

RETURN TO LEARN



2020



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On-Site Learning

The onsite learning model will mimic traditional experiences from previous school years, but would take into account the implementation of several additional health and safety measures. We understand that this model would require ongoing monitoring of the health & safety of our staff, students and families. In the event that we could not maintain the health and safety of our staff, students and families, we would transition to an alternate form of learning.

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The Waukeee 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 - On Site
<p><u>Mission</u> Waukeee 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.</p>
<p><u>Vision</u> Inspiring learners who feel valued, challenged, and prepared to embrace tomorrow's opportunities.</p>
<p>The Waukeee Community School District onsite learning model will mimic traditional experiences from previous school years, in tandem with the implementation of several additional health and safety measures. These are often referred to as mitigation strategies as they are designed to mitigate the spread of the virus.</p> <p>This model will require ongoing monitoring of the health & safety of our staff, students and families. It will also be most effective as we continue to work closely with members of the Dallas County Department of Public Health. In the event that data were to change such that it would become increasingly unlikely we could reasonably maintain the health and safety of our staff, students and families, we would transition to an alternate form of learning.</p> <p>The reverse movement may also occur. Were the metrics to continue to improve, we would plan to move to fewer mitigation strategies. Again, any movement in either direction will be guided by available data and in concert with local medical and health professionals.</p>



Communications - On-Site

- Audiences
 - Staff
 - School Board
 - Community Partners
 - Parents
 - Students
 - Community at-large
- Delivery Models
 - SchoolMessenger - all messages related to school will come through out 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 - On-Site

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 & Nurses will track data internally.
 - Operations staff will ensure:
 - A spray bottle with disinfectant will be in each classroom
 - Staff and students 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 that can be held virtually, shall be held virtually in the event Continuous Learning is taking place in a building/district.
- 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.

- Each building nurse will meet with the Director of Operations during the month of July to discuss how the health office traffic flow will look.
 - Possible changes or accommodations necessary to keep the daily traffic separate from the students with COVID symptoms will be discussed.

A-4. Ensure custodial staff are supported to ensure optimal environmental cleaning.

- Implement disinfecting of vehicles twice per day; once after each home to school run; AM, MD and PM. Disinfecting will also take place before and after Field Trips.
- If we learn a driver or passenger on a bus has tested positive for the virus, we will take that vehicle out of service for a minimum of 24 hours prior to disinfecting it and putting it back into service.
- Provide non-medical face masks for employees and require their use while in the workplace, including when driving vehicles. Provide gloves for use when performing tasks like wheelchair securement or touching surfaces that may be contaminated.
- Encourage alternative modes of transportation for students who have other options.
- Tape marks showing students where to sit.
- Drivers should be a minimum of six feet from students; driver must wear face covering; consider physical barrier for driver.
- Minimize the number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus. In the event that associates and/or teachers need to be on school busses to meet student needs, appropriate safety measures should be taken.
- Have windows open as weather allows.

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.
 - [Facility configuration](#): To the extent possible, maximize the distance between seated students and

ensure that student seating (desks, tables, chairs, etc.) faces the same direction.

- Seek to maximize physical distance between desks within their physical and operational constraints.
- Seating charts
- Items that are not easily cleanable, not essential and/or do not allow for adequate spacing in classrooms (couches, curtains, other non-district issued appliances and/or furniture, etc.) shall be removed until further notice.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions must include eye protection (e.g., face shield or goggles) and a face covering. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.
- Hallway Traffic:
 - Passing Guidance
 - Passing periods and class release times may be altered in order to reduce hallway traffic. Staff will monitor hallways to encourage continuous traffic flow.
 - Consider creating one-way hallways to reduce close contact.
 - Where feasible or needed, place physical guides, such as tape, on floors or sidewalks to create one-way routes.
 - Where feasible, keep students in the classroom and rotate teachers instead.
 - Minimize or eliminate the use of lockers.
 - Consider building access times as a means for mitigating large social gatherings. When not possible, consider utilizing large spaces.
- Nutrition:
 - See: [Nutrition Return to Learn Working Plan](#)
- Assemblies and Classroom Parties:
 - Parents are in general 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.
 - Only essential visitors are able to access the building and must do so by appointment only.
 - Class parties, eating lunch with students, and assemblies are not recommended to occur.
- Recess:
 - Recess is recommended to occur to the extent possible where physical distancing is made a priority.
- Related Arts (when multiple sections gather):
 - Take a look at other existing subcommittees' work.
 - Consideration of students experiencing related arts coursework in classrooms as able.

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:

- 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.
 - Face coverings are required to be worn by everyone on the bus during school bus transportation.
 - 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 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.

- Recommend staff to check their temperatures before coming into work.
- WCSD staff should contact WCSD Human Resources Department to talk through options if they 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.
- Nurses working to identify places to isolate students who are exhibiting symptoms. Nurses will use a flow chart and screening protocol.
 - Recommend having families at home go through temperature checks and COVID-19 related questions (i.e. exposure, close contact). No need to send information to school. Before and after school care will continue to check temps on arrival.
 - Utilize different entrance/exit points
 - Hand sanitizer as they walk in the building
- Teachers will be notified at the beginning of the year to call the school nurse/front office when sending a sick student to the health office. Upon arrival:
 - Nurses will have clear guidance for building staff for when/when not to send students to the nurses office. Modifications may include having nurses travel to classrooms depending on what is going on in the health office.
 - Put sick children in designated area to mitigate possibility of transmission
 - Refer to symptom checklist for students feeling ill (pages 16 & 18),
 - Refer to flowchart and positive screening protocol for students feeling ill (pages 20-22).
 - Contact parents as soon as possible if symptoms present
 - Communicate timely pick up to reduce other exposure
 - Students will be led out specific doors to limit exposure and will walk students out to parent's car.
- 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.
- 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
- Beyond the Bell - have close communication with nurses if child is sent home from BTB
- Nurses documentation sheet for who is sent home, who goes back to class
- Childcare - splitting kids to have care available

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 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 have access to educational training & 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 - On-Site

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.

- [Waukeee CSD Academic Calendar - 2020-2021](#)

Grading / Progress Reporting

In On-Site Learning the Waukeee 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's handbooks. If a student chooses virtual learning in an online setting, those students will also follow the WCSD's current grading practices to retain continuity.

- [Elementary Handbook \(K-5\)](#) - page 21
- [Middle School Handbook \(6-7\)](#) - page 22
- [Prairieview/Timberline Handbook \(8-9\)](#) - page 26
- [Waukeee 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.

- [Waukeee Community School District - Assessment](#)

Professional Learning

The Waukeee 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

- [Waukees CSD Staff Survey](#)
- [Waukees CSD Academic Calendar - 2020-2021](#)

Attendance

In On-Site Learning we will continue to utilize our previous practices in taking daily student attendance. Attendance policies can be located in each grade-level's handbooks. Students in online settings will have alternative attendance plans.

- [Elementary Handbook \(K-5\)](#) - page 9
- [Middle School Handbook \(6-7\)](#) - page 5
- [Prairieview/Timberline Handbook \(8-9\)](#) - page 8
- [Waukees 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.

- [Waukees CSD Family Survey](#)



Iowa Academic Standards - On-Site

Professional Learning

The Waukeee Community School District's professional development priorities will include:

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- 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

- [Waukeee CSD Staff Survey](#)
- [Waukeee CSD Academic Calendar - 2020-2021](#)

Instructional Considerations

We encourage teachers to use the high-quality instructional strategies they had used prior to COVID-19 to the extent possible. As we transition to having more technology in the hands of students our Teaching & Learning team, with support of our Technology and Innovation Leaders will provide additional guidance about appropriate use of technology during the school year. This will vary depending on the grade level of the student and the content of the academic material. Teachers will additionally receive some professional development in the area of 1:1 technology and our new learning management system during our pre-service professional learning schedule. Please consider the guidelines in the Health and Safety section when thinking about instructional grouping and use of curriculum materials.

Curriculum Materials: In an onsite 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. These items may include but are not limited to: texts, PLC documents, district documents, diagnostic tools, and other materials. 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 an onsite setting, all students will have access to an iPad (K-7) or a MacBook (8-12) as an additional curricular support. Please consider the guidelines in the Health and Safety section when thinking about curricular materials and use with students.

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. In the event of school closure and a move to continuous online learning, PLCs should use this scope and sequence to guide their instructional choices. 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. 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 how we will be serving their child.

In addition to a variety of formative assessment and data collection, the following required assessments will take place during the fall, winter and spring testing windows indicated below:

August 24 - October 9:

FASTearlyReading (K), FASTaReading, (1-3), MAP Reading (4-8), FASTMath (1-3), MAP Math (4-8)

January 4 - February 26:

FASTearlyReading (K), FASTaReading, (1-3), MAP Reading (4-8), FASTMath (K-3), MAP Math (4-8)

April 12 - May 30:

FASTearlyReading (K), FASTaReading, (1-3), MAP Reading (4-8), FASTMath (1-3), MAP Math (4-8)



Equity - On-Site

Special Education & 504s

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
- 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 onsite 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 action steps 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 teams will create videos for parents on how to access common learning resources and the new learning platform
- ESOL leadership team will work with the communication department on a communication plan for families.
- District teams 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:

The 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 academic and social emotional growth for students identified as at-risk through an onsite 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.

At-Risk staff will follow the district at-risk handbook for programming, state level definitions of at-risk, and

program specific roles.

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.

- Staff will gather technology needs of families through district surveys
- 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:

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 support for Waukee ELP students through an onsite 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, SEL, 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

The ELP team will follow district level program expectations for testing, programming, and communication.

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 both 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 in person 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:

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 - On-Site

Providing for the social, emotional, and behavioral health needs of Waukeee students, staff, and families/caregivers will be a district priority. 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 Toolkit](#), [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 the school environment.
 - Determine best communication strategies for on-site learning with health and safety procedures in place.
 - 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
 - Consider creating 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
 - Consider providing professional development for teachers to help respond to students (ex. Showing overall empathy, restating, paraphrasing, referring).
 - Create a support plan for teachers to refer students (Counselors, Admin, Nurse, other appropriate staff).

- Consider offering expanded opportunities for students to socialize with peers, while following guidelines (specifically identifying students who are lacking relationships).
 - Investigate continued common spaces for students to express and share experiences (ex. Morning meetings, prompts for advisory periods).
 - Extend education on when and how to ask or reach out for help.
 - 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 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 education for families/caregivers on supporting students returning to school.
 - Identify families who could utilize additional support.
 - Increase awareness of additional resources (Snack bags, free and reduced, clothing closet, food pantry, winter gear, community resources).
 - Increase efforts for positive calls/notes 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 information to students and parents/guardians about the process of meeting with a building counselor and accessing other resources.
 - 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
 - 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.
 - Consider providing professional learning (pre service and ongoing) about inclusion activities, 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 a 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
 - 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
 - Create opportunities to enhance teacher to student relationships.
 - Collaborate with counselors and the at risk department to implement tiered supports for students who have been identified as lacking connectivity to the school environment.
- Staff
 - Prioritize and provide staff members opportunities for virtual connection during professional learning time.
 - Utilize existing building buddy systems/PLCs - accountability partners.
- Families/Caregivers
 - Offer 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; model through staff meetings and PLC meetings
 - Make staff aware of mental health supports available within the school/district; provide resources to be easily shared.
 - 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 and community.

- Reach out to families/caregivers via phone, e-mail, etc. to check in on their family's needs