



Return-to-Learn Support Document

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 are organized this way:

- **Action** - This column indicates the actions within each area that should be addressed in the Return-to-Learn Plan (i.e., black 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, and, 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, and, 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, and, 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.

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- **Considerations.** This column outlines best practice considerations districts are encouraged to consider as they develop, implement, and monitor Return-to-Learn plans.

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.

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

Table 1. Leadership Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
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 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</i>	X	X	X	<input type="checkbox"/> A DLT is identified with appropriate representation and voice regarding impact and support needed across buildings based on the delivery model selected. Roles/functions include: <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

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<i>not be on traditional DLT (i.e., experts in each area of the Return-to-Learn Plan).</i>				<p>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).</p> <ul style="list-style-type: none"> • 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 Standards/Learning Expectations, SEBH, Equity); ○ 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.). • 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 <p><input type="checkbox"/> Other community partners (as and when applicable within the district context and current circumstances).</p>
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"/> Ensure team members understand the purpose, outcomes, and any deliverables of the District Leadership Team. <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.

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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.
<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"> • Smaller districts may need to have one or two people on the District Leadership Team as leads in each area; and • Larger districts may need to have one or two people on the District Leadership Team 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"> • Review the process, procedures, and information across their area (i.e., review the required actions and considerations). • Report results of the below to the DLT to review, monitor efficacy, and determine next steps: <ul style="list-style-type: none"> ○ 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 ○ The work of their area team. <input type="checkbox"/> Follow the communication process/procedures that are included as part of the District Communication Plan.
<p>B. USE A CONTINUOUS IMPROVEMENT PROCESS TO DEVELOP, IMPLEMENT, AND MONITOR THE RETURN-TO-LEARN PLAN.</p>				

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<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"> • The delivery model that matches district need, and • 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.
C. DEVELOP AND SUPPORT AN EFFECTIVE COMMUNICATION PLAN				
<p>C-1. Establish effective and efficient bi-directional home-school-community communication process/protocols.</p> <p><i>Note that the developed communication plan should not</i></p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the type, content, and frequency of <u>internal</u> communication (who communicates what, when, and to whom - this includes regular and intentional communication with the school board);

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<p><i>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 existing district-wide communication plans.</i></p>				<ul style="list-style-type: none"> <input type="checkbox"/> Determine the type, content, and frequency of <u>external</u> communication (who communicates what, when, and to whom); <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"> • Regular electronic communication and all-district phone delivery, • Traditional home-school communication (e.g., postal mail) when necessary, • Translation services are used when appropriate, • A way to support family response to ensure communication receipt and follow up with direct communication (e.g., phone, visit) when possible, • Use of a common platform for communication beyond email (e.g., family portal, learning portal etc.), and • 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 efficacy of communication, and determine next steps. <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 Remote Learning and Hybrid delivery models).</p>
<p>C-2. Establish communication process/protocols for any change in district delivery models.</p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Work with the district emergency operations plan team to align communication processes/protocols. Consider: <ul style="list-style-type: none"> • The different audiences for communication and critical messages each require;

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				<ul style="list-style-type: none"> • Who is responsible for developing communication messages in the event of a change in district delivery model; • How messages will be delivered (to who, in what order, with what support); • Follow-up support needed across teachers/staff, students, and families (who, how, when, for how long); and <input type="checkbox"/> How to determine the efficacy of communication.
C-3. Establish communication process/protocols regarding health and safety.	X	X	X	<input type="checkbox"/> Support routine communication with parents and staff regarding steps the school is taking to promote health and safety of students and staff. <input type="checkbox"/> Identify and address potential language, cultural, and disability barriers associated with communicating health and safety information to school community and staff. <input type="checkbox"/> Consider having a centralized extension number, email, or webpage to address incoming questions or concerns on COVID-19 topics, environmental health, and safety-related issues. <input type="checkbox"/> Coordinate communications directly with: <ul style="list-style-type: none"> • Local public health offices in the following circumstances: <ul style="list-style-type: none"> ○ Prior to releasing communication regarding potential communicable disease outbreak in your school to include messaging regarding closure, dismissal, or event cancellation; and <ul style="list-style-type: none"> ▪ <i>Note that all communications regarding communicable disease must be in alignment with FERPA (Guidance Document on FERPA and COVID-19) 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).

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				<input type="checkbox"/> 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](#).

Table 2. Infrastructure Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
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	<input type="checkbox"/> 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 insecurity, shelter, social supports). These data will be referred to in the area of Social-Emotional-Behavioral Health. • 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. • 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).

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				<input type="checkbox"/> Analyze needs by teachers/staff, students, and families. <i>[Resources and Needs Survey]</i> is an example survey districts may use to determine needs across teachers/staff, students, and families.
A-2. Identify district and community capacity to support identified needs.	X	X	X	<input type="checkbox"/> Determine district and community capacity to support identified needs. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <i>[District and Community Capacity]</i> is an example template districts may use to determine district and community capacity to address needs across teachers/staff, students, and families.
B. PLAN FOR ORGANIZATIONAL NEEDS				
B-1. Determine district/school calendar changes.	X	X	X	<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

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				<p>day, extended school year, continued learning on snow days, and options outlined in the Iowa Academic Standards area.</p> <ul style="list-style-type: none"> 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 Convene the district school board, as appropriate, to review considerations related to board purview prior to decisions (e.g., change in district/school calendars). <p><input type="checkbox"/> Indicate any significant changes to the school calendar in the Return-to-Learn Plan.</p>
<p>B-2. Plan for attendance and promotion/grading.</p>	X	X	X	<p><input type="checkbox"/> Attendance is taken and recorded.</p> <ul style="list-style-type: none"> Consider the following for Remote Learning, and Hybrid delivery models: <ul style="list-style-type: none"> Attendance does not need to be taken at the same frequency and detail as with On-Site Learning (for instance, it doesn't need to be taken for every class, every day) and Leniency should be given to students to accommodate their family needs and schedule. <p><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>
<p>C. DEVELOP, IMPLEMENT, AND SUPPORT EFFICACY OF PROFESSIONAL DEVELOPMENT</p>				
<p>C-1. Develop professional development based on identified needs.</p> <p><i>Note that the developed professional development plan should not be separate</i></p>	X	X	X	<p><input type="checkbox"/> Develop a professional development plan based on the identified needs of teachers/staff.</p> <p><input type="checkbox"/> Implement the professional development plan, taking into consideration: <ul style="list-style-type: none"> Health and safety of teachers/staff; </p>

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<p><i>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>				<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.
<p>C-2. Implement and support efficacy of professional development provided.</p>	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Determine efficacy of professional development. <input type="checkbox"/> Use the following during District Leadership Team 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 • Implementation fidelity data, such as adherence to Mitigation Strategy protocols, effective use of technology, and quality of online instruction. <p><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></p>

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

Table 3. Health and Safety Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
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	<ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> • Coordinates with the district/school emergency operations plan team, • Identifies and works with local public health contacts, • Reviews and addresses school nurse PPE supply needs, • Reviews and addresses custodial staff PPE and appropriate cleaning supply needs for ongoing environmental surface cleaning, • Reviews and supports identified students with chronic health conditions placing them at risk, and • 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.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				The <i>[Mitigation Survey]</i> is an example survey districts may use to determine PPE and appropriate cleaning supply needs across the district.
A-2. Ensure workplace safety if staff must enter school grounds during Remote Learning conditions.	X			<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"> 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 6 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 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. For example, high touch surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains, etc. <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).
A-3. Ensure the school health office has what it needs to support optimal student care.		X	X	<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"> One space for healthy students coming for routine needs, medication, diabetic checks, asthma management, first aid/injury assessment, etc.; Second space for students and/or staff who are ill or need evaluated for possible infection;

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				<ul style="list-style-type: none"> • Appropriate ventilation; and • Foot traffic is appropriately managed.
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 personal protective equipment 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"> • <i>Note that cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling fumes.</i> <input type="checkbox"/> The time and routine needed for custodial staff to ensure: <ul style="list-style-type: none"> • Facilities are routinely cleaned to maintain the health and safety of teachers, staff, students, and the community; and • Buses are cleaned between routes, and prior to and after transport.
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.
B. SUPPORT MITIGATION STRATEGIES				
B-1. Support appropriate general mitigation strategies across delivery models.	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 personal protective equipment (PPE) is available. <input type="checkbox"/> Provide education on when PPE is necessary, how to don and doff PPE safely, and how to properly dispose of PPE.

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				<ul style="list-style-type: none"> <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>
B-2. Plan for appropriate use/handling of materials.	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). <p><i>/ This applies to On-Site Learning for any materials distribution/transfer for students who attend school via distance methods due to health concerns.</i></p>
B-3. Establish in-school organizational structures that support effective mitigation strategies.		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.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
C. MONITOR THE HEALTH AND SAFETY OF TEACHERS/STAFF, STUDENTS, AND FAMILIES				
C-1. Plan for the general health and safety of teachers, staff, and students.		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). <p><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>
C-2. Ensure the health and safety of teachers and staff.		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. <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. <ul style="list-style-type: none"> <i>Note: Also see Iowa Academic Standards section for more information.</i> <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).
C-3. Plan for the health and safety of students.		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.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <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. <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"> • 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 • 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"> • The reason for ongoing absences and • 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><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 others.</i></p>

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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.

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

Action (Black row with white bolded text)	CL	H	OS	Considerations
A. ASSESS INITIAL STUDENT LEARNING NEEDS				
Sub-steps to consider (e.g., A-1)				
A-1. Collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 school year.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine teacher/staff needs. <input type="checkbox"/> 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 Remote Learning, Hybrid, and On-Site Learning delivery models. <input type="checkbox"/> Ensure methods are in place to collect student learning data across the different delivery models. <input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to collect student learning data. <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>

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<input type="checkbox"/> 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. <ul style="list-style-type: none"> <i>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., within the first 2-3 weeks).</i>
A-2. Summarize and analyze initial student learning data.	X	X	X	<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. <ul style="list-style-type: none"> <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 staff so it is easy to understand initial student learning needs relative to age- and grade-level standards. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
A-3. Establish collaborative home-school routines around student learning data.	X	X	X	<input type="checkbox"/> Establish two-way communication procedures between school and families around assessment results regarding initial student learning needs. <input type="checkbox"/> 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. <input type="checkbox"/> 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.

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> <i>Note: This should occur within the first month of school and at regular intervals through the remainder of the school year.</i> <input type="checkbox"/> Ensure that information about initial student learning needs is shared with students and parents/caregivers in a way that is easy to understand.
B. MATCH CURRICULUM TO STUDENT LEARNING NEEDS				
B-1. Establish a standards-based scope and sequence.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <i>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.</i> <input type="checkbox"/> Identify a process to adjust the scope and sequence if prolonged Required Continuous Learning is needed due to school closures. <ul style="list-style-type: none"> 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 which students progress through the scope and sequence; 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.
B-2. Develop gap-closing district and school calendars and schedules.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the expected amount of available instructional time for each learning condition (CL, C, TI).

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> <input type="checkbox"/> 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 progress in their learning, • 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). <input type="checkbox"/> Establish a plan to address prolonged remote learning and teachers/staff absence (e.g., how you will combine classes or content). <input type="checkbox"/> Determine how to ensure students scheduled to graduate at the end of the 2020-2021 school year will meet all 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.

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> <input type="checkbox"/> Identify instructional resources that are designed to be used for online and other remote learning settings or can be modified for that purpose. Attend to appropriate use per copyright requirements. <input type="checkbox"/> Ensure teachers can easily access the instructional resources they need. <input type="checkbox"/> Identify/develop one to two high leverage instructional practices to increase student learning during the year (e.g., feedback, modeling, high student engagement, etc.). <input type="checkbox"/> 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.
C-2. Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a district-wide, evidence-based framework for implementing a formative assessment cycle. <input type="checkbox"/> Ensure there is a system, with corresponding tools, to engage in diagnostic assessment and progress monitoring for students that need additional interventions. <input type="checkbox"/> Identify what sources of data will be used to determine ongoing student learning needs, using the RIOT framework (Review, Interview, Observe, Test). <input type="checkbox"/> Ensure methods are in place to collect student learning data across the different delivery models. <input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to collect data on ongoing student learning progress and needs. <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> <input type="checkbox"/> 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. <input type="checkbox"/> Collect student learning data and ensure it is accessible to those that need it to make curriculum and instructional decisions. <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.

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> Note: Consider the challenges parents/caregivers face when school is not in full-time On-Site Learning.
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 to 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 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). <ul style="list-style-type: none"> Note, grouping strategies need to adhere to the latest federal and state health and safety guidelines. <input type="checkbox"/> Scaffold up age- and grade-level learning by incorporating standards not, or minimally, addressed from the previous school year. <input type="checkbox"/> Design learning experiences that address multiple standards at the same time using strategies like bundling. <input type="checkbox"/> Ensure teachers and other necessary educators have the 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"> Access lessons/activities; 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).

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> ○ <i>Note: Consider the challenges parents/caregivers face when school is not in full-time, On-Site Learning.</i> □ 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.
C-5. Collect ongoing student learning data throughout the 2020-2021 school year to make summative decisions about student learning.	X	X	X	<ul style="list-style-type: none"> □ 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). □ Determine how data for summative decision-making impacts decisions about progression through grades, credit accrual, and graduation. □ Ensure teachers have the knowledge and skills they need to make summative decisions based on this system for the 2020-2021 school year.

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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](#).

Table 5. SEBH Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
A. PROVIDE SUPPORT FOR TEACHER/STAFF SEBH NEEDS				
Sub-steps to consider (e.g., A-1)				
A-1. Identify teacher/staff 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 teacher/staff needs. <input type="checkbox"/> 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

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<p>able to work onsite with close contact among others?) (Consideration for Hybrid and On-Site Learning).</p> <ul style="list-style-type: none"> • 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>
A-2. Address identified teacher/staff social-emotional-behavioral needs.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> 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 to health and safety needs that may impact instruction, match this need with content/students who are also unable to attend brick and mortar). <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).
B. PROVIDE SUPPORT FOR STUDENT SEBH NEEDS				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
B-1. Identify student social-emotional-behavioral needs.	X	X	X	<input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Basic Needs and Social Supports]</i> to determine student needs. <input type="checkbox"/> Consider the following in light of identified needs: <ul style="list-style-type: none"> • Connection with others beyond instruction in—and learning progress toward—Iowa’s Academic Standards (for example, consider using a <i>[Student Interaction Tracker]</i> to ensure all students are connected and engaged, or consider access to apps that would foster student interaction with peers); • Basic needs such as clothing, food insecurity, or homelessness/shelter assistance; • Opportunity to share experiences/concerns and what they’ve learned about self and others; • Emotional support during a crisis event; and • 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>
B-2. Address identified student needs.	X	X	X	<input type="checkbox"/> Identify—or develop—resources to meet the needs of students. Consider: <ul style="list-style-type: none"> • AEA supports and • 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).
C. PROVIDE SUPPORT FOR FAMILIES TO ACCESS NEEDED RESOURCES				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
C-1. Identify family social-emotional-behavioral needs.	X	X	X	<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"> • Basic needs such as clothing, food insecurity, or homelessness/ shelter assistance; • Resources to manage stress and loss, cope, and build resiliency; • Connection to other adults and parents/guardians as potential support; • Information on how to contact the right people for the emotional needs of their child(ren); • 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 • Information on how to contact the right people for the emotional needs of their child(ren).
C-2. Address identified family needs.	X	X	X	<input type="checkbox"/> Identify—or develop—resources to meet the needs of families. Consider: <ul style="list-style-type: none"> • AEA supports and • 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).

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

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.

Table 6. Equity Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
A. ENSURE EQUITY SUPPORTS FOR ALL STUDENTS				
Sub-steps to consider (e.g., A-1)				
A-1. Identify and meet the needs of target subgroups (e.g., students with IEPs, English language learners, gifted and talented),	X	X		<input type="checkbox"/> Assemble list of learners in specific subgroups along with individualized learning needs and supports being provided prior to school shutdown.
A-2. Identify learners who might be considered generally “At-Risk” for limited participation and/or engagement, independent of subgroup membership.	X	X		<input type="checkbox"/> 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;

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<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.
A-3. Ensure quality instructional opportunities for learners generally considered “at-risk” due to any number of factors.	X	X	X	<ul style="list-style-type: none"> <input type="checkbox"/> Consider protocols to use for at-risk learners and their families to access communications and distance learning materials. <input type="checkbox"/> Develop and support planned supplemental supports for subgroups needed additional supports and monitoring (see subgroup considerations). <input type="checkbox"/> 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), • 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.
A-4. Ensure engagement of all learners across the sections, grades, and buildings.	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).
B. ENSURE EQUITY FOR STUDENTS ON IEPs				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
B-1. Ensure appropriate access to—and equity of—Iowa’s Academic Standards and other needs as the result of the disability.	X	X		<ul style="list-style-type: none"> <input type="checkbox"/> Include specific plans on communicating with families of students on IEPs within the district communication plan (see Leadership). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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 including: goal areas, specially designed instruction, and progress monitoring; and • 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. <input type="checkbox"/> Determine how assistive technology and other supports will be physically provided to families. <input type="checkbox"/> 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.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
B-2. Establish criteria for determining what method(s) of delivery students will receive (distance, in-person, or hybrid).	X	X		<input type="checkbox"/> Identify primary components for determining ways a student will participate in learning. Consider including: <ul style="list-style-type: none"> • The ways all students will participate; • The health and safety factors that must be incorporated (e.g., can meet in-person, maximum size of gatherings); • Individual student and family availability to participate, including technology needs; and • When the change in delivery will be considered a change in placement for the individual. <ul style="list-style-type: none"> ○ <i>Note that if all students are receiving services in a particular manner (e.g., distance learning), no change of placement has been made.</i> <input type="checkbox"/> No later than the annual review, complete a Remote Learning Plan for each IEP completed after July 1, 2020. <input type="checkbox"/> Determine procedures for initiating the individual’s Remote Learning Plan when situations arise.
B-3. Ensure all rights and responsibilities under IDEA are provided.	X	X	X	<input type="checkbox"/> Although the goals, services, and supports provided during Remote Learning may look different than those provided during on-site learning, the rights and responsibilities of IDEA remain the same and must be followed.
C. 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 Learner’s will access communications: <ul style="list-style-type: none"> • Post communication in languages aligned to family needs, • Post in multiple methods (e.g., phone calls, text messages, parent portal, Facebook, Twitter), and • Use translation software. <input type="checkbox"/> Determine how English learner’s will access print materials: <ul style="list-style-type: none"> • Provide translated distance learning materials (e.g., language features of Read and Write for Google, recorded) and

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> • Provide translation/language supports through scheduled virtual “homework” sessions.
C-2. Establish methods for delivering instruction to support English learners.	X	X		<input type="checkbox"/> Determine how English learner’s will be engaged in distance learning. Consider: <ul style="list-style-type: none"> • 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, and cultural navigation with staff and families) and • Offering distance learning in multiple languages based on student and family needs. <input type="checkbox"/> Plan protected time for Language Instruction Education Program.
D. ENSURE EQUITY FOR STUDENTS AT-RISK (at-risk, living in poverty)				
D-1. Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities.	X	X		<input type="checkbox"/> Create opportunities that increase connection with families and learners. Consider the following: <ul style="list-style-type: none"> • Checking in with students more frequently, • Providing more opportunities for teacher feedback, • Providing continued opportunities for extra-curricular connections, • Engaging in school-community collaborations that support access and engagement, and • Providing additional teacher-lead sessions/opportunities for homework/independent practice.
E. ENSURE EQUITY FOR GIFTED AND TALENTED				
E-1. Ensure the SEBH needs of gifted and talented learners are addressed.	X	X		<input type="checkbox"/> Provide learning opportunities and communication that sets a calm reassuring tone:

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				<ul style="list-style-type: none"> • Engage learners in the formative assessment process by having them help develop goals and expectations, engaging in the feedback cycle and recognizing accomplishments; and • 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.
E-2. Establish accelerated/enriched learning opportunities.	X	X		<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.

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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
1. Leadership	<ul style="list-style-type: none"> ● [Action Plan status data]. ● Leadership team meetings; evidence of data used at meetings to inform actions. ● Number and content of communications. 	Use the data to inform the following questions: <ul style="list-style-type: none"> ● Is the plan being implemented as intended? ● Is the representative DLT reviewing/using data to make informed decisions? ● Are communications efficient/effective?
2. Infrastructure	<ul style="list-style-type: none"> ● [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"> ○ 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 insecurity, shelter, social supports). These data will be referred to in the area of Social-Emotional-Behavioral Health. ○ 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. ○ 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. 	Use the data to inform the following questions: <ul style="list-style-type: none"> ● What are the technology and basic needs of the teachers, staff, students, and families within our district? Are we effectively addressing those needs? ● Which delivery model are we best able to support based on the Resources and Needs survey? ● What are the professional development needs of our teachers/staff? Are we effectively meeting the learning needs of our teachers/staff?

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> ● Number of technology solutions identified and addressed (e.g., hotspots purchased and delivered, laptops delivered). ● Training efficacy data. 	
3. Health and Safety	<ul style="list-style-type: none"> ● <i>[Mitigation survey]</i> to determine and follow number needed/district access to: <ul style="list-style-type: none"> ○ Personal protective equipment and ○ Appropriate cleaning supplies. ● <i>[Resources and Needs Survey: Health and Safety]</i> 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). ● Number and percentage of—and reason for—student absences: ● for those absent due to health for more than two days and number of family contacts to determine support needed. ● 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). ● Communication log of interactions with local public health and IDPH (e.g., PPE needs, health risks). 	<p>Use the data to inform the following questions:</p> <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 order to minimize health/safety? ● Are we appropriately informing community health of any risks or potential needs within our district?
4. Iowa Academic Standards/ Learning Requirements	<ul style="list-style-type: none"> ● <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: <ul style="list-style-type: none"> ○ Number and type of technology needs across teachers/staff, students, and families; and ○ Number and type of instructional resources needed for families. ● Documentation that instructional support has been provided to students and families. ● Historical academic early warning system data: <ul style="list-style-type: none"> ○ Universal screening data (e.g., FastBridge, MAP, ISASP), ○ Grades (e.g., letter grades, standards-based grading, courses with high number of students struggling), and 	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> ● Are we providing the technology supports needed to support teachers/staff to teach, students to learn, and families to support their child(ren)? ● Are we providing the instructional supports needed across families? ● 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?

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> ○ Credit accrual (e.g., course failures, students graduating in four years? Five years?) ● “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> ○ New collection of universal screening data, ○ Assessments from curriculum materials, and ○ Locally-developed common formative assessment. 	<ul style="list-style-type: none"> ○ Were at least 80% of students on track to achieve proficiency on grade-level Iowa Academic Standards? ○ Were at least 80% of students on track to have “passing” or “satisfactory” grades? ○ Were at least 90% of students earning enough credit to be on track to graduate in four years? ● What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> ○ Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic Standards at the beginning of the school year?
5. Social-Emotional-Behavioral Health (SEBH)	<ul style="list-style-type: none"> ● <i>[Resources and Needs Survey: Basic Needs and Social Support]</i> to determine: <ul style="list-style-type: none"> ○ Number of teachers/staff, students, and families with basic and social support needs; ○ Number/percent of meals prepped and provided to families in need; and ○ Number/percent of students contacted beyond course work (Student Interaction Tracker). ● Historical attendance and SEBH data warning system data: <ul style="list-style-type: none"> ○ Attendance (e.g., full days missed, tardies, chronic absenteeism) and ○ SEBH (e.g., major and minor referrals, local screening tools). ● “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> ○ Attendance the first two weeks of school in the 2020-2021 school year (e.g., full days missed, tardies, chronic absenteeism) and 	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> ● Do at least 95% of teachers/staff, students, and families have access to supports to meet basic and social support needs? ● Are at least 95% of students/families that need it provided daily meals? ● Are at least 95% of students contacted weekly for purposes beyond academic needs? ● 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"> ○ Were at least 95% of students attending regularly (i.e., not chronically absent)? ○ Did at least 80% of students have zero to one major behavior incident(s) (ODR/BIR) for the whole school year?

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> ○ 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"> ● What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ 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"> ● <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: <ul style="list-style-type: none"> ○ Number and type of student adaptive technology needs and ○ Number and type of adapted/modified instructional resources needed for students. ● Documentation that instructional support has been provided to students and families. ● Historical academic early warning system data: <ul style="list-style-type: none"> ○ Universal screening data (e.g., FastBridge, MAP, ISASP), ○ Grades (e.g., letter grades, standards-based grading, progress on goals, student artifacts), and ○ Credit accrual (e.g., course failures, students graduating in four years? Five years?). ● “Pre-assessment” when students return to learning for the 2020-2021 school year <ul style="list-style-type: none"> ○ New collection of universal screening data, ○ Assessments from curriculum materials, ○ Above-level assessments, and ○ Locally-developed common formative assessment and progress monitoring of goals. 	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> ● Are we providing the adaptive technology needed to support student access to and progress in Iowa Academic Standards and learning expectations? ● Are we providing the adapted/modified instructional supports needed for students? ● 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? <ul style="list-style-type: none"> ○ Were at least 80% of students on track to achieve proficiency on grade-level Iowa Academic Standards/essential elements? ○ Were at least 80% of students on track to have “passing” or “satisfactory” grades? ○ Were at least 90% of students earning enough credit to be on track to graduate on time?

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
		<ul style="list-style-type: none"> ● What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> ○ Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic Standards at the beginning of the school year?

Questions and Additional Guidance

If you have questions, please contact [Brad Niebling](#), [Barb Guy](#), or [Barbara Ohlund](#). For additional COVID-19 guidance and information, please visit the Department’s [COVID-19 webpage](#).

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