

Roland-Story Community School District
Return to Learn Plan



2022-2023

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OPENING STATEMENT

The heart of our work at Roland-Story Schools is being true to our core values: serving others, valuing people, teamwork, leading with character, committing to excellence, and enjoying the journey. With these guideposts, we are committed to always delivering what's best for students and keeping a clear focus on our main priority of providing high-quality learning for all.

In March 2020, Roland-Story closed its school buildings to in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of that spring semester, students engaged in remote learning throughout the district. While not an ideal situation, as a school we navigated multiple challenges finding new ways to meet the basic physical, social-emotional, and learning needs of students and families during this unprecedented time.

The purpose of the Roland-Story Return-to-Learn Plan, as outlined in this document, is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe. We cannot always accurately predict the future challenges that may impact how our schools provide instruction, but it is critically important to be responsive to a variety of public health restrictions that may be in place in the future. We must be prepared to provide high-quality instruction regardless of the challenges or delivery model required at any given time.

This Return-to-Learn Plan is based on available public health information at the time of its creation, and will be adjusted when needed to accomplish our stated goals.

SCHOOL DISTRICT MISSION AND CORE VALUES

Mission: Building a foundation of lifetime learning for our students, families, and communities.

Core Values:

We believe...

- people are the priority.
- in passionately pursuing learning.
- in humbly serving others.
- in consistently committing to excellence.
- in communicating, collaborating, and connecting.
- in being leaders with character.
- in the power of positivity.
- in focusing on the journey, not the destination.

DISTRICT CONTACTS

Matt Patton	Superintendent	mpatton@roland-story.k12.ia.us
Adam Hubert	Finance Director & Board Secretary	ahubert@roland-story.k12.ia.us
Lacy Lake	Human Resource Director	llake@roland-story.k12.ia.us
Michelle Soderstrum	Curriculum, Assessment, & Learning	msoderstrum@roland-story.k12.ia.us
Eric Padget	Technology Coordinator	epadget@roland-story.k12.ia.us
Jen Duerkes	Food Service Director	jduerkes@roland-story.k12.ia.us
Jeff Wellik	Transportation Director	jwellik@roland-story.k12.ia.us
Mike Steenhagen	Maintenance Director	msteeenhagen@roland-story.k12.ia.us
Brandi Rahto	School Nurse	brahto@roland-story.k12.ia.us
Kristin Greenfield	School Nurse	kgreenfield@roland-story.k12.ia.us

ON-SITE LEARNING

On-Site Learning is defined as a traditional in-person educational delivery model with enhanced, but reasonable, safety and cleaning routines intended to help minimize the spread of infectious diseases such as the coronavirus.

Leadership & Infrastructure

Leadership Guidance: District leadership will continually seek guidance from the Iowa Department of Public Health (IDPH) and the Iowa Department of Education (DE) regarding efforts to maintain a healthy and safe school environment for students, staff and families.

The goal is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe. Even in an On-Site Learning delivery model, it is possible that students and staff may be restricted from attending school for extended periods of time due to specific health conditions or exposure to others who have tested positive for COVID-19. These situations will be handled individually on a case-by-case basis to ensure learning and teaching continue until they can safely return to school and in-person learning.

Health & Safety

Face Coverings: Iowa HF 847, signed by Governor Reynolds on May 20, 2021, prohibits a school district from adopting or enforcing a policy that requires employees, students, or the public to wear a mask while on school property. As such, masks must be optional for students, teachers, and visitors.

The CDC issued an Order effective February 1, 2021, imposing a requirement for persons to wear masks while on public transportation conveyances. In its Frequently Asked Questions document accompanying the Order the CDC indicates that “passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in the CDC’s Order.”

Disposable single-use masks will be available in each office and on school buses for student, staff, and visitor use.

Temperature Checks: We recommend that all students and staff check their temperature at home prior to coming to school. If a student or staff member has a temperature of 100.0 or greater, without a fever reducer, they should stay home and contact their local doctor for advice. Students and staff must be fever-free (<100.0), without fever-reducing medicine, for 24 hours before returning to school. Roland-Story personnel will not be checking all student temperatures daily, but will continue to check the temperatures of anyone who feels or appears ill.

Testing Positive for COVID-19: According to the Iowa Department of Public Health, when a student or staff member tests positive for COVID-19 they can return to normal activities after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- Other symptoms of COVID-19 are improving*

**Loss of taste or smell may persist for weeks after recovery and need not delay the end of isolation.*

All other sick students, teachers, or other staff members should stay home in accordance with existing school procedures, generally until 24 hours after their symptoms resolve.

Exposure to Someone Testing Positive for COVID-19: Based on the most recent guidance from the Iowa Department of Public Health, students and staff will not be required to quarantine when exposed to a COVID positive person. IDPH has adjusted COVID-19 surveillance to follow the influenza model; state case investigation and tracing efforts for COVID-19 now focus on outbreaks and vulnerable populations.

Hand Sanitizer & Touch-Free Stations: Hand sanitizer will be available in each classroom, lunchroom, school bus, and office. Multiple touch-free hand sanitizer stations will be installed in high traffic areas in each building.

Facility Cleaning: The custodial staff will regularly clean frequently touched surfaces (sinks/faucets, door handles, water bottle fillers, toilets, etc.) with products approved to reduce the transmission of viruses. Classroom desks and chairs will be disinfected regularly while school is in session.

Nurse's Office: The school nurse will follow the current guidelines established by the Iowa Department of Public Health (IDPH) and the Story County Public Health Department when working with potentially ill students or staff. This may include the use of face shields, KN95 masks, gloves, and gowns. The nurse's office will be stocked with necessary Personal Protective Equipment (PPE), and thoroughly disinfected after attending to each ill student.

Transportation: When possible, we encourage families to transport students to and from school in personal vehicles to protect their own children from possible COVID-19 exposure, but also to allow for greater physical distancing on school buses.

Hand sanitizer will be available on all school buses. Buses will be cleaned regularly with a focus on frequently touched surfaces (door handles, windows, seats) with products approved to reduce the transmission of viruses.

Food Service: Modifications will be made to serving routines to limit student contact with utensils. Additional staff may be hired at some buildings to increase the frequency of cleaning.

Staff Training: In 2020 all Roland-Story staff were required to take a course on Creating and Implementing a Culture of Preventative Health and Wellness. This AEA course will focus on the most effective practices for hand hygiene, cough/sneeze etiquette, physical distancing, and face coverings. The course will specifically emphasize strategies for reducing the spread of COVID-19.

Iowa Academic Standards

Assessments: Universal screeners and formative assessments will be used to determine reading comprehension, reading fluency, and math skills at the elementary and middle school levels. Through academic content meetings and grade-level transition meetings at all levels, we will identify essential learning that may have been missed during the school closure period and develop plans to reteach needed concepts.

Curriculum: Traditional scope and sequence curriculum plans may be adjusted to provide for reteaching. Development of revised plans will be determined by grade level and content Professional Learning Communities (PLCs) on a unit-by-unit basis.

Utilize The New Teacher Project (TNTP) Learning Acceleration Guide when and where necessary.

Social Emotional Behavioral Mental Health

Student Social-Emotional Health: The CoVitality social-emotional health screener will be administered early in the school year to assess the social-emotional needs of students in grades 4-12. The results of this screener will be disseminated to staff in each building. Plans will be developed to address building-level concerns, and students who need additional support will be connected to available resources including school counselors, Youth and Shelter Services (YSS), Area Education Agency (AEA) professionals, and the district-provided professional mental health therapist.

Plans for individual students may include check-in/check-out with building counselors or specific teachers. Guidance lessons on social-emotional learning will be provided by building counselors at the elementary and middle school.

Staff Mental Health Training: Based on screening or survey data, professional development may be provided to staff on specific student mental health needs at any given time.

Equity & Special Services

Even in an On-Site Learning delivery model, it is possible that some students may be restricted from attending school for extended periods of time due to specific health conditions. These situations will be handled individually on a case-by-case basis to ensure learning and teaching continue until they can safely return to school and in-person learning.

REMOTE CONTINUOUS LEARNING

Remote Continuous Learning is defined as remote learning, primarily delivered online on district-provided technology devices and supplemented with printed hard-copy materials distributed directly to students. This delivery model may be utilized when public health officials or governmental agencies order schools closed to minimize the spread of infectious diseases such as the coronavirus.

Remote Continuous Learning is completed remotely and will include a combination of synchronous and asynchronous learning activities. Synchronous learning is an approach where teachers and students are online at the same time with a set schedule. The teacher provides direct instruction, learning resources, supports, and tasks through Canvas or Google during the set class time. Asynchronous learning is an approach where teachers and students are not online at the same time. The teacher provides learning resources and tasks in Canvas or Google. Students access learning and tasks at a time that works for their family.

Leadership & Infrastructure

Leadership Guidance: District leadership will continually seek guidance from the Iowa Department of Public Health (IDPH) and the Iowa Department of Education (DE) regarding efforts to maintain a healthy and safe school environment for students, staff and families.

While our goal is to provide in-person learning to the greatest extent possible, it is conceivable that officials may order schools closed, as was the case in the last quarter of the 2019-2020 school year. In these situations, students may be restricted from school buildings and in-person learning for extended periods of time.

Student Devices: All K-12 students will be issued technology devices. Chromebooks in grades 3-12 and iPads in grades K-2.

Internet Access: In an effort to prepare for the possibility of a Remote Continuous Learning delivery model in the future, the district has taken significant steps to determine specifically which students have access to the internet at home. We feel confident that we know by name and address exactly who has this service and who does not. The district will work with each family to either provide them with internet access or other means of equitably accessing high-quality educational opportunities. If accessing the internet is simply not possible, flash drives and paper packets will be delivered to students that contain the appropriate learning materials for the week.

One option that is currently available to all staff and students is the free outdoor Wi-Fi available near and around each school building. Anyone needing access to the internet may use this free Wi-Fi signal. We fully realize that not all students have consistent access to transportation to get to a school facility to access this free Wi-Fi, but this is just one of several available options to overcome this challenge in a Remote Continuous Learning scenario.

Learning Management Systems: Roland-Story Community School District will use Canvas and Google as the primary Learning Management Systems (LMS) to facilitate remote continuous learning. Other technology applications may be used by individual teachers to support and enhance learning opportunities and provide students with regular feedback.

What Students and Families Can Expect:

- attendance to be taken
- a regular schedule
- daily learning expectations
- direct instruction and collaboration
- independent learning activities
- regular feedback and grading

Staff Expectations: Unlike the situation in the fourth quarter of the 2019-2020 school year, where most staff were kept from entering school buildings, teachers and other staff will regularly be on-site in school buildings to plan, prepare, and provide instruction and learning opportunities for students. During any future school closure and Remote Continuous Learning situation teachers and other staff will be considered critical workers. Staff health and safety will be of utmost importance when they are on-site at school buildings. Appropriate physical distancing and face coverings will be required for all staff when they are not alone in their classrooms or offices. Teachers being at school allows them to have full access to a variety of learning tools. This includes, but is not limited to; science equipment, textbooks, whiteboards, math manipulatives, and reading books. Being on-site also allows them to have access to other staff members who may be instrumental in supporting remote continuous learning opportunities

We realize that this expectation may create childcare challenges for some of our staff. Because of this, the district plans to provide childcare services at one or more of our school buildings specifically for staff members who may need this support.

Health & Safety

Facility Cleaning: During any school closure period that results in Remote Continuous Learning each building will be thoroughly cleaned and sanitized.

Food Service: As was the case for the school closure during the fourth quarter of the 2019-2020 school year, Roland-Story will provide sack lunches for students and families in accordance with United States Department of Agriculture (USDA) guidelines. The USDA and the Iowa Bureau of Nutrition and Health Services determine the location of approved pick-up sites, the delivery options available for each school based on a matrix and series of data points. While the exact details for any school sack lunch program will be determined at the time of an ordered school closure, we will support the food needs of students and families as needed.

Transportation: To the extent possible, transportation services will be utilized to deliver sack lunches directly to student's homes. Transportation services may also be utilized to deliver flash drives and paper packets directly to student's homes should that be necessary.

Staff Training: In 2020 all Roland-Story staff were required to take a course on Creating and Implementing a Culture of Preventative Health and Wellness. This AEA course will focus on the most effective practices for hand hygiene, cough/sneeze etiquette, physical distancing, and face coverings. The course will specifically emphasize strategies for reducing the spread of COVID-19.

Iowa Academic Standards

Assessments: FastBridge assessments will be administered remotely to monitor student progress. If required, the Iowa Statewide Assessment of Student Progress (ISASP) tests will be administered in accordance with Department of Education guidelines.

Teacher summative assessments will be limited to maximize instructional time. Assessments may be accomplished through remote 1:1 student/teacher sessions, small group sessions, and/or video or audio recording of student performance. The goal is to maximize direct teacher feedback and assessment of student skill acquisition, not the memorization of content. Teacher training in these types of assessments may be necessary.

Curriculum: Traditional scope and sequence curriculum plans will be adjusted to provide for the challenges of a remote learning environment. Development of revised plans will be determined by grade level and content Professional Learning Communities (PLCs) on a unit-by-unit basis.

Teacher Professional Learning: Teacher Professional Learning Communities (PLCs) will continue to meet regularly to plan instruction with a specific focus on providing equity to students with special needs. Traditional scope and sequence curriculum plans may be adjusted to provide for reteaching or acceleration. Development of revised plans will be determined by grade level and content PLCs on a unit-by-unit basis.

Professional development will be provided to support teachers in using the required online learning platforms (Google and Canvas) as needed. Professional development will also be provided for teachers in delivering live online and/or recorded direct instruction. Teachers will continue to be provided individual Teacher Quality (TQ) learning opportunities to meet the unique needs of a remote learning environment.

Social Emotional Behavioral Mental Health

Student Social-Emotional Health: The CoVitality social-emotional health screener will be administered (remotely) early in the school year to assess the social-emotional needs of students in grades 4-12. Online connectedness surveys may also be administered with parental support. The results of these assessments will be disseminated to staff in each building. Plans will be developed to address building-level concerns, and students who need additional support will be connected to available resources including school counselors, Youth and Shelter Services (YSS), Area Education Agency (AEA) professionals, and the district-provided professional mental health therapist.

Plans for individual students may include a remote check-in/check-out with building counselors or specific teachers. Counselors will distribute self-care strategies to all students and follow up with those students that have the greatest need for support.

Data will be collected on each student's participation in remote learning opportunities and how well they are connecting with their teachers. Counselors and principals will follow-up with students and families who appear to be disconnected.

Staff Social-Emotional Health: The mental health needs of staff will be assessed through surveys. If necessary, mental health support will be provided to staff.

Staff Mental Health Training: Based on screening or survey data, professional development may be provided to staff on specific student mental health needs at any given time.

Equity & Special Services

Technology Support: All K-12 students will be issued technology devices. Chromebooks in grades 3-12 and iPads in grades K-2. To the greatest extent possible internet access will be provided to all students. In addition, the district may need to provide some students with assistive technology to appropriately access learning. These situations will be provided for on a case-by-case basis.

When and where needed, the district will provide students and parents additional support and training on how to use the technology to effectively access learning opportunities. This may require special education teachers, English language teachers, teacher associates, or the district technology coordinator to work directly with individual students or families.

At the elementary school it may be necessary for teachers to have access to student devices to load specific applications and programs prior to distributing them to students for use at home.

As needed, teacher associates will be provided laptop computers to support their work with individual students.

Communication Support: When possible, IEP meetings for special education students and PEP meetings for talented and gifted students will happen through video conferencing tools (Zoom and Google). Translation services will be provided for English language learners as needed. Frequent communication between parents and staff will be critical in determining if the educational tools being used are effective. When they are not, school staff will adjust accordingly to ensure learning is happening for all students.

Accommodations, Modifications, and Progress Monitoring: While some student IEPs may need to be amended in a Remote Continuous Learning situation, providing students with all accommodations, modifications, and progress monitoring is the goal. Virtual meetings, screen sharing, learning packets, and when possible parent help may be needed to ensure these things continue and are effective in serving their purpose.

It is also possible that staff could meet with students in person from time-to-time if physical distancing can be maintained and necessary health precautions take place.

Staff Training: Teacher and support staff may need training on specific technology tools to make sure learning is accessible for all students. The district will provide training and access to training through the Area Education Agency (AEA) when needed.

HYBRID LEARNING

Hybrid Learning is defined as a combination of Remote Continuous Learning and traditional On-Site Learning. These methods may be combined by offering some students services on-site at different times, or choosing which groups of students get each delivery method based on need. This delivery model may be utilized when public health officials or governmental agencies order schools to limit the number of students at school at any given time to minimize the spread of infectious diseases such as the coronavirus. A guiding principle of this delivery model is that students identified as most in need of support should attend school most frequently.

Leadership & Infrastructure

Leadership Guidance: District leadership will continually seek guidance from the Iowa Department of Public Health (IDPH) and the Iowa Department of Education (DE) regarding efforts to maintain a healthy and safe school environment for students, staff and families.

While our goal is to provide in-person learning to the greatest extent possible, it is conceivable that officials may order schools limited to 50% capacity to reduce the spread of COVID-19.

Student Devices: All K-12 students will be issued technology devices. Chromebooks in grades 3-12 and iPads in grades K-2.

Internet Access: In an effort to prepare for the possibility of a Hybrid Learning delivery model in the future, the district has taken significant steps to determine specifically which students have access to the internet at home. We feel confident that we know by name and address exactly who has this service and who does not. The district will work with each family to either provide them with internet access or other means of equitably accessing high-quality educational opportunities. If accessing the internet is simply not possible, flash drives and paper packets will be delivered to students that contain the appropriate learning materials for the week.

One option that is currently available to all staff and students is the free outdoor Wi-Fi available near and around each school building. Anyone needing access to the internet may use this free Wi-Fi signal. We fully realize that not all students have consistent access to transportation to get to a school facility to access this free Wi-Fi, but this is just one of several available options to overcome this challenge in a Hybrid Learning scenario.

Learning Management Systems: Roland-Story Community School District will use Canvas and Google as the primary Learning Management Systems (LMS) to facilitate Hybrid Learning. Other technology applications may be used by individual teachers to support and enhance learning opportunities and provide students with regular feedback.

What Students and Families Can Expect:

- attendance to be taken
- a regular schedule
- daily learning expectations
- direct instruction and collaboration
- independent learning activities
- regular feedback and grading

Student Schedules: Students will be scheduled two days/week to be on-site for in-person learning and two days/week for remote learning. These schedules will be established with a focus on making sure all members of a family/household are on the same on-site/remote learning schedule. Maintaining a consistent schedule will allow parents to effectively plan for family childcare and transportation needs.

Special priority will be given to those students who may need additional support to be successful in a hybrid learning environment. In some cases, students with Individual Education Plans (IEPs), 504 plans, or English language challenges may attend on-site learning opportunities four or five days/week. These decisions will be made on a case-by-case basis with significant input from the parents of these students.

Staff Expectations: A Hybrid Learning model requires teachers to provide both in-person instruction to some students and online instruction to other students simultaneously each week. This creates additional work and unique challenges for teachers. Since this would be yet another unprecedented experiment for our education system, modifications and changes could be common in this approach as details are ironed out and effective processes are established.

All staff will be on-site in their respective school buildings for their typical work hours each week. Four days each week students will be present at school and in-person instruction will be provided. One day each week will be used specifically for professional development and for teachers to plan and create online learning content for the students who are participating at home two days/week.

We realize that a Hybrid Learning may create childcare challenges for some of our staff. Because of this, the district plans to provide childcare services at one or more of our school buildings specifically for staff members who may need this support.

Visitors: Visitors will be discouraged in all school buildings and limited to just those having a direct educational or social-emotional benefit to students.

Health & Safety

Face Coverings: Iowa HF 847, signed by Governor Reynolds on May 20, 2021, prohibits a school district from adopting or enforcing a policy that requires employees, students, or the public to wear a mask while on school property. As such, masks must be optional for students, teachers, and visitors.

The CDC issued an Order effective February 1, 2021, imposing a requirement for persons to wear masks while on public transportation conveyances. In its Frequently Asked Questions document accompanying the Order the CDC indicates that “passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in the CDC’s Order.”

Disposable single-use masks will be available in each office and on school buses for student, staff, and visitor use.

Temperature Checks: We recommend that all students and staff check their temperature at home prior to coming to school. If a student or staff member has a temperature of 100.0 or greater, without a fever reducer, they should stay home and contact their local doctor for advice. Students and staff must be fever-free (<100.0), without fever-reducing medicine, for 24 hours before returning to school. Roland-Story personnel will not be checking all student temperatures daily, but will continue to check the temperatures of anyone who feels or appears ill.

Physical Distancing: Since the intent of a Hybrid Learning model is to limit person-to-person contact and reduce the spread of COVID-19, we will provide for physical distancing to the greatest extent possible while students and staff are in school buildings. This may include increased spacing for desks in classrooms, additional lunch shifts, assigned seating on school buses, limited use of playground equipment, scheduled use of hallways and restrooms.

Testing Positive for COVID-19: According to the Iowa Department of Public Health, when a student or staff member tests positive for COVID-19 they can return to normal activities after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- Other symptoms of COVID-19 are improving*

**Loss of taste or smell may persist for weeks after recovery and need not delay the end of isolation.*

All other sick students, teachers, or other staff members should stay home in accordance with existing school procedures, generally until 24 hours after their symptoms resolve.

Exposure to Someone Testing Positive for COVID-19: Based on the most recent guidance from the Iowa Department of Public Health, students and staff will not be required to quarantine when exposed to a COVID positive person. IDPH has adjusted COVID-19 surveillance to follow the influenza model; state case investigation and tracing efforts for COVID-19 now focus on outbreaks and vulnerable populations.

Hand Sanitizer & Touch-Free Stations: Hand sanitizer will be available in each classroom, lunchroom, school bus, and office. Multiple touch-free hand sanitizer stations will be installed in high traffic areas in each building.

Facility Cleaning: The custodial staff will regularly clean frequently touched surfaces (sinks/faucets, door handles, water bottle fillers, toilets, etc.) with products approved to reduce the transmission of viruses. Classroom desks and chairs will be disinfected regularly while school is in session.

Nurse's Office: The school nurse will follow the current guidelines established by the Iowa Department of Public Health (IDPH) and the Story County Public Health Department when working with potentially ill students or staff. This may include the use of face shields, KN95 masks, gloves, and gowns. The nurse's office will be stocked with necessary Personal Protective Equipment (PPE), and thoroughly disinfected after attending to each ill student.

Transportation: When possible, we encourage families to transport students to and from school in personal vehicles to protect their own children from possible COVID-19 exposure, but also to allow for greater physical distancing on school buses.

Hand sanitizer will be available on all school buses. Buses will be cleaned regularly with a focus on frequently touched surfaces (door handles, windows, seats) with products approved to reduce the transmission of viruses.

Food Service: Modifications will be made to serving routines to limit student contact with utensils. Additional staff may be hired at some buildings to increase the frequency of cleaning.

Staff Training: In 2020 all Roland-Story staff were required to take a course on Creating and Implementing a Culture of Preventative Health and Wellness. This AEA course will focus on the most effective practices for hand hygiene, cough/sneeze etiquette, physical distancing, and face coverings. The course will specifically emphasize strategies for reducing the spread of COVID-19.

Iowa Academic Standards

Assessments: FastBridge assessments will continue to be administered to monitor student progress. If required, the Iowa Statewide Assessment of Student Progress (ISASP) tests will be administered in accordance with Department of Education guidelines.

Teacher summative assessments will be limited to maximize instructional time. Assessments may be accomplished through remote 1:1 student/teacher sessions, small group sessions, and/or video or audio recording of student performance. The goal is to maximize direct teacher feedback and assessment of student skill acquisition, not the memorization of content. Teacher training in these types of assessments may be necessary.

Curriculum: Traditional scope and sequence curriculum plans will be adjusted to provide for the challenges of a hybrid learning environment. Development of revised plans will be determined by grade level and content Professional Learning Communities (PLCs) on a unit-by-unit basis.

Teacher Professional Learning: Teacher Professional Learning Communities (PLCs) will continue to meet (in-person) regularly to plan instruction with a specific focus on providing equity to students with special needs. Traditional scope and sequence curriculum plans may be adjusted to provide for reteaching or acceleration. Development of revised plans will be determined by grade level and content PLCs on a unit-by-unit basis.

Professional development will be provided (in-person) to support teachers in using the required online learning platforms (Google and Canvas) as needed. Professional development will also be provided for teachers in delivering live online and/or recorded direct instruction. Teachers will continue to be provided individual Teacher Quality (TQ) learning opportunities to meet the unique needs of a remote learning environment.

Social Emotional Behavioral Mental Health

Student Social-Emotional Health: The CoVitality social-emotional health screener will be administered early in the school year to assess the social-emotional needs of students in grades 4-12. The results of this screener will be disseminated to staff in each building. Plans will be developed to address building-level concerns, and students who need additional support will be connected to available resources including school counselors, Youth and Shelter Services (YSS), Area Education Agency (AEA) professionals, and the district-provided professional mental health therapist.

Plans for individual students may include check-in/check-out with building counselors or specific teachers. Guidance lessons on social-emotional learning will be provided by building counselors at the elementary and middle school.

Staff Social-Emotional Health: The mental health needs of staff will be assessed through surveys or exit tickets at professional development opportunities. If necessary, mental health support will be provided to staff.

Staff Mental Health Training: Based on screening or survey data, professional development may be provided to staff on specific student mental health needs at any given time.

Equity & Special Services

In a Hybrid Learning situation it is the district's intention to prioritize students who may need special or additional educational services and allow them to attend school in-person four or five days each week. This should eliminate the need to implement many of the Remote Continuous Learning protocols.

In this scenario it is possible that students may be restricted from attending school for extended periods of time due to specific health conditions or exposure to others who have tested positive for COVID-19. These situations will be handled individually on a case-by-case basis to ensure learning continues until that student can safely return to school and in-person learning.

When possible, IEP meetings for special education students, and PEP meetings for talented and gifted students, will happen through video conferencing tools (Zoom and Google).

RESOURCES

Leadership & Infrastructure

Iowa Department of Education & Area Education Associations (AEAs)

[Department of Education COVID-19 Guidance & Information](#)

[Iowa Return-to-Learn Guidance](#)

[Iowa Return-to-Learn Support Document](#)

[Iowa Return-to-Learn Support Website](#)

[Leadership Communication Templates](#)

[Continuous Learning: Tech Integration](#)

[Resources & Needs Surveys for Students, Staff & Families](#)

American Academy of Pediatrics

[COVID-19 Planning Considerations: Guidance for School Re-entry](#)

Health & Safety

Iowa Department of Education & Area Education Associations (AEAs)

[AEA Learning Health & Safety Modules](#)

Iowa Department of Public Health (IDPH)

[Novel Coronavirus \(COVID-19\)](#)

[COVID-19 Reopening Guidance](#)

Centers for Disease Control & Prevention (CDC)

[Considerations for Schools](#)

[Coronavirus \(COVID-19\)](#)

[Reopening Guidance for Cleaning & Disinfecting](#)

[What Bus/Transit Workers Need to Know](#)

[CDC Decision Tree](#)

[OSHA Guidance for Preparing Workplaces for COVID-19](#)

Iowa Academic Standards

Iowa Department of Education & Area Education Associations (AEAs)

[Iowa e-Learning Central](#)

[Assessment Protocol: Assessing Initial Learner Needs](#)

[Unbound Ed Equitable Instruction Modules](#)

[FastBridge Remote Screening & Progress Monitoring 101](#)

[Learning Acceleration Guide](#)

Google

[Distance Learning Strategies for Education Leaders](#)

Social Emotional Behavioral Mental Health

Iowa Department of Education & Area Education Associations (AEAs)

[Social Emotional Behavioral Mental Health Resource & Activity List](#)

[Toolkit: Establishing Routines & Relationships](#)

Collaborative for Academic, Social, and Emotional Learning (CASEL)

[COVID-19 Resources](#)

[Social Emotional Learning Signature Practices](#)

Please Pass The Love

[Please Pass the Love: Resources During COVID-19 for Youth, Families, and Schools](#)

Association for Supervision & Curriculum Development (ASCD)

[Maintaining Connections, Reducing Anxiety While School is Closed](#)

Equity & Special Services

[Digital Resources to Meet IEP Accommodations/Modifications](#)

[FERPA, IEPs, and Virtual Learning](#)

[MTSS/IEP Meeting Protocol Template](#)

[Considerations for Acquiring Technology to Ensure Access of Students Receiving Special Education](#)

[Technology Skills Checklist: PK-2 Learners with Disabilities with Family/Caregiver Support](#)

[Technology Skills Checklist: Grades 3-12 Learners with Disabilities](#)

[Technology Skills Checklist: Grades 3-12 Family/Caregiver Support of Learners with Disabilities](#)

[Technology Skills Checklist: Special Educator](#)

[Technology Skills Checklist: General Educator](#)

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[Electronic Signatures: E-Signatures for Informed Consent for Services in Special Education](#)

[How to Reopen Schools: A 10-Point Plan for Putting Equity at the Center](#)