned between usage can be shared.

Cleaning

- All students and staff will wash hands before and after using any equipment.
- Anything in contact with bodily fluids will be removed and sanitized.
- Enhanced cleaning from everyone will help keep the classrooms, buildings and items sanitized.
THE SCHOOL DAY: K-5 ONSITE

Elementary will keep the current schedule and hours. The school day will be normal with minor exceptions at breakfast, lunch, recess and a few other areas.

Rules of movement

Traveling outside of classroom

- Mixing of students within grade-levels.
- Minimized mixing outside grade-level groups, must be organized, regular-scheduled groups.

Restrooms

- Avoid gathering in groups
- Use regular hand washing
- Buildings will have scheduled breaks

Common areas

- Avoid using common areas. Space may be reallocated for other uses.

Playground/recess

- No cleaning procedures in place for playground equipment.
- No equipment usage.
- Students can play outside.

Student assemblies/large-group gatherings/classes

- There will be no in-person all-school or all-grade student assemblies this year.
- No morning gatherings in the gym.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
### THE SCHOOL DAY: K-5 VIRTUAL

- Students will have regular routines and engagement in daily lessons. Completion of assignments will be necessary to maintain continuity of learning and being on track to graduate.
- Students in Virtual Elementary School will have an assigned teacher.
- Students will have scheduled times to meet throughout the day. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.
- Here is a framework of what an elementary schedule might look like. **THIS IS ONLY A SAMPLE:**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:30</td>
<td>8:00–9:30</td>
<td>8:00–9:30</td>
<td>8:00–9:30</td>
<td>8:00–9:30</td>
</tr>
<tr>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
</tr>
<tr>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
</tr>
<tr>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>11:30–12:00</td>
<td>11:30–12:00</td>
<td>11:30–12:00</td>
<td>11:30–12:00</td>
</tr>
<tr>
<td>PE</td>
<td>Music</td>
<td>Check in with counselor</td>
<td>Media Skills</td>
<td>Lunch break</td>
</tr>
<tr>
<td>12:10–1:30</td>
<td>12:10–1:30</td>
<td>12:10–1:30</td>
<td>12:10–1:30</td>
<td>12:10–1:30</td>
</tr>
<tr>
<td>Lunch: pick-up, play outside, do chores, etc., based on family schedule</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>AFTERNOON</td>
</tr>
<tr>
<td>1:30–2:30</td>
<td>1:30–2:30</td>
<td>1:30–2:30</td>
<td>1:30–2:30</td>
<td>Spend about two hours on outstanding independent assignments from the previous week</td>
</tr>
<tr>
<td>Science live lesson via Zoom</td>
<td>Student Support Time via Zoom</td>
<td>Work on social studies assignment</td>
<td>Student Support Time via Zoom</td>
<td>Work on social studies assignment</td>
</tr>
<tr>
<td>2:30–3:30</td>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
<td></td>
</tr>
</tbody>
</table>
THE SCHOOL DAY: 6-8 ONSITE

Middle school will keep the current schedule and hours. The school day will be normal with minor exceptions at breakfast, lunch and a few other areas.

Rules of movement

Passing periods
- Students will follow guidelines outlined by schools to reduce risk

Restroom/hall passes
- Avoid gathering in groups
- Use regular hand washing

Traveling outside of classroom as group
- Limited to extent possible.

Common areas
- Limited to extent possible.

Student assemblies/large-group gatherings/classes
- There will be no in-person all-school or all-grade student assemblies this year.
- No morning gatherings in the gym.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out. Must achieve the six feet distance in these situations.
The School Day: 6-8 VIRTUAL

- Students will have regular routines and engagement in daily lessons. Completion of assignments will be necessary to maintain continuity of learning and being on track to graduate.
- Students will have a set daily schedule, very similar to students onsite. Each class will have a teacher.
- Classes will follow their same scheduled times. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.
- Each student will have a combination of Virtual classes and Distance Learning classes.

- Virtual classes: GIPS teacher leads the class of virtual students. Some class meetings will be live via Zoom and others will be work sessions; teacher will keep students informed.
- Distance Learning: Student takes part in Traditional class remotely along with on-campus students, via video conferencing technology. Planning takes into consideration how to engage the virtual learners in group activities, discussions, labs and projects.

- Here is a framework of what a middle school schedule might look like. **THIS IS ONLY A SAMPLE:**

<table>
<thead>
<tr>
<th>MONDAY (A DAY)</th>
<th>TUESDAY (B DAY)</th>
<th>WEDNESDAY (A DAY)</th>
<th>THURSDAY (B DAY)</th>
<th>FRIDAY (A DAY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:40</td>
<td>8:15-8:40</td>
<td>8:15-8:40</td>
<td>8:15-8:40</td>
<td>8:15-8:40</td>
</tr>
<tr>
<td>WIN</td>
<td>WIN</td>
<td>WIN</td>
<td>WIN</td>
<td>WIN</td>
</tr>
<tr>
<td>8:45-9:25</td>
<td>8:45-9:25</td>
<td>8:45-9:25</td>
<td>8:45-9:25</td>
<td>8:45-9:25</td>
</tr>
<tr>
<td>Explore A</td>
<td>Explore B</td>
<td>Explore A</td>
<td>Explore B</td>
<td>Explore A</td>
</tr>
<tr>
<td>9:30-10:55</td>
<td>9:30-10:55</td>
<td>9:30-10:55</td>
<td>9:30-10:55</td>
<td>9:30-10:55</td>
</tr>
<tr>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>11:00-11:40</td>
<td>11:00-11:40</td>
<td>11:00-11:40</td>
<td>11:00-11:40</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Explore A</td>
<td>Explore B</td>
<td>Explore A</td>
<td>Explore B</td>
<td>Explore A</td>
</tr>
<tr>
<td>12:30-1:55</td>
<td>12:30-1:55</td>
<td>12:30-1:55</td>
<td>12:30-1:55</td>
<td>12:30-1:55</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>2:00-2:40</td>
<td>2:00-2:40</td>
<td>2:00-2:40</td>
<td>2:00-2:40</td>
<td>2:00-2:40</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:45-3:20</td>
<td>2:45-3:20</td>
<td>2:45-3:20</td>
<td>2:45-3:20</td>
<td>2:45-3:20</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td>3:30-3:45</td>
<td>3:30-3:45</td>
<td>3:30-3:45</td>
<td>3:30-3:45</td>
</tr>
<tr>
<td>Mascot Time</td>
<td>Mascot Time</td>
<td>Mascot Time</td>
<td>Mascot Time</td>
<td>Mascot Time</td>
</tr>
</tbody>
</table>
THE SCHOOL DAY: 9-12
High school will keep the current schedule and hours. The school day will be normal with minor exceptions at breakfast, lunch and a few other areas.

Rules of movement

Passing periods
- Students will follow guidelines outlined by schools to reduce risk

Restroom/hall passes
- Avoid gathering in groups
- Use regular hand washing

Traveling outside of classroom as group
- Limited to extent possible.

Common areas
- Limited to extent possible.

Off-campus experiences
Students will still engage in off-campus experiences. Administrators must know the outside business site’s plans for risk and mitigation
- Internships/apprenticeships
- Construction sites
- Job shadows and Industry tours

Student assemblies/large-group gatherings/classes
- There will be no in-person all-school or all-grade student assemblies this year.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
- Traditionally large classes (such as band or choir) will be scheduled into smaller sections.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out. Must achieve the six feet distance in these situations.
THE SCHOOL DAY: 9-12 VIRTUAL

Students requesting the Virtual High School will still be Islanders:

- Students are still connected to their Academy and Pathway and the staff and classmates thereof.
- Students will still have real-world opportunities, if they choose to take part in them.
- Students can still be involved in activities, athletics and organizations, if they choose to take part in them.
- Each Virtual High School student will have a personalized learning plan developed in collaboration with their Virtual High School teacher, counselor and parents/guardians to plan a combination of distance learning courses, Edmentum courses, live Zoom classes and student course work time schedules.

- Virtual classes: GIPS teacher leads the class of virtual students. Some class meetings will be live via Zoom and others will be work sessions; teacher will keep students informed.

- Distance Learning: Student takes part in Traditional class remotely along with on-campus students, via video conferencing technology. Planning takes into consideration how to engage the virtual learners in group activities, discussions, labs and projects.

- Edmentum: Student takes rigorous, relevant online class aligned to state and national standards. Edmentum delivers engaging content designed through the use of media-rich and interactive active learning experiences. Student will have a Virtual High School teacher assigned to assist them, but the course is taught through Edmentum, not the by the teacher.

- Classes will follow the normal scheduled times. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.

- Students will follow regular routines, engage in daily lessons and complete assignments to maintain continuity of learning and being on track to graduate.

- Here is a framework of what the virtual high school schedule will look like:

<table>
<thead>
<tr>
<th>MONDAY (A DAY)</th>
<th>TUESDAY (B DAY)</th>
<th>WEDNESDAY (A DAY)</th>
<th>THURSDAY (B DAY)</th>
<th>FRIDAY (A DAY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
</tr>
<tr>
<td>Block 1</td>
<td>Block 11</td>
<td>Block 1</td>
<td>Block 11</td>
<td>Block 1</td>
</tr>
<tr>
<td>Block 2</td>
<td>Block 12</td>
<td>Block 2</td>
<td>Block 12</td>
<td>Block 2</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>11:15-12:30</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
</tr>
<tr>
<td>12:35-2:05</td>
<td>Block 16</td>
<td>Block 6</td>
<td>Block 6</td>
<td>Block 6</td>
</tr>
<tr>
<td>Block 6</td>
<td>Block 17</td>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
</tr>
<tr>
<td>2:10-3:40</td>
<td>Block 7</td>
<td></td>
<td>Block 7</td>
<td>Block 7</td>
</tr>
</tbody>
</table>
Teachers in the Virtual School are responsible for providing continued learning reflected in current district curriculum documents and pacing guides in an online, remote format.

**Classroom engagement tools for Virtual School**

**Grades K-8 learning management tool**
- Google Classroom will be the primary Virtual School tool

**Grades 9-12 learning management tool**
- Canvas will be the primary Virtual School tool.
- Some classes will utilize Edmentum in the Virtual High School setting (*see page 41*).

**Engagement tools for Virtual School**
- Teachers at all levels, K-12, may use Google Meet or Zoom to engage in online face-to-face discussions and promote academic teaming amongst students.

**Attendance and engagement**

Teachers in Virtual School will take attendance over the course of a week.
- Student attendance in Virtual School does not equate to seat time the way it does in a traditional classroom. Teachers base attendance on a number of factors, including but not limited to engagement in zoom meetings, work completion, email communications and participation in the methods teachers use to verify learning. Teachers in Virtual School will monitor student engagement over the course of the week using an engagement rubric. This will be tracked weekly in Synergy (6-12).
- Students will still have access to the social emotional supports, counselor supports, health supports and academic supports available to all GIPS students.

**Delivery of Instruction**

- Within the student learning platform, teachers will provide live and/or recorded explanations of new concepts along with work samples, models and time for student questions and feedback. Students are expected to demonstrate learning through multiple forms, such as discussion boards, video responses, writing, group projects, online assignments and assessments.
- Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.
- Students who are gifted and talented will receive ongoing, differentiated instruction that is embedded in the core curriculum.

**Grading**

- Grading is how we communicate about a student’s learning. Students will be receiving on-going feedback on their progress towards critical standards.
- Report card grades will be documented in Synergy, and report cards will be accessed through ParentVue.
Student roles and responsibilities

- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Set weekly goals.
- Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.
- Monitor online platforms daily.
- Engage in all learning with academic honesty.
- Communicate proactively with your teachers if you cannot attend live meetings, meet deadlines or need additional support.

Parent roles and responsibilities

Provide support for your children by:

- Establishing routines and expectations. Reviewing goals for the week.
- Defining the physical space for your child to study.
- Monitoring communications from your child’s teachers to stay informed about required work and progress towards goals.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and exercise.
- Remaining mindful of your child’s stress or worry.
- Keep your child social, but set rules around their social media interactions.
- Provide feedback about at-home learning resources, instruction and communication with the teacher, counselor or principal.

Communication channels

Contact for questions about:

- A course, assignment or resource, contact the relevant teacher. Teachers will respond to parent/student communication within 24 hours. Parents may reach out for assistance or clarification about enrichment activities and access to materials.
- A personal, academic or social-emotional concern, contact your child’s assigned counselor.

Technology support

- Virtual School students will utilize the GIPS HelpDesk for technology issues.
- Students can create a HelpDesk ticket by emailing helpdesk@gips.org and explaining their issue.
Parents must fill out a form to request eLearning for their students. The form is available on the GIPS website at [www.gips.org/reimagined](http://www.gips.org/reimagined). This form is to be completed by the parent/guardian requesting eLearning for the 2020-2021 school year in lieu of onsite instruction. **This form must be submitted by July 17, 2020.** Please contact Dr. Robin Dexter, GIPS associate superintendent, if you need additional information, at 308-385 5900 ext. 1153 or at rdexter@gips.org.

**Agreement**

By submitting this form you are initiating the process for your child to participate in eLearning for all instruction for the 2020-2021 school year. In order for your child to participate in eLearning, you agree to:

- Support your child in receiving instruction via online access in your home.
- Continue with eLearning for a minimum of the first trimester (K-8) or first semester (9-12) of the 2020-2021 school year.

Participation will be monitored by GIPS as students are expected to engage in remote learning on a daily school week basis. Failure to participate will result in truancy referrals to the Hall County Court.

The questions on the form include:

- Parent email, name and phone number
- Student name, ID, grade and school in which student is registered
- Primary reason for requesting eLearning:
  - My student has a medical condition
  - A member of the household has a medical condition
  - Overall concerns with safety due to COVID-19
  - Concerns with face covering requirement at school
  - Other
- I acknowledge that eLearning requires reliable internet access.
  - I can provide internet access for my student.
  - I cannot provide internet access for my student.
- Grab and Go meals availability:
  - I need Grab and Go meals and I can pick up the meals.
  - I need Grab and Go meals but I cannot pick up the meals.
  - I do not need Grab and Go meals.
MODEL DESCRIPTION:
Specific predetermined programs and services will be onsite, others will be served remotely via eLearning

This model assumes capacity will be heavily restricted due to social distancing expectations. GIPS will determine a specific set of programs and services to be served onsite. These will be experiences most in need of being delivered hands-on, with in-person instruction and support. Others will be served remotely online.

Safety steps
- Daily screenings, as outlined on page 23 will take place at all schools every day before students enter the school or classrooms.
- GIPS will initiate social distancing measures, reducing the number of students within a classroom and school at any one time.
- Along with intensified cleaning, all students and staff will be expected to wear face coverings at school.

Student interaction
- Students (PreK-12) will primarily be restricted to interactions within groups of no more than the same 15 students at any time.

Schedule change
- Under the GIPS Select Model, a new district calendar will be created. Students will only be on campus Monday through Thursday. Fridays will mainly be used as eLearning for all for K-5 and work days for 6-12; however during holiday weeks, Fridays will be used to balance the schedule. For middle school and high school, it will primarily have A Days on Mondays and Wednesdays, B Days on Tuesdays and Thursdays.
CONTINUITY OF LEARNING EXPECTATIONS

These are the overall expectations. Specific instructions by school level or individual buildings may be more specific and detailed, but will follow these guidelines.

The main component of this model is select programs will be onsite. The basis for choosing programs will follow this prioritization:

1. K-12 students in Newcomers and Sheltered Instruction programs (Limited English Language Proficiency).
2. Students who require highly modified curriculum, structures and/or routines defined in Individual Education Plan and to satisfy the requirements of Free and Appropriate Public Education (FAPE).
3. High school students in hands-on pathway classes who would be at a disadvantage to achieving college/career readiness standards (11-12).
5. Other students as needed (for example, students identified as disengaged based on previous school closure data and who are not on-track). Principals and building teams will make decisions based on what they know about the students in regards to access and engagement.
6. Students of essential GIPS staff.
THE SCHOOL DAY: PRESCHOOL

Preschool will remain as normal as possible, with mitigation measures in place where possible and when necessary based on DHM guidelines and/or based on the specific preschool location. Preschools will follow any additional guidelines of school location.

Schedule

Preschool will be Monday through Thursday only. **Students would go to a rotating schedule (M/W and T/Th) to keep the classrooms at 8 students or less.** Sanitation of classrooms will take place between morning and afternoon sessions.

Arrival/dismissal procedures

- Students will wash hands immediately upon arrival.
- Students will be escorted directly to their classroom once they wash their hands.
- Students will be dismissed directly from their classroom. This will cause a little longer dismissal process.

Special restrictions/changes

- Lunch will be served in classrooms with social distancing.
- Classes will not join with other classes for any activities.
- A modified classroom environment will allow for physical distancing, keeping students a wingspan apart.
- Restrooms are assigned to specific classrooms.

Classroom activity changes

- No dress-up clothes or stuffed animals in schools.
- All sensory activities will be individual rather than shared.
- All students will have individual supplies rather than shared.
- All shared materials will rotate between classroom and will be sanitized between each classroom.
- Only items able to be cleaned between usage can be shared.

Cleaning

- All students and staff will wash hands before and after using any equipment.
- Anything in contact with bodily fluids will be removed and sanitized.
- Enhanced cleaning from everyone will help keep the classrooms, buildings and items sanitized.
THE SCHOOL DAY: K-5 ONSITE

Elementary students on campus:
- K-1 students will be onsite.
- 2-5 Newcomers will be onsite.
- 2-5 students who require highly modified curriculum, structures and/or routines defined in Individual Education Plan and to satisfy the requirements of Free and Appropriate Public Education (FAPE) will be onsite.
- Other 2-5 identified students as needed will be onsite.

Rules of movement:

Traveling outside of classroom
- Students will only interact with the other students in their class.

Restrooms
- Avoid gathering in groups
- Use regular hand washing
- Buildings will have scheduled breaks

Common areas
- Avoid using common areas. Space may be reallocated for other uses.

Playground/recess
- No cleaning procedures in place for playground equipment
- No equipment usage.
- Students can play outside.

Student assemblies/large group gatherings:
- There will be no in-person all-school or all-grade student assemblies this year.
- No morning gatherings in the gym.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
**THE SCHOOL DAY: K-5 eLEARNING**

- Students will have regular routines and engagement in daily lessons. Completion of assignments will be necessary to maintain continuity of learning and being on track to graduate.

- Students will have the same schedule format in eLearning as they would onsite. Elementary schedules will be built the same whether a student is in the traditional school setting or they have requested the Virtual Elementary setting.

- Classes will follow their same scheduled times. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.

- Students will follow regular routines, engage in daily lessons and complete assignments to maintain continuity of learning and being on track to graduate.

- Here is a framework of what an elementary schedule might look like. **THIS IS ONLY A SAMPLE:**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:30</td>
<td>8:00-9:30</td>
<td>8:00-9:30</td>
<td>8:00-9:30</td>
<td>8:00-9:30</td>
</tr>
<tr>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
<td>Independent work time</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>9:30-10:30</td>
<td>9:30-10:30</td>
<td>9:30-10:30</td>
<td>9:30-10:30</td>
</tr>
<tr>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
<td>ELA live lesson via Zoom</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>10:30-11:30</td>
<td>10:30-11:30</td>
<td>10:30-11:30</td>
<td>10:30-11:30</td>
</tr>
<tr>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
<td>Math live lesson via Zoom</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
</tr>
<tr>
<td>Music</td>
<td>Check in with counselor</td>
<td>Media Skills</td>
<td>Lunch break</td>
<td>Lunch break</td>
</tr>
<tr>
<td>12:10-1:30</td>
<td>12:10-1:30</td>
<td>12:10-1:30</td>
<td>12:10-1:30</td>
<td>12:10-1:30</td>
</tr>
<tr>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>1:30-2:30</td>
<td>1:30-2:30</td>
<td>1:30-2:30</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td>Student Support Time via Zoom</td>
<td>Student Support Time via Zoom</td>
<td>Student Support Time via Zoom</td>
<td>Student Support Time via Zoom</td>
<td>Student Support Time via Zoom</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
</tr>
<tr>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
<td>Work on social studies assignment</td>
</tr>
</tbody>
</table>

**AFTERNOON**

Spend about two hours on outstanding independent assignments from the previous week.
THE SCHOOL DAY: 6-8 ONSITE

Middle school students on campus:
- 6-8 Newcomers students will be onsite.
- 6-8 students who require highly modified curriculum, structures and/or routines defined in Individual Education Plan and to satisfy the requirements of Free and Appropriate Public Education (FAPE) will be onsite.
- Other 6-8 identified students as needed will be onsite.

Rules of movement

Passing periods
- Students will follow guidelines outlined by schools to reduce risk (passing periods are minimized)
- Students are in one classroom for most of day, with rotating teachers (as much as possible)

Restroom/hall passes
- Avoid gathering in groups
- Use regular hand washing

Traveling outside of classroom as group:
- Limited to extent possible.

Common areas
- Limited to extent possible.

Student assemblies/large group gatherings
- There will be no in-person all-school or all-grade student assemblies this year.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out. Must achieve the six feet distance in these situations.
THE SCHOOL DAY: 6-8 eLEARNING

- Students will have regular routines and engagement in daily lessons. Completion of assignments will be necessary to maintain continuity of learning and being on track to graduate.
- Students will have the same schedule format in eLearning as they would onsite. Middle school schedules will be built the same whether a student is in the traditional middle school setting or they have requested the Virtual Middle School setting.
- If the district is in GIPS Select or GIPS Remote, a revised middle school calendar will be created and communicated. It will primarily have A Days on Mondays and Wednesdays, B Days on Tuesdays and Thursdays. Fridays will mainly be used as work days, however if there are holiday weeks, Fridays may be used to balance the schedule. (Middle school calendars will continue to match the high school calendar.)
- Classes will follow their same scheduled times. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.
- Here is a framework of what a middle school schedule might look like. **THIS IS ONLY A SAMPLE:**

<table>
<thead>
<tr>
<th>MONDAY (A DAY)</th>
<th>TUESDAY (B DAY)</th>
<th>WEDNESDAY (A DAY)</th>
<th>THURSDAY (B DAY)</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:40 WIN</td>
<td>8:15-8:40 WIN</td>
<td>8:15-8:40 WIN</td>
<td>8:15-8:40 WIN</td>
<td></td>
</tr>
<tr>
<td>8:45-9:25 Explore A</td>
<td>8:45-9:25 Explore B</td>
<td>8:45-9:25 Explore A</td>
<td>8:45-9:25 Explore B</td>
<td></td>
</tr>
<tr>
<td>9:30-10:55 ELA</td>
<td>9:30-10:55 ELA</td>
<td>9:30-10:55 ELA</td>
<td>9:30-10:55 ELA</td>
<td></td>
</tr>
<tr>
<td>11:00-11:40 Lunch</td>
<td>11:00-11:40 Lunch</td>
<td>11:00-11:40 Lunch</td>
<td>11:00-11:40 Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30-1:55 Math</td>
<td>12:30-1:55 Math</td>
<td>12:30-1:55 Math</td>
<td>12:30-1:55 Math</td>
<td>Complete any outstanding assignments from the previous week and submit (2 hours)</td>
</tr>
<tr>
<td>2:00-2:40 Social Studies</td>
<td>2:00-2:40 Social Studies</td>
<td>2:00-2:40 Social Studies</td>
<td>2:00-2:40 Social Studies</td>
<td></td>
</tr>
<tr>
<td>3:30-3:45 Mascot Time</td>
<td>3:30-3:45 Mascot Time</td>
<td>3:30-3:45 Mascot Time</td>
<td>3:30-3:45 Mascot Time</td>
<td></td>
</tr>
</tbody>
</table>
THE SCHOOL DAY: 9-12 ONSITE

High school students on campus:

- 9-12 Newcomers and Sheltered Instruction students will be onsite.
- 11-12 students in select hands-on CTE pathway classes will be onsite.
- 9-12 students who require highly modified curriculum, structures and/or routines defined in Individual Education Plan and to satisfy the requirements of Free and Appropriate Public Education (FAPE) will be onsite.
- Other 9-12 identified students as needed will be onsite.

FOR STUDENTS ON CAMPUS ALL DAY

Rules of movement

Passing periods

- Students will follow guidelines outlined by schools to reduce risk

Restroom/hall passes

- Avoid gathering in groups
- Use regular hand washing

Traveling outside of classroom as group:

- Limited to extent possible.

Common areas

- Limited to extent possible.

Student assemblies/large-group gatherings/classes

- There will be no in-person all-school or all-grade student assemblies this year.
- No guest speakers/assemblies.
- No grade-level activities/gatherings.
- Traditionally large classes (such as band or choir) will be scheduled into smaller sections.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out. Must achieve the six feet distance in these situations.
FOR STUDENTS ON CAMPUS FOR PART OF THE DAY

- Regardless of when students come to campus, they will go through a screening process.

Rules of movement

Passing periods
- Students will follow guidelines outlined by schools to reduce risk.

Classroom learning
- Face-to-face instruction will be used during specific classes for which students are coming to campus.
- Students will have special locations to use for eLearning for all other classes, or they can leave campus.

Off-campus experiences

Students will still engage in off-campus experiences. Administrators must know the outside business site’s plans for risk and mitigation
- Internships/apprenticeships
- Construction sites
- Job shadows
- Industry tours
THE SCHOOL DAY: 9-12 eLEARNING

- While the district is in GIPS Reimagined, all high school students (Traditional and Virtual) will follow the normal A/B alternating daily schedule.

- If the district is in GIPS Select or GIPS Remote, a revised high school calendar will be created and communicated. It will primarily have A Days on Mondays and Wednesdays, B Days on Tuesdays and Thursdays. Fridays will mainly be used as work days, however if there are holiday weeks, Fridays may be used to balance the schedule.

- Classes will follow their same scheduled times. Teachers will inform students of sessions that will be live Zoom meetings and those that will be independent work sessions with teacher available to answer questions.

- Students will follow regular routines, engage in daily lessons and complete assignments to maintain continuity of learning and being on track to graduate.

- Here is a framework of what a high school schedule will look like. There will be modifications based on the specific needs of the campus/and or student.

<table>
<thead>
<tr>
<th>MONDAY (A DAY)</th>
<th>TUESDAY (B DAY)</th>
<th>WEDNESDAY (A DAY)</th>
<th>THURSDAY (B DAY)</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
<td>8:05-9:35</td>
</tr>
<tr>
<td>Block 1</td>
<td>Block 11</td>
<td>Block 1</td>
<td>Block 11</td>
<td>Block 11</td>
</tr>
<tr>
<td>Block 2</td>
<td>Block 12</td>
<td>Block 2</td>
<td>Block 12</td>
<td>Block 12</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>11:15-12:30</td>
<td>11:15-12:30</td>
<td>11:15-12:30</td>
<td>11:15-12:30</td>
</tr>
<tr>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
<td>Lunch break</td>
</tr>
<tr>
<td>Block 6</td>
<td>Block 16</td>
<td>Block 6</td>
<td>Block 16</td>
<td>Block 16</td>
</tr>
<tr>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
<td>2:10-3:40</td>
</tr>
<tr>
<td>Block 7</td>
<td>Block 17</td>
<td>Block 7</td>
<td>Block 17</td>
<td></td>
</tr>
</tbody>
</table>

Complete any outstanding assignments from the previous week and submit (2 hours)
Teachers are responsible for providing continued learning reflected in current district curriculum documents and pacing guides in an online, remote format.

**Classroom engagement tools for eLearning**

**Grades K-8 learning management tool**
- Google Classroom will be the primary eLearning tool

**Grades 9-12 learning management tool**
- Canvas will be the primary eLearning tool.

**Engagement tools for eLearning**
- Teachers at all levels, K-12, may use Google Meet or Zoom to engage in online face-to-face discussions and promote academic teaming amongst students.

**Attendance and engagement**

Teachers in an eLearning environment will take attendance over the course of a week.

- Student attendance in an eLearning environment does not equate to seat time the way it does in a traditional classroom. Teachers base attendance on a number of factors, including but not limited to engagement in zoom meetings, work completion, email communications and participation in the methods teachers use to verify learning.

- Teachers in an eLearning environment will monitor student engagement over the course of the week using an engagement rubric. This will be tracked weekly in Synergy (6-12).

**Delivery of Instruction**

- Within the student learning platform, teachers will provide live and/or recorded explanations of new concepts along with work samples, models and time for student questions and feedback.

- Students are expected to demonstrate learning through multiple forms, such as discussion boards, video responses, writing, group projects, online assignments and assessments.

- Teachers will respond to parent/student communication within 24 hours. Parents may reach out for assistance or clarification about enrichment activities and access to materials.
Instructional Days
- Schools will follow the Board-approved district calendar for the 2020-2021 school year, which designates holidays and teacher professional learning days. Those days will be observed in an eLearning environment.
- If the district moves into the GIPS Select Model or GIPS Remote Model, an updated middle and high school calendar will be created (see pages 36-37).

Grading
- Grading is how we communicate about a student’s learning.
- Students will be receiving on-going feedback on their progress towards critical standards.
- Report card grades will be documented in Synergy, and report cards will be accessed through ParentVue.

Parent Orientation to eLearning
- Each campus will provide an online parent orientation to eLearning by the start of the school year.
- Parents will become familiar with the learning management system, receive resources and strategies for supporting eLearning at home and receive information on how to partner with the school/teachers and access supports.

Technology support
- Students will utilize the GIPS HelpDesk for technology issues during eLearning. Information will be provided during the parent eLearning orientation.
- Students can create a HelpDesk ticket by emailing helpdesk@gips.org and explaining their issue.
Student roles and responsibilities
- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Set weekly goals.
- Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.
- Monitor online platforms daily.
- Engage in all learning with academic honesty.
- Communicate proactively with your teachers if you cannot attend live meetings, meet deadlines or need additional support.

Parent roles and responsibilities
Provide support for your children by:
- Establishing routines and expectations.
- Reviewing goals for the week.
- Defining the physical space for your child to study.
- Monitoring communications from your child’s teachers to stay informed about required work and progress towards goals.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and exercise.
- Remaining mindful of your child’s stress or worry.
- Keep your child social, but set rules around their social media interactions.
- Provide feedback about at-home learning resources, instruction and communication with the teacher, counselor or principal.

Communication channels
Contact for questions about:
- A course, assignment or resource, contact the relevant teacher.
- A technology related problem or issue, create a Let’s Talk Ticket to the IT department.
- A personal, academic or social-emotional concern, contact your child’s assigned counselor.
MODEL DESCRIPTION:
*Due to restrictions, all students are taught remotely via eLearning*

Based on conditions and restrictions, this model would be in place if no students or too low of a number of programs or services could be provided onsite. All students would receive services remotely via eLearning.

**Safety steps**
All buildings will be closed to the public.

**Schedule change**
- Under the GIPS Remote Model, a new district calendar will be created. K-5 students have eLearning Monday through Friday. 6-12 students will only have scheduled classes Monday through Thursday, with work days on Fridays; however during holiday weeks, Fridays will be used to balance the schedule. For middle school and high school, it will primarily have A Days on Mondays and Wednesdays, B Days on Tuesdays and Thursdays.
CONTINUITY OF LEARNING EXPECTATIONS

All students will be in eLearning.
Student attendance and work are expected, not optional. Grading will continue as a way to monitor progress and evaluate student learning.
In the event Grand Island Public Schools moves to the GIPS Remote Model, with all students in eLearning, the district will continue distributing five day’s worth of food for children on one day a week, including five breakfasts and five lunches.

**Tuesday is the distribution day.**

There will be five distribution locations: Grand Island Senior High, Walnut and Barr Middle Schools, Shoemaker Elementary, and the Kneale Administration Building. There will be two pickup locations at Grand Island Senior High.

The time for distribution is from 11 a.m. to 12:30 p.m.

Each child will receive three bags of food.

Specific site instructions are listed below. Please allow for extra time in line. Food will require three grocery bags per child. We will continue to monitor lines and adjust the times as needed. Thank you for your patience.

**Please help keep this process safe**

- We ask that those coming to pick up food wear a face covering.
- If possible, only have one person in the car.
- Follow all instructions from the on-site food Pickup Information Director.
- Stay in your car unless explicitly instructed to do otherwise.

**KNEALE ADMINISTRATION BUILDING**

Those picking up food at the Kneale site can enter from two ways:

- Enter from Old Potash Highway to South Old Fair Road to South Parking Access road to the southwest parking lot.
- OR Enter from Highway 30 and turn onto Old Fair Road (near Lee’s Restaurant) to South Parking Access road to the southwest parking lot.

Follow the red arrows to the pickup information director to receive pickup directions. Then, proceed to the pickup location to receive meals. Exit north onto Webb Road.
BARR MIDDLE SCHOOL
Those who will pick up food at the Barr site should enter off of Sylvan Street and turn into the North Entrance of the Barr east parking lot. Then, follow the red arrows to the pick up information director to receive further pickup directions. Exit out of the Barr east parking lot via the south exit of the parking lot to turn south on Sylvan Street.

GRAND ISLAND SENIOR HIGH
South (Location 1)
- Off of State Street, turn North on Stadium Drive, then west on College Street and north onto front high school entrance access road.
- OR Off of N. Custer Ave., turn east on College Street and north onto front high school entrance access road. Follow the red arrows to the pickup information director to receive pickup directions. Proceed to the pickup location to receive meals. Exit out of the west parking lot onto N. Custer Ave.
(An overflow lane has been added to divert traffic, if needed, to the north location.)

North (Location 2 - Howard)
Off of Forrest Street, turn south into the northwest parking lot. Follow the red arrows to the pickup information director to receive pickup directions. Proceed to the pickup location to receive meals. Exit out of the northwest parking lot and turn right onto Forrest Street.

WALNUT MIDDLE SCHOOL
Two entrances:
- Enter off of Hancock Ave. (west entrance into Walnut parking lot), to south parking lot onto east entrance, then merge into traffic and into the line to west parking lot.
- Enter off of Custer Avenue southbound only and into line to west parking lot.
Follow the red arrows to the pickup information director to receive pickup directions. Then, proceed to the pickup location to receive meals. Exit north onto Hancock Ave.

SHOEMAKER ELEMENTARY
Enter off of Old Potash Hwy into the main entrance in front of the school.
Traffic will split into two lanes, so look for instructions. Follow the red arrows to the pickup information director to receive pickup directions. Then, proceed to the pickup location to receive meals. Exit onto Cherokee Ave.
Dr. Tawana Grover, GIPS Superintendent
Dr. Robin Dexter, GIPS Associate Superintendent
Dr. Toni Palmer, GIPS Chief of Leadership and Learning
Virgil Harden, GIPS Chief Financial Officer
Wayne Stelk, GIPS Chief of Human Capital Management
Dr. Jonathan Doll, GIPS Chief Data Analyst and Organizational Strategist
Jennifer Worthington, GIPS Chief of Strategic Partnerships and Stakeholder Engagement
Todd Bennett, GIPS Warehouse Coordinator
Kate Crowe, GIPS Title I Coordinator
Renee Engel, GIPS Director of Special Education
Ashley Tomjack, GIPS Director of Curriculum and Professional Learning
Cory Gearhart, GIPS Executive Director of Information Technology
Kim Grim, GIPS Buildings and Grounds Secretary
Lee Jacobsen, GIPS Safety Coordinator
Phil Kuhl, GIPS Technical Support Specialist
Amanda Levos, GIPS English Learner & Migrant Education Coordinator
Kelli Mayhew, GIPS Communication Specialist
Dan Petsch, GIPS Director of Buildings and Grounds
Lauren Rathman, GIPS School Dietitian
Jack Sheard, GIPS Marketing & Communications Coordinator
Kris Spellman, GIPS Director of Nutrition Services
Chris Vrooman, GIPS Head Nurse
Six GIPS teams studied and planned the models for the fall. The teams consisted of staff from across the district to design the models for opening.

**Continuity of Learning**

Dr. Toni Palmer, Team Lead, Chief of Leadership & Learning  
Dr. Amanda Levos, ELL/Migrant Coordinator  
Kate Crowe, Title I Coordinator  
Ashley Tomjack, new Executive Director for Curriculum, Instruction & Professional Learning  
Renee Engel, Director of Special Education  
Kelli Mayhew, Marketing and Communications Specialist  
Phil Kuhl, Information Technology Specialist  
Dan Phillips, Director of Innovation for College and Career Readiness  
Jaime Wattier, Student Information System Analyst  
Rod Foley, Principal, Walnut Middle School  
Kim Luthy, Science Teacher, Walnut Middle School  
Amber Wissing, Science Teacher, Walnut Middle School  
Alyssa Bair, English Language Arts Teacher, Barr Middle School  
Stephanie Frankforter, EL Curriculum & Instruction Specialist, Starr Elementary School  
Rocio Echeverria, EL Teacher, Knickrehm Elementary School  
Jason Weseman, Fifth Grade Teacher, Howard Elementary School  
Katie Patten, Second Grade Teacher, Wasmer Elementary School  
Mikhail Happ, Principal, West Lawn Elementary School  
Tammy Verba, Kindergarten Teacher, Gates Elementary School  
Alison Zitterkopf, Second Grade Teacher, Starr Elementary School  
Katie Soto, Instructional Coach, Grand Island Senior High  
Amy Almquist, English Language Arts Teacher, Academy of Freshman Exploration, Grand Island Senior High  
Eric Hartel, Business Teacher, Academy of Business & Communication, Grand Island Senior High  
Micki Stark, Art Teacher, Grand Island Senior High  
Zeb Elsbernd, Social Studies Teacher, Academy of Medical Sciences, Grand Island Senior High  
Penny Brown, Special Education Supervisor  
Amy Richards, Early Childhood Coordinator  
Fawn Gerstein, Principal, Academy of Business & Communication, Grand Island Senior High  
Michelle Anderson, Secretary, Student Service

**Stakeholder Engagement**

Jennifer Worthington, Team Lead, GIPS Chief of Strategic Partnerships and Stakeholder Engagement  
Jack Sheard, GIPS Marketing & Communications Coordinator  
Kelli Mayhew, GIPS Communications Specialist  
Josue Covarrubias, Barr Middle School, Principal  
Calvin Hubbard, Grand Island Senior High, Assistant Principal  
John Hauser, Starr Elementary, Principal

**Safety, Facilities and Nutrition Services**

Virgil Harden, Team Lead, Chief Financial Officer  
Dan Petsch, Director of Buildings & Grounds  
Kim Grim, Secretary, Buildings & Grounds  
Lee Jacobsen, Safety Coordinator  
Todd Bennett, Warehouse Coordinator  
Kris Spellman, Director of Child Nutrition Services  
Lauren Rathman, Dietitian  
Danita Stanton, Early Childhood Teacher, Early Learning Center  
Amy Schley, First Grade Teacher, Gates Elementary School  
Jody Nissen, Third Grade Teacher, Howard Elementary School  
Keo Leiser, Fifth Grade Teacher, Dodge Elementary School  
Amanda Rood, Math Teacher, Barr Middle School  
Jeff Hofeldt, Math Teacher, Academy of Freshman Exploration, Grand Island Senior High  
Gina Conyers, Physical Education Teacher, Barr Middle School
DESIGN TEAMS

School
James Holys, Vocal Music Teacher, Wasmer and Seedling Mile Elementary Schools
Tracey Trampe, School Counselor, Dodge Elementary School
Valerie Chmelka, Integration Specialist, Dodge Elementary School
Karmyn Barnes, SPED Speech Therapist, Newell Elementary School

Human Capital
Wayne Stelk, Team Lead, Chief of Human Capital Management
Dr. Amanda Levos, ELL/Migrant Coordinator
Brian Kort, Recruitment & Retention Coordinator
Carrie Kolar, Principal, Engleman Elementary School
Jeff Gilbertson, Executive Principal, Grand Island Senior High
Michelle Carter, Fifth Grade Teacher, Dodge Elementary School

Student Support Services
Dr. Robin Dexter, Associate Superintendent
Ann Greving Brown, Social Worker, Grand Island Senior High
Lee Jacobsen, Safety Coordinator
Mick Brown, President, Holiday Express Bussing
Brock Brown, Operations Director, Holiday Express Bussing
Libbie Dethloff, Building & Grounds, Mechanic Coordinator
Cindy Wells, Activities Director, Grand Island Senior High
Chuck DeWitt, Math Teacher, Walnut Middle School
Kevin Jenkins, Activities Director and Science Teacher, Barr Middle School
Cody Wheeler, Family Consumer Science Teacher, Westridge Middle School
Jeff Tomlin, Social Studies Teacher/Head Football Coach, Grand Island Senior High
Patrick Doyle, Strength and Conditioning Teacher, Grand Island Senior High

Jeff Gilbertson, Executive Principal, Grand Island Senior High
Charity LaBrie, Principal, Seedling Mile Elementary School
Taylor Graves, Fourth Grade Teacher, Engleman Elementary School
Brad Wolfe, Principal, Westridge Elementary School
Carly Hirchert, Health Teacher, Academy of Medical Sciences, Grand Island Senior High
Jaime Wattier, Student Information System Analyst
Cory Gearhart, Executive Director of Information Technology
Pat Larson, Data Analyst
Chris Vrooman, Lead Nurse
Shirley Wahlgren, Registered Nurse, Grand Island Senior High
Sara Bowley, Registered Nurse, Walnut Middle School
Stacy Karr, Registered Nurse, Westridge Middle School
Erinda Amen, School Counselor, Shoemaker Elementary School
Amber Alvarado, School Counselor, Walnut Middle School
Ashley Walker, Social Worker, Westridge Middle School
Gina Harpham, Social Studies Teacher, Barr Middle School
Alex Niederklien, School Counselor, Grand Island Senior High
Corey Farlee, School Counselor, Grand Island Senior High

Nicki Nesvara, Social Worker, Starr Elementary School
Julie Schlachter, Social Worker, Walnut Middle School
Aly Alexander, Social Worker, Grand Island Senior High
Angie Runquist, Social Worker, Westridge Middle School
Dawn Deuel Rutt, Social Worker, Success Academy
Jaynie Hawkins, Social Emotional Cognitive Learning Coach
Kahsi Lawson, Social Emotional Cognitive Learning Coach, Jefferson Elementary School
Mike Persampieri, Principal, Stolley Park Elementary School
Joe Eckerman, Principal, Gates Elementary School
DESIGN TEAMS

Rob Bishop, Principal, Knickrehm Elementary School
Mel Pebley, Special Education Supervisor
Beth Hubl, Early Childhood Teacher, Early Learning Center
Courtney Salmon, Early Childhood Teacher, Early Learning Center
Amber Wissing, Science Teacher, Walnut Middle School
Jill Kimbrough, Math Teacher, Walnut Middle School
Katey Caauwe, English Language Arts Teacher, Walnut Middle School
Marleen Burkhart, Resource Teacher, Walnut Middle School
Dara Sindelar, Kindergarten Teacher, Howard Elementary School
Bianca Ayala, EL Teacher, Howard Elementary School
Kim Fyfe, EL Teacher, Howard Elementary School
Brittney Martin, Third Grade Teacher, Stolley Park Elementary School
Lauren Peitzmeier, Fourth Grade Teacher, Stolley Park Elementary School
Ashley Scherer, Math Teacher, Westridge Middle School
Chelsea Turek, English Language Arts Teacher, Westridge Middle School
Heather Walsh, Math Teacher, Westridge Middle School
Kayla Peters, Math Teacher, Westridge Middle School
Shayla Tibbetts, Fourth Grade Teacher, Engleman Elementary School
Emily Bailey, First Grade Teacher, Gates Elementary School
Brianna Bankson, Second Grade Teacher, Gates Elementary School
Jenna Engle, Third Grade Teacher, Gates Elementary School
Jenny Nelson, Fourth Grade Teacher, Gates Elementary School
Shane Kleier, Fifth Grade Teacher, Gates Elementary School
Clint Cunningham, Fifth Grade Teacher, Newell Elementary School
Megan Barnett, Second Grade Teacher, Newell Elementary School
Kristen Wullschleger, Kindergarten Teacher, West Lawn Elementary School
Natalie Harden, First Grade Teacher, West Lawn Elementary School
Aleta Thomas, EL Teacher, Westlawn Elementary School
Ashley Micek, EL Teacher, Westlawn Elementary School
Lisa Allan, Resource Teacher, West Lawn Elementary School

Technology, Data Management and Acuity

Dr Jonathan Doll, Team Lead, Chief Data Analyst and Organizational Strategist
Cory Gearhart, Executive Director of Information Technology
Pat Larson, Data Analyst
Paul Cloutier, Social Studies, Senior High
Dr Maggie Mintken, Principal, Freshman Academy, Senior High
Tracy Jakubowski, Social Studies, Senior High
Melissa McDonald, Instructional Coach, Shoemaker Elementary School
Daria Pierorazia, Special Education Supervisor
Communication and updates

GIPS will utilize a number of means to ensure parents, students, staff, partners and the community are all informed of potential changes. This will include:

- Phone, email and text messages to parents
- District website and social media - including a dedicated website, www.gips.org/Reimagined
- Local media coverage and advertising
- Press conferences or live video presentations
- Live town hall meetings via GIPS Facebook page

Student registration

It is vital that all students are registered for the 2020-2021 school year and all parent/guardian contact information is updated and current. Students should be registered online using ParentVue on the GIPS website or app.

If you have questions about online registration, contact your school secretary.