# Return-to-Learn 2020-21

## Cherokee

## Introduction and Communication

Purpose

Return-to-Learn plans are required to be submitted to the Iowa Department of Education (Department) by July 1, 2020. These plans are designed to help districts and nonpublic schools meet the challenges of 2020- 21 by:

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

All districts and nonpublic schools must submit a Return-to-Learn Plan through the Department's Consolidated Accountability and Support Application (CASA). Only the nonpublic head administrator or superintendent on file with the Department will be able to submit this requirement.

Assistance

Content Questions – Please use the "Ask a Question" buttons found below individual questions to contact the School Improvement Consultant assigned to your AEA.

Technical Issues with CASA – Please use the "help" button in the top right corner of the screen to submit a trouble ticket.

## Section 1: Required Continuous Learning

The following assurances are required for your district or nonpublic school to offer Required Continuous Learning for the 2020-21 school year.

| | |
|---|---|
| Assurance 1)   FEDERAL OR STATE LAWS, RULES, AND REGULATIONS: Applicant acknowledges the responsibility to uphold all pertinent federal or state law, rules, or regulations in the delivery of its continuous learning courses or programs, including but not limited to Title II of the Americans with Disabilities Act, Section 504 of Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, Titles I and III of the Elementary and Secondary Education Act (ESSA), and the McKinney-Vento Homeless Assistance Act. [ADA, Section 504, IDEA, ESSA, | ⦿ Yes    ○ No |

Assurance 2)  TEACHER REQUIREMENTS: All instruction delivered online by the applicant to Iowa students will be delivered by Iowa-licensed and properly endorsed teachers who are assigned to instruct courses in a manner which meets the requirements set forth in Iowa Code 256.41. [Iowa Code 256.41]

◉ Yes   ○ No

Assurance 3)  STANDARDS ALIGNMENT: Applicant's course content is aligned with the current applicable grade/subject area Iowa academic standards. For courses with content that is not included in state standards, the applicant's courses are aligned with nationally accepted content standards set for the relevant subjects. [Iowa Code 256.7 subsection 26]

◉ Yes   ○ No

Assurance 4)  CREDIT/CONTENT REQUIREMENTS: Applicant's current courses meet (and future courses will meet) the credit/content requirements in Iowa Code 256.7(26)(a) and if/when any gaps exist, the gap will be remediated by the district. [Iowa Code 256.7 subsection 26]

◉ Yes   ○ No

Assurance 5)  EQUITABLE ACCESS AND SERVICES: Applicant assures that:
- All students with disabilities receiving services under the Individuals with Disabilities Education Act (IDEA) will continue to be provided with a Free, Appropriate, Public Education (FAPE) in the Least Restrictive Environment (LRE). Meetings with Individualized Education Program (IEP) teams will be reconvened as necessary to determine placement and delivery of services.
- All English learners receiving services under Title III of the Elementary and Secondary Education Act (ESEA) will continue to receive equitable services.
- All students living in poverty will receive equitable access to educational services.
- All students qualifying as homeless under the McKinney-Vento Act will receive equitable access to educational services.

◉ Yes   ○ No

Assurance 6)  ADVANCED PLACEMENT: Applicant's Advanced Placement (AP) courses have been approved via the College Board AP Course Audit.

  Choose NA only if your district does not offer Advanced Placement (AP) courses.

◉ Yes   ○ No   ○ NA

Assurance 7)  CAREER AND TECHNICAL EDUCATION: Applicant's current and future Career and Technical Education (CTE) courses are aligned to Iowa Code 256.11 and taught by an Iowa-licensed teacher who is also CTE-authorized in the subject area of the course, or has 6,000 hours of hands-on work experience or a BA degree and 4,000 hours of hands-on work experience.

  Choose NA only if you do not serve grades 9-12.

◉ Yes   ○ No   ○ NA

Assurance 8)   FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT: Applicant's data management systems ensure all student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA).

⦿ Yes    ◯ No

Assurance 9)   ACCESSIBILITY: Applicant's web systems must be 508 compliant and conform to Web Content Accessibility Guidelines (WCAG)2.0 levels A and AA for website accessibility. (See World Wide Web Consortium (W3C) website for definition of terms http://www.w3.org.)

⦿ Yes    ◯ No    ◯ NA

The NA option is ONLY applicable to state accredited nonpublic buildings.

Assurance 10)   RESPONSIBILITY: Applicant retains responsibility for the quality of courses, web systems, and content offered, regardless of any third-party contractual arrangements

⦿ Yes    ◯ No

Assurance 11)   ASSESSMENT: Applicant agrees to comply with state assessment requirements, as applicable. Iowa Code 256.7(21)

⦿ Yes    ◯ No

Assurance 12)   REPORTING: Applicant agrees to provide all information as directed or as requested by the Iowa Department of Education and other federal officials for audit, program evaluation compliance, monitoring, and other purposes and to maintain all records for the current year and five previous years.

⦿ Yes    ◯ No

Assurance 13)   NOTICE OF CHANGES: Applicant agrees to inform, in writing, the Iowa Department of Education of any significant changes to its program including, but not limited to, changes in assurances, fiscal status or ownership.

⦿ Yes    ◯ No

Assurance 14)   IN-PERSON INSTRUCTION: Applicant understands that the Return-to-Learn plan must include provisions for in-person instruction and provide that in-person instruction is the presumed method of instruction.

⦿ Yes    ○ No

Assurance 15)   ADDITIONAL ASSURANCES: Applicant agrees to abide by any additional assurances required by the Iowa Department of Education.

⦿ Yes    ○ No

## Section 2: Return-to-Learn

Return-to-Learn 1)    Does the district/nonpublic have a plan for offering Continuous Learning for the 2020-21 school year?

⦿ Yes    ○ No

All districts and accredited nonpublic schools must have a plan for offering Continuous Learning and requiring the participation of students as schools reopen for the 2020-21 school year. This learning plan can be used in an emergency, such as the resurgence of COVID-19, or under another circumstance in which it is not possible for students to be in the building receiving instruction.

Return-to-Learn 2)    Does the district/nonpublic have a plan to offer educational services through a hybrid model for the 2020-21 school year?

⦿ Yes    ○ No

All districts and accredited nonpublic schools may choose to offer educational services through a hybrid model of Continuous Learning and On-Site Learning for at least some portion of the 2020-21 school year. This means services are offered both remotely and at physical school locations. The Hybrid model may allow for social distancing while partially reopening school buildings to provide educational services.

Return-to-Learn 3)    Does the district/nonpublic have a plan for on-site provision of educational services for the 2020-21 school year?

◉ Yes    ○ No

> All districts and accredited nonpublic schools may also choose to move to on-site provision of educational services as part of their Return-to-Learn Plan, as long as it is deemed safe by public health officials and the school has actively planned for appropriate health and safety measures.

Return-to-Learn 4)    Did you use the Return-to-Learn Support Document and associated supplementary materials provided by the Department and AEAs to draft your Return-to-Learn plan?

◉ Yes    ○ No

## Section 2: Return-to-Learn - Leadership

Leadership 1)    Who is responsible for writing, implementing, and evaluating your Return to Learn Plan? Check all that apply.

> If this is your District Leadership Team please check all members that participate.

- ☑ Superintendent
- ☐ Associate/assistant superintendent
- ☑ Principals
- ☐ Curriculum director
- ☑ School counselor(s)
- ☑ Instructional leader(s)/coache(s)
- ☑ Teachers
- ☐ Assessment experts
- ☐ MTSS and/or PBIS experts
- ☑ Technology experts
- ☑ TLC leaders
- ☐ Students
- ☑ Board members
- ☐ Community partners

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Leadership 2) How will your leadership team communicate a change in your delivery model to students and parents if necessary? Check all that apply.

- ☑ Email messages to students and parents
- ☑ Text messages to students and parents
- ☐ Online meetings with students and parents
- ☐ Phone calls to students and parents

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Leadership 3) Indicate what data you will follow to monitor and adjust your plan as needed. Check all that apply.

- ☑ Establishment of teams to lead work in Technology, Health and Safety, Iowa Academic Standards, SEBH, Equity
- ☑ Progress on team action plans
- ☑ Leadership team meetings; evidence of data used at meetings to inform actions.
- ☑ Number and content of communications.
- ☑ Communications and collaborations with community resource agencies

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# Section 2: Return-to-Learn - Infrastructure

Infrastructure 1) Have you surveyed teachers and staff to assess their needs in the following areas? Check all that apply.

- ☑ Technology
- ☑ Basic Needs and Social Supports
- ☑ Health and Safety
- ☑ Instructional Support
- ☑ Professional Development

Infrastructure 2) Have you surveyed students and families to assess their needs in the following areas? Check all that apply.

- ☑ Technology
- ☑ Basic Needs and Social Supports
- ☑ Health and Safety
- ☑ Instructional Support

Infrastructure 3)   Have you worked with your community to address any unmet needs in the following areas? Check all that apply.

- ☑ Technology (such as hotspots)
- ☑ Basic Needs and Social Supports (such as shelter, food)
- ☑ Health and Safety (such as PPE, cleaning supplies)

Infrastructure 4)   Do you have a plan for taking attendance, assigning grades, and awarding credit in all potential delivery models?          ◉ Yes    ○ No

   If no, the Department may provide coaching and support.

Infrastructure 5)   Which of these professional development needs do you plan to focus on in the next 3-6 months, if any? Check all that apply.

- ☑ COVID-19 mitigation measures
- ☑ Identification of learning that students missed last school year
- ☑ Acceleration of learning to make up for lost instructional time
- ☑ Monitoring student progress
- ☑ Delivery of rigorous coursework online
- ☑ Adaptation or modification of instruction, content and materials for diverse learners (students with disabilities, English learners, advanced learners, etc.)
- ☑ Student engagement during remote learning
- ☑ Student and family feedback and communication
- ☑ Use of technology tools such as learning management systems and online communication tools
- ☑ Student privacy and FERPA requirements
- ☑ Identification of student social-emotional-behavior health needs during a crisis
- ☑ Response to student social-emotional-behavior health needs during a crisis
- ☐ None of the above

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Infrastructure 6)   Indicate what data you will follow to monitor and adjust your plan as needed (check all that apply)

- ☑ Resources and Needs survey across technology (e.g., accessibility, adaptive tech needs)
- ☑ Resources and Needs survey across health and safety needs (e.g., health conditions that prevent attendance at brick/mortar school, food insecurity, shelter)
- ☑ Resources and Needs survey across instructional support needs (e.g., family instructional resources needed, student accommodations/modifications needed)
- ☑ Resources and Needs survey across professional development (e.g., professional development needs of teachers/staff such as using appropriate technology, privacy/FERPA, mitigation strategies and so on)
- ☑ Resources and Needs survey across social-emotional-behavioral health needs
- ☐ District and community capacity template
- ☑ Number of meals prepped/served
- ☑ Number of technology solutions identified and addressed (e.g., hotspots purchased and delivered, laptops delivered)
- ☐ Training efficacy data

# Section 2: Return-to-Learn - Health and Safety

Health & Safety 1)   Have you identified a Health and Safety Team responsible for ensuring there are adequate resources to support mitigation efforts in the district or school?     ● Yes   ○ No

Health & Safety 2)   Have you conducted a mitigation inventory survey?     ● Yes   ○ No

Health & Safety 3)   Have your administrators completed the Health and Safety Module for Administrators? (R2L: Health and Safety - District Leadership Teams)     ● Yes   ○ No

Health & Safety 4)   Have your teachers and staff completed the Health and Safety Module for Teachers and Staff? (R2L: Health and Safety for Teachers and Staff)     ○ Yes   ● No

Health & Safety 5)   Have you established procedures to ensure ongoing workplace safety? (R2L: Health and Safety District Leadership Team Module-Full Slides: Ensure Workplace Safety and Monitor)     ● Yes   ○ No

Health & Safety 6)   Have you established procedures to monitor the health and safety of staff and students? (R2L: Health and Safety District Leadership Team Module-Full Slides: Ensure Workplace Safety and Monitor)     ● Yes   ○ No

Health & Safety 7)   Indicate what data you will follow to monitor and adjust your plan as needed. Check all that apply.

- ☑ Mitigation inventory survey
- ☑ Coordination and communication with local public health and emergency management
- ☑ Implementation fidelity of health/mitigation protocols
- ☑ Number and percentage of teachers/staff/students with health needs contacted and supported.
- ☑ Number and percentage of—and reason for—student absences
- ☑ Implementation fidelity of health protocols
- ☑ Communication log of interactions with local public health and IDPH (e.g., PPE needs, health risks).

# Section 2: Return-to-Learn - Iowa Academic Standards

Academic Standards 1)    When will you begin looking at student data to determine initial student learning needs?

- ⦿ We already started
- ◯ We will do this during the first week back
- ◯ We will do this within the first two weeks of school
- ◯ We will do this within the first month of school
- ◯ [_____] (100 Characters Left)

Academic Standards 2)    What sources of data will be used to determine initial student learning needs when they return to school? Check all that apply.

- ☑ Early Warning System Data from 2019-2020 (e.g., universal screening, behavior referrals , attendance, grades)
- ☑ Screening data from Fall 2020 in literacy, math and/or behavior
- ☑ Assessments from curriculum materials
- ☑ Locally-developed assessment processes and tools (e.g., formative, summative)

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Academic Standards 3)    How will you communicate with students and parents about gaps in learning that are discovered? Check all that apply.

- ☑ Email messages to students and parents
- ☑ Text messages to students and parents
- ☐ Online meetings with students and parents
- ☐ Phone calls to students and parents
- ☐ In-person parent-teacher conferences as feasible
- ☑ Other: Personal parent-teacher conferences as feasible

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Academic Standards 4)    What data are you planning to use to determine ongoing student learning needs? Check all that apply.

- ☑ Early Warning System Data for 2020-2021 (e.g., universal screening, behavior referrals, attendance, grades)
- ☑ Vendor-developed progress monitoring measures (e.g., FastBridge)
- ☑ Assessments from curriculum materials
- ☑ Locally-developed assessment processes and tools (e.g., formative, summative)

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**Academic Standards 5)** How will you ensure your curriculum matches each student's needs?

○ We are developing 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)

◉ We have a district-wide, documented scope and sequence and need to make adjustments to it for this year based on student data

○ We are developing district and school calendars and schedules that provide additional learning opportunities for all students to accelerate learning (i.e., "gap-closing")

○ [            ]

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**Academic Standards 6)** How will you ensure that instructional practices are used to meet each student's needs? Check all that apply.

☑ We will map our existing instructional programs, materials, and practices to identify which high-leverage things we have in place, and what additional things we need.

☑ We will ensure that we use active student engagement strategies appropriate for the delivery model being used (i.e., Required Continuous Learning, Hybrid, On-site) while monitoring expectations put on families to support student learning.

☑ We will use instructional practices that facilitate grade-level learning while addressing any missed, prior learning (e.g., scaffolding up age- and grade-level learning with prior standards, bundling of standards)

☑ We will provide teachers and instructional staff with opportunities to collaborate around student learning data to inform instructional planning, differentiation, and intervention determinations (i.e., MTSS) for both academic and social-emotional-behavioral health.

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**Academic Standards 7)** Indicate what data you will follow to monitor and adjust your plan as needed. Check all that apply.

☑ Credit accrual and on-track for graduation.

☑ 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 - Universal screening data (e.g., FastBridge, MAP, ISASP)

☑ Historical academic early warning system data - Grades (e.g., letter grades, standards-based grading, courses with high number of students struggling)

☑ Historical academic early warning system data - 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 - New collection of universal screening data

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Assessments from curriculum materials

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Locally-developed common formative assessment.

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# Section 2: Return-to-Learn - Social-Emotional-Behavioral-Health (SEBH)

SEBH 1) When will you begin looking at teacher/staff data to determine social-emotional-behavioral needs?

- ● We already started
- ○ We will do this during the first week back
- ○ We will do this within the first two weeks of school
- ○ We will do this within the first month of school
- ○ _____ (100 Characters Left)

SEBH 2) What sources of data will be used to determine initial teacher/staff social-emotional-behavioral needs when they return to teach? Check all that apply.

- ☐ Results from the Resources and Needs survey
- ☑ District developed survey

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SEBH 3) When will you begin looking at family/student data to determine social-emotional-behavioral needs?

- ● We already started
- ○ We will do this during the first week back
- ○ We will do this within the first two weeks of school
- ○ We will do this within the first month of school
- ○ _____ (100 Characters Left)

SEBH 4) What sources of data will be used to determine family/student social-emotional-behavioral needs? Check all that apply.

- ☐ Results from the Resources and Needs survey
- ☑ District developed survey
- ☑ Student/Family Collaboration Log data

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SEBH 5) What resources will you use to meet teacher/staff social-emotional-behavioral needs? Check all that apply.

- ☑ AEA training and support
- ☑ Community resources
- ☑ District training and support

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SEBH 6) How do you intend to meet the social-emotional-behavioral needs of families/students ? Check all that apply.

☑ Resources around food insecurity, clothing, and/or hmelessness/shelter assistance

☑ Resources around mental health services in the community for themselves and/or their children

☑ Resources to manage stress and loss, cope, and build resiliency

☑ Resources around the health and safety needs that might impact learning

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SEBH 7) Indicate what data you will follow to monitor and adjust your plan as needed. Check all that apply.

☑ Number of teachers/staff, students, and families with basic and social support needs

☑ Number/percent of meals prepped and provided to families in need

☐ Number/percent of students contacted beyond course work (Student Interaction Tracker)

☑ Historical attendance and SEBH data warning system data - Attendance (e.g., full days missed, tardies, chronic absenteeism)

☑ Historical attendance and SEBH data warning system data - SEBH (e.g., major and minor referrals, local screening tools)

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Attendance the first two weeks of school in the 2020-2021 school year (e.g., full days missed, tardies, chronic absenteeism)

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - SEBH data the first two weeks of school in the 2020-2021 school year (e.g., major and minor referrals, local screening tools)

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# Section 2: Return-to-Learn - Equity

Equity 1) What data are you planning to use to determine ensure the learning needs of all groups of students are met? Check all that apply.

☑ Disaggregated Universal screening data in literacy and math

☑ Disaggregated Early Warning System Data for 2020-2021 (e.g., assessments, behavior referrals, attendance, grades)

☑ Disaggregated student participation data

☐ Parent survey

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Equity 2) How have you planned to meet the needs of students with disabilities? Check all that apply.

☑ Identified those that need assistive technology for communication and to participate in instruction (or the process for identifying them)

☑ Identified how we will acquire needed equipment, deliver, and maintain it

☑ Developed procedures to ensure relevant staff and family members know how to use the assistive technology and other related equipment

☑ Identified those students who need instruction delivered in alternate methods from online learning (or the process for identifying them)

☑ Identified ways we will prepare and support teachers to provide instruction using online and other methods

☑ Established process for ensuring families receive all needed instructional
materials, at no charge

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Equity 3)  How have you planned to meet the needs of English learners? Check all that apply.

☑ Identified those that will need additional language supports and the languages that will be needed (or the process for identifying them)
☑ Identified how we will acquire and provide additional language supports

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Equity 4)  How have you planned to meet the needs of students without access to internet or technology? Check all that apply.

☑ Providing technology (e.g., laptops, IPad)
☑ Providing internet access
☑ Providing alternate ways to participate

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Equity 5)  How have you planned to meet the needs of those at-risk? Check all that apply.

☑ Check in more frequently
☑ Provide more opportunities for teacher feedback
☑ Developed strategies to encourage engagement

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Equity 6)  How have you planned to meet the needs of advanced learners? Check all that apply.

☑ Identified those who will need accelerated/enriched learning opportunities (or the process for identifying them)
☑ Identified ways we will involve families in goal planning and development of enrichment activities

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Equity 7)  Indicate what data you will follow to monitor and adjust your plan as needed. Check all that apply.

☑ Documentation of how students who cannot participate in online learning have access to curriculum and instruction
☑ Number and type of student adaptive technology needs
☑ 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 - Universal screening data (e.g., FastBridge, MAP, ISASP)

Historical academic early warning system data - Grades (e.g., letter grades, standards-based grading, courses with high number of students struggling)

☑ Historical academic early warning system data - 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 - New collection of universal screening data

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Assessments from curriculum materials

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Above-level assessments

☑ "Pre-assessment" when students return to learning for the 2020-2021 school year - Locally-developed common formative assessment and progress monitoring of goals

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# Section 3: School Calendar

School Calendar 1) On what date do you plan to begin the 2020-21 school year?

8/24/2020 📅

School Calendar 2) Will you be adding school days or hours beyond the required 180 days/1080 hours to your instructional time for the 2020-21 school year to help remediate lost learning time?

◉ Yes ○ No

This may be before the usual start date of August 23 or during the regular calendar year.

School Calendar 3) How are you adding instructional time? Check all that apply.

☐ Adding days prior to August 23.
☐ Adding days during the regular school year.
☑ Adding time before and after school.
☑ Changing scheduled PD days to instructional time.

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School Calendar 4) How many instructional days or hours are you adding?

45.0

min allowed: 1   max allowed: 90