

Reopening the Center Point-Urbana Community School District

This is a working document and is meant to be responsive. The information provided may be revised as new guidance, recommendations, and requirements are released by local and state authorities. Ongoing feedback will be gathered to support future decision-making that will bring students back to school.

Reopening

The challenges associated with the schools closures in the Spring of 2020 fostered new challenges for students, families, teachers, and administrators. The result of a collaborative and collective effort became a catalyst for innovative ways to communicate and provide virtual online learning, as well as stronger connections to education's purpose; ensuring equitable access to high quality teaching and learning opportunities. As the Center Point-Urbana School District reopens this fall, several variables will be considered in conjunction with ongoing guidance provided by the Iowa Department of Education, the Department of Public Health, and the Governor's Office.

Three different learning models were considered to address factors related to potential future school closures and additional health and safety guidance provided by state and local authorities:

- Face To Face Learning
- Hybrid Learning
- Temporary Remote Instruction

Face To Face Learning

Students and staff return to schools and classrooms as normal with safety considerations and recommendations in place to support mitigation procedures.

Hybrid Learning

Students and staff engage in a model where students are partially in attendance onsite, with online learning options provided by classroom teachers where students engage with required subject area content. Instruction will be provided through online learning platforms.

Temporary Remote Instruction

In the event that Tier 3 operational considerations are identified at the critical level (according to district metrics) the district will submit a waiver to the Iowa Department of Education, requesting that students be provided 2 weeks of temporary remote instructional opportunities that will be facilitated by their course or grade-level teachers. Both synchronous and asynchronous learning opportunities will be provided to our students.

Health and Safety

Promoting Health & Safety

The Center Point-Urbana School District has adopted guidelines and strategies recommended by the CDC and Department of Public Health to support mitigation efforts that promote a healthy and safe learning environment for both students and staff. Additionally, the Iowa Department of Education Reopening Guidance for Schools was utilized to develop this plan. Personal protective equipment (PPE) has been purchased and compiled by the school district to ensure availability and easy access. Face coverings, gloves, acrylic protective barriers in offices, hand sanitizer, sanitizing wipes, sanitizing spray, and cleaning supplies will be provided for mitigation purposes. Students and staff will be required wear face masks or 2 ply gaiters when social distancing cannot occur and trained how to use them properly. Social distancing strategies will be strongly encouraged and implemented to the maximum extent possible in all school environments. Frequent handwashing and other actions to promote hygiene among students and staff will be promoted as an additional mitigation strategy. Signs promoting mitigation strategies will be posted throughout each building to communicate proper procedures for face covering-wearing, social distancing, and personal hygiene.

Professional development for staff and instruction for students regarding the use of face masks, 2 ply gaiters, and personal hygiene habits will be implemented during the initial district professional development days for staff and first weeks of classroom instruction for students. Training and instructional resources have been

provided by the Iowa Department of Education to use with students and staff to support learning and implementation.

Identifying & Addressing Student and Staff Illness

The Center Point-Urbana School District will follow the recommendations and guidelines provided by the CDC, Iowa Department of Public Health, and Linn/Benton County Public Health Departments. COVID-19 symptoms may appear 2-14 days after exposure to the virus. Individuals with the following “high risk” symptoms or a combination of two or more of the “low risk” symptoms may have COVID-19, and are advised to seek an evaluation by a health care provider (Iowa Department of Public Health):

High Risk Symptoms

- New cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell

Low Risk Symptoms (a combination of two or more):

- Fever
- Headache
- Muscle and body aches
- Fatigue
- Sore throat
- Runny nose
- Congestion
- Nausea
- Vomiting
- Diarrhea

Protocol Regarding A Positive Case Of COVID-19 For Students Or Staff

- The school nurse and principal will communicate with the family (of the individual testing positive) regarding next steps (while ensuring confidentiality)
- The district will notify the county public health department (county where individual testing positive resides)
- The district will provide the county public health department with a list of those who were in “close contact” with the individual who tested positive, unless both parties were wearing a face mask or 2 ply gaiter during the close contact.
 - Within 6 feet for more than 15 continuous minutes
 - Quarantine is no longer recommended if a potential exposure occurs while both the infected individual and the close contacts are wearing a face covering consistently and correctly ([IDPH](#)).
- County Public Health will determine which students and staff will be quarantined
- The district will notify appropriate school administration, staff, and families
 - Without identifying the individual testing positive

Protocol For Students Who Were In Close Contact With An Individual Testing Positive

- The District will follow Iowa Department of Public Health guidelines regarding quarantines due to exposures

Protocol For Staff Who Were In Close Contact With An Individual Testing Positive

- The District will follow Iowa Department of Public Health guidelines regarding quarantines due to exposures
- With that being said, Staff are considered critical personnel and can be allowed to return to work if there are staffing shortages, as long as they remain asymptomatic (producing or showing no symptoms)
- If staff are allowed to return to work, they will be required to:
 - Take their temperature at the start and end of each day
 - Screen for symptoms at the start and end of each day
 - Wear a face covering
- If symptoms develop, staff members will isolate immediately

Protocol For Individuals Who Previously Tested Positive

- Those individuals who had previously tested positive for COVID-19 (within the past 12 weeks), do not need to quarantine

*Federal law restricts the school district from releasing the names of any student or staff for related reasons. With each individual case, the district will contact the County Public Health Department and provide them with the information we have obtained or have been provided. County Public Health will direct the district on how to proceed, which the district will follow with fidelity.

District Operating Procedures

The health and safety of students and staff were at the center of our decision-making in addition to the potential learning needs of our students. The following areas were considered as critical to reopening schools in the fall and required clarification of operating procedures and management. The operating procedures presented in this plan will be revisited on an ongoing basis at the building and district levels to apply additional procedures as new and unique situations arise.

Transportation

- Families who live within 2 miles of school are encouraged to transport their child or allow them to walk to school
- Families who typically utilize CPU busing services are encouraged to volunteer to transport their child(ren) to and from school
- Bus route, shuttles, and schedules will be determined based on the number of riders identified
- Parents are asked to review the high and low risk symptoms lists, prior to allowing their children to ride the bus
- Buses will be loaded from back to front, to maximum extent possible
- Students will be encouraged to face forward while on the bus
- Hand sanitizer will be available on each bus
- Face masks or 2 ply gaiters will be required when social distancing cannot occur
- To the maximum extent possible, we will utilize assigned student seating
- Students from the same family will be asked to sit in the same seats together
- The first seat behind the driver will remain vacant
- Buses will be sanitized between routes with disinfectants on the EPA list of approved products that eliminate SARS-CoV-2, the virus that causes COVID-19
- Additional procedures may be implemented as circumstances are evaluated.
- This may include number of riders and availability of routes and resources

Food Services

- Breakfast and lunch schedules may be adjusted to provide additional time for cleaning surfaces
- Breakfast and lunch schedules may be adjusted to support social distancing efforts
- Students will be provided additional seating to support social distancing efforts
- Elementary students will be assigned to a table
- Secondary students will be requested to sit with the same people each day
- Students will retrieve their lunches in small groups to support social distancing efforts
- Students will social distance to the maximum extent possible while in line
- Tables will be cleaned between groups of students, with disinfectants on the EPA list of approved products that eliminate SARS-CoV-2, the virus that causes COVID-19
- Handwashing will be promoted prior to and after the lunch period
- Hand sanitizer will be available when entering and exiting the lunch area
- Outside guests and visitors will not be permitted during breakfast and lunch times
- Increased use of individually packaged items in an effort to reduce self-service items and minimize surfaces regularly touched by students
- Zero touch accounting systems will be utilized to eliminate students manually entering lunch numbers

Buildings & Grounds

- Custodians will be provided with personal protective equipment, proper cleaning supplies, and regular cleaning schedules.
- On a daily basis, custodians will disinfect, sanitize, and clean, in the following areas within each building:
 - Classrooms
 - Restrooms
 - Weight Rooms
 - Locker Rooms
 - Hallways & Common Areas
 - Media Centers
 - Offices
 - Lunchrooms
- Student desks and chairs will be cleaned, between each group of students
- An additional application of disinfectant will be applied to high touch surface areas at the end of each school day

Nursing Services

- Nurses will be available to provide assistance when a health concern arises for students and staff who exhibit symptoms related to COVID-19 and other illnesses
- Two health offices will be identified in each school building
 - Students with normal health related needs, such as injuries, medication, or other minor illnesses will be provided care and assessed for additional health needs in one location
 - Students who report COVID related symptoms will report to the other room to be screened
- Nurses will use the CDC guidelines to determine whether a student is exhibiting COVID-19 symptoms, contact parents to provide information regarding guidelines and the recommendations for treatment as well as the expectations related to the student's return to school
- The school district will collaborate with the County Public Health Departments to determine formalized protocols and next steps when a positive case of COVID-19 has been reported
- The district will take direction from County Public Health as to the protocol and procedures when addressing positive cases of COVID-19

Activities & Athletics

- Students who participate in activities and athletics will be strongly encouraged to follow social distancing and other mitigation strategy guidelines as were outlined for summer sporting events by the Boys' and Girls' Athletic Unions, Department of Public Health, and the Iowa Department of Education
- Outside groups will not be allowed to utilize the weight room facilities until further notice
- Additional procedures may be implemented as new and unique circumstances arise

School Learning Environments

- Hand sanitizing stations will be placed at entrance points to buildings
- Students will be encouraged to hand sanitize as they enter the school building
- Specific gathering areas will be identified that will support social distancing guidelines for students entering buildings prior to the official school start time
- Students will be able to use multiple exits available within each building
- High school and middle school students will be allowed to carry backpacks to and from class to limit traffic to lockers
- Intermediate and Primary students have naturally built in staggered passing times to specials, lunch, and recess
- High School student schedules will be modified in an effort to minimize hallway use
- At the secondary level, the utilization of rest rooms and filling up water bottles will not occur during passing time
- Additional procedures may be considered to improve hallway traffic flow
- Plexiglas dividers will be installed in offices
- Face masks or 2 ply gaiters will be made available and will be required for all students, staff, and visitors when social distancing cannot occur
- Hand sanitizer will be available in each classroom to promote cleaning and sanitary conditions
- Gloves will be available for all staff
- To the maximum extent possible, students will be encouraged to social distance within the classroom setting
- Classroom seating will be organized to support student spacing
- Flexible seating will be allowed as a means to encourage social distancing within classrooms
- Unnecessary furniture will be removed from classrooms to provide additional space to support social distancing efforts
- Protocols will be used when turning in classwork on paper documents or workbooks
 - Only being handled by the student and turned directly into the teacher without passing through the hands of other students
- Student owned materials (markers, pencils, scissors, etc.) will remain in their position
 - No communal resources or classroom consortium of shared materials will be allowed
- Technology devices (iPads or laptops) will be sanitized regularly
- To maximum extent possible, devices will be assigned to individual students
- Additional procedures may be implemented as new and unique circumstances arise

Physical Education

- Students participating in P.E. may engage in activities requiring individual and group activities
- P.E. activities will emphasize more individual performance opportunities with limited group or team interaction between students
- Multiple opportunities for hand washing and/or hand sanitizing will be provided throughout the duration of class
- Equipment used during P.E. class will be disinfected regularly and rotated, prior to other students who may use the equipment

- To the maximum extent possible, P.E. classes will use outdoor spaces to promote social distancing and increase fresh air intake

Music (Iowa High School Music Association)

- Student seating assignments will be organized and structured to support social distancing within the general music, choir, and band room
- Instruments or other equipment used for instruction will be either limited in use, disinfected regularly, or rotated to ensure they are only used once with a group of students until sanitized
- Alternative music tasks and activities that do not require singing or playing in large groups or ensembles that still relate to the music standards will be considered
- To the maximum extent possible, there will be no sharing of sheet music, music stands, or instruments
- Additional procedures may be considered depending on the student population and activities

Art

- To the maximum extent possible, art supplies and tools will not be shared
- If sharing of materials is required, these materials will be sanitized prior to use by other students
- Students will be seated in a manner that promotes social distancing efforts
- Tables and other equipment necessary for instruction will be sanitized between each class period

Visitors & Volunteers

- Visitors who are required to be at school, will be required to wear a face mask or 2 ply gaiter when social distancing cannot occur, and will remain in the front office until escorted to their appointment
- All other volunteers will not be scheduled until further notice

School Related Travel (Academic Field Trips in or out of area or state)

- Unnecessary travel will not be allowed for the immediate future; however, this stance may be reexamined as the school year progresses

Recess & Equipment Use

- A structured release of students to recess and return to classrooms will be used
- Recess equipment such as balls and other tangible toys will be sanitized or rotated (until equipment is sanitized) prior to other students' use of equipment

Bathroom Use & Breaks

- Scheduled bathroom breaks during or between classes will be created with strong consideration for the number of students allowed to be in the bathroom at one time and limiting interactions between students while promoting social distancing efforts

Student Lockers

- Secondary students will NOT be allowed to share lockers in grades 6-12
- Secondary students may use book bags in an effort to minimize locker use and hallway traffic
- Elementary students who utilize "cubby" spaces in classrooms to store personal items will follow a protocol to access their personal items while limiting the number of student interactions when arriving and preparing to leave school for the day

Classroom Play Centers and Toys

- PK and Kindergarten classrooms typically utilize play centers with toys or other educational items
- A protocol will be designed to rotate items along with a cleaning/disinfecting schedule so that only one group of students use the items until they are sanitized prior to additional use

District & School Policies

Student Attendance, Policy No. 501.9: Student Absences - Excused (First Reading 7/22/2020)

- The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students.
- However, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school.
- In these circumstances, the superintendent will have discretion to make reasonable accommodations for students, on a case-by-case basis, to attend school through remote learning opportunities within the available resources of the district and as permitted by law.
- During temporary remote instruction, attendance will be taken, assessments may be administered, and grades will count towards students' cumulative grade point average as if they were attending in person.
- The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or 504 team

Extended Absence & Remote Attendance

- The school district will be flexible with students who may become ill as a result of the COVID-19 virus and are required to quarantine for 14 days or more
- Classroom teachers will provide classwork so students can continue to participate
- Additional options or ability to reasonably access grade-level or course content may be available depending on the circumstances
- Students who may not be able to attend school for an extended period of time (several weeks or months) due to ongoing health concerns or may have risk factors that will make them most susceptible to the virus, will have the option of CPU virtual online learning facilitated by Edmentum or APEX

School District Staff

- Staff who are concerned about their health and safety during this time or who are facing unique circumstances as a result of the variables associated with the pandemic will be provided options under the Families First Coronavirus Response Act (FFCRA)
 - Staff who may have questions regarding their options are encouraged to discuss their concerns and options with their building administrator or district office staff
- Staff will be required to wear a face mask or 2 ply gaiter when social distancing cannot occur to protect themselves and others from potentially spreading the virus
- Staff will be allowed to wear PPE
 - Not all PPE (i.e. "scrubs") will be considered professional dress; however, it may be considered an additional mitigation strategy
 - Dress should still be appropriate and exhibit a sense of professionalism when working with students in a public school

Return to Learn Models

Face to Face Learning

The CPU School District believes that traditional, in-person learning leads to the greatest learning opportunities for students. Onsite learning allows for teachers to use more effective, evidence-based instructional practices to address student learning needs and provides for more authentic relationships between students and teachers.

However, face to face learning in the midst of a pandemic requires flexibility and responsiveness to the safety and health needs of both students and staff.

Operating procedures will be implemented to promote a safe and healthy learning environment for all students. PPE will be provided by the district and offered to students and staff; face masks or 2 ply gaiters will be required when social distancing cannot occur. Training for staff and instruction for students will be provided regarding the appropriate implementation of mitigation strategies. The Iowa Department of Education's Reopening Guidance for Schools provides additional information regarding recommendations.

Face to face learning simply means that learning will take place on a daily basis within school buildings and classrooms. All activities will resume as normal except for the implementation of ongoing mitigation strategies such as social distancing, cleaning and disinfecting routines, and reinforcing the purpose and use of PPE. Some building and classroom schedules may be altered to provide additional time for cleaning and supporting social distancing.

As additional guidance and requirements are released from local and state authorities, the school district will strongly consider the implications of such guidance and determine the best course of action by understanding the current reality facing students, families, and staff. The district may request additional input from stakeholders as new information becomes available.

School Closure or Quarantine Decisions

Any decision to transition to a hybrid or temporary remote instruction model for any classroom, building, or the entire district will be determined through collaboration with County Public Health Officials and the Iowa Department of Education. The [14 day average positivity rate](#) in Linn and Benton Counties, and other metrics will be considered by the district in close consultation with these public organizations. The school district will communicate as soon as possible to families if and when a closure or partial closure is needed.

Hybrid Learning (additional modifications to the hybrid option are coming)

In the hybrid learning model, both face to face and virtual learning opportunities are provided. An alternating schedule that brings students on campus for in-person learning is used to support more effective instruction, feedback practices, as well as relationship building opportunities between students and teachers. Opposite the onsite learning schedule, students are engaged in online learning activities that are directly aligned to grade-level and course standards. Online assignments are required and can be turned in virtually with opportunities to receive feedback both online and when students return to onsite learning.

This model may be implemented when more strict mitigation measures are recommended by state and local authorities. The school district will anticipate the use of this model and intends to communicate with stakeholders accordingly so arrangements can be made. The following is a general structure the district may utilize when the hybrid model is enacted. According to Senate File 2310, school districts must provide in-person instruction at least 50% of the time, over the course of two weeks.

Students will be assigned to a cohort (for example, Cohort A or Cohort B) with a strong consideration for ensuring students within the same family are assigned to the same cohort. Cohorts will be assigned weekly schedules for onsite and online learning. For example:

- Mondays: Cohort A Onsite Learning/Cohort B Online Learning
- Tuesdays: Cohort A Onsite Learning/Cohort B Online Learning
- Wednesdays: Cohorts will alternate onsite/online attendance every-other-week
- Thursdays: Cohort B Onsite Learning/Cohort A Online Learning
- Fridays: Cohort B Onsite Learning/Cohort A Online Learning

Within the example above, students assigned to Cohort A would attend onsite learning on Mondays and Tuesdays. The classroom teacher would provide in-person instruction. This also allows for more specific feedback and support opportunities as students struggle with the content. On Wednesdays, all students would remain home and work on assignments pushed out by the teacher. This midweek break will be designed for deep cleaning for district facilities as well as time for teachers to balance the demands related to onsite learning and creating online content for online learning. Thursdays and Fridays will then provide those in Cohort B onsite learning opportunities, while Cohort A students continue to learn online. This hybrid example provides some flexibility for schools and teachers to deliver instruction while considering mitigation strategies.

Feedback & Grading

The hybrid model allows for both onsite and online learning and will provide for ongoing feedback as well as through in-person interactions with the teacher, when the students is participating in onsite learning. Grading and reporting will continue to follow the normal requirements established by each school level.

Learning Management System (LMS) & Blended Learning

Within the hybrid delivery model, students will have access to an online learning management system (LMS). Students in PK through fifth grade will use Seesaw and sixth grade through twelfth grade will have access to Google Classroom, Schoology, and Canvas. The LMS will be used ongoing throughout the school year, regardless if school is face to face, hybrid, or virtual online learning. This promotes a blended learning environment where students are provided both online access to lessons and learning standards as well as traditional classroom instruction. A blended learning environment will allow for students to engage with the LMS and become familiar with its features.

Temporary Remote Instruction

In the event Tier 3 operational considerations are classified at the critical level (according to district metrics) the district will submit a waiver to the Iowa Department of Education to implement a plan to convene temporary (up to 14 days) temporary remote instruction for students.

Online Learning Management System (LMS)

As a means to provide virtual online learning the school district will provide an online LMS that will house grade-level or course content that can easily be pushed out to students while they are learning from home. Students will need access to the internet and a device that is able to connect to the internet.

Seesaw for schools will be provided for students in PK through fifth grade. This online platform will house grade-level content, links to other educational tools, and has the capability to push out video lesson content, and gather completed assignments to evaluate student work.

Google Classroom, Schoology, and Canvas will be used in sixth through twelfth grade as a means to house subject and course resources as well as deliver content. This platform is directly connected through the school district's Google suite and allows teachers and students to interact online. It has the capability to gather student work and push out feedback to students.

Asynchronous & Synchronous Learning

Both asynchronous and synchronous learning are methods to deliver instruction in a virtual learning setting. Asynchronous learning allows for anytime/anywhere learning. This method does not require students to be in attendance or require participation in real time, such as attending a live lesson or lecture. Synchronous learning requires some in-person attendance and virtual instruction. Both asynchronous and synchronous learning methods will be utilized during virtual online learning with considerations for the amount of time students should be required to engage in online learning. For example, students in kindergarten through fifth grade should be engaged in learning up to 45-120 minutes a day considering both synchronous and asynchronous methods. Classroom teachers will determine and communicate grade-level and course requirements for each learning method with parents and students

Technology Accessibility

In order for students to participate in a virtual online learning model they must have access to the internet and a reliable technology device. The school district has sent out an initial survey to all families to determine accessibility needs of students. The district will provide a reliable district owned device to families who are in need of a device, or in need of additional devices to support multiple students in one home. Additionally, if a family is in need of internet access due to a lack of access, or unreliable internet connection, the district will work with the family to provide reasonable internet access that will allow the student(s) to participate in virtual online learning.

Mental Health & Wellness

The school district recognizes the need to support both students and staff due to the uncertainty and level of concern and anxiety brought about by the circumstances related to the COVID-19 pandemic. Each and every person will have a different experience, attitude, and belief related to these circumstances and will respond accordingly.

The school district is prepared to respond to the needs of our students and staff through the following provisions and actions. Each will support our efforts to reopen our schools and return students to meaningful learning opportunities regardless of which learning model is implemented.

Routines & Communication

- Establish routines to create a culture and environment where students know and understand expectations for learning and behavior
- Identify expectations for remote learning for synchronous and asynchronous learning models
- Provide training and instruction regarding the routine use of PPE for staff and students
- Establish routines and expectations for teachers in a remote learning environment
 - Attendance, family/student communication, office hours, instructional delivery, feedback and grades
- Identify and implement regular methods for communication between families and school
- Utilize a District Check-In survey to gather information from families, students, and staff

Relationships & Well-being

- Establish a welcoming culture of inclusion through appropriate grade-level activities that build community and relationships
- Utilize evidence-based engagement strategies that will support collaboration, transitions, and social emotional learning skills
- Build optimism through appropriate reflective closure activities
- Establish regular student check-ins and communication regarding social emotional needs and establish higher frequency check-ins
- Establish check-on protocol to school counselors for students in greater need of support

Sense of Safety

- Provide staff with professional development to identify signs of trauma and distress as well as strategies to support students in need
- Utilize tools to identify and support positive relationships among students and staff
- Establish wellness and social emotional learning activities to build a sense of safety
- Identify and communicate resources and referral protocols for families to help build a sense of safety at home

- Provide examples of routines, schedules, and choices to support sense of safety in learning environments
- Implement instructional strategies and content to address anxiety and stress as well as structures and spaces to support students experiencing anxiety and stress
- Provide staff with training, resources, and opportunities to practice and support self-care

Connectedness

- Ensure students have a connection to a supportive and trusted adult
- Identify staff who are able to connect more frequently with at-risk students

Hope

- Identify strategies and activities to develop hope and positivity in students and staff

Teaching and Learning

Assessment

During the first weeks of school, students' achievement will be assessed using a variety of screening and pre-assessment tools. All students in kindergarten through eighth grade will be assessed using the district's adopted math and literacy screening assessments. Formative Reading Records and pre-assessments will be used to track students' academic levels. Students with an IEP or 504 plan will be provided with accommodations accordingly. An assessment calendar will be created to communicate assessment activities.

Unfinished Learning

Students not required to participate in online learning opportunities during the last quarter of the 2019-2020 school year were not taught the essential learning standards and targets. These have been identified as unfinished learning standards. Classroom teachers and teams worked collaboratively to identify unfinished learning standards associated with their grade-level and content areas. These unfinished learning standards will be shared with successive teachers from the previous year's teachers. Classroom teachers will work collaboratively to review and confirm unfinished learning standards in vertical teams, identify the most essential learning standards for this school year that students must demonstrate proficiency, and create a scope and sequence to integrate unfinished learning with current grade-level content area standards.

Academic Support

Students who may be identified as needing additional learning support will have access both within the regular classroom setting. Our goal is to provide as much intervention and support within the regular classroom setting as possible to reinforce student relationships and connectedness. We will utilize student assessment results to determine the frequency, intensity, and duration of the supports needed throughout the day. Progress monitoring will be used to track achievement as interventions are implemented. Additional extended time may be warranted depending on the learning gap that exists for students. Consistent communication protocols will be put in place with families to ensure they are informed of any needs that may exist.

Special Education

Students receiving services according to their Individualized Education Plan (IEP) will continue to be provided with specially designed instruction aligned to their specific goal areas as well as accommodations to support access to instruction and the general curriculum.

Special Education teachers will collaborate with families to schedule IEP meetings to review their child's current IEP and determine if additional needs may have surfaced as a result of the extended school closure. The IEP team will convene to consider all factors related to the child's needs. Special considerations for virtual learning may be documented due to rare and unusual circumstances related to the child's disability or not. Additional considerations will also be made for assistive technology provisions and access to other online tools.

Gifted & Talented

Students identified as advanced learners will still exist and require additional support and possibly more rigorous learning opportunities to challenge and engage their intellect in different ways. An emphasis on differentiating instruction along with flexible grouping for students to experience the core learning standards.

Assessment Calendar

Assessment at the beginning of the school year will be critical to determining students' academic levels in order to distinguish the unique needs of each student. Examining the results from these assessments will require a strong collaborative approach that includes general classroom teachers, intervention teachers, special education teachers, and gifted and talented teachers. With approximately a five month break from any formal learning requirements, we will likely observe a loss or significant loss of learning among many students; however some students' academic achievement may remain consistent or even continued to learn while at home. Consider the following questions when reviewing student data.