

May/June	June/July	August 1-Ongoing
❑ Establish and convene your DLT (Leadership A-1 & A-2), and determine the task teams needed to lead <i>Return-to-Learn</i> (Leadership A-3). ❑ Develop *gap-closing district and school calendars and schedules (Infrastructure B-1; Iowa Academic Standards B-2; Equity B-1). ❑ Identify needs across teachers/staff, students, and families (Infrastructure A-1 & C-1; SEBH A-1, B-1, & C-1; Iowa Academic Standards A-1, A-2, B-1, & C-1 to C-5; Equity A-1 to A-3 & B-1; Health and Safety A-1; Data). ❑ Identify district and community capacity to support identified needs (Infrastructure A-2; Data). ❑ Provide overview information to staff to support identified needs (Iowa Academic Standards A-1 to A-3, B-1, B-2, & C-1 to C-5). *Gap-Closing schedule: One type of <i>gap</i> is the difference in performance between different subgroups of students (e.g., between students with and without IEPs). The second type of <i>gap</i> is the difference in performance for all students between the level of learning they would have achieved had school not been closed due to the COVID-19 pandemic, and the level of learning they actually achieved during the 2019-20 school year. A gap-closing schedule affords increased opportunities to learn knowledge and skills found in Iowa's Academic Standards so that all students achieve grade-level proficiency by the end of the 2020-21 school year.	Continue MAY work as appropriate. A reminder to use the following to continue to understand district needs and capacity to meet those needs: Resources and Needs Survey questions, District and Community Capacity Template, and Mitigation Survey. ❑ Establish and use a Continuous Improvement Process to develop and support the <i>Return-to-Learn Plan</i> (Leadership B-1). ❑ Establish and use an effective and efficient bi-directional home-school-community communication including communication process/protocols for health and safety needs, or any change in district delivery models (Leadership C-1 to C-3; Equity, B1, C1, D1, E2). ❑ Determine personal protective equipment (PPE) and appropriate cleaning supply needs across the district (Health and Safety A-1, A-3, A-4; Infrastructure A-1 - Mitigation Inventory). ❑ Plan for workplace safety, including mitigation strategies and training, and appropriate building-wide social distancing as needed (Health and Safety, A-2, A-4, A-5, B-1 to B-3). ❑ Determine how the district will monitor and support the health and safety of teachers/staff, students and families (Health and Safety C-1 to C-3) ❑ Collect initial data to determine student learning needs at the beginning of the 2020-2021 school year and identify/use effective instructional resources/practices focused on accelerating student learning (Iowa Academic Standards A1, C1; Equity A-1, A-2). ❑ Establish a standards-based scope and sequence (Iowa Academic Standards, B-1). ❑ Plan for attendance and promotion/grading (Infrastructure B-2; Equity A-2). ❑ Develop professional development based on identified needs (Infrastructure A-1, C-1). ❑ Plan for how to address student academic needs (Iowa Academic Standards, B-1, B-2, C1-5). ❑ Plan for two-way communication between the school(s) and families regarding collecting student learning data and keeping students engaged during Required Continuous Learning (Iowa Academic Standards C-2, C-4). ❑ Plan for how to address teacher/staff and student social-emotional-behavioral needs (SEBH, A2, B-2; Equity, A2, E1). ❑ Plan for family social-emotional needs (SEBH, C-2; Equity, A-2, E-1). ❑ Provide initial professional learning, training, and coaching for teachers and other educators to support effective practices in assessment, curriculum, and instruction (Iowa Academic Standards A1-3, B-1, C1-5).	Continue/implement JUNE-JULY work as appropriate. ❑ Use provided tools to determine your specific outcomes/data to monitor ongoing needs and efficacy of your <i>Return-to-Learn</i> plan (Data Table 7). ❑ Summarize and analyze initial student learning data to establish collaborative home-school routines around student learning data (Iowa Academic Standards A2-3). ❑ Facilitate student engagement across all learning environments including online learning (Iowa Academic Standards C-4; Equity A-4, B-1). ❑ Collect ongoing student learning data to determine student learning progress and needs throughout 2020-21 (Iowa Academic Standards C1-3, C5). ❑ Adjust curriculum and instruction if/when the delivery model changes in the middle of the school year (Iowa Academic Standards B-1). ❑ Implement and support the District PD plan (Infrastructure A1, C1-2).

Ensure equity is a focus across the full *Return-to-Learn* plan. Equity in this context is focused on ensuring all students have access to a free and appropriate public education, are able to access the Iowa Content Standards, and have the support needed to progress in their learning. Specifically, when assessing learner needs, matching curriculum to learner needs, and accelerating learning, districts need to:

- ❑ Ensure appropriate access to – and equity of – Iowa's academic standards and other needs (i.e., SEBH) for students in the following subgroups: students with IEPs, English learners, students at-risk and Gifted and Talented (Equity A-1 to A-4, B-2, C2, D1, E-1, & E-2);
- ❑ Ensure rights and responsibilities under IDEA are provided (Equity B-1 to B-3);
- ❑ Ensure learners and their families have access to communications and distance learning materials, instructional methods, and learning opportunities (Equity, C1-2, D1); and
- ❑ Ensure learners are identified who may need more intensive support or accelerated learning (Equity A-2, D-1, & E-2).