

A photograph of several children with backpacks boarding a yellow school bus. The children are seen from behind, walking towards the open door of the bus. They are wearing colorful backpacks and casual clothing. The bus is yellow with black trim and has a large glass door. The scene is set outdoors on a paved surface.

Return-to-Learn Companion Support Document

May 8, 2020

Purpose

This is a companion support document to the [Return-to-Learn guidance document](#). Districts and nonpublic schools are encouraged to use this support document in the development, implementation, and monitoring of their Return-to-Learn plans. It is designed to be a resource for districts; it is not a requirement.

Organization

This support document is organized into seven areas essential to planning for the 2020-21 school year:

1. [Leadership](#),
2. [Infrastructure](#),
3. [Health and Safety](#),
4. [Iowa Academic Standards](#),
5. [Social-Emotional-Behavioral Health \(SEBH\)](#),
6. [Equity](#), and
7. [Data Considerations](#).

Each of these areas should be addressed whether the district/school is planning for Required Continuous Learning, Hybrid Learning, or On-Site Learning. The remainder of the support document is divided into the six essential areas for consideration and features tables divided into the three learning models: Required Continuous Learning, Hybrid Learning, and On-Site Learning. Tables 1-6 are organized this way:

- **✓** - This column allows teams to indicate that an action is complete.
- **Action** - This column indicates the actions within each area that should be addressed in the Return-to-Learn Plan (i.e., dark blue rows with white text) as well as sub-steps to consider (e.g., A-1, B-1, C-1).
- **CL** - This column represents Required Continuous Learning. An **X** in this column indicates the considerations are related to this model; therefore, districts and nonpublic schools should proactively plan for this as they develop a Return-to-Learn Plan.
- **H** - This column represents Hybrid learning (Continuous Learning + On-Site Learning). An **X** in this column indicates the considerations are related to this model; therefore, districts should proactively plan for this as they develop a Return-to-Learn Plan - if this model has been selected by the district as part of their plan for reopening.
- **OS** - This column represents On-Site Learning. An **X** in this column indicates the considerations are related to this model; therefore, districts should proactively plan for this as they develop a Return-to-Learn Plan - if this model has been selected by the district as part of their plan for reopening.
- **Consideration(s)** - This column outlines best practice considerations districts are encouraged to consider as they develop, implement, and monitor Return-to-Learn plans.
- **Resource Examples and Team Notes** - This column provides resource examples (as applicable) and space for teams to write notes, delegate specific tasks, etc.

1. Leadership

District leadership is always critical in creating and supporting the vision and smooth operations across schools. This is especially true during times of district-wide or state-wide emergencies, such as the current COVID-19 crisis. If not already in place, each district must establish a District Leadership Team (DLT).

The purpose of DLT is to implement and support educational plans and allocate resources across buildings in order to improve student learning. In the current circumstances, this team would additionally focus on developing, implementing, monitoring, and supporting the Return-to-Learn Plan as it directly impacts all learning across the district. The function of this team is enabled by team membership that is representative of the district in order to inform system level decision-making. This supports the district to:

1. Understand the experiences and needs across the district;
2. Make informed decisions;
3. Ensure the parts of the system are using common language and metrics for success; and
4. Ensure communication, support, and messaging is evidenced throughout the district.

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of Leadership. Required actions include:

- A. [Establish a District Leadership Team \(DLT\)](#).
- B. [Use a Continuous Improvement Process to Develop, Implement, and Monitor the Return-to-Learn Plan](#).
- C. [Develop and Support an Effective Communication Plan](#).

Table 1. Leadership Actions and Considerations.

✓	Leadership Action (Dark blue row)	C L	H	O S	Consideration(s)	Resource Examples and Team Notes
A. ESTABLISH A DISTRICT LEADERSHIP TEAM.						
Sub-steps to consider (e.g., A-1, B-1)						
	A-1. Establish a District Leadership Team (DLT). <i>Note that this team should not be separate from, or additional to, any</i>	X	X	X	<input type="checkbox"/> A DLT is identified with appropriate representation and voice regarding impact and support needed across	A DLT is in place and is addressing these plans.

[] indicates a forthcoming resource. Once available, the resource will be linked in this document.

<p><i>existing DLT focused on district-wide work/continuous improvement (e.g., ESSA and/or work stemming from the District Self-Assessment of MTSS Implementation (District SAMI)). However, there are additional considerations for team members that may not be on traditional DLT (i.e., experts in each area of the Return-to-Learn Plan).</i></p>			<p>buildings based on the delivery model selected. Roles/functions include:</p> <ul style="list-style-type: none"> ● Superintendent; ● Associate/assistant superintendent; ● Equal representation across the district such as leaders who are representative of buildings taking into consideration age/subject expertise and representatives that are across all required offerings including: special education, English learners, early childhood including preschool community partners (i.e., SWVPP, ECSE), gifted and talented, literacy, mathematics, career and technical education (CTE), and social-emotional learning competencies and behavioral expectations (e.g., principals, assistant principals, curriculum directors, school counselors, instructional leaders/coaches, teachers). ● Experts in the following: <ul style="list-style-type: none"> ○ Multi-tiered system of supports (MTSS) and/or positive behavioral interventions and supports (PBIS); ○ Each area of the Return-to-Learn Plan (i.e., Infrastructure, Health and Safety, Iowa Academic 	<p>As the plans develop, parents, students, board members, community members will be invited in to help review, improve, fill gaps to create a more complete plan. This may also include a survey to provide the opportunity to give feedback to the DLT.</p>
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				<p>Standards/Learning Expectations, SEBH, Equity);</p> <ul style="list-style-type: none"> ○ CTE; ○ Assessment and Data-Based Decision-Making; ○ Technology and distance learning support; and ○ Teacher Leadership and Compensation (TLC) leaders (e.g., instructional coaches, model teachers, etc.). <ul style="list-style-type: none"> ● Students (as and when applicable within the district context and current circumstances); ● Board member(s) (as and when applicable within the district context and current circumstances); and ● Other community partners (as and when applicable within the district context and current circumstances). 		
	A-2. Convene the DLT with a focus on current purpose and work.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> HyEnsure team members understand the purpose, outcomes, and any deliverables of the DLT. <input type="checkbox"/> Schedule regular ongoing meetings if not already established as part of normal district operations. <input type="checkbox"/> Establish internal communication process/protocols to enable effective and efficient work within and across teams that includes a way to report progress/data back to the DLT. 	<ul style="list-style-type: none"> <input type="checkbox"/> Timelines for meetings and communication to the community are being developed. The communication will go out in multiple modes (i.e. JMC, Facebook, District website). <input type="checkbox"/> Internal communication will through shared Google docs, meets, emails, shared District COVID-19 response folder.

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				<ul style="list-style-type: none"> <input type="checkbox"/> Ensure TLC resources are available to support the professional development and learning needs of teachers and staff identified throughout this document. <input type="checkbox"/> Consider delivery arrangements with other agencies such as regional centers and career academies in planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Google certification/training/PD. <input type="checkbox"/> Online curriculum webinars. <input type="checkbox"/> TLC helps provide resources. <input type="checkbox"/> AEA resources will be utilized, community resources (i.e. DCPH, public library, Graceland University, AmeriCorps).
<p>A-3. Establish teams to lead each area of the Return-to-Learn Plan who are represented on the DLT.</p> <p><i>Note the purpose of establishing teams to lead each area of the Return-to-Learn Plan is not to create teams. The purpose is to ensure that each area has someone responsible to get things done and support the work and the people (teachers/staff, students, families) throughout the district in that area. It is also to support those responsible—with a team—to ensure there are resources to provide the people of the district what is needed in that area.</i></p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Consider district context in establishing additional teams across Infrastructure, Health and Safety, Iowa Academic Standards/Learning Expectations, SEBH, and Equity: <ul style="list-style-type: none"> <input type="checkbox"/> Smaller districts may need to have one or two people on the DLT as leads in each area and <input type="checkbox"/> Larger districts may need to have one or two people on the DLT as leads working with a larger team outside of the DLT (e.g., Building Leadership Teams, ad hoc team). <input type="checkbox"/> Each team has the responsibility to: <ul style="list-style-type: none"> <input type="checkbox"/> Review the process, procedures, and information across their area (i.e., review the required actions and considerations). <input type="checkbox"/> Report results of the below to the DLT to review, monitor efficacy, and determine next steps: 	<ul style="list-style-type: none"> <input type="checkbox"/> DLT has been established and is working with the TLC and administrative teams and representatives from all essential District teams.

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				<ul style="list-style-type: none"> <input type="checkbox"/> Data specific to their area (e.g., the different sections of the [Resources and Needs Survey], the [Mitigation Survey], the [District and Community Capacity template] and so on) and <input type="checkbox"/> The work of their area team. <input type="checkbox"/> Follow the communication process/procedures that are included as part of the district communication plan. 	
B. USE A CONTINUOUS IMPROVEMENT PROCESS TO DEVELOP, IMPLEMENT, AND MONITOR THE RETURN-TO-LEARN PLAN.					
<p>B-1. Use a continuous improvement process to develop and support the Return-to-Learn Plan.</p> <p><i>Note that the Return-to-Learn Plan should not be separate from district-wide plans focused on continuous improvement (e.g., District Continuous Improvement Plan, MTSS Plan, ESSA Plan); rather, this plan should be embedded directly into existing district-wide structures/plans.</i></p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Use a continuous improvement process in all aspects of the Return-to-Learn Plan. <input type="checkbox"/> Identify current teacher/staff, student, and family needs in each required area of the Return-to-Learn Plan (see Infrastructure on considerations for how to determine current needs). <input type="checkbox"/> Review data and determine district strengths, barriers, and capacity to support identified needs (see Infrastructure on considerations for how to determine district/community capacity). <input type="checkbox"/> Develop an action plan based on needs and capacity (i.e., the Return-to-Learn Plan). Consider: <ul style="list-style-type: none"> <input type="checkbox"/> The delivery model that matches district need and 	<ul style="list-style-type: none"> <input type="checkbox"/> The developing R2L plan will be integrated into the District plan for continuous improvement process. Data from District communications will be used to continuously improve the plan. <input type="checkbox"/> The action plan is in the development process. <input type="checkbox"/> Change and delivery model- Parents contacted by school nurse to seek COVID-19 test. (possibly test onsite if available) Appropriate isolation of the student.

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				<ul style="list-style-type: none"> <input type="checkbox"/> Criteria for change in delivery model (e.g., resurgence, emergency proclamations from Governor Reynolds, increase in attendance in the Hybrid delivery model). <input type="checkbox"/> Implement the Return-to-Learn Plan, along with any ongoing need assessment(s), fidelity checks, and professional development efficacy assessment(s). <input type="checkbox"/> Review and reflect on data across each required area of the Return-to-Learn Plan to determine progress and next steps (see Table 7 for recommended data that address recommended data-based decisions). <input type="checkbox"/> Evaluate the efficacy of the Return-to-Learn Plan and adjust accordingly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Advise district leadership that a change in educational delivery model may be necessary <input type="checkbox"/> As data becomes available
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C. DEVELOP AND SUPPORT AN EFFECTIVE COMMUNICATION PLAN.

<p>C-1. Establish effective and efficient bi-directional home-school-community communication process/protocols. <i>Note that the developed communication plan should not be separate from district-wide communication plans focused on continuous improvement (e.g., Communication Plan component of the larger MTSS/ESSA Plan); rather, this plan should be embedded directly into</i></p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the type, content, and frequency of internal communication (who communicates what, when, and to whom - this includes regular and intentional communication with the school board). <input type="checkbox"/> Determine the type, content, and frequency of external communication (who communicates what, when, and to whom). 	<p><i>[Student Interaction Tracker]</i> is an example districts may use to ensure every student has been contacted on a regular basis/has a caring adult as appropriate (during Required Continuous Learning and Hybrid delivery models).</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Currently the District utilizes JMC, Facebook, Twitter, YouTube, and District website to
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<p><i>existing district-wide communication plans.</i></p>			<ul style="list-style-type: none"> <input type="checkbox"/> Ensure ongoing connections/communication with the Iowa Department of Education regarding policy that serves as a support or a barrier to implementation of the work. <input type="checkbox"/> Consider the following communication supports for the home-school connection: <ul style="list-style-type: none"> <input type="checkbox"/> Regular electronic communication and all-district phone delivery, <input type="checkbox"/> Traditional home-school communication (e.g., postal mail) when necessary, <input type="checkbox"/> Translation services are used when appropriate, <input type="checkbox"/> A way to support family response to ensure communication receipt and follow up with direct communication (e.g., phone, visit) when possible, <input type="checkbox"/> Use of a common platform for communication beyond email (e.g., family portal, learning portal, etc.), and <input type="checkbox"/> Ensure every student has a connection to a caring adult (see Social-Emotional-Behavioral Health area for description of the Student Interaction Tracker). <input type="checkbox"/> Report communication needs, progress, and results during DLT meetings in order to review, monitor 	<p>send out communication to students/families and the community. Coordination of communication to all families and the community will be organized.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phone calls and Google meets are used to connect with students/families. <input type="checkbox"/> Home visits as appropriate are utilized. <input type="checkbox"/> Google and JMC are common platforms used for communication. Use Google Guardian. <input type="checkbox"/> Every student has a Google account. <p><input type="checkbox"/> R2L updates sent out after each meeting including next meeting time/date and next steps</p>
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				<p>school to include messaging regarding closure, dismissal, or event cancellation; and</p> <ul style="list-style-type: none">❑ <i>Note that all communications regarding communicable disease must be in alignment with FERPA (see the FERPA and COVID-19 guidance) and ADA.</i>❑ <i>[Decisions for school closure, event cancellations, or dismissal related to communicable disease or illness].</i>❑ Iowa Department of Public Health (IDPH) if there is greater than 10% absenteeism in a school building related to illness (this form will be updated for 2020-2021).❑ School health service providers and community partners regarding student and staff health and safety needs, as well as reviewing, updating, and implementing school emergency plans and provision of essential services (e.g., local public health, emergency management).	
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2. Infrastructure

Infrastructure includes organizational structures critical in day-to-day operations. This includes ensuring everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning opportunities, understanding how to approach attendance and grading/promotion across delivery models, supporting needed professional development opportunities for teachers and staff, and adhering to privacy/FERPA concerns. To successfully engage in this work, ensure there is an Infrastructure team established to lead the work in this area as described in [Leadership](#).

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of Infrastructure. Required actions include:

- A. [Determine Current Needs and Capacity](#).
- B. [Plan for Organizational Needs](#).
- C. [Develop, Implement, and Support Efficacy of Professional Development](#).

Table 2. Infrastructure Actions and Considerations.

✓	Infrastructure Action (Dark blue row)	C L	H	O S	Consideration(s)	Resource Examples and Team Notes
A. DETERMINE CURRENT NEEDS AND CAPACITY.						
Sub-steps to consider (e.g., A-1, B-1)						
	A-1. Identify needs across teachers/staff, students, and families.	X	X	X	<ul style="list-style-type: none"> ❑ Implement a survey to determine the current status of the below needs: <ul style="list-style-type: none"> ❑ Technology (e.g., accessibility, adaptive tech needs). These data will be referred to in the following areas: Iowa Academic Standards and Equity. ❑ Basic Needs and Social Supports (e.g., food 	<p><i>[Resources and Needs Survey]</i> is an example survey districts may use to determine needs across teachers/staff, students, and families.</p> <hr/> <ul style="list-style-type: none"> ❑ The District utilizes district surveys (Bright Bytes, JMC) to identify needs across the District.

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					<p>insecurity, shelter, social supports). These data will be referred to in the area of Social-Emotional-Behavioral Health.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health and Safety needs while ensuring privacy (e.g., health conditions that prevent attendance at brick/mortar school). These data will be referred to in the area of Health and Safety. <input type="checkbox"/> Instructional Support needs (e.g., family instructional resources needed, student accommodations/modifications needed). These data will be referred to in the following areas: Iowa Academic Standards and Equity. <input type="checkbox"/> Professional Development (e.g., professional development needs of teachers/staff such as using appropriate technology, privacy/FERPA, mitigation strategies, and so on). <input type="checkbox"/> Analyze needs of teachers/staff, students, and families. 	<ul style="list-style-type: none"> <input type="checkbox"/> The free and reduced meal programs are available and utilized for qualifying families. <input type="checkbox"/> The District has a school counselor and student liaisons to help with social-emotional-behavioral health. <input type="checkbox"/> The District has a facilities plan that continuously addresses the physical conditions and needs of the District. <input type="checkbox"/> The District, teachers, and staff engage in monthly professional development. <input type="checkbox"/> AEA resources are available to The District.
	A-2. Identify district and community capacity to support identified needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Determine district and community capacity to support identified needs. 	<i>[District and Community Capacity]</i> is an example template districts may use to determine district and community capacity to address

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			<ul style="list-style-type: none"> ❑ Consider district capacity in terms of being ready to address all six areas of the Return-to-Learn Plan and the knowledge, skills, and technology needed to do so. ❑ Consider the following in regard to community supports: <ul style="list-style-type: none"> ❑ Technology needs such as: <ul style="list-style-type: none"> ❑ Hotspots, laptops, and how to trouble-shoot technology problems; and ❑ Shared delivery arrangements with other agencies such as regional centers and career academies. ❑ Basic needs such as food and shelter; ❑ Social-emotional-behavioral health; ❑ Equity and subgroup supports; and ❑ Health and safety, such as personal protective equipment (PPE) and/or cleaning supply donations. 	<p>needs across teachers/staff, students, and families.</p> <hr/> <ul style="list-style-type: none"> ❑ The District is planning for buses to be equipped with hotspots. ❑ Students have individual laptops (grades 3-12). Grades K-2 may be receiving a tablet type of device for individual use. Camera devices are under consideration to video teacher instruction for students to use when they are unable to attend class. ❑ Commercial providers are helping with Internet access. ❑ The District has a school counselor and student liaisons to help with social-emotional-behavioral health. The community has a ministerial alliance that also is available to provide assistance. ❑ The District has implemented a meal delivery plan including home delivery of food bank items. ❑ TRIO support
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B. PLAN FOR ORGANIZATIONAL NEEDS

<p>B-1. Determine district/school calendar changes.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consider how missed learning opportunities will be addressed within district and building calendars so that students are able to continue grade-level progress across Iowa Academic Standards (such as summer school, early school start, extended day, extended school year, continued learning on snow days, and options outlined in the Iowa Academic Standards area). <input type="checkbox"/> Review and reflect on considerations across each of the six areas of this document prior to any decision on revisions to the school calendar, with particular focus on Health and Safety; and <input type="checkbox"/> Convene the district school board, as appropriate, to review considerations related to board purview prior to decisions (e.g., change in district/school calendars). <input type="checkbox"/> Indicate any significant changes to the school calendar in the Return-to-Learn Plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Possible summer learning opportunities, an earlier school year start date, and an extended school year are under consideration. <input type="checkbox"/> The grant-funded summer Exploration Academy also provides summer learning opportunities. <input type="checkbox"/> School registration is online. Course registration is pending. <input type="checkbox"/> Coordination for college courses, post secondary courses
<p>B-2. Plan for attendance and promotion/grading.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance is taken and recorded. 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedules will be developed by the teachers that will accommodate learning needs

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				<ul style="list-style-type: none"> <input type="checkbox"/> Consider the following for Required Continuous Learning and Hybrid delivery models: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance does not need to be taken at the same frequency and detail as with On-Site Learning (for instance, it does not need to be taken for every class, every day) and <input type="checkbox"/> Leniency should be given to students to accommodate their family needs and schedule. <input type="checkbox"/> Promotion, grades, and credit accrual are a local decision. For each delivery model, districts must consider how to continue with minimal disruption in grading and credit accrual. 	<p>for students and family needs for support of students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leniency is REQUIRED <input type="checkbox"/> How does attendance communication work? <ul style="list-style-type: none"> <input type="checkbox"/> Plans for promotion, grades, and credit accrual are currently under consideration.
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C. DEVELOP, IMPLEMENT, AND SUPPORT EFFICACY OF PROFESSIONAL DEVELOPMENT.

<p>C-1. Develop professional development based on identified needs. <i>Note that the developed professional development plan should not be separate from district-wide PD plans focused on Continuous Improvement (e.g., Professional Development Plan component of the larger MTSS/ESSA Plan); rather, the PD should be embedded directly into existing district-wide PD plans.</i></p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a professional development plan based on the identified needs of teachers/staff. <input type="checkbox"/> Implement the professional development plan, taking into consideration: <ul style="list-style-type: none"> <input type="checkbox"/> Health and safety of teachers/staff; 	<ul style="list-style-type: none"> <input type="checkbox"/> The District utilizes monthly district-wide professional development meetings as well as individualized online or on-site professional development. <input type="checkbox"/> Social distancing plans are currently in place and will be
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				<ul style="list-style-type: none"> ❑ Delivery options, such as Zoom, online courses, and AEA support via distance options; ❑ Transitioning content to online formats (e.g., copyright, appropriate student engagement); ❑ Ensuring privacy/FERPA concerns are addressed; and ❑ Social distancing and mitigation strategies needed if training is allowed/supported via face-to-face. 	modified as needed for face-to-face instruction.	
	C-2. Implement and support efficacy of professional development provided.	X	X	X	<ul style="list-style-type: none"> ❑ Determine efficacy of professional development. ❑ Use the following during DLT meetings on an ongoing basis to inform next steps: <ul style="list-style-type: none"> ❑ Results of the <i>[Resources and Needs Survey: Professional Development]</i>, which may need to be administered more than once in 2020-2021; and ❑ <i>Note that the use of the Resources and Needs Survey results (or a similar district survey), across students and families, are referred to and addressed in other areas.</i> 	<ul style="list-style-type: none"> ❑ Surveys will be implemented to help determine the efficacy of professional development. ❑

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				<ul style="list-style-type: none">❑ Implementation fidelity data, such as adherence to Mitigation Strategy protocols, effective use of technology, and quality of online instruction.	
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H3. Health and Safety

The health and safety of Iowa’s teachers, staff, students, and families are first and foremost in planning for the 2020-2021 school year. There are several considerations that cut across delivery models; however, Hybrid and On-Site Learning pose the most challenges and need for careful consideration and planning.

Please note that these considerations are not a replacement of a district’s emergency, crisis, or safety plan(s) and in no way are these considerations an exhaustive list of health and safety needs. Rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

To successfully engage in this work, ensure there is a Health and Safety team established to lead the work in this area as described in [Leadership](#).

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of Health and Safety. Required actions include:

- A. [Ensure Ongoing Workplace Safety](#).
- B. [Support Mitigation Strategies](#).
- C. [Monitor the Health and Safety of Teachers/Staff, Students, and Families](#).

Table 3. Health and Safety Actions and Considerations.

✓	Health and Safety Action (Dark blue row)	C L	H	O S	Consideration(s)	Resource Examples and Team Notes
A. ENSURE ONGOING WORKPLACE SAFETY.						
Sub-steps to consider (e.g., A-1)						
	A-1. Ensure there are adequate health resources and support throughout the district.		X	X	<input type="checkbox"/> Identify additional mitigation needs across the district to determine the number of PPE and cleaning supplies each school has access to and needs in order to ensure the health and safety of teachers/staff, students, and their families. <input type="checkbox"/> In addition to the stated responsibilities of each team, ensure the Health and Safety team:	The [Mitigation Survey] is an example survey districts may use to determine PPE and appropriate cleaning supply needs across the district. <hr/> <input type="checkbox"/> Communicating with Hillyard to ensure appropriate

[\[/\]](#) indicates a forthcoming resource. Once available, the resource will be linked in this document.

				<ul style="list-style-type: none"> <input type="checkbox"/> Coordinates with the district/school emergency operations plan team, <input type="checkbox"/> Identifies and works with local public health contacts, <input type="checkbox"/> Reviews and addresses school nurse PPE supply needs, <input type="checkbox"/> Reviews and addresses custodial staff PPE and appropriate cleaning supply needs for ongoing environmental surface cleaning, <input type="checkbox"/> Reviews and supports identified students with chronic health conditions placing them at risk, and <input type="checkbox"/> Reviews and addresses encounter data results related to health office visits where students were returned back to class, those who were sent home, and students who required emergency services related to student health needs. 	<p>supplies and PPE are available.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Both Maintenance Coordinator and Nurse are on the EOP. School Nurse is currently working with DCPH and Emergency Management. School Nurse has done this with Emer. Man. and supply orders. Ongoing discussions with Hillyard for supply needs. Working on reviewing current student needs and developing a plan for monitoring. EOP team is developing an additional annex for our EOP plan to ensure our appropriate documentation and procedural protocols.
	A-2. Ensure workplace safety if staff must enter school grounds during Required Continuous Learning conditions.	X		<ul style="list-style-type: none"> <input type="checkbox"/> Determine essential staff for essential functions who may need to meet on school grounds. <input type="checkbox"/> Ensure individuals who meet on school grounds: <ul style="list-style-type: none"> <input type="checkbox"/> Practice appropriate social distancing where it makes sense in a way that makes sense based on current regional ratings using instruction and guidance from local public health or county emergency management (e.g., remain six feet apart, no more than 10 individuals or a number determined by the Department of Public Health or State Emergency Command Center for Safety); and 	<p><i>[Online Mitigation Strategies Module: Teachers and Staff]</i> is an online module districts may use with teachers/staff on best practices around effective mitigation strategies (e.g., how to don, doff and use PPE, social distancing, health etiquette).</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> People with ability to apply resources and essential expertise in respective areas. <input type="checkbox"/> Current practice of CL model is currently in effect and will

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				<ul style="list-style-type: none"> <input type="checkbox"/> If appropriate, have access to PPE and education on how to use PPE. <input type="checkbox"/> If meetings occur on school grounds, ensure environmental surface cleaning occurs where individuals have frequented (e.g., high touch surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains, etc.). 	<p>continue until further notice. Scheduled and appropriate meeting areas that can be cleaned and sanitized prior to and after the meeting without interruption.</p>
	A-3. Ensure the school health office has what it needs to support optimal student care.	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure school nurses have the PPE needed to provide health services safely. <input type="checkbox"/> The structure of the health office includes: <ul style="list-style-type: none"> <input type="checkbox"/> One space for healthy students coming for routine needs, medication, diabetic checks, asthma management, first aid/injury assessment, et cetera; <input type="checkbox"/> Second space for students and/or staff who are ill or need evaluated for possible infection; <input type="checkbox"/> Appropriate ventilation; and <input type="checkbox"/> Foot traffic is appropriately managed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs have been ordered for the Nurse. <input type="checkbox"/> The current plan is to modify areas to ensure a well space and sick bay are appropriate for the school and health of students and faculty.
	A-4. Ensure custodial staff are supported to ensure optimal environmental cleaning.	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Custodial staff have the PPE and appropriate cleaning supplies needed for ongoing environmental surfaces cleaning. <input type="checkbox"/> Custodial staff have ongoing education on how to appropriately use PPE and cleaning supplies. <ul style="list-style-type: none"> <input type="checkbox"/> <i>Note that cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Currently ordered or on hand for all needed supplies <input type="checkbox"/> Custodial staff will be appropriately trained on current cleaning procedures and the Maintenance Coordinator will continue Professional Development as

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				<p><i>these products to prevent children from inhaling fumes.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The time and routine needed for custodial staff to ensure: <ul style="list-style-type: none"> <input type="checkbox"/> Facilities are routinely cleaned to maintain the health and safety of teachers, staff, students, and the community; and <input type="checkbox"/> Buses are cleaned between routes, and prior to and after transport. 	<p>needed in current environmental situation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current practice is as needed and in the evening. This will continue. Modified practice will ensure that custodial staff have time to appropriately clean “common” areas such as, door handles and tables. Additional training and cleaning will occur within the classroom by teachers during the school day. Buses will be cleaned between and at the conclusion of each bus route to ensure appropriate dry time. 	
	A-5. Plan for appropriate building-wide social distancing as needed.		X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Reducing the load on common areas through altered scheduling. <input type="checkbox"/> Increasing space among students during in-person instruction. <input type="checkbox"/> Community building use outside of school hours and custodial needs. <input type="checkbox"/> Building access points of delivery and receiving for schools to reduce outside traffic in the school building. 	<ul style="list-style-type: none"> <input type="checkbox"/> Need to rearrange schedules to ensure distance(H-OS) <input type="checkbox"/> Educate students on appropriate social distancing measures. (H-OS) <input type="checkbox"/> When building is being used for Community use appropriate limits on occupancy will be maintained.(CL-H-OS) <input type="checkbox"/> Designate one door for deliveries and receiving. (CL-H-OS)

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B. SUPPORT MITIGATION STRATEGIES

	<p>B-1. Support appropriate general mitigation strategies across delivery models.</p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Support personal protective measures such as frequent handwashing, coughing/sneezing etiquette, and keeping hands away from the face. <input type="checkbox"/> Consider the use of personal protective measures as a supported culture of prevention encouraged throughout school buildings and district office for all staff and visitors. <input type="checkbox"/> Ensure PPE is available. <input type="checkbox"/> Provide education on when PPE is necessary, how to put on (don) and take off (doff) PPE safely, and how to properly dispose of PPE. <input type="checkbox"/> Ensure environmental surface cleaning is addressed on a daily basis (or more as needed) if school grounds, transportation, or equipment are used. <input type="checkbox"/> Establish social distancing as needed as the norm, in a way that makes sense based on current regional ratings or guidance from public health or emergency management. 	<p><i>[Online Mitigation Strategies Module: Teachers and Staff]</i> is an online module districts may use with teachers/staff on best practices around effective mitigation strategies (e.g., how to don and doff, use PPE, social distancing, health etiquette).</p> <p>Using Personal Protective Equipment is a CDC resource that provides specific information about PPE, as well as access to a video about donning and doffing PPE and facility posters.</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Need to ensure PPE is available and training is set up. (CL-H-OS) <input type="checkbox"/> Will provide proper education for all staff and students on PPE and hygiene. (CL-H-OS) <input type="checkbox"/> PPE use will be strongly supported through out the district. (CL-H-OS) <input type="checkbox"/> Appropriate amount of PPE will be provided. (CL-H-OS) <input type="checkbox"/> Education will be provided on when PPE is necessary,
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					<p>including how to don and doff PPE. (CL-H-OS)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environmental surface cleaning will be addressed daily basis and a more frequent basis as needed. This includes, the school grounds, transportation and any other equipment that is used. <input type="checkbox"/> Guidelines for recess, lunch, and desks in the classroom. Spots marked in the hallways and classrooms for line ups.(H-OS)
	<p>B-2. Plan for appropriate use/handling of materials. / This applies to On-Site Learning for any materials distribution/ transfer for students who attend school via distance methods due to health concerns.</p>	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a routine for wiping down materials with a solution that contains 70% alcohol in a manner that preserves the item. <input type="checkbox"/> Ensure materials are distributed/transferred in a way that supports social distancing (e.g., items placed in a neutral location, families staying in cars for transfer, receiving materials by using appropriate PPE). 	<ul style="list-style-type: none"> <input type="checkbox"/> Custodial staff will ensure there is appropriate solution for cleaning, disinfecting and sanitizing available in each classroom. (CL-H-OS) <input type="checkbox"/> There will be a designated drop off/pick up point in a neutral location. When families pick up/drop off students they will remain in vehicles for transfers. Students/staff will don/doff appropriate PPE when receiving materials. (CL-H-OS).

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<p>B-3. Establish in-school organizational structures that support effective mitigation strategies.</p>		X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Build in time during the day for teachers, staff, and students to engage in frequent hand washing as needed as the norm and in a way that makes sense based on general health standards and current regional ratings or guidance from public health or emergency management (e.g., before entry to the school building, before/after meals, between classes, in the provision of providing student services, and when practicing coughing/sneeze etiquette). <input type="checkbox"/> Ensure adequate access to hand sanitizers with greater than 60% ethanol or 70% isopropanol. 	<ul style="list-style-type: none"> <input type="checkbox"/> Time will be built in to schedules each day for frequent hand washing. Custodial staff will set a routine cleaning schedule for cleaning, bathrooms, door handles, light switches, etc) (CL-H-OS). <input type="checkbox"/> There will be adequate access to hand sanitizers for all staff and students. (CL-H-OS)
C. MONITOR THE HEALTH AND SAFETY OF TEACHERS/STAFF, STUDENTS, AND FAMILIES.					
<p>C-1. Plan for the general health and safety of teachers, staff, and students. <i>Note that schools are not expected to screen students or staff to identify cases of COVID-19. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.</i></p>		X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure privacy and confidentiality is maintained of those seeking healthcare and those who may be part of any contact investigation. <input type="checkbox"/> Consider policies and protocols to address and counter stigma for teachers, school nurses, students, and staff (e.g., race/ethnicity, teachers/students experiencing illness or wearing PPEs, school nurses providing health services or other healthcare workers). 	<ul style="list-style-type: none"> <input type="checkbox"/> The district will maintain confidentiality and privacy at all times. (CL-H-OS) <input type="checkbox"/> Education will be provided to staff and students concerning stigma about wearing PPE. The district does already have an anti-bullying policy in place. (CL-H-OS)
<p>C-2. Ensure the health and safety of teachers and staff.</p>		X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Refer teachers and staff that are considered “high risk” or immunocompromised to their healthcare provider to determine when school re-entry for their individual health concern is recommended. 	<ul style="list-style-type: none"> <input type="checkbox"/> High risk staff will be referred to their doctor for a recommendation to return and what precautions should be maintained. (CL-H-OS)

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				<ul style="list-style-type: none"> <input type="checkbox"/> Consider flexible sick leave and supportive policies and practices to ensure teachers/staff are enabled to remain at home when sick. <input type="checkbox"/> Establish back-up plans if teachers/staff are absent in a way that impacts learning over time (see Iowa Academic Standards section for more information). <input type="checkbox"/> Establish a process to send staff home who arrive sick as soon as possible. <input type="checkbox"/> Consider teacher/staff health and safety in schedules/roles (e.g., if a teacher is unable to attend brick and mortar due compromised health that may impact instruction, match this need with content/students who are also unable to attend brick and mortar). 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexible sick leave for staff should be referred to the Leadership Group. Follow the CDC guidelines.(CL-H-OS) <input type="checkbox"/> Refer to Leadership Group for back-up plans when teachers are sick over an extended period. Maybe the teacher can teach from a google meet to the class if at home. (CL-H-OS) <input type="checkbox"/> Teachers and staff will be screened when entering the building and follow a similar process as the students. Staff should be sent home right away. (CL-H-OS) <input type="checkbox"/> Teachers may be able to teach to their class through the computer via google meet with a sub present. (CL-H-OS)
<p>C-3. Plan for the health and safety of students. <i>Note that resources may not be available in the community for a care provider to be in the home or provide individualized services, especially for a student who is health compromised and concerned about contact with</i></p>		X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Refer students that are considered “high risk” or immunocompromised to their healthcare provider to determine when school re-entry for their individual health concern is recommended. <input type="checkbox"/> Ensure students who are unable to attend brick and mortar (e.g., those living with health compromised individuals, those who are themselves health compromised) are able to access, and progress in, the Iowa Academic Standards/learning expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students who are “high risk” as determined by their doctor will be referred to their doctor for a recommendation to return and what precautions should be maintained. (H-OS) <input type="checkbox"/> Students can attend classes via google meet and listen to each lesson and receive class

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<p><i>others.</i></p>		<ul style="list-style-type: none"> <input type="checkbox"/> Establish a process on what needs to occur if a student is exhibiting signs of illness, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Notify the school nurse the student will be sent to the office to enable the nurse to implement social distancing from students who may be in the office for routine healthcare (e.g., nebulizer treatments, dispensing of medication), and <input type="checkbox"/> How to send students home who arrive sick as quickly as possible. <input type="checkbox"/> Consider allowing parents to send their children to school with PPE for prevention purposes. <input type="checkbox"/> Monitor the number and reason for student absences; reach out to families when absences are two or more days in a row or are chronic to determine: <ul style="list-style-type: none"> <input type="checkbox"/> The reason for ongoing absences and <input type="checkbox"/> Any support the student/family might need. <input type="checkbox"/> Consider supportive policies and practices for student absenteeism so students are enabled to remain at home when sick (e.g., consider discontinuation of attendance awards and incentives, support learning to the extent possible if the student is absent for long periods, institute more flexible consequences). <input type="checkbox"/> Consider collaboration with the school nutrition program director to assess processes for school nutrition services (e.g., salad bar, self-serve areas, sharing tables) and options that would decrease congested areas. 	<p>work via google classroom. (H-OS)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are sent to the sick room in the nurse’s office and then students should be screened. If that student is found to have a temp or be sick they should be separated and parents called right away.(OS-H) <input type="checkbox"/> Nurse and designated staff will contact the students family to have the student picked up right away. (H-OS) <input type="checkbox"/> Maintain a log of number and reason for student absences. Student Services Coordinator and Nurse will track the attendance and reason. (OS-H-CL) <input type="checkbox"/> If there is an extended absence the student could be asked to provide a doctor’s note. Students will be provided work via google classroom or printed homework could be picked up by the parent. Attendance awards can be discontinued during this time. Students and parents can be educated and encouraged to keep students
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						<p>home when sick or thought to be sick. (CL-OS-H)</p> <ul style="list-style-type: none"><input type="checkbox"/> Space out lunch service time and provide stops to stand while in line. Food could be served by staff rather than being self service. With limited numbers at lunch the students could then keep a seat between them at the lunch table. (H-OS)
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4. Iowa Academic Standards

Academic learning will continue to be a priority, regardless of the methods by which students return to learning for the 2020-2021 school year. While some planning considerations will be similar across different return to learning delivery models, there are also unique factors that need to be considered by districts in their planning depending on the approach taken for returning to learning. This planning also needs to take into consideration the need to prioritize health and safety needs, as well as their social-emotional-behavioral health (SEBH) needs, of students, educators, and parents/caregivers.

Finally, planning should also take into account other guidance regarding grading, credits, and learning requirements defined in federal law and state code. The considerations in this document are in no way an exhaustive list of possible academic learning needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

To successfully engage in this work, ensure there is an Iowa Academic Standards team established to lead the work in this area as described in [Leadership](#). This team should work closely with the Equity team.

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of Iowa Academic Standards. Required actions include:

- A. [Assess Initial Student Learning Needs](#).
- B. [Match Curriculum to Student Learning Needs](#).
- C. [Accelerate Student Learning Using Effective Instruction Matched to Student Needs](#).

Table 4. Iowa Academic Standards and Learning Actions and Considerations.

✓	Iowa Academic Standards Action (Dark blue row)	C L	H	O S	Considerations	Onsite	Hybrid	Continuous Learning
A. ASSESS INITIAL STUDENT LEARNING NEEDS.								
Sub-steps to consider (e.g., A-1)								

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<p>A-1. Collect initial student learning data to determine student learning needs at the beginning of the 2020-21 school year.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Review results of the <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine teacher/staff needs. ❑ Identify what sources of data will be used to determine initial student learning needs, using the RIOT framework (Review, Interview, Observe, Test), with consideration for any necessary differences for Required Continuous Learning, Hybrid, and On-Site Learning delivery models. ❑ Ensure methods are in place to collect student learning data across the different delivery models. ❑ Ensure teachers and other necessary educators have the knowledge and skills they need to collect student learning data. <p>❑ <i>Note: Consider that many teachers</i></p>	<ul style="list-style-type: none"> ❑ Find a screener for all students and give it in the first part of August. <ul style="list-style-type: none"> ❑ Reading and Math for all levels ❑ ELA teachers do screeners as well. ❑ SPED screeners ❑ As teachers come back to school, they will conduct basic screeners that are content specific (Nathan-Social Studies, Gayle-Science, etc) ❑ Find out where we need to start and base pedagogy on the results. ❑ Could use Google Forms/Sheets 	<ul style="list-style-type: none"> ❑ See column C for screener, data collection, and analysis. ❑ Share out data with relevant staff. 	<ul style="list-style-type: none"> ❑ Find a screener for all students and give it in the first part of August - the same as the onsite model, except not in person. ❑ Will be digital, but we need physical copies due to lack of devices and internet access. <ul style="list-style-type: none"> ❑ Find a way to deliver/gather screener. ❑ Train parents to give screeners or teachers make in-home visits. ❑ Form a data focused committee at the building or district level. <ul style="list-style-type: none"> ❑ Will come up with basic guidelines for teachers. ❑ Share out data in building level meetings to help with collaboration.
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and staff may not have experience with reliable and valid online and other remote learning assessment practices. If this is the case, additional professional learning may be needed.

- Collect student learning data and ensure it is accessible to those that need it to make curricular and instructional decisions at the beginning of the school year.

- Note: Ensure all instructional staff are able to universally collect additional data on student learning needs aligned with Iowa's Academic Standards as quickly after school begins as is practicable (e.g.,*

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				<i>within the first 2-3 weeks).</i>			
A-2. Summarize and analyze initial student learning data.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to determine how to summarize and analyze student learning data. <input type="checkbox"/> Determine how data collected during the 2019-2020 will be used to inform curriculum and instructional decisions for the 2020-2021 school year. <input type="checkbox"/> <i>Note: Include cautions considered when interpreting and using these data, as they may not well-represent current levels of learning and instructional need.</i> <input type="checkbox"/> Determine how to display and share the data with teachers and 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development needs to be about the results of surveys/ongoing academic progress. <ul style="list-style-type: none"> <input type="checkbox"/> What did we find? <input type="checkbox"/> How do we meet those needs? <input type="checkbox"/> Data Dives <input type="checkbox"/> Have AEA help <input type="checkbox"/> Have PD days much earlier than right before school; <ul style="list-style-type: none"> <input type="checkbox"/> Give screeners (early-August) <input type="checkbox"/> Get results (early-August) <input type="checkbox"/> PD days to come up with basic plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize PD for sharing results and analyzing data. <input type="checkbox"/> Building level meetings will also be used to review screeners and analyze data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development needs to be about the results of surveys/ongoing academic progress. <ul style="list-style-type: none"> <input type="checkbox"/> What does PD look like next year? (AEA, NIET, TLC) <input type="checkbox"/> Use the same timeline as onsite. <input type="checkbox"/> Share data same as onsite. <input type="checkbox"/> Form a basic etiquette list for online PD/Classrooms. <input type="checkbox"/> Work vertically on transition grades.

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			<p>staff so it is easy to understand initial student learning needs relative to age- and grade-level standards.</p> <ul style="list-style-type: none"> ❑ Give educators collaborative opportunities to analyze universal student learning data (including subgroup data) to understand how to identify gaps between expected and current student outcomes. ❑ Teachers and other necessary educators meet in vertical and horizontal teams to discuss concepts missed, including which standards were not fully addressed, due to school closure at the end of the 2019-20 school year. 	<p>(mid-August),</p> <ul style="list-style-type: none"> ❑ Refine plans (mid-August to start of school year) ❑ Go into the school year. ❑ Share data across building level and content areas. ❑ See if there are areas where teachers can support one another (science and math, social studies and writing/reading/, etc). ❑ Work vertically by focusing on transitions and what they missed (8-9, 5-6, etc) 		
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<p>A-3. Establish collaborative home-school routines around student learning data.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Establish two-way communication procedures between school and families around assessment results regarding initial student learning needs. ❑ Ensure that information about initial student learning needs is shared with students and parents/caregivers in a way that is easy to understand and grounded in Iowa's Academic Standards. ❑ Communicate with students and parents/caregivers about initial student learning needs and progress relative to Iowa's Academic Standards, including what progress would be typically expected had schools not closed due to the COVID-19 pandemic. ❑ <i>Note: This should occur within the first month of school and at</i> 	<ul style="list-style-type: none"> ❑ Parent/Student/Teacher Communication <ul style="list-style-type: none"> ❑ Send them in the right direction to find information that teachers are putting out. <ul style="list-style-type: none"> ❑ Classroom, Facebook, email, JMC. ❑ Orientation Night for each class? ❑ Transition Night (look at MS example) ❑ Physical/Digital Parent-Teacher Conference within the first month of school starting. <ul style="list-style-type: none"> ❑ Emphasize the importance/need of parent buy-in on home learning so 	<ul style="list-style-type: none"> ❑ Consistent time, communication, and platform in addition to column A and B. ❑ Identify and fill technology needs for students and teachers. ❑ Prioritize communication with staff, students, and parents. 	<ul style="list-style-type: none"> ❑ Use Google Classroom, JMC, email, and phone calls to communicate with parents. <ul style="list-style-type: none"> ❑ Track the amount of contacts with each parent and student. ❑ Reach out in a different way if contact has not been made. Find what works best for each family. ❑ Make videos early in the year for parents and students training them on Google Classroom and other relevant mediums. ❑ Digital orientation night. <ul style="list-style-type: none"> ❑ Go over resources ❑ screenings and results ❑ Curriculum ❑ Expectations ❑ Digital Parent-Teacher conferences to go
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				<p><i>regular intervals through the remainder of the school year.</i></p> <ul style="list-style-type: none"> ☐ Ensure that information about initial student learning needs is shared with students and parents/caregivers in a way that is easy to understand. 	<p>we can catch the student up.</p>		<p>over screening results and set goals.</p> <ul style="list-style-type: none"> ☐ Maybe do Youtube or Loom Parent-Teacher Conferences. ☐ Create basic videos to train parents.
B. MATCH CURRICULUM TO STUDENT LEARNING NEEDS.							
<p>B-1. Establish a standards-based scope and sequence.</p>	X	X	X	<ul style="list-style-type: none"> ☐ Ensure there is a district-wide, documented scope and sequence with vertical and horizontal articulation of all academic standards, social-emotional learning competencies, and behavioral expectations across the school year across all ages, grade levels, and courses (e.g., curriculum maps, course syllabi). 	<ul style="list-style-type: none"> ☐ Make sure there is a district-wide K-12 curriculum map. <ul style="list-style-type: none"> ☐ Looks vertically and horizontally. ☐ 18-36 week plan created by each teacher which will give a basic outline of the class. <ul style="list-style-type: none"> ☐ Accommodates missed material and what else 	<ul style="list-style-type: none"> ☐ Same as CL and Onsite. 	<ul style="list-style-type: none"> ☐ Make sure there is a district-wide K-12 curriculum map. <ul style="list-style-type: none"> ☐ Looks vertically and horizontally. ☐ 18-36 week plan created by each teacher which will give a basic outline of the class. <ul style="list-style-type: none"> ☐ Accommodates missed material and what else

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Note: If a scope and sequence already exist, make any necessary adjustments to accommodate changes in focus and pace of standards implementation before students return to learning.

Identify a process to adjust the scope and sequence if prolonged Required Continuous Learning is needed due to school closures:

Consider the amount of available instructional time available during Required Continuous Learning, including limitations families have to support student learning and how these factors might impact the pace by

needs to be learned.

- Teachers identify priority content within their classes, focused on the standards, in case school gets shut down.
- Teachers look vertically.

needs to be learned.

- Teachers identify priority content within their classes, focused on the standards, in case school gets shut down.
- Teachers look vertically.

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				<p>which students progress through the scope and sequence;</p> <ul style="list-style-type: none">❑ Consider how to adjust the scope and sequence that ensures all students still have an opportunity to reach proficiency, which may include strategies that provide additional learning opportunities across multiple school years; and❑ Identify a process to adjust the students within sections, grade levels, or across buildings to be instructed by educators in classrooms and courses with an appropriate scope and sequence according to the pace and depth of their needs.			
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<p>B-2. Develop gap-closing district and school calendars and schedules.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Determine the expected amount of available instructional time for each learning condition (CL, C, TI). ❑ Develop district and school calendars and schedules that provide all students with additional time and opportunities to learn age- or grade-level Iowa Academic Standards, accounting for the following factors: <ul style="list-style-type: none"> ❑ The anticipated amount of available instructional time in remote learning across the 2020-2021 school year, ❑ The additional time needed to engage in social-emotional learning (SEL) including both explicit and embedded approaches, ❑ The pace with which students can be expected to 	<ul style="list-style-type: none"> ❑ Use the Care Team Process and put interventions in place based off of screeners/continuous data. <ul style="list-style-type: none"> ❑ Questions about limited movement/staff number. <ul style="list-style-type: none"> ❑ Do we create different groups that are based across grades for reading and things like that? ❑ Lengthen the school day to nine periods (go until 3:45/50) <ul style="list-style-type: none"> ❑ Allows us to have additional pullout times/interventions/SDI time. ❑ Problems would be with 	<ul style="list-style-type: none"> ❑ Same as CL and Onsite, but we need to make assignments appropriate for which type of learning is occurring. ❑ Teachers need to remain flexible in instruction and provide grace in accountability measures. ❑ Staff will schedule times for students who are out of the classroom to do their work/interact live. ❑ Establish norms/expectations for offsite students. 	<ul style="list-style-type: none"> ❑ Use the Care Team Process and put interventions in place based off of screeners/continuous data. <ul style="list-style-type: none"> ❑ Screeners will be digital, but we need to ensure we reach all students. ❑ School day cannot be like an onsite. Must be more flexible. <ul style="list-style-type: none"> ❑ Flipped classroom. ❑ Project/Assignment based learning. ❑ Teaching that can be viewed at different times for families. ❑ Teacher needs to track who is accessing and who is not. <ul style="list-style-type: none"> ❑ More exit tickets or
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			<p>progress in their learning,</p> <ul style="list-style-type: none"> ❑ The amount of academic content that needs to be integrated and scaffolded to make up for missed learning in the 2019-2020 school year due to school closures, and ❑ The nature of anticipated, initial student learning needs based on a review of student learning data (see item 4.1.2 under A. Assess Initial Student Learning Needs). <ul style="list-style-type: none"> ❑ Establish a plan to address prolonged remote learning and teachers/staff absence (e.g., how you will combine classes or content). ❑ Determine how to ensure students scheduled to graduate at the end of the 2020-2021 school year will meet all 	<p>pay/contract hours.</p> <ul style="list-style-type: none"> ❑ If teachers are gone for a prolonged period of time due to COVID-19 <ul style="list-style-type: none"> ❑ Have a sub with remote teaching if possible. If not, refer to the 18/36 week plan and the teacher will provide appropriate material. 		<p>simple assignments.</p> <ul style="list-style-type: none"> ❑ Find a way for elementary teachers to do this. <ul style="list-style-type: none"> ❑ If teachers are out due to COVID-19, subs will take over. <ul style="list-style-type: none"> ❑ Need to ensure a sub is added to the various platforms. ❑ Karen might be the person for this, assuming everyone doesn't get sick at once. ❑ Makes the 18/36 week plan all the more important. <p>Data</p>
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				requirements in the event of remote learning being needed at some point during the school year.				
C. ACCELERATE STUDENT LEARNING USING EFFECTIVE INSTRUCTION MATCHED TO STUDENT NEEDS.								
C-1. Identify and use effective instructional resources and practices.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Content leadership teams regularly collaborate with horizontal and vertical teacher teams to support decisions about aligning resources and supports. <input type="checkbox"/> Map existing instructional resources onto the calendars and schedule, as well as onto Iowa's Academic Standards for each building. <input type="checkbox"/> Identify/develop instructional resources that are needed but missing. <input type="checkbox"/> Identify instructional resources that are designed to be used for online and other remote learning settings or can be 	<ol style="list-style-type: none"> 1. Professional Development time (more than 30 minutes) needs to be dedicated to supporting teachers in reassessing/reflecting on data, resources, and support needed/used to support student learning. 2. Teachers create an 18/36 week plan which they can put standards and necessary resources on. 3. Train students and parents how to access/use online 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate bullet points from CL and Onsite. <input type="checkbox"/> TLC will support this endeavor. 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize building level meetings/PD to reassess and reflect on data. <input type="checkbox"/> Teachers create an 18/36 week plan for their classes. <ul style="list-style-type: none"> <input type="checkbox"/> Find what resources are needed. <input type="checkbox"/> How students will access their materials. <input type="checkbox"/> Put out material that trains parents and students on how to access the various platforms and materials. <ul style="list-style-type: none"> <input type="checkbox"/> Youtube videos <input type="checkbox"/> Basic instructional sheets <input type="checkbox"/> FAQ sheets <input type="checkbox"/> Use one main form of communication 	

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		<p>modified for that purpose. Attend to appropriate use per copyright requirements.</p> <ul style="list-style-type: none"> ❑ Ensure teachers can easily access the instructional resources they need. ❑ Identify/develop one to two high leverage instructional practices to increase student learning during the year (e.g., feedback, modeling, high student engagement, etc.). ❑ Ensure teachers have the professional learning and ongoing support (e.g., instructional coaching) they need to successfully use effective instructional resources and practices to meet student learning needs. 	<p>resources in the event of school closure.</p> <ul style="list-style-type: none"> a. Possibly develop a “homepage” or app for student resources/homework. 		<p>so the parents/students aren’t being overwhelmed by switching from platform to platform.</p> <ul style="list-style-type: none"> ❑
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<p>C-2. Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Establish a district-wide, evidence-based framework for implementing a formative assessment cycle. ❑ Ensure there is a system, with corresponding tools, to engage in diagnostic assessment and progress monitoring for students that need additional interventions. ❑ Identify what sources of data will be used to determine ongoing student learning needs, using the RIOT framework (Review, Interview, Observe, Test). ❑ Ensure methods are in place to collect student learning data across the different delivery models. ❑ Ensure teachers and other necessary educators have the knowledge and skills they need to collect data on ongoing 	<ul style="list-style-type: none"> ❑ Elementary will conduct quarterly comprehensive summative assessments. Will also collect formative data from small group instruction and interventions. ❑ Secondary will conduct eligibility checks every two weeks. ❑ Continue to use FAST data K-8 3 times per academic year. ❑ Teachers and administration will conduct PD to train staff on data collection and interpretation. ❑ TLC members will create videos to assist teachers with various technical tasks. ❑ Keep in contact with FAST Bridge and AEA to assess 	<ul style="list-style-type: none"> ❑ Staff will continuously progress monitor throughout the academic year. ❑ Continue to use FAST data K-8 3 times per academic year. ❑ Appropriate staff will determine their screeners and assessments. ❑ Utilize ACT Aspire to assess student learning. 	<ul style="list-style-type: none"> ❑ Elementary will conduct quarterly comprehensive summative assessments. Will also collect formative data from small group instruction and interventions. ❑ Secondary will conduct eligibility checks every two weeks. ❑ Data committee, be it building level or district level, will analyze student data and provide feedback to relevant staff. ❑ Keep in contact with FAST Bridge and AEA to assess needs with testing and screening. ❑ PD will have to adjust, but not sure how that looks. ❑ JMC, Parent-Teacher Conferences, and
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		<p>student learning progress and needs.</p> <ul style="list-style-type: none"> ☐ <i>Note: Consider that many teachers and staff may not have experience with reliable and valid online and other remote learning assessment practices. If this is the case, additional professional learning may be needed.</i> ☐ Make adjustments to district-level and building-level assessment plans to accommodate the need to change the content and timing of what gets assessed in anticipation of potential student learning loss due to school closures. ☐ Collect student learning data and ensure it is accessible to those that need it to 	<p>needs with testing and screening.</p> <ul style="list-style-type: none"> ☐ Data dives during professional development/TLC will give all vested parties access to student data. ☐ JMC, Parent-Teacher Conferences, and teacher-parent-student communication will communicate needs and responsibilities to all parties. ☐ Teachers will work in horizontal and vertical teams during professional development and have weekly building level meetings. ☐ 		<p>teacher-parent-student communication will communicate needs and responsibilities to all parties.</p> <ul style="list-style-type: none"> ☐ Teachers will work in horizontal and vertical teams during professional development and have weekly building level meetings.
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				<p>make curriculum and instructional decisions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and communicate the roles and responsibilities of the district, school(s), students, and parents/caregivers around online assessment and data collection. <input type="checkbox"/> <i>Note: Consider the challenges parents/caregivers face when school is not in full-time On-Site Learning.</i> 			
C-3. Use data to differentiate instruction based on student needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Provide teachers with adequate time to meet in horizontal and vertical teams to engage in collaborative lesson planning. <input type="checkbox"/> Educators should seek information from students on what can make instruction more effective for them (student voice). <input type="checkbox"/> Ensure teachers use ongoing student learning data (see 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will develop 18/36 week plans which will address missed standards. These will be discussed vertically during PD before the school year. <input type="checkbox"/> During PD staff will discuss priority standards and missed content from the previous year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Same as CL and Onsite. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will develop 18/36 week plans which will address missed standards. These will be discussed vertically during PD before the school year via online meetings. <input type="checkbox"/> Priority standards will be identified by teachers and discussed vertically and horizontally.

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		<p>C-2) and student voice information to develop and implement differentiation strategies, including flexible small grouping, with consideration given to non-traditional grouping strategies (e.g., across grade levels).</p> <p><i>☐ Note, grouping strategies need to adhere to the latest federal and state health and safety guidelines.</i></p> <p>☐ Scaffold up age- and grade-level learning by incorporating standards not, or minimally, addressed from the previous school year.</p> <p>☐ Design learning experiences that address multiple standards at the same time using strategies like bundling.</p> <p>☐ Ensure teachers and other necessary educators have the</p>	<p>☐ Emphasize co-teaching/cross curricular instruction so standards can be more easily achieved.</p> <p>☐</p>		<p>☐ See if there are ways for teachers to work cross-curricular or co-teaching.</p>
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				knowledge and skills they need to determine how to use student learning data to differentiate instruction.			
C-4. Facilitate student engagement during online learning.	X	X		<ul style="list-style-type: none"> <input type="checkbox"/> Ensure instructional resources facilitate daily academic engaged learning time between students, teachers, and Iowa's Academic Standards. <input type="checkbox"/> Ensure teachers use ongoing student learning data to develop and implement differentiation strategies that are effective in an online learning environment. <input type="checkbox"/> Provide adequate information to parents/caregivers so they can support their child's online learning. For example, instructions/guides on how to: <ul style="list-style-type: none"> <input type="checkbox"/> Access lessons/activities; 	<ul style="list-style-type: none"> <input type="checkbox"/> BOOOOOOM!!!!!! (Tannerite) <input type="checkbox"/> Teachers will train students, parents, and other staff on how to use devices, online content, and other things necessary for online teaching/learning, especially while conducting onsite learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Same as CL. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will create training for students, parents, and other staff on how to use devices, online content, and other things necessary for online teaching/learning. <input type="checkbox"/> Teachers will go to a flipped classroom, project-based learning, or some other type of teaching that is not necessarily lecture based. <input type="checkbox"/> Teachers will be given the relevant information on who to contact with technology and curriculum needs.

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- ❑ How submit/follow homework completion;
- ❑ How to connect with teachers and administration; and
- ❑ How to contact the right people for technology, instructional, and emotional needs of their child(ren).

- ❑ *Note: Consider the challenges parents/caregivers face when school is not in full-time, On-Site Learning.*
- ❑ Educators should seek information from students on what can make instruction more effective for them (student voice).
- ❑ Ensure all teachers and staff who support student learning have access to the appropriate distance technology needed to engage students and families.

- ❑ Listen to student feedback on how online classes are going and adjust accordingly.
 - ❑ Surveys
 - ❑ Grades
 - ❑ Discussions
- ❑ Ensure teachers have necessary resources for conducting continuous learning.

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<p>C-5. Collect ongoing student learning data throughout the 2020-2021 school year to make summative decisions about student learning.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a system for making summative decisions about student progress in Iowa's Iowa Academic Standards at key points in the school year (e.g., quarters, semesters, end of courses). <input type="checkbox"/> Determine how data for summative decision-making impacts decisions about progression through grades, credit accrual, and graduation. <input type="checkbox"/> Ensure teachers have the knowledge and skills they need to make summative decisions based on this system for the 2020-2021 school year. 	<p><input type="checkbox"/> See above.</p>	<p><input type="checkbox"/> See above.</p>	<p><input type="checkbox"/> See above.</p>
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5. Social-Emotional-Behavioral Health

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

The considerations in this document are in no way an exhaustive list of possible SEBH needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

To successfully engage in this work, ensure there is a Social-Emotional-Behavioral Health team established to lead the work in this area as described in [Leadership](#).

The following links are general resources related to SEBH and COVID-19 that may be of assistance:

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) COVID-19 Resources](#);
- [SEL Signature Practices](#);
- [Educational Leadership: Special Report – A New Reality: Getting Remote Learning Right](#); and
- [Please Pass the Love: Resources During COVID-19 for Youth, Families, and Schools](#).

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of SEBH. Required actions include:

- [Provide Support for Teacher/Staff SEBH Needs](#).
- [Provide Support for Student SEBH Needs](#).
- [Provide Support for Families to Access Needed Resources](#).

Table 5. SEBH Actions and Considerations.

✓	SEBH Action (Dark blue row)	C	H	O	Consideration	Resource Examples and Team Notes
	A. PROVIDE SUPPORT FOR TEACHER/STAFF SEBH NEEDS.					
	Sub-steps to consider (e.g., A-1)					

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<p>A-1. Identify teacher/staff social-emotional-behavioral needs.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Review results of the [Resources and Needs Survey: Basic Needs and Social Supports] to determine teacher/staff needs. ❑ Consider the following in light of identified needs: <ul style="list-style-type: none"> ❑ Connection with others beyond planning and delivering Iowa's Academic Standards (e.g., build a district teacher/staff support schedule), ❑ Basic needs such as food insecurity or homelessness/shelter assistance, ❑ Mental well-being, and ❑ Health and safety needs that may impact instruction (e.g., do they care for elderly adults or children with compromising conditions? Are they willing and able to work onsite with close contact among others?) (Consideration for Hybrid and On-Site Learning). ❑ Professional development that may encompass how to: <ul style="list-style-type: none"> ❑ Individualize responses to the impact of pandemic and social isolation and how that may influence staff, students, and families; ❑ Engage with students and families during a crisis; ❑ Integrate select SEBH learning and supports into distance instruction; ❑ Access and use resources available at the district and community to support students and families in need; ❑ Ensure internet safety and protect against cyber bullying; and ❑ Appropriately engage student voice. 	<p>Digital Literacy for Wellness & Safety Student Module is an example for districts in how to increase safety and protect against cyber-bullying.</p> <p>A Trauma-Informed Approach to Teaching Through Coronavirus is an example for districts in individualized responses to the impact of a pandemic and social isolation.</p> <hr/> <ol style="list-style-type: none"> 1. Develop method for identifying needs (survey, Google Form, interview, anecdotal evidence?) All 2. Develop questions. All 3. Professional Development and training All 4. Determine a way to address the trauma of last quarter of 2020. All
<p>A-2. Address identified teacher/staff social-emotional-behavioral needs.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ❑ Identify or develop resources to meet the needs of teachers/staff. Consider: <ul style="list-style-type: none"> ❑ Department and AEA webinars, trainings, and support; ❑ Community resources; and ❑ Schedules and roles that fit the need of teachers/staff (e.g., if a teacher is unable to attend brick and mortar due 	<ol style="list-style-type: none"> 1. Continue with weekly meetings; focus on staff SE needs. ALL 2. Use EAP to help support teachers and to come in for PD as well. ALL

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				<p>to health and safety needs that may impact instruction, match this need with content/students who are also unable to attend brick and mortar).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement/deliver resources to meet the needs of teachers/staff in coordination with all other required areas. <input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly). 	<p>3. Different schedules for different events All</p> <p>4. What do subs look like? CL, H</p>
B. PROVIDE SUPPORT FOR STUDENT SEBH NEEDS.A					
B-1. Identify student social-emotional-behavioral needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Review results of the [Resources and Needs Survey: Basic Needs and Social Supports] to determine student needs. <input type="checkbox"/> Consider the following in light of identified needs: <ul style="list-style-type: none"> <input type="checkbox"/> Connection with others beyond instruction in—and learning progress toward—Iowa’s Academic Standards (for example, consider using a [Student Interaction Tracker] to ensure all students are connected and engaged, or consider access to apps that would foster student interaction with peers); <input type="checkbox"/> Basic needs such as clothing, food insecurity, or homelessness/shelter assistance; <input type="checkbox"/> Opportunity to share experiences/concerns and what they’ve learned about self and others; <input type="checkbox"/> Emotional support during a crisis event; and <input type="checkbox"/> Transition support from 2019-2020 to 2020-2021 (e.g., working across grades to ensure supportive transition between years). 	<p>Helping Children Cope with Emergencies is an example resource for districts regarding emotional support during a crisis event.</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Conversation with all students with a staff member about being or having been closed All <input type="checkbox"/> survey All <input type="checkbox"/> phone calls to homes A <input type="checkbox"/> keep records of communications All
B-2. Address identified student needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Identify or develop resources to meet the needs of students. Consider: <ul style="list-style-type: none"> <input type="checkbox"/> AEA supports and 	<ul style="list-style-type: none"> <input type="checkbox"/> online curriculum? H, CL <input type="checkbox"/> managing support documents that are sent home H, CL

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				<ul style="list-style-type: none"> <input type="checkbox"/> Community resources. <input type="checkbox"/> Implement/deliver resources to meet the needs of students in coordination with all other required areas. <input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly). 	<ul style="list-style-type: none"> <input type="checkbox"/> updating community resources All Common Sense digital information for social emotional <input type="checkbox"/> community partner support All <input type="checkbox"/> what would a small group look like, ethics of individual counseling online? H, CL
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C. PROVIDE SUPPORT FOR FAMILIES TO ACCESS NEEDED RESOURCES.

C-1. Identify family social-emotional-behavioral needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Basic Needs and Social Supports]</i> to determine family needs. <input type="checkbox"/> Consider the following in light of identified needs: <ul style="list-style-type: none"> <input type="checkbox"/> Basic needs such as clothing, food insecurity, or homelessness/ shelter assistance; <input type="checkbox"/> Resources to manage stress and loss, cope, and build resiliency; <input type="checkbox"/> Connection to other adults and parents/guardians as potential support; <input type="checkbox"/> Information on how to contact the right people for the emotional needs of their child(ren); <input type="checkbox"/> Health and safety needs that may impact learning (e.g., does the family live with adults or siblings with compromising conditions that prohibits close contact with others?); and <input type="checkbox"/> Information on how to contact the right people for the emotional needs of their child(ren). 	<ol style="list-style-type: none"> 1. Communicate/coordinate with the local pantry All 2. Continue the grab-and-go meals H, CL 3. survey of some kind? need to send it out regularly All
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	<p>C-2. Address identified family needs.</p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Identify or develop resources to meet the needs of families. Consider: <ul style="list-style-type: none"> <input type="checkbox"/> AEA supports and <input type="checkbox"/> Community resources. <input type="checkbox"/> Implement/deliver resources to meet the needs of families in coordination with all other required areas. <input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly). 	<ul style="list-style-type: none"> <input type="checkbox"/> Sending out documents (when meals are, when food pantry is open, how to access counseling services) All <input type="checkbox"/> using community partners ALL <input type="checkbox"/> phone calls, emails, google meets H, CL <input type="checkbox"/> Providing accesses and information about outside resources ALL
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6. Equity

Creating equitable learning opportunities is of the utmost importance to Iowa’s educators and families. The Department recognizes districts, schools, and families are at different places in their capacity to provide distance learning. Equity in this context is focused on ensuring all students:

- Have access to a free and appropriate public education (FAPE),
- Are able to access the Iowa Content Standards, and
- Have the supports needed to progress in their learning.

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

To successfully engage in this work, ensure there is an Equity team established to lead the work in this area as described in [Leadership](#). This team should work closely with the Iowa Academic Standards team.

Action Steps

The table below outlines the required actions and sub-steps/potential considerations in the area of Equity. Required actions include:

- [Ensure Equity Supports for All Students](#).
- [Ensure Equity for Students on IEPs](#).
- [Ensure Equity for English Learners](#).
- [Ensure Equity for Students At-Risk](#) (at-risk, living in poverty).
- [Ensure Equity for Gifted and Talented](#).

Table 6. Equity Actions and Considerations.

✓	Equity Action (Dark blue row)	C L	H	O S	Consideration(s)	Resource Examples and Team Notes
A. ENSURE EQUITY SUPPORTS FOR ALL STUDENTS						
Sub-steps to consider (e.g., A-1)						

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	<p>A-1. Identify and meet the needs of target subgroups (e.g., students with IEPs, English learners, gifted and talented).</p>	X	X		<ul style="list-style-type: none"> ❑ Assemble list of learners in specific subgroups along with individualized learning needs and supports being provided prior to school shutdown. 	<p>A-1 OS/CL/H</p> <p>Access to Wifi for continued learning based on health of family.</p> <p>Increase communication and attendance checks</p> <p>Tiered Contact</p> <ol style="list-style-type: none"> 1. Google Meet 2. Emails to students/parents from teachers and SPED 3. Phone calls from teachers/SPED 4. Meet at school w/teacher/SPED 5. Meet at home w/Teacher/SPED/At risk coor.
	<p>A-2. Identify learners who might be considered generally “at-risk” for limited participation and/or engagement, independent of subgroup membership.</p>	X	X		<ul style="list-style-type: none"> ❑ Consider identifying learners with potential risk factors including (but not limited to): <ul style="list-style-type: none"> ❑ Families that do not have any, or have limited adequate access to necessary hardware and connectivity; ❑ Families who are impacted by chronic health conditions and those recently impacted by COVID-19 related needs; ❑ Families with high mobility or temporarily housed families; 	<p>A-2 OS/H</p> <p>Increase use of screeners (especially in MS/HS) to identify new students who are now at risk.</p> <p>Concerned about scheduling for SPED SDI and accommodations and staff to cover all the needs.</p>

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				<ul style="list-style-type: none"> ❑ Had a history of low or irregular attendance prior to the COVID-19 related shutdowns; and ❑ Learners who were identified as academically at-risk (e.g., ELI designations) through local risk monitoring approaches. 	<p>A-2 CL/H</p> <p>ES/MS have continued use of chromebooks. Wifi access for all students - hotspots provided.</p> <p>Increase communication and attendance checks.</p> <p>Increase online tutoring and google meets with one to one or small groups sessions</p> <p>H</p> <p>LRE study hall with appropriate instruction</p>
<p>A-3. Ensure quality instructional opportunities for learners generally considered “at-risk” due to any number of factors.</p>	X	X	X	<ul style="list-style-type: none"> ❑ Consider protocols to use for at-risk learners and their families to access communications and distance learning materials. ❑ Develop and support planned supplemental supports for subgroups needed additional supports and monitoring (see subgroup considerations). ❑ Quality instructional opportunities may include: <ul style="list-style-type: none"> ❑ Sharing communications using multiple methods (e.g., phone calls, text messages, parent portal, Facebook, Twitter), 	<ul style="list-style-type: none"> ❑ A-3 OS/CL/H ❑ Survey with multiple levels with checklist of resources students need for quality instruction (computers, wifi, etc). Send out with email, phone calls, and perhaps at home visits. <p>Continue After school offerings/tutoring k-12</p> <p>Parent as teacher classes</p>

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				<ul style="list-style-type: none"> ❑ Providing distance learning materials that can be completed off-line, ❑ Providing synchronous (e.g., online in real time) and asynchronous opportunities (e.g., pre-recorded presentations, opportunities to participate in discussions/learning activities on their own schedules), ❑ Scheduling office-hours keeping family work schedules (e.g., day/night) and mode of access in mind (e.g., phone, virtual, etc.), and ❑ Planning opportunities for families on how to access paper resources that takes into consideration barriers to access. 	<p>Parent Technology Instruction.</p> <p>Offer Support to students who may need additional technology assistance.</p> <p>Increase of resources for technology including wifi</p> <p>Continued PD for teachers on quality communication methods.</p> <p>PD on creating online opportunities for student engagement.</p> <p>A-3 CL/H</p> <p>Create a delivery system of materials for students to receive and to return.</p> <p>Provide materials and resources during meal pick-ups. (Special cases deliver system to families to include health and wellness checks)</p> <p>Schedule and communicate expectations and availability of teachers and schools administrators.</p>
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	<p>A-4. Ensure engagement of all learners across the sections, grades, and buildings.</p>	X	X		<ul style="list-style-type: none"> <input type="checkbox"/> Intentionally use the <i>[Student Interaction Tracker]</i> to monitor student distance participation with instruction and initiate communication (e.g., phone call or visit) to those with limited or inconsistent participation in distance learning. <input type="checkbox"/> Plan differentiated learning opportunities to address the range of learner needs (including those who are “at-risk,” EL, IEP). 	<ul style="list-style-type: none"> <input type="checkbox"/> A-4 OS/CL/H Continued PD on Student Engagement Student Interaction Tracker? http://brightmorningteam.com/wp-content/uploads/2017/09/T-S-Interaction-Tracking-Blank.pdf OS After school offerings for homework help etc k -12 Continued PD on differentiated instruction/flipped learning. CL/H Continued PD on Differentiated instruction using technology ex Pear Deck, Desmos, Nearpod and flipped learning. Create a General Study Hall time w/ americorps?

B. ENSURE EQUITY FOR STUDENTS ON IEPs.

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	<p>B-1. Ensure appropriate access to—and equity of—Iowa’s Academic Standards and other needs as the result of the disability.</p>	X	X	<ul style="list-style-type: none"> ❑ Include specific plans on communicating with families of students on IEPs within the district communication plan (see Leadership). ❑ Identify the methods that will be used to determine specific needs of families as a result of the child’s disability (note the information obtained from the Student and Family Resource Inventory linked in the Academic Standards area that may be used to determine such needs): <ul style="list-style-type: none"> ❑ To access the technology, ❑ Support the student with instruction, and ❑ Other needs. ❑ Establish how educational services will be adapted, accommodated, or modified to fit individual student needs. Include methods of providing parents or other household members instructions to support students to access, participate, and progress in the curriculum. ❑ Establish a process for how IEP meetings will be held under remote learning or Hybrid delivery models. Consider: <ul style="list-style-type: none"> ❑ Alternative methods if access to technology is limited (e.g., online or phone); ❑ Alternative ways to get input if participants are unavailable; ❑ Establishing a process to prioritize the order in which IEPs are reviewed; ❑ Developing a standard meeting agenda that includes questions relevant to the situation that is requiring remote learning 	<p>A-4 CL/H</p> <p>Continue to regularly schedule Google Meets w/students and parents regarding their IEPs and 504’s</p> <p>Tiered Survey and Tiered Communication.</p> <p>B-1 OS/CL/H</p> <p>Parent/Student class/videos on technology access</p> <p>OS/CL/H</p> <p>Use Google Meets for IEP meetings. Creating shared Docs/Sheets to receive input of teachers who are not available</p> <p>Include in IEP’s questions that are relevant to online learning, Not sure what questions these may include. (Ex online check-in, check out, special computer accessibility)</p> <p>Including accessibility needs such as voice to text, technology to read material etc.</p>
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				<p>including: goal areas, specially designed instruction, and progress monitoring; and</p> <ul style="list-style-type: none"> ❑ Establishing a process for the IEP team to consider whether the family needs services or supports that would be considered parent counseling and training, which should be documented in the IEP. ❑ Determine how assistive technology and other supports will be physically provided to families. ❑ Identify how student access, participation, and progress in educational services (in addition to family needs) will be monitored and adjustments in services (if necessary) will be made. 	<p>Also include technology support to program used by general education instructors.</p> <p>OS/CL/H</p> <p>Create a checklist for families that may include</p> <p>trauma and ACES?</p> <p>financial resources (due to covid19)</p> <p>continued support for parent as teachers including technology instruction support.</p> <p>Gather resources for technology families may require for CL</p> <p>WIFI/and devices</p> <p>CL/H</p> <p>Establish expectations and guidelines for participation and progress monitoring.</p> <p>Include LRE Studyhalls for students who may need access to wifi and additional assistance.</p>
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					and responsibilities of IDEA remain the same and must be followed.	contact and communication.
C. ENSURE EQUITY FOR ENGLISH LEARNERS.						
	C-1. Ensure English learners and their families have access to communications and distance learning materials.	X	X	X	<input type="checkbox"/> Determine how English learners will access communications: <ul style="list-style-type: none"> <input type="checkbox"/> Post communication in languages aligned to family needs, <input type="checkbox"/> Post in multiple methods (e.g., phone calls, text messages, parent portal, Facebook, Twitter), and <input type="checkbox"/> Use translation software. <input type="checkbox"/> Determine how English learners will access print materials: <ul style="list-style-type: none"> <input type="checkbox"/> Provide translated distance learning materials (e.g., language features of Read and Write for Google, recorded) and ● Provide translation/language supports through scheduled virtual “homework” sessions. 	<input type="checkbox"/> OS/CL/H <input type="checkbox"/> Post communications in languages required. Provide interpreters and access to online programs in language needed. Schedule/provide access to ELL teachers in Google Meets. Provide additional technology guidance and support to translation tools and programs. LRE Study hall
	C-2. Establish methods for delivering instruction to support English learners.	X	X		<input type="checkbox"/> Determine how English learners will be engaged in distance learning. Consider: <ul style="list-style-type: none"> <input type="checkbox"/> Providing additional language supports to English learners through cultural liaisons (i.e., provide a range of language supports including such things as: interpretation and translation, advising, 	<input type="checkbox"/> OS/CL/H Try to contact another district (Clarke) to collaborate with them with online resources.

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					<p>and cultural navigation with staff and families) and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offering distance learning in multiple languages based on student and family needs. <input type="checkbox"/> Plan protected time for Language Instruction Education Program. 	
					<ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities that increase connection with families and learners. Consider the following: <ul style="list-style-type: none"> <input type="checkbox"/> Checking in with students more frequently, <input type="checkbox"/> Providing more opportunities for teacher feedback, <input type="checkbox"/> Providing continued opportunities for extra-curricular connections, <input type="checkbox"/> Engaging in school-community collaborations that support access and engagement, and <input type="checkbox"/> Providing additional teacher-lead sessions/opportunities for homework/independent practice. 	<p>OS/CL/H</p> <p>Create a checklist/process of communication methods and frequencies of interaction with students. Make them increasing in contact. ex Google Meet Email Phone Call In person visit.</p> <p>CL/OS/H</p> <p>Create a mentoring sessions with smaller groups perhaps more student led (ex hs w/upper elementary) or community members w/hs/ms</p> <p>Provide parent/student technology</p>

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						support/classes on how to access.
E. ENSURE EQUITY FOR GIFTED AND TALENTED						
E-1. Ensure the SEBH needs of gifted and talented learners are addressed.	X	X			<ul style="list-style-type: none"> <input type="checkbox"/> Provide learning opportunities and communication that sets a calm reassuring tone: <ul style="list-style-type: none"> <input type="checkbox"/> Engage learners in the formative assessment process by having them help develop goals and expectations, engaging in the feedback cycle and recognizing accomplishments; and <input type="checkbox"/> Provide opportunity to recognize feeling and provide affirmations. <input type="checkbox"/> Develop clear schedules and expectations. <input type="checkbox"/> Consider how to support personalized education plans for identified gifted students. <input type="checkbox"/> See the Iowa Academic Standards and SEBH sections for additional considerations. 	<ul style="list-style-type: none"> <input type="checkbox"/> CL/OS/H continue PD on BIST language, Peace corners, ACES and trauma informed
E-2. Establish accelerated/enriched learning opportunities.	X	X			<ul style="list-style-type: none"> <input type="checkbox"/> Extend project based/experiential learning opportunities through pacing, depth, and complexity. <input type="checkbox"/> Involve families in goal planning and development of enrichment opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Have a syllabus/rubric with expectation available to students and parents ahead of time. <input type="checkbox"/> Continue with online meets and videos to establish procedures and expectations.

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Return-to-Learn Companion Support Document

7. Data Considerations

The table below includes recommended data to monitor that would enable districts to make informed data-based decisions throughout the development and implementation of the Return-to-Learn Plan.

Table 7. Data Considerations.

Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making	Team Notes
1. Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> [Action Plan status data]. <input type="checkbox"/> Leadership team meetings; evidence of data used at meetings to inform actions. <input type="checkbox"/> Number and content of communications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the data to inform the following questions: <ul style="list-style-type: none"> <input type="checkbox"/> Is the plan being implemented as intended? <input type="checkbox"/> Is the representative DLT reviewing/using data to make informed decisions? <input type="checkbox"/> Are communications efficient/effective? 	<ul style="list-style-type: none"> <input type="checkbox"/>
2. Infrastructure	<ul style="list-style-type: none"> <input type="checkbox"/> [Resources and Needs Survey data] to determine both the current status of, and efficacy of addressing, the below needs: <ul style="list-style-type: none"> <input type="checkbox"/> Technology (e.g., accessibility, adaptive tech needs). These data will be referred to in the following areas: Iowa Academic Standards and Equity. <input type="checkbox"/> Basic Needs and Social Supports (e.g., food insecurity, shelter, social supports). These data will be referred to in the area of Social-Emotional-Behavioral Health. <input type="checkbox"/> Health and Safety needs while ensuring privacy (e.g., health conditions that prevent attendance at brick/mortar school). These 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the data to inform the following questions: <ul style="list-style-type: none"> <input type="checkbox"/> What are the technology and basic needs of the teachers, staff, students, and families within our district? Are we effectively addressing those needs? <input type="checkbox"/> Which delivery model are we best able to support based on the Resources and Needs survey? <input type="checkbox"/> What are the professional development needs of our 	<ul style="list-style-type: none"> <input type="checkbox"/>

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	<p>data will be referred to in the area of Health and Safety.</p> <ul style="list-style-type: none"> ❑ Instructional Support needs (e.g., family instructional resources needed, student accommodations/modifications needed). These data will be referred to in the following areas: Iowa Academic Standards and Equity. ❑ Professional Development (e.g., professional development needs of teachers/staff such as using appropriate technology, privacy/FERPA, mitigation strategies and so on). ❑ Number of meals prepped/served. ❑ Number of technology solutions identified and addressed (e.g., hotspots purchased and delivered, laptops delivered). ❑ Training efficacy data. 	<p>teachers/staff? Are we effectively meeting the learning needs of our teachers/staff?</p>	
<p>3. Health and Safety</p>	<ul style="list-style-type: none"> ❑ [Mitigation survey] to determine and follow number needed/district access to: <ul style="list-style-type: none"> ❑ PPE and ❑ Appropriate cleaning supplies. ❑ [Resources and Needs Survey: Health and Safety] to determine: <ul style="list-style-type: none"> ❑ Number and percentage of teachers/staff/students with health needs contacted and supported (adhering to privacy laws) and ● Number and percentage of—and reason for—student absences for those absent due to health for more than two days and number 	<ul style="list-style-type: none"> ❑ Use the data to inform the following questions: <ul style="list-style-type: none"> ● Do we have the PPE and cleaning supplies needed to keep our teachers, staff, students, and families safe/healthy? ● Are we identifying teachers/students who need support—and providing that support—in a timely manner? ● Are we implementing mitigation strategies effectively across the district in 	<ul style="list-style-type: none"> ❑

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	<p>of family contacts to determine support needed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementation fidelity of health protocols (e.g., encounter data related to health office visits where students were returned back to class, those who were sent home and students who required emergency services related to student health needs). <input type="checkbox"/> Communication log of interactions with local public health and IDPH (e.g., PPE needs, health risks). 	<p>order to minimize health/safety?</p> <ul style="list-style-type: none"> • Are we appropriately informing community health of any risks or potential needs within our district? 	
<p>4. Iowa Academic Standards/ Learning Requirements</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: <ul style="list-style-type: none"> <input type="checkbox"/> Number and type of technology needs across teachers/staff, students, and families; and <input type="checkbox"/> Number and type of instructional resources needed for families. <input type="checkbox"/> Documentation that instructional support has been provided to students and families. <input type="checkbox"/> Historical academic early warning system data: <ul style="list-style-type: none"> <input type="checkbox"/> Universal screening data (e.g., FastBridge, MAP, ISASP), <input type="checkbox"/> Grades (e.g., letter grades, standards-based grading, courses with high number of students struggling), and <input type="checkbox"/> Credit accrual (e.g., course failures, students graduating in four years? Five years?) <input type="checkbox"/> “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> <input type="checkbox"/> New collection of universal screening data, 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the data to inform the following questions: <ul style="list-style-type: none"> <input type="checkbox"/> Are we providing the technology supports needed to support teachers/staff to teach, students to learn, and families to support their child(ren)? <input type="checkbox"/> Are we providing the instructional supports needed across families? <input type="checkbox"/> What do historical academic learning data indicate about where each and all students were at in their learning when schools were closed due to COVID-19? <input type="checkbox"/> Were at least 80% of students on track to achieve proficiency on 	<ul style="list-style-type: none"> <input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments from curriculum materials, and <input type="checkbox"/> Locally-developed common formative assessment. 	<p>grade-level Iowa Academic Standards?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Were at least 80% of students on track to have “passing” or “satisfactory” grades? <input type="checkbox"/> Were at least 90% of students earning enough credit to be on track to graduate in four years? <p><input type="checkbox"/> What do “pre-assessment” data indicate about current learning needs for each and all students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic Standards at the beginning of the school year? 	
<p>5. Social-Emotional-Behavioral Health (SEBH)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>[Resources and Needs Survey: Basic Needs and Social Support]</i> to determine: <ul style="list-style-type: none"> <input type="checkbox"/> Number of teachers/staff, students, and families with basic and social support needs; <input type="checkbox"/> Number/percent of meals prepped and provided to families in need; and <input type="checkbox"/> Number/percent of students contacted beyond course work (Student Interaction Tracker). <input type="checkbox"/> Historical attendance and SEBH data warning system data: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance (e.g., full days missed, tardies, chronic absenteeism) and 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the data to inform the following questions: <ul style="list-style-type: none"> <input type="checkbox"/> Do at least 95% of teachers/staff, students, and families have access to supports to meet basic and social support needs? <input type="checkbox"/> Are at least 95% of students/families that need it provided daily meals? <input type="checkbox"/> Are at least 95% of students contacted weekly for purposes beyond academic needs? 	<ul style="list-style-type: none"> <input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="checkbox"/> SEBH (e.g., major and minor referrals, local screening tools). <input type="checkbox"/> “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance the first two weeks of school in the 2020-2021 school year (e.g., full days missed, tardies, chronic absenteeism) and <input type="checkbox"/> SEBH data the first two weeks of school in the 2020-2021 school year (e.g., major and minor referrals, local screening tools). 	<ul style="list-style-type: none"> <input type="checkbox"/> What do historical attendance and SEBH data indicate about where each and all students were at in their status when schools were closed due to COVID-19? <ul style="list-style-type: none"> <input type="checkbox"/> Were at least 95% of students attending regularly (i.e., not chronically absent)? <input type="checkbox"/> Did at least 80% of students have zero to one major behavior incident(s) (ODR/BIR) for the whole school year? <input type="checkbox"/> What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> <input type="checkbox"/> Are at least 95% of students attending regularly (i.e., not chronically absent), taking into consideration the delivery model and attendance within that delivery model? <input type="checkbox"/> Do at least 80% of students have zero to one major behavior incident(s) (ODR/BIR) in the first two weeks of the school year? 	
<p>6. Equity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the data to inform the following questions: 	<ul style="list-style-type: none"> <input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Number and type of student adaptive technology needs and <input type="checkbox"/> Number and type of adapted/modified instructional resources needed for students. <input type="checkbox"/> Documentation that instructional support has been provided to students and families. <input type="checkbox"/> Historical academic early warning system data: <ul style="list-style-type: none"> <input type="checkbox"/> Universal screening data (e.g., FastBridge, MAP, ISASP), <input type="checkbox"/> Grades (e.g., letter grades, standards-based grading, progress on goals, student artifacts), and <input type="checkbox"/> Credit accrual (e.g., course failures, students graduating in four years? Five years?). <input type="checkbox"/> “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> <input type="checkbox"/> New collection of universal screening data, <input type="checkbox"/> Assessments from curriculum materials, <input type="checkbox"/> Above-level assessments, and <input type="checkbox"/> Locally-developed common formative assessment and progress monitoring of goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are we providing the adaptive technology needed to support student access to and progress in Iowa Academic Standards and learning expectations? <input type="checkbox"/> Are we providing the adapted/modified instructional supports needed for students? <input type="checkbox"/> What do historical academic learning data indicate about where each and all students were at in their learning when schools were closed due to COVID-19? <input type="checkbox"/> Were at least 80% of students on track to achieve proficiency on grade-level Iowa Academic Standards/essential elements? <input type="checkbox"/> Were at least 80% of students on track to have “passing” or “satisfactory” grades? <input type="checkbox"/> Were at least 90% of students earning enough credit to be on track to graduate on time? <input type="checkbox"/> What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> <input type="checkbox"/> Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic 	
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		Standards at the beginning of the school year?	
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Additional Guidance

For additional COVID-19 guidance and information, please visit the Department’s [COVID-19 webpage](#) and/or the [Return-to-Learn Support Google Site](#).

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