RETURN TO LEARN

WAUKEE
COMMUNITY SCHOOL DISTRICT

2020

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Required Continuous Online Learning

Required Online Learning is a model that would feel similar to what was experienced in the spring. A key difference from the spring is that online learning would be required for all K-12 students. Another difference is that there will be a daily schedule for students rather than a weekly schedule. While online learning cannot fully mimic the traditional classroom, our intent will be to provide high-quality instruction and learning while being responsive to a variety of circumstances and situations of our staff, students, and families. Students in grades K-7 will have access to a district-provided iPad and students in grades 8-12 will have access to a district-provided Macbook to help with required online learning.

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The Waukee Community School District is committed to providing a high-quality learning environment for all students. While our approach to teaching and learning will likely need to change throughout the course of the 2020-21 school year, we will work diligently to ensure that the academic, social-emotional, and physical needs of our staff, students, and families are met and maintained with integrity and care. Our focus is and will continue to be, on taking care of the whole child, mindfulness, overall health and well-being, and upholding high standards of academic development.

Introduction & Overview - Required Continuous Online Learning

Mission
Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families, and community through innovative educational experiences.

Vision
Inspiring learners who feel valued, challenged, and prepared to embrace tomorrow's opportunities.

The Waukee Community School District required a continuous learning model fully online. There are significant improvements that have been made in infrastructure since the spring in order to facilitate an ever-improving experience for our students, staff members, and families. For example, we have purchased an iPad for every student in grades K-7 for this school year and a MacBook for every student in grades 8-12. In tandem with the technology, we are implementing what is known as a learning management system or LMS. The one we have chosen is called Canvas and it is an improvement over Google Classroom. For those who are familiar with SeeSaw, that will also be available for teacher use in grades K-7 and we are planning on PerDeck as a support for the older students.

In addition to the infrastructure, we have proposed schedules for what a typical day will look like, by grade span, in this model. What you will immediately notice is that the day is more overtly structured than you likely experienced if you were with us in the spring. Specifically, even though the times change to some degree from a typical school day in the on-site model, there is a cadence to the experience that more closely resembles school each day. In addition, attendance will be taken, assignments will be required, and outcomes like grades and other feedback will be recorded. There is also time structured into the day for access to and support from teachers in individual and small group environments.

Beyond the infrastructural and organizational improvement, efforts are also in place to provide more robust experiences for students in specialized programming such as special education, the extended learning program, and English Learners. This model will have teachers in these areas who are assigned to support identified students and there will be time built in each day to access individual or group lessons that may be called out for in Individual Education Plans (IEPs) or other similar documents.

Communications - Required Continuous Online Learning

- Audiences
  - Staff
  - School Board
  - Community Partners
  - Parents
  - Students
  - Community at-large
- Delivery Models
  - SchoolMessenger - all messages related to school will come throughout messaging system
  - Social Media
  - Website
  - Survey
  - FAQ

Share the vision for Return-to-Learn including "the why" and the implementation plan.

- Inform partners of various scenarios
- Reinforce that situation is being continually monitored and best practices are being reviewed
- Safety of students and staff is the priority
- Reinforce that we will communicate regularly throughout the summer and share details as they develop
- Reinforce that registration will be critical this summer and their help in encouraging families to do so will be a great help.

Continue to create an opportunity to have a conversation that gathers input and reinforces key points of planning for fall.

Health & Safety - Required Continuous Online Learning

*When in District Buildings

Priority #1: Ensure Ongoing Workplace Safety

- A-1. Ensure there are Adequate Health Resources and Support throughout the district.
  - Share Dallas County Public Health (DCPH) public health contact information to all nurses.
  - Nurses will discuss needs for PPE supplies and order accordingly:
    - Lead Nurse requests PO's from Business Office for the entire district, face shields to be ordered for nurses, SPED teachers/associates.
  - Hand sanitizer stations throughout the buildings:
    - Locations to include: lunchrooms, health office, exits/entrances, pods, library, classrooms, computer labs
  - Nurses will be in contact, before school start date, with parents of students who have chronic health illnesses and implement plan to keep them as safe as possible
  - Nurses and operations staff will work together on strategies for how to keep healthy/symptomatic students apart.
  - Nurses and operations staff will create proper signage for providing direction to staff and students.
  - Nurses will meet with and/or communicate with DCPH public health on a regular basis.
    - Nurses and HR will contact DCPH in the event of a COVID19 positive case.
    - Nurses will contact WCSD Human Resources for next steps for ensuring a safe working and learning environment.
    - Contact tracing will be done by DCPH. The building nurse will alert DCPH and work with them to determine close contacts.
    - DCPH and the building nurse will then contact and follow students, parents and staff as indicated.
    - HR, Building Administration, or District Administration will communicate with individuals impacted.
    - HR and Nurses will track data internally.
  - Operations staff will ensure:
    - A spray bottle with disinfectant will be in each classroom
      - Teachers/staff will be asked to clean between classes - training to be provided.
      - Custodial team will ensure classroom surfaces will be clean before and after school.
      - Gloves should be worn and gloves will be provided for teachers.
    - All building custodians will consistently implement standard cleaning protocols.
    - Use of electrostatic sprayers will be deployed in the event that an infected area can be identified and/or for general cleaning.
    - Custodial supervisors will work together with school nurses to provide adequate training on cleaning protocols and work instructions.
    - Building leadership will have knowledge of standard cleaning protocols.

- Building custodians will monitor and clean surfaces in high traffic areas.
- Hand sanitizer will be distributed to the building custodian and building nurse.
- Disposable gowns will be made available for all health offices.
- All nurses meet with custodian to talk about plan to keep offices as clean as possible

A-2. Ensure Workplace Safety if Staff must enter School Grounds during Remote Learning Conditions.
- All meetings should be held virtually.
- Distribute the following in advance of staff returning to work before school starts or in the event Continuous Learning is taking place in a building/district:
  - **Guidelines for Employees Authorized to Enter Buildings**
- Building custodians will ensure that high traffic, high touch surfaces will continuously be cleaned.
- Essential hourly staff shall utilize Timeclock Plus application for clock-in/clock-out.
- If staff use the Time Clock machine, they will be asked to sanitize before and after use.
- Bottle filling stations will be the only water fountains turned on.

A-3. Ensure the school health office has what it needs to support optional student care.
- Not applicable for continuous learning

A-4. Ensure custodial staff is supported to ensure optimal environmental cleaning.
- Not applicable for continuous learning

A-5. Plan for appropriate building-wide social distancing as needed.
- Parents, in general, are discouraged from entering the school building unless needing to come in the building to pick their child up from school or drop them off or to attend a meeting. In the event that a parent must enter the building, face coverings must be worn by the parent/guardian.
- Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.
- Our initial requirements and related guidance are as follows:
  - Distancing requirements: Schools should aim for a physical distance of four to six feet when possible.
    - Seek to maximize physical distance among individuals within their physical and operational constraints.
  - Nutrition:
    - See: **Nutrition Return to Learn Working Plan**

Priority #2: Support Mitigation Strategies

B-1. Support appropriate general mitigation strategies across delivery models.

General Strategies:
- Signage around buildings - awareness and education.
- Custodial check-off lists, standard cleaning protocols are established.
- Classroom practices will reduce transfer of objects between home and school and touching of other students' personal belongings.

Face Covering Recommendations: (when in the buildings)
- At this time, our requirement and related guidance are as follows:
  - WCSD students (PK-12+) will be required to wear a cloth face covering that must cover their nose and mouth.
    - Full face shields may be an option for those students with medical, physical, behavioral, or other challenges who are unable to wear cloth face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual and/or facial cues.
    - Exceptions to face covering requirements for students must be made to the student's

building administrator from the student's physician, physician assistant, advanced registered nurse practitioner, or advanced practice registered nurse.
- WCSD staff are required to wear cloth face coverings. WCSD staff will receive two cloth face coverings and one full face shield. Exceptions to face covering requirements for staff must be made to the WCSD Human Resources Department from the staff member's physician, physician assistant, advanced registered nurse practitioner, or advanced practice registered nurse.
  - Face shields for adults are acceptable when physical distancing can be maintained and it is in the best interest of student education. A face shield or a transparent face-covering provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, other students, and their teachers.
- Mask breaks should occur throughout the day.
  - Breaks should occur when staff and students can be four to six feet apart and ideally outside or at least with the windows open (when possible). Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.
- Face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them. Reusable face coverings provided by families should be washed by families daily.

B-2. Plan for appropriate use/handling of materials
- Minimize shared equipment, utensils, or learning materials between students and staff.
  - In the event that this cannot be avoided, disinfect after use.
- Items that are not easily cleanable, not essential and/or do not allow for adequate spacing in classrooms (cloth couches, long hanging curtains, etc.) shall be removed until further notice. We would recommend that we work with our buildings to determine if something is required for student learning needs.
- It is recommended that we work alongside other subcommittees to determine how to handle academic materials.

B-3. Establish in-school organizational structures that support effective mitigation strategies.
- Limit access/exit points to provide an opportunity for healthy movement throughout the building.

Priority #3: Monitor the Health & Safety of Teachers/Staff, Students and Families

C-1. Plan for the general health of teachers, staff & families.
- Nurses will meet with and/or communicate with DCPH public health on a regular basis.
  - Nurses and HR will contact DCPH in the event of a COVID19 positive case.
  - Nurses will contact WCSD Human Resources for next steps for ensuring a safe working and learning environment.
  - Contact tracing will be done by DCPH. The building nurse will alert DCPH and work with them to determine close contacts.
  - DCPH and the building nurse will then contact and follow students, parents and staff as indicated.
  - HR, Building Administration, or District Administration will communicate with individuals impacted.
  - HR and Nurses will track data internally.

C-2. Ensure the health and safety of teachers and staff.
- WCSD staff should contact WCSD Human Resources Department to talk through options if they or their family members are high-risk or immunocompromised
  - FFCRA, FMLA, etc.
- All WCSD substitutes will receive COVID19 related information from our HR Department.
- In the event that a WCSD staff member feels symptomatic, that staff member will be sent home.
- Staff members will reach out to HR to discuss leave options.

C-3. Plan for the health and safety of students.

- Nurses will identify high-risk and immunocompromised students.
- Parents, in general, are discouraged from entering the school building unless needing to come in the building to attend a meeting. In the event that a parent must enter the building, face coverings must be worn by the parent/guardian.
- Only essential visitors are able to access the building and must do so by appointment only.
- Physical barriers, such as plexiglass, will be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing. Congregating in shared spaces, such as staff lounge areas, will be discouraged.
- Nutrition Department
  - See: **Nutrition Services Return to Learn Working Plan**
  - USDA has passed new waivers to allow the following through June 2021:
    - Flexibility with the meal components offered
    - Grab and go meal service and service of multiple meals at the same time (i.e. breakfast and lunch together)
    - Parent pick up of meals/children do not need to be present

Human Resources Recommendations

Overview
Waukee Community School District staff is vital to the success of our students. Keeping our staff, students and community healthy and safe is at the forefront of our work. In order to do this, we will follow the guidance of the CDC and the Iowa Department of Public Health. The District is committed to providing clear and consistent expectations and communications focused on five main areas: training, staffing & leaves, substitutes, mental health, and evaluations.

Training
All staff members will engage in the Department of Education's required health and safety training in SafeSchools. Additional training may be provided as needed.

Staffing and Leaves
We will communicate with staff the process and criteria for determining staffing plans for each of our learning plans as well as any additional accommodations needed for staff.

Employees will contact the District Lead Nurse and HR with questions or concerns in regards to concerns related to COVID-19, such as what to do if they are exhibiting symptoms, if they have been exposed to someone, and/or if they become ill. HR will work with individuals with questions regarding absences and leaves. The Families First Coronavirus Response Act (FFCRA) provides employees up to two weeks of fully and/ or partially-paid sick leave if they need to stay home for specific COVID-19 reasons. The FFCRA is in effect through December 31, 2020.

Substitutes
The district will continue to recruit substitutes for associates, teachers, nurses, secretaries, nutrition, and custodial positions. Substitutes will be designated to up to three district buildings except in extraordinary circumstances. We will be training substitutes in the District's learning management system as needed.

Mental Health & Wellness
The district is committed to supporting the mental health and wellness of employees at all times and especially during this unprecedented period. Employee and Family Resources (EFR) will continue providing free, confidential, 24/7/365 support to all staff, students, and their immediate family members. The District has also started a new wellness program for all staff. Staff has access to educational training and wellness opportunities for their mental and physical well-being.

Evaluation Process

The District will continue to provide a transparent and equitable process that ensures employees receive proper feedback and evaluations. The evaluation process will take into consideration the instructional learning platform(s), if applicable, and will await information from the Iowa Department of Education regarding any adjustments to evaluation requirements. Human Resources and School Improvement will partner to ensure employees have access to current information.

Infrastructure - Required Online Learning

Calendar

During the 2020-2021 school year we will use the board approved academic calendar. Teachers will utilize pre-assessment, differentiation, and intervention strategies to meet the needs of all learners. Teams of teachers will work in Professional Learning Communities (PLCs) to determine key, grade-level instruction and will work together to create pathways to teach new material that was missed during the previous academic year. Professional learning will be provided bi-weekly throughout the year to address student learning needs and to help teachers develop the skills to address the unique challenges that may arise. Additionally, learning opportunities will be provided within our PLCs to support teachers in these areas.

- Waukee CSD Academic Calendar - 2020-2021

Grading / Progress Reporting

In a required online learning setting the Waukee Community School District's current grading practices will be used to record progress toward achievement of standards and to indicate student learning. Grading practices and policies can be located in each grade-level handbooks. We will utilize the same grading practices to aid in the transition for students, families, and staff members and to retain continuity for any situation that may arise.

- Elementary Handbook (K-5) - page 21
- Middle School Handbook (6-7) - page 22
- Prairieview/Timberline Handbook (8-9) - page 26
- Waukee High School Handbook (10-12) - pages 7 & 39

Additional information about progress reporting and/or grading can be found on the Academic portion of our school website.
- Waukee Community School District - Assessment

Professional Learning

The Waukee Community School District's professional development priorities will include:
- Health and Safety Procedures
- Strong Professional Learning Community (PLC) practices to ensure on-time learning for all students

- Technology integration
- Equity Standards & Practice
- Social-emotional and behavioral health strategies for students and staff
- Building goals and needs
- Transition from one mode of learning to the next

Professional development in each of these areas will include a continuous improvement process to ensure the needed learning is delivered in a timely manner. While all topics listed above are important, some will be given more time during our preservice learning schedule than others. Learning can be created in modules for differentiation and flexibility for staff. There will be optional summer opportunities in the area of technology integration for our new Learning Management System and for our move to a 1:1 setting. Our professional learning plan will begin during our pre-service learning and continue into our work with PLCs and our scheduled professional development dates. Our instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.

Supporting Documents
- [Waukee CSD Staff Survey](#)
- [Waukee CSD Academic Calendar - 2020-2021](#)

Attendance
In a required continuous learning setting with students attending school offsite, attendance will be taken in the following ways:

Grades PK-5
Primary classroom teachers will provide a daily morning online check-in and will take attendance in PowerSchool based on completion of or participation in these activities. Activities could include, but are not limited to: surveys, conversations, interactions on Canvas, class meetings, or prompts on Flipgrid, Padlet, or SeeSaw. Other activities that allow students to interact with the teacher and/or peers in an online learning environment may occur as the time progresses. The student's primary classroom teacher will be responsible for attendance daily.

Grades 6-12
Teachers will take attendance daily for each course and submit it in PowerSchool. Attendance can be taken based on completion of or participation in arrival to class meeting, class work or instruction provided by the teacher during the week. Activities could include, but are not limited to: surveys, conversations, interactions on Canvas, class meetings, or prompts on Flipgrid, Padlet, or SeeSaw.

Additional information about attendance can be found in each grade-level's handbook.
- [Elementary Handbook (K-5)](#) - page 9
- [Middle School Handbook (6-7)](#) - page 5
- [Prairieview/Timberline Handbook (8-9)](#) - page 8
- [Waukee High School Handbook (10-12)](#) - page 14

Family Survey
Families were surveyed in late June to collect preliminary data on their perspective on Continuous Learning, Social-Emotional and Behavioral Health needs, returning to school plans, transportation, and childcare needs. We have

used and will continue to use this data to inform our planning and will share results with the community. Families will be surveyed in July and again in August to better understand their needs as we plan for a return to school in August.

- [Waukee CSD Family Survey](#)

Iowa Academic Standards - Required Online Learning

Professional Learning

The Waukee Community School District's professional development priorities will include:
- Health and Safety Procedures
- Strong Professional Learning Community (PLC) practices to ensure on-time learning for all students
- Technology integration
- Equity Standards & Practice
- Social-emotional and behavioral health strategies for students and staff
- Building goals and needs
- Transition from one mode of learning to the next

Professional development in each of these areas will include a continuous improvement process to ensure the needed learning is delivered in a timely manner. While all topics listed above are important, some will be given more time during our pre-service learning schedule than others. Learning can be created in modules for differentiation and flexibility for staff. There will be optional summer opportunities in the area of technology integration for our new Learning Management System and for our move to a 1:1 setting. Our professional learning plan will begin during our pre-service learning and continue into our work with PLCs and our scheduled professional development dates. Our instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.

Supporting Documents
- [Waukee CSD Staff Survey](#)
- [Waukee CSD Academic Calendar - 2020-2021](#)

Instructional Considerations

In a required online continuous learning environment, instructional changes will be considered in scope and sequence, schedule, assessment, and instructional strategies.

Synchronous Instruction: Students are receiving instruction in real-time or in a live setting from a teacher at the same time the teacher is delivering the instruction. This could include but is not limited to Google Meet video calls.	**Asynchronous Instruction:** Students receiving instruction at a different time than when the instruction is delivered. This could include but is not limited to recorded video lessons.

Curriculum Materials: In a required online learning setting, teachers will utilize the district provided and created materials that were in place prior to COVID-19 or that have been purchased during this time to the extent that is possible. These items may include but are not limited to: texts, PLC documents, district documents, diagnostic tools, etc… In the event of additional needs, teachers will continue to work with their building administrators and/or the Teaching and Learning department to meet those needs. In a distance setting, all students will have access to an iPad (K-7) or a MacBook (8-12) as additional curriculum support. Teachers will provide instruction utilizing our Learning Management System Canvas alongside other district supported resources. This may include but is not limited to: Google Meet, SeeSaw, Pear Deck, Google Docs, etc…

Scope & Sequence: During our preservice dates and into the school year, teachers will have guided Professional Learning Community time to review and revise their scope and sequence for their academic course work. Teachers are asked to consider and prioritize their essential standards as they plan for content delivery throughout the year. It is imperative that teachers keep students in grade- or course-level academic work to the extent that is possible. The need to narrow the scope of what is taught may arise in this setting. The team of teachers may move or reframe instructional goals around to best meet the setting of the learner.

Assessment: Increasing instructional time and focusing on relationship-building will be the primary focus of interaction between teachers and students. Therefore, intentional decisions will be made regarding which types of assessments will be administered and the timeline of when those will occur within an online setting. Waukee Schools will provide staff with guidance that outlines requirements and suggested tools for formative assessment and data collection. This data will be used to identify student needs and learning gaps through a balanced assessment approach, including the following: screening, diagnostic, formative, summative, and district-wide assessments. Recommended tools, resources, and training for doing this electronically will be provided to teachers. Ongoing communication will inform families about the data that will be collected and used to make educational decisions regarding students.

Teachers
1. In addition to professional development, teachers will be able to refer to the Waukee CSD Intranet for ideas on engaging and useful online learning strategies.
2. Professional Learning Communities: PLCs will work together to follow the instructional scope and sequence while giving priority to creating and maintaining connections with students and families. Teachers are asked to consider and prioritize their essential standards as they plan for content delivery throughout the year. It is imperative that teachers keep students in grade- or course-level academic work to the extent that is possible. Teams can share ideas, strategies, and tasks with one another to ensure quality experiences.
3. Social Emotional needs of students should be considered in all planning (See Social Emotional Behavior Health Section for more information)

Example schedules
The schedules below are intended to give students, families, and teachers an idea of what required online continuous learning might look like. There are built in breaks and an afternoon that has a more flexible schedule. This allows for smaller groups, office hours, and some breaks for students to be away from a device.

REQUIRED ONLINE LEARNING (PK)

Hours Dedicated to Virtual Classroom Meetings, Whole Class Instruction & Small Group Instruction:
30 - 60 minutes

Time	SAMPLE PK Daily Schedule (Teacher)	SAMPLE PK Daily Schedule (Student)
AM Session		ALL PK students will attend M, T, Th, F
8:00-8:20	**Planning/Preparation**	
8:25-8:55	**Office Hours**	*Parents have the option to be online with the teacher to understand the learning that will take place that day and gather any/all materials needed for the day's activities.*
9:00-9:20 (20 minutes)	**Morning Meeting:** Greeting, song, attendance, LOTD (synchronous)	Students connect virtually with the teacher & classmates. The day begins with relationship & community building.
9:20-9:30 (10 minutes)	**Focus Text** - teacher read aloud (synchronous)	Students enjoy a read aloud and comprehension activities with the teacher following the morning meeting.
9:30-9:40 (10 minutes)	**Small Groups** - fine motor, literacy, math (synchronous)	Students may participate in a small group virtual setting with the teacher during this time for approximately 10 minutes. The schedule for small groups will be communicated by the teacher.
9:40-9:55 (15 minutes)	**Song/Study** - free movement, inquiry unit of study (asynchronous)	Students will be provided with pre-recorded videos and activity links to help them engage in movement & inquiry experiences.
9:55-10:15	**Outdoor Learning** - large motor, social skills practice with peers	Students use this time to play either indoors or outdoors. Suggestions for a variety of activities will be provided by teachers.
10:15-11:10	**Centers** - controlled choice, social skills with friends, academic centers	Students use this time to practice choice, social skills & academic skills. Suggestions for a variety of activities will be provided by teachers.
11:10-11:30 (20 minutes)	**Large Group** - literacy, math (synchronous)	Students connect virtually with the teacher & classmates for a whole group lesson focused on either literacy or math.

Time	PK Daily Schedule (Teacher)	PK Daily Schedule (Student)
12 - 12:20	**Planning/Preparation**	
12:25 - 12:55	**Office Hours**	*Parents have the option to be online with the teacher to understand the learning that will take place that day and gather any/all materials needed for the day's activities.*
1:00-1:20 (20 minutes)	**Morning Meeting:** Greeting, song, attendance, LOTD (synchronous)	Students connect virtually with the teacher & classmates. The day begins with relationship & community building.
1:20-1:30 (10 minutes)	**Focus Text** - teacher read aloud (synchronous)	Students enjoy a read aloud and comprehension activities with the teacher following the morning meeting.
1:30-1:40 (10 minutes)	**Small Groups** - fine motor, literacy, math (synchronous)	Students may participate in a small group virtual setting with the teacher during this time for approximately 10 minutes. The schedule for small groups will be communicated by the teacher.
1:40-1:55 (15 minutes)	**Song/Study** - free movement, inquiry unit of study (asynchronous)	Students will be provided with pre-recorded videos and activity links to help them engage in movement & inquiry experiences.
1:55-2:15	**Outdoor Learning** - large motor, social skills practice with peers	Students use this time to play either indoors or outdoors. Suggestions for a variety of activities will be provided by teachers.
2:15-3:10	**Centers** - controlled choice, social skills with friends, academic centers	Students use this time to practice choice, social skills & academic skills. Suggestions for a variety of activities will be provided by teachers.
2:15-3:10	**Large Group** - literacy, math (synchronous)	Students connect virtually with the teacher & classmates for a whole group lesson focused on either literacy or math.
3:10-3:30 (20 minutes)	**Planning/Preparation**	

Office Hours: Parents may get online with teachers to understand the learning that will take place that day and gather any/all materials needed for the day's activities.

Virtual Morning Meeting: Teachers and students engage in whole-class activities and experiences that are focused on relationship-building, social-emotional health and classroom community. This time allows students to interact with their teacher and classmates in a live setting using the googlemeet platform.

Virtual Focus Text: Through a teacher read-aloud, students engage in a daily literacy study. This time allows students to engage with the book using a variety of comprehension skills throughout the week. Families will note that the same text is used throughout the week allowing students and their teacher to dig deep into their literary experiences in a live setting using the googlemeet platform.

Virtual Small Group/Individual Instruction: Teachers/Associates and students engage in small group or individual meetings throughout the week. This time allows teachers to schedule meetings to provide targeted instruction and support, and allow for small group collaboration and learning in a live setting using the googlemeet platform. Students may receive additional instruction and support as needed.

Virtual Song/Study: Teachers/Associates and students engage in music videos that allow for free movement and music appreciation. Teachers will ignite curiosity in students by engaging them in units of study that could include their community, things in their homes, and holidays.

Virtual Large Group: Teachers and students engage in whole-class learning and experiences. This time allows teachers to review learning, provide new learning in classroom discussions and model strategies to their students in a live setting using the googlemeet platform.

Outdoor Learning/Centers: Students and families are encouraged to spend time learning and playing both inside and outside the home.

REQUIRED ONLINE LEARNING (K-2)
Hours Dedicated to Virtual Classroom Meetings, Whole Class Instruction & Small Group Instruction:
1.5 - 2 hours

SAMPLE Elementary Daily Schedule (Teacher)		SAMPLE Elementary Daily Schedule (Student)
8:00 - 8:35 am	**Teacher Preparation, PLC Collaboration, Etc.**	
8:35 - 8:40 am	Students join virtually (attendance, welcome, etc)	Students join virtually.
8:40 - 9:10 am	Virtual Classroom Morning Meeting & Whole Class Instruction (Literacy/Math)	Students connect virtually with the teacher & classmates. The day begins with relationship & community building. The teacher sets the stage for the day's learning and guides a whole class lesson.
9:10 - 10:40 am	● Virtual Small Group ● Virtual Individual Instruction ● Independent Learning & Practice (Literacy/Math) ● BREAK	Students participate in a combination of the bulleted experiences as communicated by the teacher within Canvas or SeeSaw. Students will only be online live during their small group/individual specific time with the teacher, approximately 15 minutes.
10:40 -11:00 am	Virtual Whole Class Instruction (Literacy/Math/*Science/Social Studies)	Students connect virtually with the teacher & classmates. The teacher guides a whole class lesson.
11:00 am -12:00 pm	● Virtual Small Group ● Virtual Individual Instruction ● Independent Learning & Practice (Science/SS)	Students participate in a combination of the bulleted experiences as communicated by the teacher within Canvas or SeeSaw. Students will only be online live during their small group/individual specific time with

	● BREAK	the teacher, approximately 15 minutes.
12:00 pm - 12:20 pm	Virtual Classroom Closing Meeting & Review	Students connect virtually with the teacher & classmates. The teacher uses this time to reinforce relationship & community building, as well as to review learning or prepare students for independent learning & practice.
12:20 pm - 1:00 pm	LUNCH/BREAK	
1:00 pm - 1:45 pm	Related Arts - Optional for students	Students have the option to attend the scheduled related art for the day.
2:00 pm - 4:00 pm	**Teacher Office Hours** *Teacher connects with students/parents as requested, provides online feedback, continues planning & preparation*	Students may continue independent learning & practice, or contact the teacher if needed. Students may receive special services during this time.

Virtual Classroom Meetings: Teachers & students engage in whole-class activities & experiences that are focused on relationship-building, social-emotional health and classroom community. This time allows students to interact with their teacher and classmates in a live setting using the googlemeet platform.

Virtual Whole Class Instruction: Teachers & students engage in whole-class learning and experiences. This time allows teachers to review learning, provide new learning, engage in classroom discussions & model strategies to their students in a live setting using the googlemeet platform.

Virtual Small Group/Individual Instruction: Teachers and students engage in small group or individual meetings throughout the week. This time allows teachers to schedule meetings to provide targeted instruction and support, discuss progress and allow for small group collaboration and learning in a live setting using the googlemeet platform. Students may receive additional instruction and support through ESL, Reading Lab, ELP or SpEd programs during this time or during office hours.

Independent Learning & Practice: Students engage in independent learning experiences & practice activities that are shared & posted by the teacher in the Canvas platform. Independent learning and practice will be a blend of online & offline experiences and activities to be conscious of student screen time. Online experiences and activities might include, but are not limited to, practice within programs such as Lexia, video instruction and response, online math practice, etc. Offline experiences and activities might include, but are not limited to, independent reading and writing, game play, exploration, etc.

BREAK: Students are encouraged to take breaks throughout the day among scheduled meetings and independent learning/practice.

Related Arts: Parents/students will have the option to participate in related arts on a daily basis. They can also choose to not participate. Families will indicate their choice prior to the start of the school year.

REQUIRED ONLINE LEARNING (3-5)

Hours Dedicated to Virtual Classroom Meetings, Whole Class Instruction & Small Group Instruction:
2 - 2.5 hours

SAMPLE Elementary Daily Schedule (Teacher)		SAMPLE Elementary Daily Schedule (Student)
8:00 - 8:35 am	**Teacher Preparation, PLC Collaboration, Etc.**	
8:35 - 8:40 am	Students join virtually (attendance as students join, welcome, etc)	Students join virtually.
8:40 - 9:10 am	Virtual Classroom Morning Meeting & Whole Class Instruction: (Literacy/Math)	Students connect virtually with the teacher & classmates. The day begins with relationship & community building. The teacher sets the stage for the day's learning and guides a whole class lesson.
9:10 - 10:40 am	- Virtual Small Group - Virtual Individual Instruction - Independent Learning & Practice (Literacy/Math) - BREAK	Students participate in a combination of the bulleted experiences as communicated by the teacher within Canvas or SeeSaw. Students will only be online live during their small group/individual specific time with the teacher, approximately 20 minutes.
10:40 -11:10 am	Virtual Whole Class Instruction (Literacy/Math/*Science/Social Studies)	Students connect virtually with the teacher & classmates. The teacher guides a whole class lesson.
11:10am -12pm	- Virtual Small Group - Virtual Individual Instruction - Independent Learning & Practice (Science/SS) - BREAK	Students participate in a combination of the bulleted experiences as communicated by the teacher within Canvas or SeeSaw. Students will only be online live during their small group/individual specific time with the teacher, approximately 20 minutes.
12 - 12:30pm	Virtual Classroom Closing Meeting & Review	Students connect virtually with the teacher & classmates. The teacher uses this time to reinforce relationship & community building, as well as to review learning or prepare students for independent learning & practice.
12:30 - 1pm	LUNCH/BREAK	
1 - 1:45pm	Related Arts - Optional for Students	Students have the option to attend the scheduled related art for the day.
2 - 4pm	**Teacher Office Hours** *teacher connects with students/parents as requested, provides online feedback, continues planning & preparation*	Students may continue independent learning & practice, or contact the teacher if needed. Students may receive special services during this time.

Virtual Classroom Meetings: Teachers & students engage in whole-class activities & experiences that are focused on relationship-building, social-emotional health and classroom community. This time allows students to interact with their teacher and classmates in a live setting using the googlemeet platform.

Virtual Whole Class Instruction: Teachers & students engage in whole-class learning and experiences. This time allows teachers to review learning, provide new learning, engage in classroom discussions & model strategies to their students in a live setting using the googlemeet platform.

Virtual Small Group/Individual Instruction: Teachers and students engage in small group or individual meetings throughout the week. This time allows teachers to schedule meetings to provide targeted instruction and support, discuss progress and allow for small group collaboration and learning in a live setting using the googlemeet platform. Students may receive additional instruction and support through ESL, Reading Lab, ELP or SpEd programs during this time or during office hours.

Independent Learning & Practice: Students engage in independent learning experiences & practice activities that are shared & posted by the teacher in the Canvas platform. Independent learning and practice will be a blend of online & offline experiences and activities to be conscious of student screen time. Online experiences and activities might include, but are not limited to, practice within programs such as Lexia, video instruction and response, online math practice, etc. Offline experiences and activities might include, but are not limited to, independent reading and writing, game play, exploration, etc.

BREAK: Students are encouraged to take breaks throughout the day among scheduled meetings and independent learning/practice.

Related Arts: Parents/students will have the option to participate in related arts on a daily basis. They can also choose to not participate. Families will indicate their choice prior to the start of the school year.

REQUIRED ONLINE LEARNING (6-12)

The following schedules are a draft of a typical schedule for a student in a continuous required online learning environment. There will be flexible opportunities for students to work with the teacher, the content, and with each other in an online environment. The schedules take into consideration academic and social-emotional needs. The example schedules below may change slightly depending on each school's local context.

Synchronous Instruction: Students are receiving instruction in real-time or in a live setting from a teacher at the same time the teacher is delivering the instruction. This could include but is not limited to Google Meet video calls.	**Asynchronous Instruction:** Students receiving instruction at a different time than when the instruction is delivered. This could include but is not limited to recorded video lessons.

<u>Virtual Class</u>: Virtual class will be held in a synchronous fashion using Google Meet. Teachers & students engage in whole-class learning and experiences. This time allows teachers to review learning, provide new learning, engage in classroom discussions & model strategies to their students in a live setting using the googlemeet platform.

<u>Independent Work & Practice</u>: Students engage in independent learning experiences & practice activities that are shared & posted by the teacher in the Canvas platform. Independent learning and practice will be a blend of online & offline

experiences and activities to be conscious of student screen time. Online experiences and activities might include, but are not limited to, practice within programs such as Lexia, video instruction and response, online math practice, etc. Offline experiences and activities might include, but are not limited to, independent reading and writing, game play, exploration, etc.

Virtual Small Group/Individual Instruction: Teachers and students engage in small group or individual meetings throughout the week. This time allows teachers to schedule meetings to provide targeted instruction and support, discuss progress and allow for small group collaboration and learning in a live setting using the googlemeet platform. Students may receive additional instruction and support through ESL, Reading Lab, ELP or SpEd programs during this time.

Grades 6-9 SAMPLE ONLINE SCHEDUlES

In an online setting at the middle level(s), students are required to take the four core classes (English/Language Arts, Math, Science, and Social Studies), physical education, and health. We will offer additional electives to the extent possible in our schedule, but students may not have the full course load that they would in person. Students can expect 2-3 hours of teachers guided virtual time in this schedule.

Sample Schedule 1		Sample Schedule 2 (Includes band and chorus)	
1	Study Hall / Independent Work / Optional Additional Elective	**1**	Math Virtual Class (15-20 minutes)
			Small Group Work / Independent Work/ Break (20-30 minutes)
2	Math Virtual Class (15-20 minutes)	**2**	Science Virtual Class (15-20 minutes)
	Small Group Work / Independent Work/ Break (20-30 minutes)		Small Group Work / Independent Work/ Break (20-30 minutes)
3	A-Day PE - Virtual Class into Small Groups or Independent Work	**3**	Social Studies Virtual Class (15-20 minutes)
	B-Day Health - Virtual Class into Small Groups or Independent Work		Small Group Work / Independent Work/ Break (20-30 minutes)
4	Social Studies Virtual Class (15-20 minutes)	**4**	ELA -Virtual Class (15-20 minutes)
	Small Group Work / Independent Work/ Break (20-30 minutes)		Small Group Work / Independent Work/ Break (20-30 minutes)
5	Science Virtual Class (15-20 minutes)	**5**	A-Day PE - Virtual Class into Small Groups or Independent Work
	Small Group Work / Independent Work/ Break (20-30 minutes)		B-Day Health - Virtual Class into Small Groups or Independent Work
6	ELA -Virtual Class (15-20 minutes)	**6**	A-Day Band -Virtual Class into Small Groups or Independent Work
	Small Group Work / Independent Work/ Break		B-Day Choir - Virtual Class into Small Groups or

	(20-30 minutes)		Independent Work
7	Study Hall / Independent Work / Optional Additional Elective	**7**	Study Hall / Independent Work / Optional Additional Elective
8	Study Hall / Independent Work / Optional Additional Elective	**8**	Study Hall / Independent Work / Optional Additional Elective

High School (10-12) SAMPLE ONLINE Schedule

Approximate Daily Virtual Hours for a Student::

3 - 5 Hours

*Some days may differ due to Advisory

Monday - Friday
8:10 - 9:00: Block 1 Virtual Whole Class / Small Group Instruction
9:00 - 9:43: Independent Work / Break
9:50 - 10:40: Block 2 Virtual Whole Class / Small Group Instruction
10:40 - 11:22: Independent Work / Break
11:30 - 12:20: Block 3 Virtual Whole Class / Small Group Instruction
12:20 - 1:31: Independent Work / Break / Lunch / Other
1:40 - 2:30: Block 4 Virtual Whole Class / Small Group Instruction
2:30 - 3:10: Independent Work / Break

Equity - Required Continuous Online Learning

Special Education & 504

Providing specially designed instruction, accommodations and services in alignment with individual needs as outlined in Individual Education Plans (IEPs) and 504 plans is a priority. Individual plans will be reviewed in the on-site, hybrid, and online service delivery models to ensure proper accommodations are in place and student needs are met.

Ensure Equity for Students with IEPs and 504s:
- Ensure appropriate access to-and equity of-Iowa's Academic Standards and other needs as the result of the disability
- Establish methods for delivering instruction to support students with IEPs
  - Special Education Teachers/IEP teams will follow the guidance from the Department of Education on amending IEPs to ensure all rights and responsibilities under IDEA are provided
- Establish methods for delivering instruction to support students with 504s

- ○ Building Level Teams will follow protocol for updating 504s to ensure all rights and responsibilities under OCR are provided.

Communication:

District Communication Plan will be followed for all families, in addition:
- ● Special Education teachers and support providers(ie: speech, OT, PT) will communicate routinely and frequently with student/family in regard to technology support and instructional needs for students with IEPs
- ● Building level staff (assistant principal and classroom teacher) will communicate routinely and frequently with student/family in regard to technology support and instructional needs for students with 504s

Instructional Considerations:

Access to Educational Services
- ● IEPs will be amended to meet the educational needs of students in each model of learning
  - ○ On-line learning in both the Required Continuous On-Line and Hybrid Models will address individual programming and needs through the IEP documentation process
- ● 504s will be reviewed to meet the educational needs of students in each model of learning
- ● Assistance to students/families on how to support students in accessing, participating and progressing in curriculum and learning will be provided.
- ● Special Education teachers will collaborate regularly with classroom and related arts teachers to ensure accommodations and modifications are being met for students with IEPs.
- ● Building level staff (assistant principal and classroom teacher) will collaborate with related arts teachers and those needing to ensure accommodations and modifications are being met for students with 504s

Technology:

Access to Technology
- ● Provide access to technology equipment and internet connections to staff and students/families
  - ○ Devices will be provided for each PK-12+ student in the district
  - ○ Speciality devices outlined in IEP will be provided to students

Professional Learning:

District Infrastructure Plan will be followed for Professional Learning for staff
- ●
- ● The Waukee Community School District's professional development priorities will include health and safety, strong Professional Learning Community practices to ensure on-time learning for all students, technology integration, and social-emotional and behavioral health strategies for students and staff.
  - ○ Professional development in each of these areas will include a continuous learning model to ensure the needed learning is delivered in a timely manner.
  - ○ Learning can be created in modules for differentiation and flexibility for staff.
  - ○ Instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.
- ● Professional learning on IEP legal requirements and timelines will be provided to special education teachers and support providers.

English Language Learners:

Providing supplemental services for Waukee ELL students through an online and hybrid model is a priority in order to ensure continued growth in the areas of reading, writing, speaking and listening. The ESOL committee has developed action steps in the areas of communication, instruction, technology, and professional

development that align with our district's Lau Plan. These goals will help support students in our district's ESOL Program work toward English Language Proficiency.

Ensure Equity for English Learners:
- ● Ensure English learners and their families have access to communications and distance learning materials
- ● Establish methods for delivering instruction to support English Learners\

ESOL teachers will follow the district Lau Plan for programming requirements, entrance procedures, exiting procedures, and instructional supports.

Communication:
English learners and their families will be provided access to district communication and distance learning materials in a language most easily understood.

- ❏ ESOL staff will utilize support from interpreters to engage with families in multiple languages.
- ❏ District will create videos for parents on how to access common learning resources (seesaw, etc.) and the new learning platform
- ❏ ESOL leadership team will work with the communication department on a communication plan for families.
- ❏ District will inform families about the "translation" feature on the district website

Instructional Considerations:
English learners will be supported through targeted instruction in the areas of reading, writing, speaking, and listening to ensure continued growth toward English Language Proficiency.

- ❏ ESOL Teachers will support students by planning and aligning with core teachers.
- ❏ ESOL Teachers will participate in grade level PLCs to help modify learning templates to provide learning access to students at varying language levels
- ❏ ESOL leadership team will provide students with print documents when needed
- ❏ Interpreters will support by calling families and explaining how learning templates work to ensure understanding of this process
- ❏ ESOL teachers will create videos for parents on how to access common learning resources (seesaw, etc.) new learning platform
- ❏ ESOL leadership team will create lessons for students using comprehensible input/appropriate resources for ELs

Technology:
English learners will be provided technology resources in order to access online instruction and connection with teachers and staff.

- ❏ Gather technology needs of families through district surveys and support of ESOL team.
- ❏ ESOL Teachers use interpreters and Talking Points to make 'comfort calls' to check-in with students and share district and school information
- ❏ District staff will use multiple methods to connect with families (phone calls, text, email, Google Voice, Talking Points, Google Hang-Outs, etc.) to communicate with families

Professional Learning:
District Infrastructure Plan will be followed for Professional Learning for staff with specific learning goals aligned to support for English learners.

- ❏ The Waukee Community School District's professional development priorities will include health and safety, strong Professional Learning Community practices to ensure on-time learning for all students, technology integration, and social-emotional and behavioral health strategies for students and staff.
  - ❏ Professional development in each of these areas will include a continuous learning model to ensure the needed learning is delivered in a timely manner.
  - ❏ Learning can be created in modules for differentiation and flexibility for staff.
  - ❏ Instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.
- ❏ Professional learning on Title III requirements, instructional practices in an online learning setting, and timelines will be provided to ESOL teachers and support providers.

At-Risk

Providing supplemental services in academics and social emotional growth for students identified as at-risk through an online and hybrid model is a priority in order to ensure continued growth toward academic and social/emotional standards. The At-Risk committee has developed action steps in the areas of communication, instruction, technology, and professional development that align with state goals and Waukee's district program goals. The action steps will support at-risk students to continue to make growth in both academic and social emotional standards.

Ensure Equity for At-Risk Students:
- ● Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities.

Communication:

Students and their families will be provided access to district communication and distance learning materials to support the continued collaboration with the district.

- ❏ Teachers will revisit the qualifications for at-risk
- ❏ Teachers and Counselors will ensure connectedness: logging in, meetings with teachers
- ❏ Counselors will review the document that was developed to go beyond the 4 main at-risk identifiers in order to support the social/emotional needs of students.
- ❏ Gather technology needs of families through district surveys and support of district teams

- ❏ Teachers use interpreters and Talking Points to make 'comfort calls' to check-in with students and share district and school information
- ❏ District staff will use multiple methods to connect with families (phone calls, text, email, Google Voice, Talking Points, Google Hang-Outs, etc.) to communicate with families

Instructional Considerations:

Students will be supported through targeted instruction in the core areas to ensure continued growth toward grade level standards.

- ❏ At Risk staff will hold 1:1 meetings with kids who had specific, yet personally chosen goals
- ❏ Teachers will support through emailed assignments for students to complete.
- ❏ Students will be provided with learning resources necessary to continue growth toward academic standards

Technology:

Students will be provided technology resources in order to access online instruction and connection with teachers and staff.

- ❏ Gather technology needs of families through district surveys and support of ESOL team.
- ❏ Teachers use interpreters and Talking Points to make 'comfort calls' to check-in with students and share district and school information
- ❏ District staff will use multiple methods to connect with families (phone calls, text, email, Google Voice, Talking Points, Google Hang-Outs, etc.) to communicate with families

Professional Development:

The District Infrastructure Plan will be followed for Professional Learning for staff with specific learning goals aligned to support for at-risk students struggling to meet academic standards and in need of ongoing social emotional supports.

- ● The Waukee Community School District's professional development priorities will include health and safety, strong Professional Learning Community practices to ensure on-time learning for all students, technology integration, and social-emotional and behavioral health strategies for students and staff.
  - ○ Professional development in each of these areas will include a continuous learning model to ensure the needed learning is delivered in a timely manner.
  - ○ Learning can be created in modules for differentiation and flexibility for staff.
  - ○ Instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.
- ● Professional learning on At-Risk programming requirements, instructional practices in an online learning setting, social emotional learning supports, resources and supports for families, and timelines will be provided to interventionists and student service staff.

Extended Learning Program (ELP)

Providing supplemental academic and social emotional supports for Waukee ELP students through an online and hybrid model will be a priority for the ELP committee and program. The ELP committee has developed action steps in the areas of communication, instruction, technology, social emotional supports, and professional development that align with state goals and Waukee's district program goals. These action steps will support ELP students to continue to make growth in both academic and social emotional standards.

Ensure Equity for Gifted and Talented Learners:
- ● Ensure SEBH needs of gifted and talented learners are addressed
- ● Establish accelerated/enriched learning opportunities

Communication:

Students being served in the extended learning program and their families will be supported through ongoing district communication, instructional extensions, and collaboration with the district ELP teacher.

❏ Students with formal plans (IEP, 504) receive more intensive supports from the ELP teacher as needed

❏ Students who are identified for <u>both</u> Verbal and Quantitative services will receive higher level of service and scheduling considerations
❏ ELP teachers will coordinate meeting times to create consistency for families and students.
❏ ELP teachers will collaborate and coordinate times for teacher Google Meets to reduce overlap.

Instructional Considerations:
Instruction for students being served in the extended learning program provides differentiated curriculum and instruction that includes increased rigor and appropriate pace.

❏ Extension learning modules will be created by ELP team (with recorded and synchronous instruction)
❏ ELP team will design modules, develop lesson plan template for modules, locate resources, record lessons, and adapt to district platform
❏ Incorporate parent newsletter and communication at the beginning and end of each of the modules in order to ensure parent input and collaboration throughout the process.
❏ Students with formal plans (IEP, 504) receive more intensive supports from the ELP teacher as needed

Technology:
Technology resources support extended learning opportunities, access to the district learning management system, and ongoing communication for students and families.

❏ Students with formal plans (IEP, 504) receive more intensive supports from the ELP teacher as needed
❏ ELP teachers will publish times for availability and expanding the ways students can reach out
❏ Team will establish availability to ELP Teacher (similar to other student services)
❏ ELP teacher will design and utilize an ongoing parent communication tool to address SEL needs of students
❏ ELP team will provide surveys to parents and students regarding social/emotional needs used when needed
❏ Ongoing communication to parents for students in ELP

Social Emotional Supports:

Extended learning programming adapts to meet the unique social / emotional and learning needs of gifted learners
❏ The ELP team will establish ways for students to connect to ELP Teacher and expand the ways students can reach out for support
❏ Use of learning modules and supports to address SEL needs of students
❏ ELP teacher will design and utilize an ongoing parent communication tool to address SEL needs of students (Elementary and/or Tier 3 students when needed)
❏ Ongoing communication to parents for students in ELP

Professional Learning:
The District Infrastructure Plan will be followed for Professional Learning for staff with specific learning goals aligned to supports for gifted learners
● The Waukee Community School District's professional development priorities will include health and safety, strong Professional Learning Community practices to ensure on-time learning for all students, technology integration, and social-emotional and behavioral health strategies for students and staff.
○ Professional development in each of these areas will include a continuous learning model to ensure the needed learning is delivered in a timely manner.
○ Learning can be created in modules for differentiation and flexibility for staff.
○ Instructional leadership teams will collaborate to ensure teachers are receiving equitable opportunities for professional development in the key areas.

- Professional learning on ELP learning, instructional practices, in an online learning setting, and timelines will be provided to ELP teachers.

Social-Emotional Behavioral Health - Required Continuous Online Learning

Providing for the social, emotional, and behavioral health needs of Waukee students, staff, and families/caregivers will be a district priority as students are transitioned to required online learning. The SEBH committee has developed strategies for putting tiered supports in place to meet the identified and unique needs of students, staff, and families/caregivers. This document is aligned to ongoing district visioning and strategic planning work around the overall health and wellbeing of students, staff, and parents/caregivers.   The work to develop a plan to meet SEBH needs is based on the following resources: Social Emotional Behavioral Health Return to Learn Tookit, A Trauma Informed Approach to Teaching through the Coronavirus

Routines and Communication:

Maintaining and communicating predictable routines to help individuals maintain a sense of safety.

- Students
    - Create & modify expectations, schedules, and routines for online learning.
    - Determine best communication strategies for on‑line learning.
    - Offer tiered support for students in need of specialized instruction related to routine and expectations.
    - Determine and share methods of accessing social-emotional health resources (counselors, and/or SAP)
- Staff
    - Determine and share methods of accessing social-emotional health resources.
    - Schedule regular building/department updates for district staff members.
    - Make staff aware of tiered support to facilitate better student and family/caregiver communication.
    - Review and revise referral process for student safety and well-being. Examine routines and share changes with staff as developments are made.
- Families/Caregivers
    - Create a FAQ page to enhance family/caregiver communications.
    - Determine and share methods of accessing social-emotional health resources.

Relationships and Well-Being:

Embedding time for relationship building and social emotional learning so everyone is cared for and supported.

- Students
    - Provide professional development for teachers to help respond to students (ex. Showing overall empathy, restating, paraphrasing, referring).
    - Create a virtual/remote support plan for teachers to refer students (Counselors, Admin, Nurse, other appropriate staff).
    - Create continued common spaces for students to express and share experiences (ex. Morning meetings, prompts for advisory periods).
    - Extend specific online education on when and how to ask or reach out for help.

- Consider more restorative justice practices over traditional discipline.
- Consider more restorative justice practices over traditional discipline.
○ Staff
  - Assess aspects of staff well-being (ex. staff survey).
  - Provide appropriate platforms for staff to share as desired.
  - Create and deliver purposeful professional development online to equip staff with permission and strategies to make self-care a personal and professional priority.
  - Prioritize opportunities to reunite staff and build positive staff climates within individual buildings.
  - Consider support plans that validate staff experiencing grief, trauma or other concerns.
○ Families/Caregivers
  - Consider providing virtual education for families/caregivers on supporting students returning to school.
  - Identify families who could utilize additional support.
  - Create marketing for resources that intentionally challenges stigmas around seeking help.
  - Increase awareness of additional resources (Snack bags, free and reduced, clothing closet, food pantry, winter gear, community resources).
  - Re-evaluate and increase flexibility around current practices that rely on family participation (ex. Parent-teacher conferences, parent nights, virtual parent-student "lunches")
  - Increase efforts for positive calls/notes/emails home to parents/caregivers.

Sense of Safety:

Nurturing relationships with individuals to provide a safe and caring environment so they are comfortable reaching out for support if needed.

○ Students
  - Identify students who are lacking relationships with safe adults and provide tiered support opportunities for students to develop those connections.
  - Provide environments and teach practices to increase sense of safety
  - Create a safety and support plan/set of practices for students experiencing grief or other trauma
  - Enhance predictability for students, building administrators will create and disseminate plans and expectations for on-line learning.
  - Create a plan to identify low engagement and appropriate response (home visits, collaboration with district social worker, collaboration with SRO)
● Staff
  - Provide expectation and professional learning (pre services and ongoing) related to activities that decrease anxiety, tiered support and accountability.
  - Provide a process for staff members to ask questions and share concerns with building and district leadership
  - Create a support plan for staff members experiencing grief or other trauma
  - Schedule regular communication for providing updates related to health and safety.
○ Families/Caregivers
  - Schedule FAQ and regular updates to families/caregivers.
  - Develop a dissemination plan to communicate SEBH supports to families/caregivers

not accessing web page supports
- Enhance predictability for students, building administrators will create and disseminate plans and expectations for on-line learning.
- Investigate revising the current district student well being website to include a hub of SEBH information and economic support resources organized by topic.

Connectedness:

Ensuring all individuals are engaged and connected to the school community and have established relationships with others around them.

- Students
  - Provide and establish safe opportunities to enhance student to student relationships virtually.
  - Create opportunities to enhance teacher to student relationships virtually
  - Collaborate with counselors and the at risk department to implement tiered supports for students who have been identified as lacking connectivity and engagement during online learning
- Staff
  - Prioritize and provide staff members opportunities for virtual connection during professional learning time.
  - Utilize existing building PLCs
- Families/Caregivers
  - Offer regular learning opportunities to connect families/caregivers with information and community resources.
  - Establish a process for assessing family social-emotional well being and sharing support resources.

Hope:

Encouraging individuals to focus on the positive things that are happening through stories, self-awareness, and gratitude.

- Students
  - Promote self-awareness by assisting students in identifying their feelings
  - Teach students a variety of mindfulness and self-soothing strategies
  - Encourage students to show gratitude in a way that is meaningful to them
- Staff
  - Provide staff with various strategies to promote self-care
  - Make staff aware of mental health supports available within the school/district
  - Create opportunities for staff to express gratitude for their students, families, colleagues and themselves
- Families/Caregivers
  - Make families/caregivers aware of mental health supports available within the school/district
  - Reach out to families/caregivers via phone, e-mail, etc. to check in on their family's needs