



# STORY COUNTY BOARD OF HEALTH

TENTATIVE AGENDA  
TUESDAY, June 2, 2020  
2:00 PM

*Originating from Public Meeting Room\* - Story County Administration (900 6th Street) – Nevada, Iowa*

**SPECIAL NOTE TO THE PUBLIC:** Due to recommendations to limit gatherings to no more than ten (10) people in order to help slow the spread of the COVID-19 virus, public access to the meeting will be provided via conference call to listen and participate in the meeting. Members of the public who would like to call in: Dial 918-221-0224 Enter 2225929465# when prompted for the access code.

\*\*We ask that you mute your phone if possible. Audio recordings of all Board meetings will be posted on our website [www.storycountyiowa.gov](http://www.storycountyiowa.gov) after the meeting is concluded. You may access these recordings at any time by clicking on the Meetings and Agendas button on the home page.

1. CALL TO ORDER
2. APPROVAL OF AGENDA
3. APPROVAL OF MINUTES

Documents:

[051820 MINUTES.PDF](#)

4. CONSENT AGENDA

All items listed under the consent agenda will be enacted by one motion. There will be no separate discussion of these items unless a request is made prior to the time the Board votes on the motion.

- 4.1. Consideration Of Personnel Actions

Pay Adjustments Effective 6/21/20 for Margaret Jaynes @3,415.75/bw; Catherine Bazylnski @28.06/hr; Matthew Cory @27.45/hr; Stephanie Jones @20.13/hr

Step Increases + Longevity For Catherine Bazylnski Effective 3/14/21 @28.63/hr; Matthew Cory Effective 7/19/20 @28.01/hr; Stephanie Jones Effective 12/20/20 @20.71/hr

Documents:

[EMPLOYEE ACTION FORMS.PDF](#)

5. PUBLIC FORUM

This is the time for members of the public to offer comments concerning matters not scheduled to be heard before the Board of Health.

6. ADDITIONAL ITEMS

- 6.1. Mental Health First Aid Presentation - Todd Anderson, Community & Family Resources

Documents:

[MHFA FLYER .PDF](#)

- 6.II. Discussion And Consideration Of Guidance From Board Of Health For Mitigating COVID-19 Risk When The Story County Fair Opens - Jess Soderstrum, Michelle Gibson, Wade Kahler

Documents:

[STORY COUNTY FAIR ASSOCIATIONS TENTATIVE YOUTH FAIR PLANS.PDF](#)  
[POTENTIAL 4H EXHIBIT JUDGING MODELS ISU EXTENSION.PDF](#)  
[PHOTOS OF FAIRGROUNDSPDF.PDF](#)

- 6.III. Discussion And Consideration Of Iowa Trail Run Series 5K Race At McFarland Park - Pasha Korsakov

Documents:

[5K RACE INFORMATION.PDF](#)

- 6.IV. Discussion And Consideration Of Suggestions For Story County Schools To Prevent COVID-19 Infection When School Returns This Fall  
[CDC CONSIDERATIONS FOR SCHOOLS](#)

Documents:

[COVID19 RETURN TO LEARN GUIDANCE.PDF](#)  
[RETURN TO LEARN SUPPORT DOCUMENTS.PDF](#)

- 6.V. Discussion And Consideration Of Septic Tank Manufactures Being Required To Cure Tanks For A Given Amount Of Time And Adding A Coating Or Require Plastic Tanks - Mark Speck, Margaret Jaynes

## 7. AGENCY AND DEPARTMENTAL REPORTS

- 7.I. Story County Public Health; Les White, Treasa Ferrari

Documents:

[COVID 19 STATS.PDF](#)  
[REPORT .PDF](#)

- 7.II. Story County Environmental Health; Margaret Jaynes

Documents:

[EH REPORT.PDF](#)  
[DNR REPORT.PDF](#)

- 7.III. YSS; Denise Denton

Documents:

[TWO HEALTH EMERGENCIES COLLIDE.PDF](#)

## 8. COMMENTS

Staff  
Board

## 9. ADJOURNMENT

Story County strives to ensure that its programs and activities do not discriminate on the basis of race, color, national origin, sex, age or disability. Persons requiring assistance, auxiliary aids or services, or accommodation because of a disability may contact the county's ADA coordinator at (515)382-7204.



**STORY COUNTY  
BOARD OF HEALTH**  
STORY COUNTY ADMINISTRATION  
900 6<sup>TH</sup> STREET  
NEVADA, IOWA 50201

## Minutes

**AN AUDIO RECORDING OF THE FULL MEETING MAY BE FOUND IN THE ENVIRONMENTAL HEALTH DEPARTMENT, OR BY VISITING [WWW.STORYCOUNTYIOWA.GOV](http://WWW.STORYCOUNTYIOWA.GOV)**

**DATE:** May 18, 2020

**CALL TO ORDER:** 6:01 p.m.

**PLACE:** Originating at Administration Building, 2<sup>nd</sup> Floor

Dr. John Paschen, Chair

Mark Speck, Vice-Chair

Dr. John Kluge

Dr. Louisa Tabatabai

Dr. Molly Lee

Lisa Heddens (Ex-officio)

\*Absent

**STAFF PRESENT:** Stephanie Jones, Recording Secretary

**OTHER PEOPLE PRESENT:** (By Phone) Heather Bombei, Les White, Keith Morgan, Eugenia Hartsook, Jess Soderstrum, Wade Kahler, Michelle Gibson

### 1. CALL TO ORDER

Dr. John Paschen called the meeting to order at 6:01 p.m.

Paschen read the special note to public: Due to recommendations to limit gatherings to no more than ten (10) people in order to help slow the spread of the COVID-19 virus, public access to the meeting will be provided via conference call to listen to the meeting. Board of Health members are also present by conference call.

### 2. APPROVAL OF AGENDA MCU

**Motion by Speck, Second by Kluge to approve agenda**

**VOTE:**

**Ayes: Speck, Kluge, Lee, Tabatabai, Paschen**

**Nays: None**

### 3. APPROVAL OF MINUTES

April 7, 2020

**Motion by Kluge, Second by Tabatabai to approve minutes**

**VOTE:**

**Ayes: Speck, Kluge, Lee, Tabatabai, Paschen**

**Nays: None**



## STORY COUNTY BOARD OF HEALTH

STORY COUNTY ADMINISTRATION  
900 6<sup>TH</sup> STREET  
NEVADA, IOWA 50201

#### 4. APPROVAL OF CONSENT AGENDA

**Motion by Kluge, Second by Lee to approve the consent agenda items consisting of:  
Reopening Guidance For County Offices, COVID-19 Face Covering Policy, COVID-19 Daily Self-  
Checklist, Updated Wellness Policy.**

**VOTE:**

**Ayes: Speck, Kluge, Lee, Tabatabai, Paschen**

**Nays: None**

#### 5. PUBLIC FORUM

None

#### 6. ADDITIONAL ITEMS:

##### **COVID-19 Update**

Les White provided data and updated that the current number of COVID-19 positive cases in the county is at 79. Currently there are two hospitalized, and there has been one death. White stated that there has been one assisted living with some positive cases, but other than that, there are no areas that are considered hot spots in the county. White also briefly provided information on the following: positive case numbers for the counties bordering Story County, Testlowa, Pediatric Multisystem Inflammatory Syndrome (PMIS), serology testing, and changes with contact tracing. Testing is still somewhat limited in Story County and individuals can use Testlowa with the closest location being in Des Moines.

Discussion took place on the following:

- COVID-19 related hospitalizations and how long hospitalization is typically needed.
- Nursing homes and assisted living facilities.
- Contact tracing.
- The challenge healthcare providers have with obtaining N95 masks.
- ISU students coming back- creating a possible surge and plans being made for fall.
- Common symptoms in patients that have been hospitalized with COVID-19.
- N95 masks vs cloth masks vs surgical masks.

##### **Guidance from Board of Health For Mitigating COVID-19 Risk When Story County Fair Opens**

Paschen stated this item was brought to the attention of the board by Les White. Advice is being requested by the individuals in charge of the Story County Fair.

Jess Soderstrum, Story County Extension 4-H Youth Coordinator, stated that she is interested in information and input regarding how exhibits can be judged safely. She provided information about how the judging process takes place. Discussion took place about requiring personal protective equipment and who would provide masks and sanitizing stations. Paschen stated that it would be important for everyone



**STORY COUNTY  
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900 6<sup>TH</sup> STREET  
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to wear a mask because maintaining a 6' distance would not be easy, and that the more hand sanitizing stations the better so that people can clean hands often. Soderstrum provided documentation to be shared with the board containing information about the potential exhibit judging model limitations. The board will review and discuss in more detail at the June 2, 2020 meeting.

**Board of Health Providing A Report to Board of Supervisors At Weekly Meetings**

Heddens stated that she provides an update to the Board of Supervisors after Board of Health meetings. Discussion took place on the process and everyone was in agreement that Heddens would ask the Board of Supervisors if they would like a representative to call into the weekly meetings for Board of Health related updates.

**7. COMMENTS**

Paschen stated that he has purchased an acreage in Hamilton County, but his permanent home will still be in Ames.

**8. ADJOURNMENT 7:08 p.m.**

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**Approval of Minutes**

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**Title and Date**



# EMPLOYEE ACTION FORM

### Action Requested

- New Hire
- Re-hire
- Re-evaluation of Position
- Promotion
- End Of Assignment
- Inactive/Leave of Absence
- Military Leave
- Pay Adjustment FY21 Resolution
- Termination
- Resignation
- Retirement
- Transfer
- Credit Card User
- Resign in lieu of Termination

### Job Status Information

Effective Date: 06/21/2020

Employee Name Margaret Jaynes

Department Environmental Health

Title of Position Environ. Health Director

Elected Official/Department Head John Paschen

Proposed Salary \$3,415.75 *NW* BW  Hourly  Grade:

Full Time  Part Time   $\frac{3}{4}$  Temp   
  $\frac{1}{2}$   
  $\frac{1}{4}$

### Authorizing Signatures

Department Supervisor Signature *[Signature]*

Approved *[Signature]* Date 6/2/20

Board/Commission Signature

\_\_\_\_\_ Function \_\_\_\_\_ Category 373 Employee Number



EMPLOYEE ACTION FORM

Action Requested

- Form with checkboxes for New Hire, Re-hire, Re-evaluation of Position, Promotion, End Of Assignment, Inactive/Leave of Absence, Military Leave, Pay Adjustment, Termination, Resignation, Retirement, Transfer, Credit Card User, Resign in lieu of Termination.

Job Status Information

Effective Date: 06/21/2020

Employee Name Catherine Bazylnski
Department Environmental Health
Title of Position Environ. Health Specialist
Elected Official/Department Head Margaret Jaynes

Proposed Salary \$28.06
Full Time, Part Time, Temp options

Authorizing Signatures

Department Supervisor Signature, Approved, Board/Commission Signature, Date

Function, Category, 1301 Employee Number



EMPLOYEE ACTION FORM

Action Requested

- Form with checkboxes for New Hire, Re-hire, Re-evaluation of Position, Promotion, End Of Assignment, Inactive/Leave of Absence, Military Leave, Pay Adjustment, Termination, Resignation, Retirement, Transfer, Credit Card User, Resign in lieu of Termination.

Job Status Information

Effective Date: 03/14/2021

Employee Name Catherine Bazylnski
Department Environmental Health
Title of Position Environ. Health Specialist
Elected Official/Department Head Margaret Jaynes

Proposed Salary \$28.63
Full Time, Part Time, Temp options

Authorizing Signatures

Department Supervisor Signature, Approved, Board/Commission Signature, Date

Function, Category, 1301 Employee Number



### EMPLOYEE ACTION FORM

#### Action Requested

- New Hire
- Re-hire
- Re-evaluation of Position
- Promotion
- End Of Assignment
- Inactive/Leave of Absence
- Military Leave
- Pay Adjustment FY21 Resolution
- Termination
- Resignation
- Retirement
- Transfer
- Credit Card User
- Resign in lieu of Termination

#### Job Status Information

Effective Date: 06/21/2020

Employee Name Matthew Cory  
 Department Environmental Health  
 Title of Position Environ. Health Specialist  
 Elected Official/Department Head Margaret Jaynes

Proposed Salary \$27.45 <sup>NM</sup> BW  Hourly  Grade:

Full Time  Part Time   $\frac{3}{4}$    $\frac{1}{2}$    $\frac{1}{4}$  Temp

**Authorizing Signatures**  
 Department Supervisor Signature Margaret Jaynes  
 Approved BoH/ [Signature] Date 6/2/20  
 Board/Commission Signature

\_\_\_\_ Function \_\_\_\_\_ Category 1304 Employee Number



### EMPLOYEE ACTION FORM

#### Action Requested

- New Hire
- Re-hire
- Re-evaluation of Position
- Promotion
- End Of Assignment
- Inactive/Leave of Absence
- Military Leave
- Pay Adjustment Step 6 & 10 yr longevity
- Termination
- Resignation
- Retirement
- Transfer
- Credit Card User
- Resign in lieu of Termination

#### Job Status Information

Effective Date: 07/19/2020

Employee Name Matthew Cory  
 Department Environmental Health  
 Title of Position Environ. Health Specialist  
 Elected Official/Department Head Margaret Jaynes

Proposed Salary \$28.01 <sup>NM</sup> BW  Hourly  Grade:

Full Time  Part Time   $\frac{3}{4}$    $\frac{1}{2}$    $\frac{1}{4}$  Temp

**Authorizing Signatures**  
 Department Supervisor Signature Margaret Jaynes  
 Approved BoH/ [Signature] Date 6/2/20  
 Board/Commission Signature

\_\_\_\_ Function \_\_\_\_\_ Category 1304 Employee Number



### EMPLOYEE ACTION FORM

#### Action Requested

- New Hire
- Re-hire
- Re-evaluation of Position
- Promotion
- End Of Assignment
- Inactive/Leave of Absence
- Military Leave
- Pay Adjustment FY21 Resolution
- Termination
- Resignation
- Retirement
- Transfer
- Credit Card User
- Resign in lieu of Termination

#### Job Status Information

Effective Date: 06/21/2020

Employee Name Stephanie Jones

Department Environmental Health

Title of Position Administrative Assistant II

Elected Official/Department Head Margaret Jaynes

Proposed Salary \$20.13 *NM* BW  Hourly  Grade:

Full Time  Part Time   $\frac{3}{4}$  Temp

$\frac{1}{2}$

$\frac{1}{4}$

#### Authorizing Signatures

Department Supervisor Signature *Margaret Jaynes*

Approved *BoH / [Signature]* Date *6/2/20*  
Board/Commission Signature

Function \_\_\_\_\_ Category \_\_\_\_\_ 535 Employee Number



### EMPLOYEE ACTION FORM

#### Action Requested

- New Hire
- Re-hire
- Re-evaluation of Position
- Promotion
- End Of Assignment
- Inactive/Leave of Absence
- Military Leave
- Pay Adjustment Step 9 & 5 yr longevity
- Termination
- Resignation
- Retirement
- Transfer
- Credit Card User
- Resign in lieu of Termination

#### Job Status Information

Effective Date: 12/20/2020

Employee Name Stephanie Jones

Department Environmental Health

Title of Position Administrative Assistant II

Elected Official/Department Head Margaret Jaynes

Proposed Salary \$20.71 *NM* BW  Hourly  Grade:

Full Time  Part Time   $\frac{3}{4}$  Temp

$\frac{1}{2}$

$\frac{1}{4}$

#### Authorizing Signatures

Department Supervisor Signature *Margaret Jaynes*

Approved *BoH / [Signature]* Date *6/2/20*  
Board/Commission Signature

Function \_\_\_\_\_ Category \_\_\_\_\_ 535 Employee Number

Someone you know  
could experience a  
mental health crisis.

Will you know what  
to do?



Community and Family Resources now offers **FREE** Youth and Adult Mental Health First Aid training for Iowans in its service area\*. Learn how to **recognize**, **reach out**, and **refer** any adults or youth living with mental health challenges.

## **NEW 6-hour virtual trainings beginning July 2020!**

First-aiders will complete a 2-hour, self-paced class, and then participate in a 4-hour, instructor-led class using videoconferencing technology.

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Contact Prevention Specialists Todd Anderson at [todda@cfrhelps.org](mailto:todda@cfrhelps.org) or 515-832-5432 x1414 or Lacy Jorgensen @[lacyj@cfrhelps.org](mailto:lacyj@cfrhelps.org) or 515-832-5432 x1408 to schedule a training for 5-30 persons.

Visit <https://www.mentalhealthfirstaid.org/> for information on MHFA.

\*Boone, Calhoun, Hamilton, Humboldt, Pocahontas, Story, Webster, Wright counties.



## 2020 Story County Fair Tentative Plan

The fair will not open to the public. It will just be open to 4Her's/FFA members and their immediate family or two adults.

We will recommend that everyone wear masks and will have masks available.

We will try to enforce social distancing the best we can and have signage around the fairgrounds explaining safety procedures.

There will be hand sanitizing stations throughout the fairgrounds.

We will not have commercial exhibits or attractions.

Our three food vendors will have the option to be open and will recommend that everything be in to-go containers. No sit-down dining will be allowed at the church food stand.

Camping will not be allowed this year.

Publicity – We will video or livestream all shows and video the static exhibits. We will then post the videos on facebook and put the videos on our website.

Static Exhibits –

- We will follow Story County Extension's plan – Drop off exhibits; no conference judging; judges will judge exhibits while maintaining social distancing; schedule a day/time to pick up exhibits.

Livestock Shows –

- Each species will come in for one day to show and will then go home. Shows will be spread out over six days.
- Most of the shows will be in the open air livestock arena.
- We will not use bleachers and will remind spectators to maintain social distancing throughout the show.
- Exhibitors will be asked to wear masks.
- We are not planning to use the barns – everyone will work out of their trailers, which will be spaced at least 15 feet apart from each other throughout the fairgrounds.
- We will still have our traditional show in the showring, but the ring will be bigger and we will have smaller classes (only 5 to 8 animals per class).

# IOWA STATE UNIVERSITY

Extension and Outreach

The following document was drafted based on recommendations presented to the Story County Extension Office 4-H program by Iowa State University Extension and Outreach 4-H Director and appointed task force. The recommendations were applied to the current structure in which 4-H youth participate in competitive judging of their exhibits at the Story County Fair.

This document only addresses those events which involved 4-H exhibit judging or are sponsored by the Story County Extension 4-H program. It does not address activities sponsored or organized by the Story County Fair Board.

It is our goal to seek your expert guidance in ensuring that the 4-H youth, 4-H leaders, volunteers, families, staff and community members can have a safe rewarding experience related to Story County Extension's 4-H program.

Sincerely,



Eugenia Hartsook  
Executive Director  
Story County Extension



Jess Soderstrum  
4-H County Youth Coordinator  
Story County Extension



# IOWA STATE UNIVERSITY

Extension and Outreach

## 4-H Static and Livestock Exhibit Judging as usual

<b>Wednesday, July 22</b>	4-H/FFA Static Exhibit judging (includes Tractors, Small Engines, etc.) 2019 static exhibit numbers (all classes): 709 exhibits, 233 exhibitors (4-H and FFA youth), 31 judges, 20 volunteers, 8 staff= <b>292 people</b> (over the course of 1 day)
	Bake Sale
<b>Thursday, July 23</b>	Livestock Arrival, Check In, Weigh In (evening). Horses, Poultry, Beef, & Breeding swine
<b>Friday, July 24</b>	Rabbit Hopping Show. 2019 numbers: 16 exhibitors, 2 volunteers, 1 judge, 1 staff= <b>20 people</b> (at one time)
	Enter, Vet Check, Weigh in Livestock (AM). All goats, Rabbits, Sheep, Horses
	Horse Show. 2019 numbers: 43 exhibitors, 2 judges, 6 volunteers= <b>51 people</b> (each day of fair)
	Flower/Garden/Vegetables judging. 2019 numbers: 100 exhibits, 13 exhibitors (4-H and FFA youth), 2 judges, 8 volunteers, 1 staff= <b>23 people</b> (in a few hours)
	Enter Small pets/Cats & Show. 2019 numbers: 11 exhibits, 11 exhibitors, 1 judge, 2 volunteers, 1 staff= <b>15 people</b> (3 hours)
	Great gardener Fest (Clover Kid horticulture judging). 2019 numbers: 26 exhibits, 13 exhibitors, 3 volunteers, 2 staff= <b>18 people</b> (2 hours)
	Beef Exhibitor meeting
	Swine exhibitor meeting
<b>Saturday, July 25</b>	Breeding Swine show. Expected numbers: 30 exhibitors (4-H and FFA youth), 1 judge, 10 volunteers, 2 staff= <b>43 people</b> (5 hours)
	Horse Show. 2019 numbers: 43 exhibitors, 2 judges, 6 volunteers= <b>51 people</b> (each day of fair)
	Enter/Weigh In/Vet Check Bottle calves
	Clover Kid Dog Show. 2019 numbers: 11 youth (K-3rd grade), 2 volunteers, 1 judge, 1 staff= <b>15 people</b> (3 hours)
	Sheep Exhibitor meeting
	Beef Show & Champion Drive. 2019 numbers: 60 exhibitors, 7 volunteers, 1 judge, 2 staff= <b>70 people</b> (5 hours)
	Barnyard Relays-activities conducted in smaller teams, and with plenty of time to sanitize objects between uses. OR using One-Time Use objects
	Release of Breeding Swine
	Swine Barn sanitizing/clean up
	Dairy Goat exhibitor meeting



# IOWA STATE UNIVERSITY

## Extension and Outreach

<b>Sunday, July 26</b>	Vet Check/Enter/Weigh in Market swine
	Dairy Goat show. 2019 numbers: 25 exhibitors, 2 volunteers, 1 staff, 1 judge= <b>29 people</b> (3 hours)
	Rabbit Show. 2019 numbers: 29 exhibitors, 5 volunteers, 1 staff, 1 judge= <b>36 people</b> (5 hours)
	Swine ultrasound scans (Derby swine only)
	Clover Kid Show and Tell/Share the Fun/4-H reunion <b>125 people</b>
	Meat Goat show (includes 4-H and Clover Kid youth). Expected numbers: 29 exhibitors, 1 judge, 1 staff, 4 volunteers= <b>35 people</b> (3 hours)
	Livestock Costume Show
	Horse Show. 2019 numbers: 43 exhibitors, 2 judges, 6 volunteers= <b>51 people</b> (each day of fair)
	4-H Dog Show. 2019 numbers: 26 exhibitors, 1 judges, 3 volunteers, 1 staff= <b>31 people</b> (3 hours)
	<b>Monday, July 27</b>
Poultry Quiz Bowl. 2019 numbers: 11 exhibitors, 3 volunteers, 1 staff= <b>15 people</b> (3 hours)	
Bucket Bottle exhibitor meeting	
BINGO- upstairs Community Building. Distance between tables, limited number of people allowed in at a time to play. Only sitting with family. Consider moving outside.	
Enter/Weigh Advanced Feeder calves	
Youth Tours 120 youth, 12 staff = <b>132 people</b> (over 3 days)	
Horse Show. 2019 numbers: 43 exhibitors, 2 judges, 6 volunteers= <b>51 people</b> (each day of fair)	
<b>Tuesday, July 28</b>	Market Swine Show. Expected: 30 exhibitors, 10 volunteers, 1 judge, 1 staff= <b>42 people</b> (4 hours)
	Poultry Show. 2019 numbers: 41 exhibitors, 5 volunteers, 1 judge, 1 staff= <b>48 people</b> (4 hours)
	Bucket Bottle interviews (4-6 <sup>th</sup> grade)/show (K-6 <sup>th</sup> grade). 2019 numbers: 64 exhibitors, 5 volunteers, 1 staff, 1 judge= <b>71 people</b> (4 hours)
	Supreme Showmanship meeting/contest
	Advanced Feeder calves judging. 2019 numbers: 6 exhibitors, 1 judge, 2 volunteers= <b>9 people</b> (2 hours)
	Youth Tours. 120 youth, 12 staff = <b>132 people</b> (over 3 days)
	Horse Drill team
	Static Exhibit release/Building clean up



# IOWA STATE UNIVERSITY

Extension and Outreach

## Proposed 4-H Static and Livestock Exhibit Judging with Social Distancing and Group Size Limits

<b>Wednesday, July 22</b>	4-H/FFA Static Exhibit judging (includes Tractors, Small Engines, etc.)	<p>Schedule drop off of exhibits at Christy Hall (prior to judging). Exhibits would need to be dropped off at least 2 days in advance to allow for sanitizing. All photos would be submitted virtually. No prepared food exhibits. Suggest that display boxes/boards, comparisons, nutritional exhibits be done in the Food and Nutrition class instead. Non-conference judging. Judges would have space around them (6ft) and masks (provided). Staff to shuffle exhibits as needed. Think State Fair judging. Project Areas would be spread into different buildings/floors to accommodate social distancing. 1 staff person per building or floor. 21 judges would be present. Utilize: Christy Hall (Food and Nutrition and Visual Arts, 9 judges); Upper level Community Building (Science &amp; Technology and Home Improvement, 6 judges); Lower Level Community Building (ANR, Personal Development, and FCS, 6 judges). No in-person judging needed for Photography (Virtual photo submission). ALL STATIC JUDGING DONE IN ONE DAY- judges are contracted for other locations. 709 exhibits, 233 exhibitors (4-H and FFA youth), 31 judges, 20 volunteers, 8 staff= 292 people (over the course of 1 day). For 2020- Photography (371 exhibits + 7 judges) would be virtual. <b>Expect 225 exhibitors, 21 judges, 8 staff. (29 people present over the course of one day)</b></p> <p>Set-up of Static Judging buildings would be done prior to judging day. Set-up would be done by Extension Staff and Adult Superintendents.</p>
	Bake Sale/4-H Food Stand	NO BAKE SALE NO 4-H FOOD STAND
<b>Thursday, July 23</b>	Livestock Arrival, Check In, Weigh In (evening). Horses, Poultry, Beef, & Breeding swine	<p>LIVESTOCK MODEL 1: Schedule exhibitors to drop off, judge, and pick up animals in one day. Designate one day (or morning/afternoon) per species. Schedule drop offs per exhibitor family to limit exposure. Allow judges access to animals in the barns, giving comments via video livestream and/or utilizing a radio station broadcast and written comments. Judge would be provided a mask. At conclusion of judging, release animals one by one and coordinate pick up same day. Animals could be temporarily stalled in their "class", using the same class divisions as outlined in the fairbook. No Youth present at the time of judging. Drop off animal and leave barn. Animals arrive ready-- NO TACK. Superintendents, Fair board members, and Extension staff monitor barns and entry locations. Have "check in" happen right at barn entrance... families stay in car until their turn to unload. Youth/Parent allowed to unload the animal, stall it, and return to their car. The next person in line not allowed to start process until 1st has returned. Use a number call system-- as soon as people pull on fairgrounds, they get a number. Wait until their number is</p>



# IOWA STATE UNIVERSITY

Extension and Outreach

		<p>called to weigh in/unload/etc. Would not necessarily need weights from Sheep, Meat Goats, and Swine. Just for Market Beef and Derby Swine (no beginning weights were taken for Sheep, meat Goats, and swine, and there is no Derby show for Sheep/meat Goats). We would have a scale available at check in to gather weights. Weight classes would be separated by weight range, with the exhibitor knowing their weight class immediately. Awards would be given on an "overall" basis. We would <u>separate breeding classes by birthdate, as usual</u>. TO CONSIDER: Providing an entry "ticket" and/or wristband (via mail) to each exhibitor and 1 parent. No ticket/wristband= no entry on the grounds or in barn.</p> <p>Set-up of barns would be done prior to animal entry. Adult Superintendents, Extension Staff, and Fairboard members would set up. No youth exhibitors.</p>
		Explain process at Superintendent meeting. Hold a virtual meeting and send paper copies of processes to each superintendent.
		YouTube video to explain process to families. One video per species. Send a paper copy in "exhibitor packets".
		Model 1: Showmanship could be similar format to a Quiz bowl
Friday, July 24	Rabbit Hopping Show	One exhibitor on the course at a time. Leave as soon as completed. Could use Number System again, or schedule times for each exhibitor to participate. 2 audience members/exhibitor. (1 exhibitor+ 2 audience members + superintendent +judge +staff=6 people.). Judge and Superintendent given masks. Announce results via Zoom, Facebook video, YouTube, and paper release. <b>Expected: 20 exhibitors, 2 volunteers, 1 judge, 1 staff= 24 people (at one time)</b>
	Enter, Vet Check, Weigh in Livestock (AM). All goats, Rabbits, Sheep, Horses	See Livestock Model Tier 2
	Horse Show	Postpone until August. <b>Expected numbers: 45 exhibitors, 40+ Horses, 2 judges, 6 volunteers, 1 staff= 54</b>
	Flower/Garden/Vegetables judging	See Static Exhibit plan Tier 2. <b>Expected numbers: 100 exhibits, 15 exhibitors, 8 volunteers, 2 judges, 1 staff= 26 people (4 hours)</b>
	Enter Small pets/Cats & Show	Complete a poster or binder on their small pet/cat and drop off prior to judging (similar to Static exhibits, but still considered a Small pet/Cat animal exhibit). <b>Expected: 10 exhibits, 10 exhibitors, 1 judge, 2 volunteers, 1 staff= 24 people (3 hours)</b>



# IOWA STATE UNIVERSITY

Extension and Outreach

	Great gardener Fest (Clover Kids)	Cancel. <b>Expected Numbers: 30 exhibits, 15 exhibitors, 3 volunteers, 2 staff= 20 people (2 hours)</b>
	Beef Exhibitor meeting	Over WebEx/YouTube video/ Paper mailed in exhibitor packet
	Swine exhibitor meeting	Over WebEx/YouTube video AND paper mailed in exhibitor packet
<b>Saturday, July 25</b>	Breeding Swine show	See Livestock Model Tier 2. <b>Expected 40 exhibits, 30 exhibitors, 10 volunteers, 1 judge, 2 staff= 43 people (5 hours)</b>
	Horse Show	Postpone until August. <b>Expected numbers: 45 exhibitors, 40+ Horses, 2 judges, 6 volunteers, 1 staff= 54</b>
	Enter/Weigh In/Vet Check Bottle calves	Livestock model tier 2
	Clover Kid Dog Show	One exhibitor on the course at a time. Leave as soon as completed. Schedule times for each exhibitor to participate. 2 audience members/exhibitor. (1 exhibitor+ 2 audience members + superintendent +judge +staff=6 people. Judge and Superintendent given masks. . Receive ribbons after judging. <b>Expected: 11 youth, 2 volunteers, 1 judge, 1 staff= 15 people.</b>
	Sheep Exhibitor meeting	Over WebEx/YouTube video/paper mailed in exhibitor packet
	Beef Show & Champion Drive	Livestock Model tier 2. <b>Expected: 75 exhibits, 60 youth, 7 volunteers, 1 judge, 2 staff= 70 people (5 hours)</b>
	Barnyard Relays	Cancel.
	Release of Breeding Swine	Livestock Model tier2
	Swine Barn sanitizing/clean up	Superintendents (after swine day)
	Dairy Goat exhibitor meeting	Over WebEx/YouTube video/paper mailed in exhibitor packet
<b>Sunday, July 26</b>	Vet Check/Enter/Weigh In Market swine	Livestock model tier 2
	Dairy Goat show	Livestock model tier 2. <b>Expected: 30 exhibits, 25 exhibitors, 2 volunteers, 1 staff, 1 judge= 29 people (4 hours)</b>
	Rabbit Show	Livestock model tier 2. <b>50 exhibits, 30 exhibitors, 5 volunteers, 1 judge, 1 staff= 37 people (4 hours)</b>
	Swine ultrasound scans	Livestock model tier 2



# IOWA STATE UNIVERSITY

Extension and Outreach

	Clover Kid Show and Tell/Share the Fun/4-H reunion	Show and Tell and Share the Fun held virtually (through video call between 4-Her and Judge). Group Skits would not be allowed as Social Distancing could probably not be maintained.
	Meat Goat show (4-H and Clover Kid)	Livestock model tier 2. <b>Expected: 50 exhibits, 30 exhibitors, 1 judge, 1 staff, 4 volunteers= 36 people (4 hours)</b>
	Livestock Costume Show	POSTER/ Photo/video submission. Video collage of the submissions to post to YouTube, Facebook.
	Horse Show	Postpone until August. <b>Expected numbers: 45 exhibitors, 40+ Horses, 2 judges, 6 volunteers, 1 staff= 54</b>
	Dog Show	One exhibitor on the course at a time. Leave as soon as completed. Schedule times for each exhibitor to participate. 2 audience members/exhibitor. Judge and Superintendent given masks. Class winner announced over Zoom, Facebook video, etc. Receive ribbons after judging. <b>Expected: 30 exhibits, 30 exhibitors, 3 volunteers, 1 judge, 1 staff= 35 people (4 hours)</b>
<b>Monday, July 27</b>	Sheep Show (4-H and Clover Kid youth)	See Livestock Model Tier 2. <b>Expected: 70 exhibits, 43 exhibitors, 10 volunteers, 1 judge, 1 staff= 55 people (5 hours)</b>
	Poultry Quiz Bowl	Virtual- <u>Qualtrics quiz?</u> Over Zoom/WebEx. <b>Expected: 12 exhibitors, 3 volunteers, 1 staff= 16 people (3 hours)</b>
	Bucket Bottle exhibitor meeting	Over WebEx/YouTube video
	BINGO	Cancel
	Enter/Weigh Advanced Feeder Calves	Livestock model tier 2
	Horse Show	Postpone until August. <b>Expected numbers: 45 exhibitors, 40+ Horses, 2 judges, 6 volunteers, 1 staff= 54</b>
<b>Tuesday, July 28</b>	Market Swine show	Livestock model tier 2. <b>Expected 40 exhibits, 30 exhibitors, 10 volunteers, 1 judge, 2 staff= 43 people (5 hours)</b>
	Poultry Show	Livestock model tier 2. <b>60 exhibits, 45 exhibitors, 5 volunteers, 1 judge, 1 staff= 52 people (4 hours)</b>
	Bucket Bottle interviews (4-6 <sup>th</sup> )/show (K-6 <sup>th</sup> )	Livestock model tier 2 +Zoom/phone interview. TO CONSIDER: Clover Kid bottle calf exhibits. Poster entry, video submission to share via livestream? <b>Expected: 65 exhibitors, 4 volunteers, 1 judge, 1 staff= 71 people (4 hours)</b>



# IOWA STATE UNIVERSITY

Extension and Outreach

Supreme Showmanship meeting/contest	Cancel
Advanced Feeder Calves judging	Livestock Model tier 2. No truck option. Families would need to schedule privately.
Horse Drill team	Cancel? No practice as usual, not an actual "class" for ribbon placings
Static Exhibit release/Building clean up	Schedule pick up of exhibits after judging day is complete.
Release of ALL livestock	Livestock model tier 2

### Special Considerations:

<b>Stalling</b>	Discuss with fair board how we could provide distance between families-- even when using Tier 1. How far should this be?
<b>Grounds Access</b>	How do we limit the amount of individuals coming onto the grounds, how do we identify/define 'family' of the 4-H member and who enforces this? Consideration: Ticket for entry/wristband for entry. Each exhibitor and 1 adult receive ticket. NO ENTRY on to fairgrounds without ticket. There are no gates to prohibit entry to grounds. Consider proximity to the bike/walking trail. How, who and can this be enforced?
<b>Meals</b>	NO 4-H Food Stand any model
<b>Sanitation</b>	Regardless of the system chosen, how can we increase sanitation on the grounds, limit exposure and continue to honor biosecurity practices, how do maintain sanitation in a public barn, what is adequate access to handwashing
<b>Age Considerations</b>	Are there any considerations we need to make for our target age of Kindergarten through 12 <sup>th</sup> grades
<b>If group size limit increased to 50 people</b>	Youth could enter show ring/area with one adult/exhibitor. Pavilion/Show area would need to be empty following each class for proper sanitization. Only youth, Staff, and Superintendents would be permitted into livestock barns. Entry/Check in would follow the same model as "Proposed 4-H Static and Livestock Exhibit Judging with Social Distancing and Group Size Limits". Animals would only be present on the fairgrounds for their show. Consider livestreaming classes to a Facebook page. Horses: 1 adult per exhibitor, superintendents, and staff permitted.

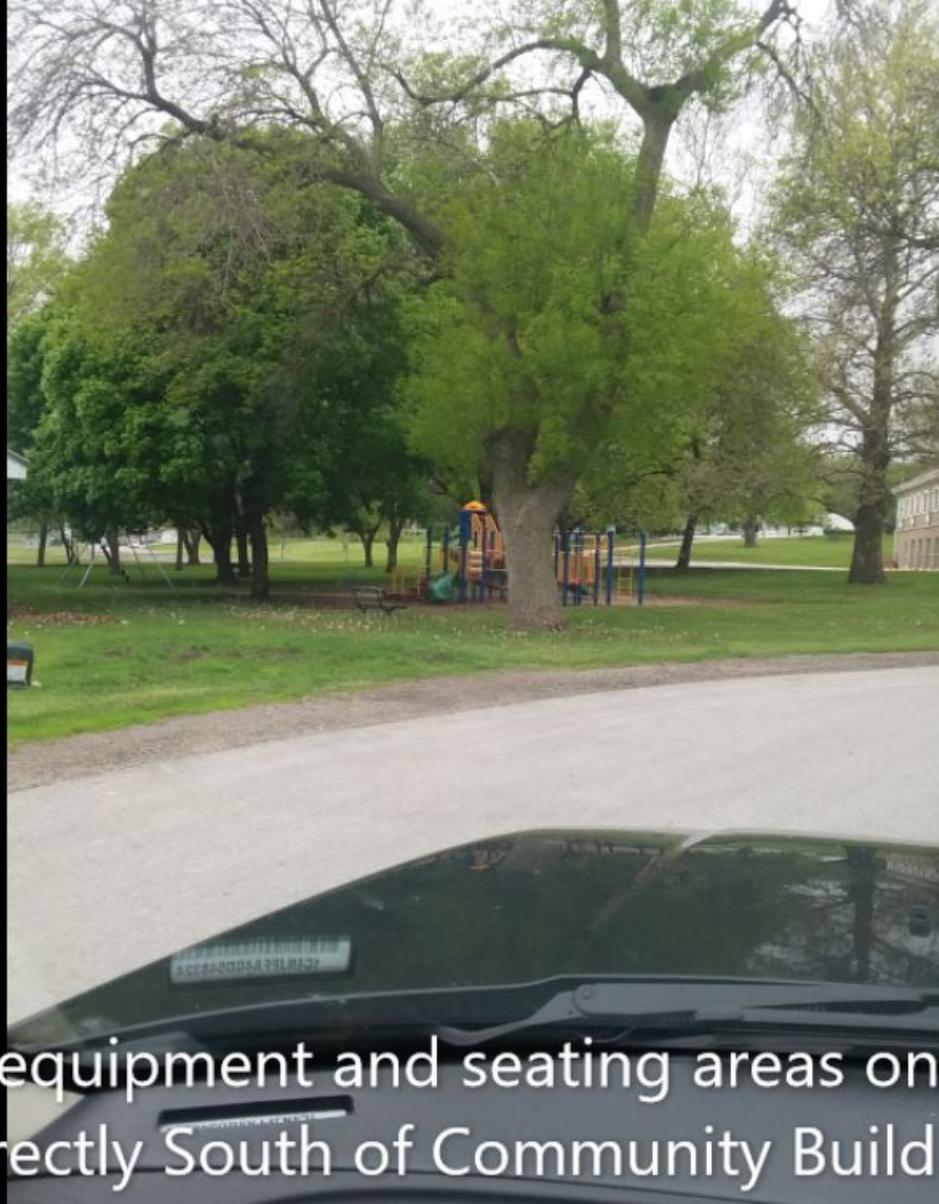


DRAFT





Community Building. North Side of fairgrounds.



Playground equipment and seating areas on fairgrounds.  
Directly South of Community Building



On H Ave. Building on North side of grounds. Facing west.



North West side of grounds. Standing in fairgrounds facing public park.



North East side of fairgrounds. Standing on 2nd St.



RABBITS  
POULTRY

South side of fairgrounds. Standing in fairgrounds.  
Public trail is visible.



BOB WILLIAMS  
ARENA

South West side of grounds. Facing South. Access to public  
bike trail



South East side of grounds. Standing on 2nd St. Access to public trail.



South East side of grounds. Standing in fairgrounds facing  
2nd St.



East side of fairgrounds. Photo taken standing on 2nd  
St



West side of grounds. Standing in middle of fairgrounds.  
Access to public parks. No fences.

Information for Board of Health regarding 5K Race at McFarland Park.

Here's what we'd like to do, flowing from before the event all the way until people leave the park.

- announce that we'll only offer a 5K distance without a water station and run the event as separate wave starts (max 50/wave)
- send surveys to athletes to assign waves and start times (3:30p, 5:00p, 6:30p, 7:45p), with arrivals no more than 45 min before
- distribute pre-packaged race materials in parking area, car to car
- parking monitors to limit incoming vehicles before their waves
- staging area to allow to social distancing of all 50 runners
- 10 runners in the start chute, spread 8ft apart, self seeded by time, starting 10 sec apart, 1 min between groups of 10
- separate start and finish lines to allow for more space and reduce any potential clustering
- once finished, runners will be given 5 min to cool down, grab a pre-packaged post-race bag with water/snacks, and sent on their way to make room for the next wave

If it's possible to share this plan with Public Health, I'd be happy to hear their feedback and adjust accordingly. The hope is that we won't have any more than 50 people distributed throughout the park at any given time. Our staff will wear face masks and those interacting with people car to car will wear gloves. We'll also have hand washing stations with sanitizer at the start and finish.

Pasha Korsakov  
515-771-0213  
Publik Productions



## Return-to-Learn Guidance

### Purpose

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

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

All districts and nonpublic schools must submit a Return-to-Learn Plan through the Department's Consolidated Accountability and Support Application (CASA). The steps to creating your Return-to-Learn plan are described in the following section.

### Creating the Return-to-Learn Plan

Iowa schools will potentially reopen in stages rather than all at once in the fall as they have in previous years. These steps are essential to create a Return-to-Learn Plan that honors the stages of reopening that schools may experience.

### School Calendar

A school district or accredited nonpublic school may begin its school calendar before August 23, 2020, but only if the school district adopts a calendar as a part of its Return-to-Learn Plan submitted to the Department. The plan submitted must ensure that any instructional time scheduled before August 23, 2020 is in excess of the minimum instructional time of 180 days or 1,080 hours. There are a few ways districts can add time onto the 2020-21 calendar:

- Districts may choose to move days or hours of instructional time from those remaining in the 2019-20 school calendar to their 2020-21 calendar. This is subject to local contract negotiations.
- Districts may choose to fund additional days of instruction prior to August 23, 2020. These additional days can be added via Continuous Learning or a Hybrid model to reduce costs if either model fits local needs.

## Steps

### STEP 1: PLAN FOR REQUIRED CONTINUOUS LEARNING

All districts and accredited nonpublic schools must have a plan for offering Continuous Learning and requiring the participation of students as schools reopen for the 2020-21 school year. This learning plan can be used in an emergency, such as the resurgence of COVID-19, or under another circumstance in which it is not possible for students to be in the building receiving instruction. Required Continuous Learning plans will be submitted as part of the Return-to-Learn plans due July 1, 2020 and are the only portion that must be approved by the Department. To facilitate creation of these plans, districts and schools must use the [Continuous Learning Template](#).

### STEP 2: PLAN FOR HYBRID LEARNING

All districts and accredited nonpublic schools may choose to offer educational services through a hybrid model of Continuous Learning and On-Site Learning for at least some portion of the 2020-21 school year. This means services are offered both remotely and at physical school locations. The Hybrid model may allow for social distancing while partially reopening school buildings to provide educational services. Plans involving Hybrid models will be submitted as part of the Return-to-Learn Plan but will not be approved or denied. Districts and schools planning for the Hybrid model are encouraged to use the [Return-to-Learn Support Document](#).

### STEP 3: PLAN FOR ON-SITE DELIVERY

All districts and accredited nonpublic schools may also choose to move to on-site provision of educational services as part of their Return-to-Learn Plan, as long as it is deemed safe by public health officials and the school has actively planned for appropriate health and safety measures. Plans involving On-Site models will be submitted as part of the Return-to-Learn Plan but will not be approved or denied. Districts and schools planning to offer all educational service on-site are encouraged to use the [Return-to-Learn Support Document](#).

### STEP 4: SUBMIT YOUR RETURN-TO-LEARN PLAN

Return-to-Learn plans are due in CASA no later than July 1, 2020. Applications for Required Continuous Learning are part of Return-to-Learn Plans for all district and nonpublic schools, regardless of prior approval during spring school closure. For the Hybrid and On-Site portions of the plans, submissions will be marked “received” by the Department but not approved or denied.

## State Support

The Department, along with AEAs and other education organizations, will be creating and releasing support and professional learning to ensure that all Iowa schools can meet the demands of the Return-to-Learn plans for the 2020-21 school year. These include:

- Professional development to support the use of the [Return-to-Learn Support Document](#);
- Provision of a statewide platform for online learning that all Iowa districts may use if they wish; and
- Professional learning on the support of students with special needs in a Continuous Learning environment, particularly students with disabilities.

We will continue to reach out to the education community to ensure that we are meeting the needs of all Iowa schools at this time.

## Return-to-Learn Steps

This table provides a summary of the steps to take to create your Return-to-Learn Plan and how they are applied.

Question	Step 1: Required Continuous Learning	Step 2: Hybrid Learning Plan	Step 3: On-Site Delivery Plan
Who may/must provide this?	All districts and nonpublic schools <u>must</u> have a plan to provide this.	All districts and nonpublic schools <u>may</u> have a plan to provide this.	All districts and nonpublic schools <u>may</u> have a plan to provide this.
What is this delivery model?	Required Continuous Learning ensures that academic work is equivalent in effort and rigor to typical classroom work. All students are required to participate, attendance is taken, work is graded, and credit is granted. Typically, instruction is provided through some type of online learning.	This model is a combination of Required Continuous Learning and On-Site Learning Delivery. The methods may be combined by offering some student groups services on-site at different times or choosing which student groups get each delivery method by matching need.	This model provides educational services on-site in traditional brick and mortar settings.
What methods can we use?	This model may include online education, home delivery or pick-up of educational resources, online or telephonic check-ins, or other innovative methods.	This model may include online education, home delivery or pick-up of educational resources, online or telephonic check-ins, or other innovative methods paired with traditional classroom instruction. On-Site Learning may be delivered on alternative schedules to accommodate requirements for social distancing.	On-Site Learning may be delivered on alternative schedules to accommodate requirements for social distancing and augmented with targeted distance education strategies for those students and teachers who are unable to enter school buildings.
When is this option available?	After approval of your application by the Department for the 2020-21 school year.	After your Return-to-Learn Plan is received in CASA.	After your Return-to-Learn Plan is received in CASA.
Are students required to participate?	Yes.	Yes.	Yes.

Question	Step 1: Required Continuous Learning	Step 2: Hybrid Learning Plan	Step 3: On-Site Delivery Plan
Are there equity concerns for subgroups of students?	Yes. Equity must be considered for all students, including subgroups.	Yes. Equity must be considered for all students, including subgroups.	Yes. Equity must be considered for all students, including subgroups.
Are there FAPE (free and appropriate public education) concerns for special education that we should consider?	Yes. IEP teams must determine how FAPE will be provided through remote learning methods.	Yes. IEP teams must determine how FAPE will be provided through remote learning methods or provided as schools reopen and change service delivery methods.	Yes. IEP teams must determine how FAPE will be provided as schools reopen and change service delivery methods.
Can we grade materials submitted?	Yes.	Yes.	Yes.
Can we award credit?	Yes.	Yes.	Yes.
What application/paperwork should the district fill out with the state?	Districts and nonpublic schools must complete the application to provide Required Continuous Learning services as part of the Return-to-Learn Plan due July 1, 2020.	Districts and nonpublic schools must submit a Return-to-Learn Plan due July 1, 2020.	Districts and nonpublic schools must submit a Return-to-Learn Plan due July 1, 2020.

## Questions and Additional Guidance

If you have questions, please contact [Brad Niebling](#), [Barb Guy](#), or [Barbara Ohlund](#). For additional COVID-19 guidance and information, please visit the Department's [COVID-19 webpage](#).



## Return-to-Learn Support Document

### Purpose

This is a companion support document to the Return-to-Learn guidance document. Districts and nonpublic schools are encouraged to use this support document in the development, implementation, and monitoring of their Return-to-Learn plans. It is designed to be a resource for districts; it is not a requirement.

### Organization

This support document is organized into seven areas essential to planning for the 2020-21 school year:

1. [Leadership](#),
2. [Infrastructure](#),
3. [Health and Safety](#),
4. [Iowa Academic Standards](#),
5. [Social-Emotional-Behavioral Health \(SEBH\)](#),
6. [Equity](#), and
7. [Data Considerations](#).

Each of these areas should be addressed whether the district/school is planning for Required Continuous Learning, Hybrid Learning, or On-Site Learning. The remainder of the support document is divided into the six essential areas for consideration and features tables divided into the three learning models: Required Continuous Learning, Hybrid Learning, and On-Site Learning. Tables are organized this way:

- **Action** - This column indicates the actions within each area that should be addressed in the Return-to-Learn Plan (i.e., black rows with white text) as well as sub-steps to consider (e.g., A-1, B-1, C-1).
- **CL** - This column represents Required Continuous Learning. An **X** in this column indicates the considerations are related to this model, and, therefore, districts and nonpublic schools should proactively plan for this as they develop a Return-to-Learn Plan.
- **H** - This column represents Hybrid learning (Continuous Learning + On-Site Learning). An **X** in this column indicates the considerations are related to this model, and, therefore, districts should proactively plan for this as they develop a Return-to-Learn Plan - if this model has been selected by the district as part of their plan for reopening.
- **OS** - This column represents On-Site Learning. An **X** in this column indicates the considerations are related to this model, and, therefore, districts should proactively plan for this as they develop a Return-to-Learn Plan - if this model has been selected by the district as part of their plan for reopening.

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- **Considerations.** This column outlines best practice considerations districts are encouraged to consider as they develop, implement, and monitor Return-to-Learn plans.

## 1. Leadership

District leadership is always critical in creating and supporting the vision and smooth operations across schools. This is especially true during times of district-wide or state-wide emergencies, such as the current COVID-19 crisis. If not already in place, each district must establish a District Leadership Team (DLT). The purpose of DLT is to implement and support educational plans and allocate resources across buildings in order to improve student learning. In the current circumstances, this team would additionally focus on developing, implementing, monitoring, and supporting the Return-to-Learn Plan as it directly impacts all learning across the district.

The function of this team is enabled by team membership that is representative of the district in order to inform system level decision-making. This supports the district to:

1. Understand the experiences and needs across the district;
2. Make informed decisions;
3. Ensure the parts of the system are using common language and metrics for success; and
4. Ensure communication, support, and messaging is evidenced throughout the district.

The table below outlines the required actions and sub-steps/potential considerations in the area of Leadership.

*Table 1. Leadership Actions and Considerations.*

Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>A. ESTABLISH A DISTRICT LEADERSHIP TEAM</b>				
<b>Sub-steps to consider (e.g., A-1, B-1)</b>				
<b>A-1. Establish a District Leadership Team (DLT).</b>  <i>Note that this team should not be separate from, or additional to, any existing DLT focused on district-wide work/continuous improvement (e.g., ESSA and/or work stemming from the District Self-Assessment of MTSS Implementation (District SAMI)). However, there are additional considerations for team members that may</i>	X	X	X	<input type="checkbox"/> A DLT is identified with appropriate representation and voice regarding impact and support needed across buildings based on the delivery model selected. Roles/functions include: <ul style="list-style-type: none"> <li>● Superintendent;</li> <li>● Associate/assistant superintendent;</li> <li>● Equal representation across the district such as leaders who are representative of buildings taking into consideration age/subject expertise and representatives that are across all</li> </ul>

indicates a forthcoming resource. Once available, the resource will be linked in this document.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<i>not be on traditional DLT (i.e., experts in each area of the Return-to-Learn Plan).</i>				<p>required offerings including: special education, English learners, early childhood including preschool community partners (i.e., SWVPP, ECSE), gifted and talented, literacy, mathematics, career and technical education (CTE), and social-emotional learning competencies and behavioral expectations (e.g., principals, assistant principals, curriculum directors, school counselors, instructional leaders/coaches, teachers).</p> <ul style="list-style-type: none"> <li>• Experts in the following: <ul style="list-style-type: none"> <li>○ Multi-tiered system of supports (MTSS) and/or positive behavioral interventions and supports (PBIS);</li> <li>○ Each area of the Return-to-Learn Plan (i.e., Infrastructure, Health and Safety, Iowa Academic Standards/Learning Expectations, SEBH, Equity);</li> <li>○ CTE;</li> <li>○ Assessment and Data-Based Decision-Making;</li> <li>○ Technology and distance learning support; and</li> <li>○ Teacher Leadership and Compensation (TLC) leaders (e.g., instructional coaches, model teachers, etc.).</li> </ul> </li> <li>• Students (as and when applicable within the district context and current circumstances);</li> <li>• Board member(s) (as and when applicable within the district context and current circumstances); and</li> </ul> <p><input type="checkbox"/> Other community partners (as and when applicable within the district context and current circumstances).</p>
<b>A-2. Convene the DLT with a focus on current purpose and work.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure team members understand the purpose, outcomes, and any deliverables of the District Leadership Team.</li> <li><input type="checkbox"/> Schedule regular ongoing meetings if not already established as part of normal district operations.</li> <li><input type="checkbox"/> Establish internal communication process/protocols to enable effective and efficient work within and across teams that includes a way to report progress/data back to the DLT.</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure TLC resources are available to support the professional development and learning needs of teachers and staff identified throughout this document.</li> <li><input type="checkbox"/> Consider delivery arrangements with other agencies such as regional centers and career academies in planning.</li> </ul>
<p><b>A-3. Establish teams to lead each area of the Return-to-Learn Plan who are represented on the DLT.</b></p> <p><i>Note the purpose of establishing teams to lead each area of the Return-to-Learn Plan is not to create teams. The purpose is to ensure that each area has someone responsible to get things done and support the work and the people (teachers/staff, students, families) throughout the district in that area. It is also to support those responsible—with a team—to ensure there are resources to provide the people of the district what is needed in that area.</i></p>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider district context in establishing additional teams across Infrastructure, Health and Safety, Iowa Academic Standards/Learning Expectations, SEBH and Equity: <ul style="list-style-type: none"> <li>• Smaller districts may need to have one or two people on the District Leadership Team as leads in each area; and</li> <li>• Larger districts may need to have one or two people on the District Leadership Team as leads working with a larger team outside of the DLT (e.g., Building Leadership Teams, ad hoc team).</li> </ul> </li> <li><input type="checkbox"/> Each team has the responsibility to: <ul style="list-style-type: none"> <li>• Review the process, procedures, and information across their area (i.e., review the required actions and considerations).</li> <li>• Report results of the below to the DLT to review, monitor efficacy, and determine next steps: <ul style="list-style-type: none"> <li>○ Data specific to their area (e.g., the different sections of the [Resources and Needs Survey], the [Mitigation Survey], the [District and Community Capacity template] and so on); and</li> <li>○ The work of their area team.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Follow the communication process/procedures that are included as part of the District Communication Plan.</li> </ul>
<p><b>B. USE A CONTINUOUS IMPROVEMENT PROCESS TO DEVELOP, IMPLEMENT, AND MONITOR THE RETURN-TO-LEARN PLAN.</b></p>				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<p><b>B-1. Use a Continuous Improvement Process to develop and support the Return-to-Learn Plan.</b></p> <p><i>Note that the Return-to-Learn Plan should not be separate from district-wide plans focused on continuous improvement (e.g., District Continuous Improvement Plan, MTSS Plan, ESSA Plan); rather, this plan should be embedded directly into existing district-wide structures/plans.</i></p>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a continuous improvement process in all aspects of the Return-to-Learn Plan.</li> <li><input type="checkbox"/> Identify current teacher/staff, student, and family needs in each required area of the Return-to-Learn Plan (see <a href="#">Infrastructure</a> on considerations for how to determine current needs).</li> <li><input type="checkbox"/> Review data and determine district strengths, barriers, and capacity to support identified needs (see <a href="#">Infrastructure</a> on considerations for how to determine district/community capacity).</li> <li><input type="checkbox"/> Develop an action plan based on needs and capacity (i.e. the Return-to-Learn Plan). Consider: <ul style="list-style-type: none"> <li>• The delivery model that matches district need, and</li> <li>• Criteria for change in delivery model (e.g., resurgence, emergency proclamations from Governor Reynolds, increase in attendance in the Hybrid delivery model).</li> </ul> </li> <li><input type="checkbox"/> Implement the Return-to-Learn Plan, along with any ongoing need assessment(s), fidelity checks, and professional development efficacy assessment(s).</li> <li><input type="checkbox"/> Review and reflect on data across each required area of the Return-to-Learn Plan to determine progress and next steps (see Table 7 for recommended data that address recommended data-based decisions).</li> <li><input type="checkbox"/> Evaluate the efficacy of the Return-to-Learn Plan and adjust accordingly.</li> </ul>
<b>C. DEVELOP AND SUPPORT AN EFFECTIVE COMMUNICATION PLAN</b>				
<p><b>C-1. Establish effective and efficient bi-directional home-school-community communication process/protocols.</b></p> <p><i>Note that the developed communication plan should not</i></p>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the type, content, and frequency of <u>internal</u> communication (who communicates what, when, and to whom - this includes regular and intentional communication with the school board);</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<p><i>be separate from district-wide communication plans focused on continuous improvement (e.g., Communication Plan component of the larger MTSS/ESSA Plan); rather, this plan should be embedded directly into existing district-wide communication plans.</i></p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the type, content, and frequency of <u>external</u> communication (who communicates what, when, and to whom);</li> <li><input type="checkbox"/> Ensure ongoing connections/communication with the Iowa Department of Education regarding policy that serves as a support or a barrier to implementation of the work;</li> <li><input type="checkbox"/> Consider the following communication supports for the home-school connection: <ul style="list-style-type: none"> <li>• Regular electronic communication and all-district phone delivery,</li> <li>• Traditional home-school communication (e.g., postal mail) when necessary,</li> <li>• Translation services are used when appropriate,</li> <li>• A way to support family response to ensure communication receipt and follow up with direct communication (e.g., phone, visit) when possible,</li> <li>• Use of a common platform for communication beyond email (e.g., family portal, learning portal etc.), and</li> <li>• Ensure every student has a connection to a caring adult (see <a href="#">Social-Emotional-Behavioral Health</a> area for description of the Student Interaction Tracker).</li> </ul> </li> <li><input type="checkbox"/> Report communication needs, progress, and results during DLT meetings in order to review, monitor efficacy of communication, and determine next steps.</li> </ul> <p><i>[Student Interaction Tracker]</i> is an example districts may use to ensure every student has been contacted on a regular basis/has a caring adult as appropriate (during Remote Learning and Hybrid delivery models).</p>
<p><b>C-2. Establish communication process/protocols for any change in district delivery models.</b></p>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with the district emergency operations plan team to align communication processes/protocols. Consider: <ul style="list-style-type: none"> <li>• The different audiences for communication and critical messages each require;</li> </ul> </li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <li>• Who is responsible for developing communication messages in the event of a change in district delivery model;</li> <li>• How messages will be delivered (to who, in what order, with what support);</li> <li>• Follow-up support needed across teachers/staff, students, and families (who, how, when, for how long); and</li> </ul> <input type="checkbox"/> How to determine the efficacy of communication.
<b>C-3. Establish communication process/protocols regarding health and safety.</b>	X	X	X	<input type="checkbox"/> Support routine communication with parents and staff regarding steps the school is taking to promote health and safety of students and staff. <input type="checkbox"/> Identify and address potential language, cultural, and disability barriers associated with communicating health and safety information to school community and staff. <input type="checkbox"/> Consider having a centralized extension number, email, or webpage to address incoming questions or concerns on COVID-19 topics, environmental health, and safety-related issues. <input type="checkbox"/> Coordinate communications directly with: <ul style="list-style-type: none"> <li>• Local public health offices in the following circumstances:               <ul style="list-style-type: none"> <li>○ Prior to releasing communication regarding potential communicable disease outbreak in your school to include messaging regarding closure, dismissal, or event cancellation; and                   <ul style="list-style-type: none"> <li>▪ <i>Note that all communications regarding communicable disease must be in alignment with FERPA (<a href="#">Guidance Document on FERPA and COVID-19</a>) and ADA.</i></li> </ul> </li> <li>○ <i>[Decisions for school closure, event cancellations, or dismissal related to communicable disease or illness].</i></li> </ul> </li> <li>• <a href="#">Iowa Department of Public Health (IDPH) if there is greater than 10% absenteeism in a school building related to illness</a> (this form will be updated for 2020-2021).</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<input type="checkbox"/> School health service providers and community partners regarding student and staff health and safety needs, as well as reviewing, updating, and implementing school emergency plans and provision of essential services (e.g., local public health, emergency management).

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## 2. Infrastructure

Infrastructure includes organizational structures critical in day-to-day operations. This includes ensuring everyone has access to the technology needed to support student learning, establishing district/school calendars to maximize student learning opportunities, understanding how to approach attendance and grading/promotion across delivery models, supporting needed professional development opportunities for teachers and staff, and adhering to privacy/FERPA concerns. To successfully engage in this work, ensure there is an Infrastructure team established to lead the work in this area as described in [Leadership](#).

Table 2. Infrastructure Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>A. DETERMINE CURRENT NEEDS AND CAPACITY</b>				
Sub-steps to consider (e.g., A-1, B-1)				
<b>A-1. Identify needs across teachers/staff, students, and families.</b>	X	X	X	<input type="checkbox"/> Implement a survey to determine the current status of the below needs: <ul style="list-style-type: none"> <li>• <b>Technology</b> (e.g., accessibility, adaptive tech needs). These data will be referred to in the following areas: <a href="#">Iowa Academic Standards</a> and <a href="#">Equity</a>.</li> <li>• <b>Basic Needs and Social Supports</b> (e.g., food insecurity, shelter, social supports). These data will be referred to in the area of <a href="#">Social-Emotional-Behavioral Health</a>.</li> <li>• <b>Health and Safety</b> needs while ensuring privacy (e.g., health conditions that prevent attendance at brick/mortar school). These data will be referred to in the area of <a href="#">Health and Safety</a>.</li> <li>• <b>Instructional Support</b> needs (e.g., family instructional resources needed, student accommodations/modifications needed). These data will be referred to in the following areas: <a href="#">Iowa Academic Standards</a> and <a href="#">Equity</a>.</li> <li>• <b>Professional Development</b> (e.g., professional development needs of teachers/staff such as using appropriate technology, privacy/FERPA, mitigation strategies, and so on).</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<input type="checkbox"/> Analyze needs by teachers/staff, students, and families.  <i>[Resources and Needs Survey]</i> is an example survey districts may use to determine needs across teachers/staff, students, and families.
<b>A-2. Identify district and community capacity to support identified needs.</b>	X	X	X	<input type="checkbox"/> Determine district and community capacity to support identified needs. <input type="checkbox"/> Consider district capacity in terms of being ready to address all six areas of the Return-to-Learn Plan and the knowledge, skills, and technology needed to do so. <input type="checkbox"/> Consider the following in regard to community supports: <ul style="list-style-type: none"> <li>• Technology needs such as:               <ul style="list-style-type: none"> <li>○ Hotspots, laptops, and how to trouble-shoot technology problems; and</li> <li>○ Shared delivery arrangements with other agencies such as regional centers and career academies.</li> </ul> </li> <li>• Basic needs such as food and shelter;</li> <li>• Social-emotional-behavioral health;</li> <li>• Equity and subgroup supports; and</li> <li>• Health and safety, such as personal protective equipment (PPE) and/or cleaning supply donations.</li> </ul> <i>[District and Community Capacity]</i> is an example template districts may use to determine district and community capacity to address needs across teachers/staff, students, and families.
<b>B. PLAN FOR ORGANIZATIONAL NEEDS</b>				
<b>B-1. Determine district/school calendar changes.</b>	X	X	X	<input type="checkbox"/> Consider how missed learning opportunities will be addressed within district and building calendars so that students are able to continue grade-level progress across Iowa Academic Standards, such as summer school, early school start, extended

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				<p>day, extended school year, continued learning on snow days, and options outlined in the <a href="#">Iowa Academic Standards</a> area.</p> <ul style="list-style-type: none"> <li>Review and reflect on considerations across each of the six areas of this document prior to any decision on revisions to the school calendar, with particular focus on <a href="#">Health and Safety</a>; and</li> <li>Convene the district school board, as appropriate, to review considerations related to board purview prior to decisions (e.g., change in district/school calendars).</li> </ul> <p><input type="checkbox"/> Indicate any significant changes to the school calendar in the Return-to-Learn Plan.</p>
<p><b>B-2. Plan for attendance and promotion/grading.</b></p>	X	X	X	<p><input type="checkbox"/> Attendance is taken and recorded.</p> <ul style="list-style-type: none"> <li>Consider the following for Remote Learning, and Hybrid delivery models: <ul style="list-style-type: none"> <li>Attendance does not need to be taken at the same frequency and detail as with On-Site Learning (for instance, it doesn't need to be taken for every class, every day) and</li> <li>Leniency should be given to students to accommodate their family needs and schedule.</li> </ul> </li> </ul> <p><input type="checkbox"/> Promotion, grades, and credit accrual are a local decision. For each delivery model, districts must consider how to continue with minimal disruption in grading and credit accrual.</p>
<p><b>C. DEVELOP, IMPLEMENT, AND SUPPORT EFFICACY OF PROFESSIONAL DEVELOPMENT</b></p>				
<p><b>C-1. Develop professional development based on identified needs.</b></p> <p><i>Note that the developed professional development plan should not be separate</i></p>	X	X	X	<p><input type="checkbox"/> Develop a professional development plan based on the identified needs of teachers/staff.</p> <p><input type="checkbox"/> Implement the professional development plan, taking into consideration: <ul style="list-style-type: none"> <li>Health and safety of teachers/staff;</li> </ul> </p>

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<p><i>from district-wide PD plans focused on Continuous Improvement (e.g., Professional Development Plan component of the larger MTSS/ESSA Plan); rather, the PD should be embedded directly into existing district-wide PD plans.</i></p>				<ul style="list-style-type: none"> <li>• Delivery options, such as Zoom, online courses, and AEA support via distance options;</li> <li>• Transitioning content to online formats (e.g., copyright, appropriate student engagement);</li> <li>• Ensuring privacy/FERPA concerns are addressed; and</li> <li>• Social distancing and mitigation strategies needed if training is allowed/supported via face-to-face.</li> </ul>
<p><b>C-2. Implement and support efficacy of professional development provided.</b></p>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine efficacy of professional development.</li> <li><input type="checkbox"/> Use the following during District Leadership Team meetings on an ongoing basis to inform next steps:               <ul style="list-style-type: none"> <li>• Results of the <i>[Resources and Needs Survey: Professional Development]</i>, which may need to be administered more than once in 2020-2021; and</li> <li>• Implementation fidelity data, such as adherence to Mitigation Strategy protocols, effective use of technology, and quality of online instruction.</li> </ul> </li> </ul> <p><i>Note that the use of the [Resources and Needs Survey] results (or a similar district survey), across students and families are referred to and addressed, in other areas.</i></p>

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### 3. Health and Safety

The health and safety of Iowa’s teachers, staff, students, and families are first and foremost in planning for the 2020-2021 school year. There are several considerations that cut across delivery models; however, Hybrid and On-Site Learning pose the most challenges and need for careful consideration and planning. These considerations are not a replacement of a district’s emergency, crisis or safety plan(s), and in no way are an exhaustive list of health and safety needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan. To successfully engage in this work, ensure there is a Health and Safety team established to lead the work in this area as described in [Leadership](#).

Table 3. Health and Safety Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>A. ENSURE ONGOING WORKPLACE SAFETY</b>				
Sub-steps to consider (e.g., A-1)				
<b>A-1. Ensure there are adequate health resources and support throughout the district.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify additional mitigation needs across the district to determine the number of PPE and cleaning supplies each school has access to and needs in order to ensure the health and safety of teachers/staff, students, and their families.</li> <li><input type="checkbox"/> In addition to the stated responsibilities of each team, ensure the Health and Safety team:               <ul style="list-style-type: none"> <li>• Coordinates with the district/school emergency operations plan team,</li> <li>• Identifies and works with local public health contacts,</li> <li>• Reviews and addresses school nurse PPE supply needs,</li> <li>• Reviews and addresses custodial staff PPE and appropriate cleaning supply needs for ongoing environmental surface cleaning,</li> <li>• Reviews and supports identified students with chronic health conditions placing them at risk, and</li> <li>• Reviews and addresses encounter data results related to health office visits where students were returned back to class, those who were sent home, and students who required emergency services related to student health needs.</li> </ul> </li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				The <i>[Mitigation Survey]</i> is an example survey districts may use to determine PPE and appropriate cleaning supply needs across the district.
<b>A-2. Ensure workplace safety if staff must enter school grounds during Remote Learning conditions.</b>	X			<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine essential staff for essential functions who may need to meet on school grounds.</li> <li><input type="checkbox"/> Ensure individuals who meet on school grounds: <ul style="list-style-type: none"> <li>• Practice appropriate social distancing where it makes sense in a way that makes sense based on current regional ratings using instruction and guidance from local public health or county emergency management (e.g., remain 6 feet apart, no more than 10 individuals or a number determined by the department of public health or state emergency command center for safety); and</li> <li>• If appropriate, have access to PPE and education on how to use PPE.</li> </ul> </li> <li><input type="checkbox"/> If meetings occur on school grounds, ensure environmental surface cleaning occurs where individuals have frequented. For example, high touch surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains, etc.</li> </ul> <p><i>[Online Mitigation Strategies Module: Teachers and Staff]</i> is an online module districts may use with teachers/staff on best practices around effective mitigation strategies (e.g., how to don, doff and use PPE, social distancing, health etiquette).</p>
<b>A-3. Ensure the school health office has what it needs to support optimal student care.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure school nurses have the PPE needed to provide health services safely.</li> <li><input type="checkbox"/> The structure of the health office includes: <ul style="list-style-type: none"> <li>• One space for healthy students coming for routine needs, medication, diabetic checks, asthma management, first aid/injury assessment, etc.;</li> <li>• Second space for students and/or staff who are ill or need evaluated for possible infection;</li> </ul> </li> </ul>

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				<ul style="list-style-type: none"> <li>• Appropriate ventilation; and</li> <li>• Foot traffic is appropriately managed.</li> </ul>
<b>A-4. Ensure custodial staff are supported to ensure optimal environmental cleaning.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Custodial staff have the personal protective equipment and appropriate cleaning supplies needed for ongoing environmental surfaces cleaning.</li> <li><input type="checkbox"/> Custodial staff have ongoing education on how to appropriately use PPE and cleaning supplies. <ul style="list-style-type: none"> <li>• <i>Note that cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling fumes.</i></li> </ul> </li> <li><input type="checkbox"/> The time and routine needed for custodial staff to ensure: <ul style="list-style-type: none"> <li>• Facilities are routinely cleaned to maintain the health and safety of teachers, staff, students, and the community; and</li> <li>• Buses are cleaned between routes, and prior to and after transport.</li> </ul> </li> </ul>
<b>A-5. Plan for appropriate building-wide social distancing as needed.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reducing the load on common areas through altered scheduling.</li> <li><input type="checkbox"/> Increasing space among students during in-person instruction.</li> <li><input type="checkbox"/> Community building use outside of school hours and custodial needs.</li> <li><input type="checkbox"/> Building access points of delivery and receiving for schools to reduce outside traffic in the school building.</li> </ul>
<b>B. SUPPORT MITIGATION STRATEGIES</b>				
<b>B-1. Support appropriate general mitigation strategies across delivery models.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support personal protective measures such as frequent handwashing, coughing/sneezing etiquette, and keeping hands away from the face.</li> <li><input type="checkbox"/> Consider the use of personal protective measures as a supported culture of prevention encouraged throughout school buildings and district office for all staff and visitors.</li> <li><input type="checkbox"/> Ensure personal protective equipment (PPE) is available.</li> <li><input type="checkbox"/> Provide education on when PPE is necessary, how to don and doff PPE safely, and how to properly dispose of PPE.</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure environmental surface cleaning is addressed on a daily basis (or more as needed) if school grounds, transportation, or equipment are used.</li> <li><input type="checkbox"/> Establish social distancing as needed as the norm, in a way that makes sense based on current regional ratings or guidance from public health or emergency management.</li> </ul> <p><i>[Online Mitigation Strategies Module: Teachers and Staff]</i> is an online module districts may use with teachers/staff on best practices around effective mitigation strategies (e.g., how to don and doff, use PPE, social distancing, health etiquette).</p> <p><a href="#">Using Personal Protective Equipment</a> is a CDC resource that provides specific information about PPE, as well as access to a video about donning and doffing PPE, and facility posters.</p>
<b>B-2. Plan for appropriate use/handling of materials.</b>	X	X	/	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a routine for wiping down materials with a solution that contains 70% alcohol in a manner that preserves the item.</li> <li><input type="checkbox"/> Ensure materials are distributed/transferred in a way that supports social distancing (e.g., items placed in a neutral location, families staying in cars for transfer, receiving materials by using appropriate PPE).</li> </ul> <p><i>/ This applies to On-Site Learning for any materials distribution/transfer for students who attend school via distance methods due to health concerns.</i></p>
<b>B-3. Establish in-school organizational structures that support effective mitigation strategies.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build in time during the day for teachers, staff, and students to engage in frequent hand washing as needed as the norm and in a way that makes sense based on general health standards and current regional ratings or guidance from public health or emergency management (e.g., before entry to the school building, before/after meals, between classes, in the provision of providing student services, and when practicing coughing/sneeze etiquette).</li> <li><input type="checkbox"/> Ensure adequate access to hand sanitizers with greater than 60% ethanol or 70% isopropanol.</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>C. MONITOR THE HEALTH AND SAFETY OF TEACHERS/STAFF, STUDENTS, AND FAMILIES</b>				
<b>C-1. Plan for the general health and safety of teachers, staff, and students.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure privacy and confidentiality is maintained of those seeking healthcare and those who may be part of any contact investigation.</li> <li><input type="checkbox"/> Consider policies and protocols to address and counter stigma for teachers, school nurses, students, and staff (e.g., race/ethnicity, teachers/students experiencing illness or wearing PPEs, school nurses providing health services or other healthcare workers).</li> </ul> <p><i>Note that schools are not expected to screen students or staff to identify cases of COVID-19. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.</i></p>
<b>C-2. Ensure the health and safety of teachers and staff.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer teachers and staff that are considered “high risk” or immunocompromised to their healthcare provider to determine when school re-entry for their individual health concern is recommended.</li> <li><input type="checkbox"/> Consider flexible sick leave and supportive policies and practices to ensure teachers/staff are enabled to remain at home when sick.</li> <li><input type="checkbox"/> Establish back-up plans if teachers/staff are absent in a way that impacts learning over time. <ul style="list-style-type: none"> <li><i>Note: Also see <a href="#">Iowa Academic Standards</a> section for more information.</i></li> </ul> </li> <li><input type="checkbox"/> Establish a process to send staff home who arrive sick as soon as possible.</li> <li><input type="checkbox"/> Consider teacher/staff health and safety in schedules/roles (e.g., if a teacher is unable to attend brick and mortar due compromised health that may impact instruction, match this need with content/students who are also unable to attend brick and mortar).</li> </ul>
<b>C-3. Plan for the health and safety of students.</b>		X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer students that are considered “high risk” or immunocompromised to their healthcare provider to determine when school re-entry for their individual health concern is recommended.</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students who are unable to attend brick and mortar (e.g., those living with health compromised individuals, those who are themselves health compromised) are able to access, and progress in, the Iowa Academic Standards/learning expectations.</li> <li><input type="checkbox"/> Establish a process on what needs to occur if a student is exhibiting signs of illness, such as: <ul style="list-style-type: none"> <li>• Notify the school nurse the student will be sent to the office to enable the nurse to implement social distancing from students who may be in the office for routine healthcare (e.g., nebulizer treatments, dispensing of medication), and</li> <li>• How to send students home who arrive sick as quickly as possible.</li> </ul> </li> <li><input type="checkbox"/> Consider allowing parents to send their children to school with PPE for prevention purposes.</li> <li><input type="checkbox"/> Monitor the number and reason for student absences; reach out to families when absences are two or more days in a row or are chronic to determine: <ul style="list-style-type: none"> <li>• The reason for ongoing absences and</li> <li>• Any support the student/family might need.</li> </ul> </li> <li><input type="checkbox"/> Consider supportive policies and practices for student absenteeism so students are enabled to remain at home when sick (e.g., consider discontinuation of attendance awards and incentives, support learning to the extent possible if the student is absent for long periods, institute more flexible consequences).</li> <li><input type="checkbox"/> Consider collaboration with the school nutrition program director to assess processes for school nutrition services (e.g., salad bar, self-serve areas, sharing tables) and options that would decrease congested areas.</li> </ul> <p><i>Note that resources may not be available in the community for a care provider to be in the home or provide individualized services, especially for a student who is health compromised and concerned about contact with others.</i></p>

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## 4. Iowa Academic Standards

Academic learning will continue to be a priority, regardless of the methods by which students return to learning for the 2020-2021 school year. While some planning considerations will be similar across different return to learning delivery models, there are also unique factors that need to be considered by districts in their planning depending on the approach taken for returning to learning. This planning also needs to take into consideration the need to prioritize health and safety needs, as well as their social-emotional-behavioral health (SEBH) needs, of students, educators, and parents/caregivers.

Finally, planning should also take into account other guidance regarding grading, credits, and learning requirements defined in federal law and state code. The considerations in this document are in no way an exhaustive list of possible academic learning needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan. To successfully engage in this work, ensure there is an Iowa Academic Standards team established to lead the work in this area as described in [Leadership](#). This team should work closely with the Equity team.

*Table 4. Iowa Academic Standards and Learning Actions and Considerations.*

Action (Black row with white bolded text)	CL	H	OS	Considerations
<b>A. ASSESS INITIAL STUDENT LEARNING NEEDS</b>				
<b>Sub-steps to consider (e.g., A-1)</b>				
<b>A-1. Collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 school year.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine teacher/staff needs.</li> <li><input type="checkbox"/> Identify what sources of data will be used to determine initial student learning needs, using the RIOT framework (Review, Interview, Observe, Test), with consideration for any necessary differences for Remote Learning, Hybrid, and On-Site Learning delivery models.</li> <li><input type="checkbox"/> Ensure methods are in place to collect student learning data across the different delivery models.</li> <li><input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to collect student learning data.               <ul style="list-style-type: none"> <li>• <i>Note: Consider that many teachers and staff may not have experience with reliable and valid online and other remote learning assessment practices. If this is the case, additional professional learning may be needed.</i></li> </ul> </li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<input type="checkbox"/> Collect student learning data and ensure it is accessible to those that need it to make curricular and instructional decisions at the beginning of the school year. <ul style="list-style-type: none"> <li><i>Note: Ensure all instructional staff are able to universally collect additional data on student learning needs aligned with Iowa's Academic Standards as quickly after school begins as is practicable (e.g., within the first 2-3 weeks).</i></li> </ul>
<b>A-2. Summarize and analyze initial student learning data.</b>	X	X	X	<input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to determine how to summarize and analyze student learning data. <input type="checkbox"/> Determine how data collected during the 2019-2020 will be used to inform curriculum and instructional decisions for the 2020-2021 school year. <ul style="list-style-type: none"> <li><i>Note: Include cautions considered when interpreting and using these data, as they may not well-represent current levels of learning and instructional need.</i></li> </ul> <input type="checkbox"/> Determine how to display and share the data with teachers and staff so it is easy to understand initial student learning needs relative to age- and grade-level standards. <input type="checkbox"/> Give educators collaborative opportunities to analyze universal student learning data (including subgroup data) to understand how to identify gaps between expected and current student outcomes. <input type="checkbox"/> Teachers and other necessary educators meet in vertical and horizontal teams to discuss concepts missed, including which standards were not fully addressed, due to school closure at the end of the 2019-20 school year.
<b>A-3. Establish collaborative home-school routines around student learning data.</b>	X	X	X	<input type="checkbox"/> Establish two-way communication procedures between school and families around assessment results regarding initial student learning needs. <input type="checkbox"/> Ensure that information about initial student learning needs is shared with students and parents/caregivers in a way that is easy to understand and grounded in Iowa's Academic Standards. <input type="checkbox"/> Communicate with students and parents/caregivers about initial student learning needs and progress relative to Iowa's Academic Standards, including what progress would be typically expected had schools not closed due to the COVID-19 pandemic.

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				<ul style="list-style-type: none"> <li><i>Note: This should occur within the first month of school and at regular intervals through the remainder of the school year.</i></li> <li><input type="checkbox"/> Ensure that information about initial student learning needs is shared with students and parents/caregivers in a way that is easy to understand.</li> </ul>
<b>B. MATCH CURRICULUM TO STUDENT LEARNING NEEDS</b>				
<b>B-1. Establish a standards-based scope and sequence.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure there is a district-wide, documented scope and sequence with vertical and horizontal articulation of all academic standards, social-emotional learning competencies, and behavioral expectations across the school year across all ages, grade levels, and courses (e.g., curriculum maps, course syllabi). <ul style="list-style-type: none"> <li><i>Note: If a scope and sequence already exist, make any necessary adjustments to accommodate changes in focus and pace of standards implementation before students return to learning.</i></li> </ul> </li> <li><input type="checkbox"/> Identify a process to adjust the scope and sequence if prolonged Required Continuous Learning is needed due to school closures. <ul style="list-style-type: none"> <li>Consider the amount of available instructional time available during Required Continuous Learning including: limitations families have to support student learning and how these factors might impact the pace by which students progress through the scope and sequence;</li> <li>Consider how to adjust the scope and sequence that ensures all students still have an opportunity to reach proficiency, which may include strategies that provide additional learning opportunities across multiple school years; and</li> <li>Identify a process to adjust the students within sections, grade levels, or across buildings to be instructed by educators in classrooms and courses with an appropriate scope and sequence according to the pace and depth of their needs.</li> </ul> </li> </ul>
<b>B-2. Develop gap-closing district and school calendars and schedules.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the expected amount of available instructional time for each learning condition (CL, C, TI).</li> </ul>

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop district and school calendars and schedules that provide all students with additional time and opportunities to learn age- or grade-level Iowa Academic Standards, accounting for the following factors:               <ul style="list-style-type: none"> <li>• The anticipated amount of available instructional time in remote learning across the 2020-2021 school year,</li> <li>• The additional time needed to engage in social-emotional learning (SEL) including both explicit and embedded approaches,</li> <li>• The pace with which students can be expected to progress in their learning,</li> <li>• The amount of academic content that needs to be integrated and scaffolded to make up for missed learning in the 2019-2020 school year due to school closures, and</li> <li>• The nature of anticipated, initial student learning needs based on a review of student learning data (see item 4.1.2 under A. Assess Initial Student Learning Needs).</li> </ul> </li> <li><input type="checkbox"/> Establish a plan to address prolonged remote learning and teachers/staff absence (e.g., how you will combine classes or content).</li> <li><input type="checkbox"/> Determine how to ensure students scheduled to graduate at the end of the 2020-2021 school year will meet all requirements in the event of remote learning being needed at some point during the school year.</li> </ul>
<b>C. ACCELERATE STUDENT LEARNING USING EFFECTIVE INSTRUCTION MATCHED TO STUDENT NEEDS</b>				
<b>C-1. Identify and use effective instructional resources and practices.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content leadership teams regularly collaborate with horizontal and vertical teacher teams to support decisions about aligning resources and supports.</li> <li><input type="checkbox"/> Map existing instructional resources onto the calendars and schedule, as well as onto Iowa's Academic Standards for each building.</li> <li><input type="checkbox"/> Identify/develop instructional resources that are needed but missing.</li> </ul>

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify instructional resources that are designed to be used for online and other remote learning settings or can be modified for that purpose. Attend to appropriate use per copyright requirements.</li> <li><input type="checkbox"/> Ensure teachers can easily access the instructional resources they need.</li> <li><input type="checkbox"/> Identify/develop one to two high leverage instructional practices to increase student learning during the year (e.g., feedback, modeling, high student engagement, etc.).</li> <li><input type="checkbox"/> Ensure teachers have the professional learning and ongoing support (e.g., instructional coaching) they need to successfully use effective instructional resources and practices to meet student learning needs.</li> </ul>
<b>C-2. Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a district-wide, evidence-based framework for implementing a formative assessment cycle.</li> <li><input type="checkbox"/> Ensure there is a system, with corresponding tools, to engage in diagnostic assessment and progress monitoring for students that need additional interventions.</li> <li><input type="checkbox"/> Identify what sources of data will be used to determine ongoing student learning needs, using the RIOT framework (Review, Interview, Observe, Test).</li> <li><input type="checkbox"/> Ensure methods are in place to collect student learning data across the different delivery models.</li> <li><input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to collect data on ongoing student learning progress and needs. <ul style="list-style-type: none"> <li>• <i>Note: Consider that many teachers and staff may not have experience with reliable and valid online and other remote learning assessment practices. If this is the case, additional professional learning may be needed.</i></li> </ul> </li> <li><input type="checkbox"/> Make adjustments to district-level and building-level assessment plans to accommodate the need to change the content and timing of what gets assessed in anticipation of potential student learning loss due to school closures.</li> <li><input type="checkbox"/> Collect student learning data and ensure it is accessible to those that need it to make curriculum and instructional decisions.</li> <li><input type="checkbox"/> Define and communicate the roles and responsibilities of the district, school(s), students, and parents/caregivers around online assessment and data collection.</li> </ul>

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				<ul style="list-style-type: none"> <li>Note: Consider the challenges parents/caregivers face when school is not in full-time On-Site Learning.</li> </ul>
<b>C-3. Use data to differentiate instruction based on student needs.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide teachers with adequate time to meet in horizontal and vertical teams to engage in collaborative lesson planning.</li> <li><input type="checkbox"/> Educators should to seek information from students on what can make instruction more effective for them (student voice).</li> <li><input type="checkbox"/> Ensure teachers use ongoing student learning data (see C-2) and student voice information to develop and implement differentiation strategies, including flexible small grouping, with consideration given to non-traditional grouping strategies (e.g., across grade levels). <ul style="list-style-type: none"> <li>Note, grouping strategies need to adhere to the latest federal and state health and safety guidelines.</li> </ul> </li> <li><input type="checkbox"/> Scaffold up age- and grade-level learning by incorporating standards not, or minimally, addressed from the previous school year.</li> <li><input type="checkbox"/> Design learning experiences that address multiple standards at the same time using strategies like bundling.</li> <li><input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to determine how to use student learning data to differentiate instruction.</li> </ul>
<b>C-4. Facilitate student engagement during online learning.</b>	X	X		<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure instructional resources facilitate daily academic engaged learning time between students, teachers, and Iowa's Academic Standards.</li> <li><input type="checkbox"/> Ensure teachers use ongoing student learning data to develop and implement differentiation strategies that are effective in an online learning environment.</li> <li><input type="checkbox"/> Provide adequate information to parents/caregivers so they can support their child's online learning. For example, instructions/guides on how to: <ul style="list-style-type: none"> <li>Access lessons/activities;</li> <li>How submit/follow homework completion;</li> <li>How to connect with teachers and administration; and</li> <li>How to contact the right people for technology, instructional, and emotional needs of their child(ren).</li> </ul> </li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Considerations
				<ul style="list-style-type: none"> <li>○ <i>Note: Consider the challenges parents/caregivers face when school is not in full-time, On-Site Learning.</i></li> <li>□ Educators should seek information from students on what can make instruction more effective for them (student voice).</li> <li>□ Ensure all teachers and staff who support student learning have access to the appropriate distance technology needed to engage students and families.</li> </ul>
<b>C-5. Collect ongoing student learning data throughout the 2020-2021 school year to make summative decisions about student learning.</b>	X	X	X	<ul style="list-style-type: none"> <li>□ Identify a system for making summative decisions about student progress in Iowa's Iowa Academic Standards at key points in the school year (e.g., quarters, semesters, end of courses).</li> <li>□ Determine how data for summative decision-making impacts decisions about progression through grades, credit accrual, and graduation.</li> <li>□ Ensure teachers have the knowledge and skills they need to make summative decisions based on this system for the 2020-2021 school year.</li> </ul>

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## 5. Social-Emotional-Behavioral Health

The social-emotional-behavior health (SEBH) of Iowa’s teachers, staff, students, and families are first and foremost in planning for the 2020-2021 school year. Thinking about supporting SEBH at this time may seem a daunting task; however, the critical focus is securing and enhancing supportive relationships with staff, students, and their families during this crisis. The considerations in this document are in no way an exhaustive list of possible SEBH needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan. To successfully engage in this work, ensure there is a Social-Emotional-Behavioral Health team established to lead the work in this area as described in [Leadership](#).

The following links are general resources related to SEBH and COVID-19 that may be of assistance:

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) COVID-19 Resources](#);
- [SEL Signature Practices](#);
- [Educational Leadership: Special Report – A New Reality: Getting Remote Learning Right](#); and
- [Please Pass the Love: Resources During COVID-19 for Youth, Families, and Schools](#).

Table 5. SEBH Actions and Considerations.

Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>A. PROVIDE SUPPORT FOR TEACHER/STAFF SEBH NEEDS</b>				
<b>Sub-steps to consider (e.g., A-1)</b>				
<b>A-1. Identify teacher/staff social-emotional-behavioral needs.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Basic Needs and Social Supports]</i> to determine teacher/staff needs.</li> <li><input type="checkbox"/> Consider the following in light of identified needs:               <ul style="list-style-type: none"> <li>• Connection with others beyond planning and delivering Iowa’s Academic Standards (e.g., build a district teacher/staff support schedule),</li> <li>• Basic needs such as food insecurity or homelessness/shelter assistance,</li> <li>• Mental well-being, and</li> <li>• Health and safety needs that may impact instruction (e.g., do they care for elderly adults or children with compromising conditions? Are they willing and</li> </ul> </li> </ul>

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				<p>able to work onsite with close contact among others?) (Consideration for Hybrid and On-Site Learning).</p> <ul style="list-style-type: none"> <li>• Professional development that may encompass how to: <ul style="list-style-type: none"> <li>○ Individualize responses to the impact of pandemic and social isolation and how that may influence staff, students, and families;</li> <li>○ Engage with students and families during a crisis;</li> <li>○ Integrate select SEBH learning and supports into distance instruction;</li> <li>○ Access and use resources available at the district and community to support students and families in need;</li> <li>○ Ensure internet safety and protect against cyber bullying; and</li> <li>○ Appropriately engage student voice.</li> </ul> </li> </ul> <p><a href="#">Digital Literacy for Wellness &amp; Safety Student Module</a> is an example for districts in how to increase safety and protect against cyber-bullying.</p> <p><a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a> is an example for districts in individualized responses to the impact of a pandemic and social isolation.</p>
<b>A-2. Address identified teacher/staff social-emotional-behavioral needs.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify—or develop—resources to meet the needs of teachers/staff. Consider: <ul style="list-style-type: none"> <li>• Department and AEA webinars, trainings, and support;</li> <li>• Community resources; and</li> <li>• Schedules and roles that fit the need of teachers/staff (e.g., if a teacher is unable to attend brick and mortar due to health and safety needs that may impact instruction, match this need with content/students who are also unable to attend brick and mortar).</li> </ul> </li> <li><input type="checkbox"/> Implement/deliver resources to meet the needs of teachers/staff in coordination with all other required areas.</li> <li><input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly).</li> </ul>
<b>B. PROVIDE SUPPORT FOR STUDENT SEBH NEEDS</b>				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>B-1. Identify student social-emotional-behavioral needs.</b>	X	X	X	<input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Basic Needs and Social Supports]</i> to determine student needs. <input type="checkbox"/> Consider the following in light of identified needs: <ul style="list-style-type: none"> <li>• Connection with others beyond instruction in—and learning progress toward—Iowa’s Academic Standards (for example, consider using a <i>[Student Interaction Tracker]</i> to ensure all students are connected and engaged, or consider access to apps that would foster student interaction with peers);</li> <li>• Basic needs such as clothing, food insecurity, or homelessness/shelter assistance;</li> <li>• Opportunity to share experiences/concerns and what they’ve learned about self and others;</li> <li>• Emotional support during a crisis event; and</li> <li>• Transition support from 2019-2020 to 2020-2021 (e.g., working across grades to ensure supportive transition between years).</li> </ul> <p><a href="#">Helping Children Cope with Emergencies</a> is an example resource for districts regarding emotional support during a crisis event.</p>
<b>B-2. Address identified student needs.</b>	X	X	X	<input type="checkbox"/> Identify—or develop—resources to meet the needs of students. Consider: <ul style="list-style-type: none"> <li>• AEA supports and</li> <li>• Community resources.</li> </ul> <input type="checkbox"/> Implement/deliver resources to meet the needs of students in coordination with all other required areas. <input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly).
<b>C. PROVIDE SUPPORT FOR FAMILIES TO ACCESS NEEDED RESOURCES</b>				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>C-1. Identify family social-emotional-behavioral needs.</b>	X	X	X	<input type="checkbox"/> Review results of the <i>[Resources and Needs Survey: Basic Needs and Social Supports]</i> to determine family needs. <input type="checkbox"/> Consider the following in light of identified needs: <ul style="list-style-type: none"> <li>• Basic needs such as clothing, food insecurity, or homelessness/ shelter assistance;</li> <li>• Resources to manage stress and loss, cope, and build resiliency;</li> <li>• Connection to other adults and parents/guardians as potential support;</li> <li>• Information on how to contact the right people for the emotional needs of their child(ren);</li> <li>• Health and safety needs that may impact learning (e.g., does the family live with adults or siblings with compromising conditions that prohibits close contact with others?); and</li> <li>• Information on how to contact the right people for the emotional needs of their child(ren).</li> </ul>
<b>C-2. Address identified family needs.</b>	X	X	X	<input type="checkbox"/> Identify—or develop—resources to meet the needs of families. Consider: <ul style="list-style-type: none"> <li>• AEA supports and</li> <li>• Community resources.</li> </ul> <input type="checkbox"/> Implement/deliver resources to meet the needs of families in coordination with all other required areas. <input type="checkbox"/> Review and reflect on progress, data, and needs (and adjust accordingly).

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## 6. Equity

Creating equitable learning opportunities is of the utmost importance to Iowa’s educators and families. The Department recognizes districts, schools, and families are at different places in their capacity to provide distance learning. Equity in this context is focused on ensuring all students have access to a free and appropriate public education (FAPE), are able to access the Iowa Content Standards, and have the supports needed to progress in their learning.

There are some common considerations across subgroups, as well as specific considerations within the following populations: students with individual education plans (IEPs), English learners, students at-risk (broadly defined), and gifted and talented. The considerations in this document are in no way an exhaustive list of possible equity needs; rather, these are specific additional considerations due to the current COVID-19 crisis that should be noted in any Return-to-Learn Plan.

To successfully engage in this work, ensure there is an Equity team established to lead the work in this area as described in [Leadership](#). This team should work closely with the Iowa Academic Standards team.

*Table 6. Equity Actions and Considerations.*

Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>A. ENSURE EQUITY SUPPORTS FOR ALL STUDENTS</b>				
<b>Sub-steps to consider (e.g., A-1)</b>				
<b>A-1. Identify and meet the needs of target subgroups (e.g., students with IEPs, English language learners, gifted and talented),</b>	X	X		<input type="checkbox"/> Assemble list of learners in specific subgroups along with individualized learning needs and supports being provided prior to school shutdown.
<b>A-2. Identify learners who might be considered generally “At-Risk” for limited participation and/or engagement, independent of subgroup membership.</b>	X	X		<input type="checkbox"/> Consider identifying learners with potential risk factors including (but not limited to): <ul style="list-style-type: none"> <li>• Families that do not have any, or have limited adequate access to necessary hardware and connectivity;</li> <li>• Families who are impacted by chronic health conditions and those recently impacted by COVID-19 related needs;</li> <li>• Families with high mobility or temporarily housed families;</li> </ul>

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				<ul style="list-style-type: none"> <li>• Had a history of low or irregular attendance prior to the COVID-19 related shutdowns; and</li> <li>• Learners who were identified as academically at-risk (e.g., ELI designations) through local risk monitoring approaches.</li> </ul>
<b>A-3. Ensure quality instructional opportunities for learners generally considered “at-risk” due to any number of factors.</b>	X	X	X	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider protocols to use for at-risk learners and their families to access communications and distance learning materials.</li> <li><input type="checkbox"/> Develop and support planned supplemental supports for subgroups needed additional supports and monitoring (see subgroup considerations).</li> <li><input type="checkbox"/> Quality instructional opportunities may include: <ul style="list-style-type: none"> <li>• Sharing communications using multiple methods (e.g., phone calls, text messages, parent portal, Facebook, Twitter),</li> <li>• Providing distance learning materials that can be completed off-line,</li> <li>• Providing synchronous (e.g., online in real time) and asynchronous opportunities (e.g., pre-recorded presentations, opportunities to participate in discussions/learning activities on their own schedules),</li> <li>• Scheduling office-hours keeping family work schedules (e.g., day/night) and mode of access in mind (e.g., phone, virtual, etc.), and</li> <li>• Planning opportunities for families on how to access paper resources that takes into consideration barriers to access.</li> </ul> </li> </ul>
<b>A-4. Ensure engagement of all learners across the sections, grades, and buildings.</b>	X	X		<ul style="list-style-type: none"> <li><input type="checkbox"/> Intentionally use the <i>[Student Interaction Tracker]</i> to monitor student distance participation with instruction and initiate communication (e.g., phone call or visit) to those with limited or inconsistent participation in distance learning.</li> <li><input type="checkbox"/> Plan differentiated learning opportunities to address the range of learner needs (including those who are “at-risk,” EL, IEP).</li> </ul>
<b>B. ENSURE EQUITY FOR STUDENTS ON IEPs</b>				

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>B-1. Ensure appropriate access to—and equity of—Iowa’s Academic Standards and other needs as the result of the disability.</b>	X	X		<ul style="list-style-type: none"> <li><input type="checkbox"/> Include specific plans on communicating with families of students on IEPs within the district communication plan (see <a href="#">Leadership</a>).</li> <li><input type="checkbox"/> Identify the methods that will be used to determine specific needs of families as a result of the child’s disability (note the information obtained from the Student and Family Resource Inventory linked in the <a href="#">Academic Standards</a> area that may be used to determine such needs): <ul style="list-style-type: none"> <li>• To access the technology,</li> <li>• Support the student with instruction, and</li> <li>• Other needs.</li> </ul> </li> <li><input type="checkbox"/> Establish how educational services will be adapted, accommodated, or modified to fit individual student needs. Include methods of providing parents or other household members instructions to support students to access, participate, and progress in the curriculum.</li> <li><input type="checkbox"/> Establish a process for how IEP meetings will be held under remote learning or Hybrid delivery models. Consider: <ul style="list-style-type: none"> <li>• Alternative methods if access to technology is limited (e.g., online or phone);</li> <li>• Alternative ways to get input if participants are unavailable;</li> <li>• Establishing a process to prioritize the order in which IEPs are reviewed;</li> <li>• Developing a standard meeting agenda that includes questions relevant to the situation that is requiring remote learning including: goal areas, specially designed instruction, and progress monitoring; and</li> <li>• Establishing a process for the IEP team to consider whether the family needs services or supports that would be considered parent counseling and training, which should be documented in the IEP.</li> </ul> </li> <li><input type="checkbox"/> Determine how assistive technology and other supports will be physically provided to families.</li> <li><input type="checkbox"/> Identify how student access, participation, and progress in educational services (in addition to family needs) will be monitored and adjustments in services (if necessary) will be made.</li> </ul>

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Action (Black row with white bolded text)	CL	H	OS	Consideration
<b>B-2. Establish criteria for determining what method(s) of delivery students will receive (distance, in-person, or hybrid).</b>	X	X		<input type="checkbox"/> Identify primary components for determining ways a student will participate in learning. Consider including: <ul style="list-style-type: none"> <li>• The ways all students will participate;</li> <li>• The health and safety factors that must be incorporated (e.g., can meet in-person, maximum size of gatherings);</li> <li>• Individual student and family availability to participate, including technology needs; and</li> <li>• When the change in delivery will be considered a change in placement for the individual.               <ul style="list-style-type: none"> <li>○ <i>Note that if all students are receiving services in a particular manner (e.g., distance learning), no change of placement has been made.</i></li> </ul> </li> </ul> <input type="checkbox"/> No later than the annual review, complete a Remote Learning Plan for each IEP completed after July 1, 2020. <input type="checkbox"/> Determine procedures for initiating the individual’s Remote Learning Plan when situations arise.
<b>B-3. Ensure all rights and responsibilities under IDEA are provided.</b>	X	X	X	<input type="checkbox"/> Although the goals, services, and supports provided during Remote Learning may look different than those provided during on-site learning, the rights and responsibilities of IDEA remain the same and must be followed.
<b>C. ENGLISH LEARNERS</b>				
<b>C-1. Ensure English learners and their families have access to communications and distance learning materials.</b>	X	X	X	<input type="checkbox"/> Determine how English Learner’s will access communications: <ul style="list-style-type: none"> <li>• Post communication in languages aligned to family needs,</li> <li>• Post in multiple methods (e.g., phone calls, text messages, parent portal, Facebook, Twitter), and</li> <li>• Use translation software.</li> </ul> <input type="checkbox"/> Determine how English learner’s will access print materials: <ul style="list-style-type: none"> <li>• Provide translated distance learning materials (e.g., language features of Read and Write for Google, recorded) and</li> </ul>

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<b>Action (Black row with white bolded text)</b>	<b>CL</b>	<b>H</b>	<b>OS</b>	<b>Consideration</b>
				<ul style="list-style-type: none"> <li>• Provide translation/language supports through scheduled virtual “homework” sessions.</li> </ul>
<b>C-2. Establish methods for delivering instruction to support English learners.</b>	X	X		<input type="checkbox"/> Determine how English learner’s will be engaged in distance learning. Consider: <ul style="list-style-type: none"> <li>• Providing additional language supports to English learners through cultural liaisons (i.e., provide a range of language supports including such things as: interpretation and translation, advising, and cultural navigation with staff and families) and</li> <li>• Offering distance learning in multiple languages based on student and family needs.</li> </ul> <input type="checkbox"/> Plan protected time for Language Instruction Education Program.
<b>D. ENSURE EQUITY FOR STUDENTS AT-RISK (at-risk, living in poverty)</b>				
<b>D-1. Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities.</b>	X	X		<input type="checkbox"/> Create opportunities that increase connection with families and learners. Consider the following: <ul style="list-style-type: none"> <li>• Checking in with students more frequently,</li> <li>• Providing more opportunities for teacher feedback,</li> <li>• Providing continued opportunities for extra-curricular connections,</li> <li>• Engaging in school-community collaborations that support access and engagement, and</li> <li>• Providing additional teacher-lead sessions/opportunities for homework/independent practice.</li> </ul>
<b>E. ENSURE EQUITY FOR GIFTED AND TALENTED</b>				
<b>E-1. Ensure the SEBH needs of gifted and talented learners are addressed.</b>	X	X		<input type="checkbox"/> Provide learning opportunities and communication that sets a calm reassuring tone:

indicates a forthcoming resource. Once available, the resource will be linked in this document.

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Action (Black row with white bolded text)	CL	H	OS	Consideration
				<ul style="list-style-type: none"> <li>• Engage learners in the formative assessment process by having them help develop goals and expectations, engaging in the feedback cycle and recognizing accomplishments; and</li> <li>• Provide opportunity to recognize feeling and provide affirmations.</li> </ul> <input type="checkbox"/> Develop clear schedules and expectations. <input type="checkbox"/> Consider how to support personalized education plans for identified gifted students. <input type="checkbox"/> See the <a href="#">Iowa Academic Standards</a> and <a href="#">SEBH</a> sections for additional considerations.
<b>E-2. Establish accelerated/enriched learning opportunities.</b>	X	X		<input type="checkbox"/> Extend project based/experiential learning opportunities through pacing, depth, and complexity. <input type="checkbox"/> Involve families in goal planning and development of enrichment opportunities.

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## 7. Data Considerations

The table below includes recommended data to monitor that would enable districts to make informed data-based decisions throughout the development and implementation of the Return-to-Learn Plan.

Table 7. Data Considerations.

Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
<b>1. Leadership</b>	<ul style="list-style-type: none"> <li>● [Action Plan status data].</li> <li>● Leadership team meetings; evidence of data used at meetings to inform actions.</li> <li>● Number and content of communications.</li> </ul>	Use the data to inform the following questions: <ul style="list-style-type: none"> <li>● Is the plan being implemented as intended?</li> <li>● Is the representative DLT reviewing/using data to make informed decisions?</li> <li>● Are communications efficient/effective?</li> </ul>
<b>2. Infrastructure</b>	<ul style="list-style-type: none"> <li>● [Resources and Needs Survey data] to determine both the current status of, and efficacy of addressing, the below needs:               <ul style="list-style-type: none"> <li>○ <b>Technology</b> (e.g., accessibility, adaptive tech needs). These data will be referred to in the following areas: <a href="#">Iowa Academic Standards</a> and <a href="#">Equity</a>.</li> <li>○ <b>Basic Needs and Social Supports</b> (e.g., food insecurity, shelter, social supports). These data will be referred to in the area of <a href="#">Social-Emotional-Behavioral Health</a>.</li> <li>○ <b>Health and Safety</b> needs while ensuring privacy (e.g., health conditions that prevent attendance at brick/mortar school). These data will be referred to in the area of <a href="#">Health and Safety</a>.</li> <li>○ <b>Instructional Support</b> needs (e.g., family instructional resources needed, student accommodations/modifications needed). These data will be referred to in the following areas: <a href="#">Iowa Academic Standards</a> and <a href="#">Equity</a>.</li> <li>○ <b>Professional Development</b> (e.g., professional development needs of teachers/staff such as using appropriate technology, privacy/FERPA, mitigation strategies and so on).</li> </ul> </li> <li>● Number of meals prepped/served.</li> </ul>	Use the data to inform the following questions: <ul style="list-style-type: none"> <li>● What are the technology and basic needs of the teachers, staff, students, and families within our district? Are we effectively addressing those needs?</li> <li>● Which delivery model are we best able to support based on the Resources and Needs survey?</li> <li>● What are the professional development needs of our teachers/staff? Are we effectively meeting the learning needs of our teachers/staff?</li> </ul>

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> <li>● Number of technology solutions identified and addressed (e.g., hotspots purchased and delivered, laptops delivered).</li> <li>● Training efficacy data.</li> </ul>	
<b>3. Health and Safety</b>	<ul style="list-style-type: none"> <li>● <i>[Mitigation survey]</i> to determine and follow number needed/district access to: <ul style="list-style-type: none"> <li>○ Personal protective equipment and</li> <li>○ Appropriate cleaning supplies.</li> </ul> </li> <li>● <i>[Resources and Needs Survey: Health and Safety]</i> to determine: <ul style="list-style-type: none"> <li>○ Number and percentage of teachers/staff/students with health needs contacted and supported (adhering to privacy laws).</li> </ul> </li> <li>● Number and percentage of—and reason for—student absences:</li> <li>● for those absent due to health for more than two days and number of family contacts to determine support needed.</li> <li>● Implementation fidelity of health protocols (e.g., encounter data related to health office visits where students were returned back to class, those who were sent home and students who required emergency services related to student health needs).</li> <li>● Communication log of interactions with local public health and IDPH (e.g., PPE needs, health risks).</li> </ul>	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> <li>● Do we have the PPE and cleaning supplies needed to keep our teachers, staff, students, and families safe/healthy?</li> <li>● Are we identifying teachers/students who need support—and providing that support—in a timely manner?</li> <li>● Are we implementing mitigation strategies effectively across the district in order to minimize health/safety?</li> <li>● Are we appropriately informing community health of any risks or potential needs within our district?</li> </ul>
<b>4. Iowa Academic Standards/ Learning Requirements</b>	<ul style="list-style-type: none"> <li>● <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: <ul style="list-style-type: none"> <li>○ Number and type of technology needs across teachers/staff, students, and families; and</li> <li>○ Number and type of instructional resources needed for families.</li> </ul> </li> <li>● Documentation that instructional support has been provided to students and families.</li> <li>● Historical academic early warning system data: <ul style="list-style-type: none"> <li>○ Universal screening data (e.g., FastBridge, MAP, ISASP),</li> <li>○ Grades (e.g., letter grades, standards-based grading, courses with high number of students struggling), and</li> </ul> </li> </ul>	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> <li>● Are we providing the technology supports needed to support teachers/staff to teach, students to learn, and families to support their child(ren)?</li> <li>● Are we providing the instructional supports needed across families?</li> <li>● What do historical academic learning data indicate about where each and all students were at in their learning when schools were closed due to COVID-19?</li> </ul>

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> <li>○ Credit accrual (e.g., course failures, students graduating in four years? Five years?)</li> <li>● “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> <li>○ New collection of universal screening data,</li> <li>○ Assessments from curriculum materials, and</li> <li>○ Locally-developed common formative assessment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Were at least 80% of students on track to achieve proficiency on grade-level Iowa Academic Standards?</li> <li>○ Were at least 80% of students on track to have “passing” or “satisfactory” grades?</li> <li>○ Were at least 90% of students earning enough credit to be on track to graduate in four years?</li> <li>● What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> <li>○ Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic Standards at the beginning of the school year?</li> </ul> </li> </ul>
<b>5. Social-Emotional-Behavioral Health (SEBH)</b>	<ul style="list-style-type: none"> <li>● <i>[Resources and Needs Survey: Basic Needs and Social Support]</i> to determine: <ul style="list-style-type: none"> <li>○ Number of teachers/staff, students, and families with basic and social support needs;</li> <li>○ Number/percent of meals prepped and provided to families in need; and</li> <li>○ Number/percent of students contacted beyond course work (Student Interaction Tracker).</li> </ul> </li> <li>● Historical attendance and SEBH data warning system data: <ul style="list-style-type: none"> <li>○ Attendance (e.g., full days missed, tardies, chronic absenteeism) and</li> <li>○ SEBH (e.g., major and minor referrals, local screening tools).</li> </ul> </li> <li>● “Pre-assessment” when students return to learning for the 2020-2021 school year: <ul style="list-style-type: none"> <li>○ Attendance the first two weeks of school in the 2020-2021 school year (e.g., full days missed, tardies, chronic absenteeism) and</li> </ul> </li> </ul>	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> <li>● Do at least 95% of teachers/staff, students, and families have access to supports to meet basic and social support needs?</li> <li>● Are at least 95% of students/families that need it provided daily meals?</li> <li>● Are at least 95% of students contacted weekly for purposes beyond academic needs?</li> <li>● What do historical attendance and SEBH data indicate about where each and all students were at in their status when schools were closed due to COVID-19? <ul style="list-style-type: none"> <li>○ Were at least 95% of students attending regularly (i.e., not chronically absent)?</li> <li>○ Did at least 80% of students have zero to one major behavior incident(s) (ODR/BIR) for the whole school year?</li> </ul> </li> </ul>

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
	<ul style="list-style-type: none"> <li>○ SEBH data the first two weeks of school in the 2020-2021 school year (e.g., major and minor referrals, local screening tools).</li> </ul>	<ul style="list-style-type: none"> <li>● What do “pre-assessment” data indicate about current learning needs for each and all students? <ul style="list-style-type: none"> <li>○ Are at least 95% of students attending regularly (i.e., not chronically absent), taking into consideration the delivery model and attendance within that delivery model? <ul style="list-style-type: none"> <li>○ Do at least 80% of students have zero to one major behavior incident(s) (ODR/BIR) in the first two weeks of the school year?</li> </ul> </li> </ul> </li> </ul>
<p><b>6. Equity</b></p>	<ul style="list-style-type: none"> <li>● <i>[Resources and Needs Survey: Technology and Instructional Support]</i> to determine: <ul style="list-style-type: none"> <li>○ Number and type of student adaptive technology needs and</li> <li>○ Number and type of adapted/modified instructional resources needed for students.</li> </ul> </li> <li>● Documentation that instructional support has been provided to students and families.</li> <li>● Historical academic early warning system data: <ul style="list-style-type: none"> <li>○ Universal screening data (e.g., FastBridge, MAP, ISASP),</li> <li>○ Grades (e.g., letter grades, standards-based grading, progress on goals, student artifacts), and</li> <li>○ Credit accrual (e.g., course failures, students graduating in four years? Five years?).</li> </ul> </li> <li>● “Pre-assessment” when students return to learning for the 2020-2021 school year <ul style="list-style-type: none"> <li>○ New collection of universal screening data,</li> <li>○ Assessments from curriculum materials,</li> <li>○ Above-level assessments, and</li> <li>○ Locally-developed common formative assessment and progress monitoring of goals.</li> </ul> </li> </ul>	<p>Use the data to inform the following questions:</p> <ul style="list-style-type: none"> <li>● Are we providing the adaptive technology needed to support student access to and progress in Iowa Academic Standards and learning expectations?</li> <li>● Are we providing the adapted/modified instructional supports needed for students?</li> <li>● What do historical academic learning data indicate about where each and all students were at in their learning when schools were closed due to COVID-19? <ul style="list-style-type: none"> <li>○ Were at least 80% of students on track to achieve proficiency on grade-level Iowa Academic Standards/essential elements?</li> <li>○ Were at least 80% of students on track to have “passing” or “satisfactory” grades?</li> <li>○ Were at least 90% of students earning enough credit to be on track to graduate on time?</li> </ul> </li> </ul>

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Area	Recommended Data to Monitor	Recommended Data-Based Decision-Making
		<ul style="list-style-type: none"> <li>● What do “pre-assessment” data indicate about current learning needs for each and all students?               <ul style="list-style-type: none"> <li>○ Are at least 80% students on track to achieve proficiency on grade-level Iowa Academic Standards at the beginning of the school year?</li> </ul> </li> </ul>

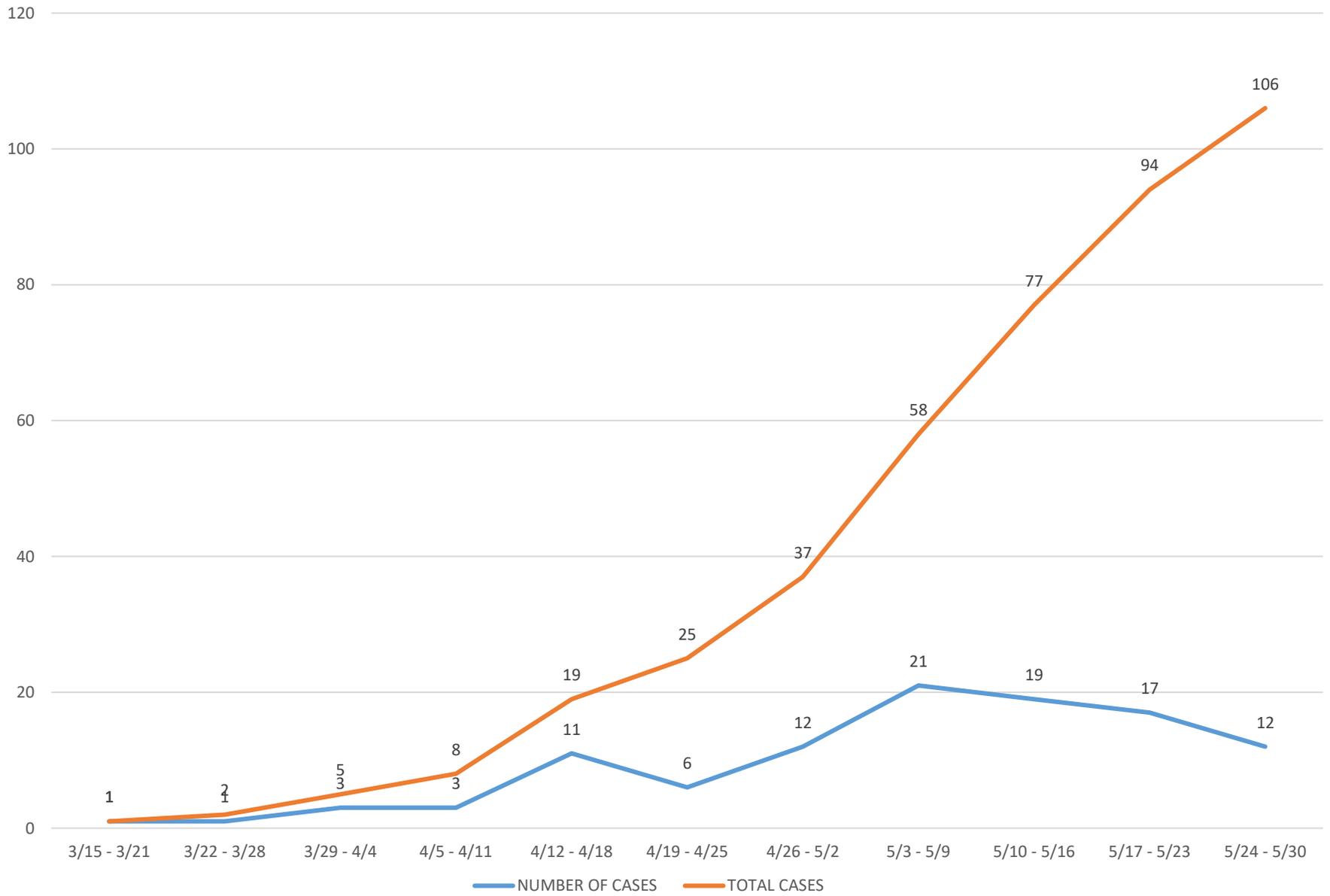
## Questions and Additional Guidance

If you have questions, please contact [Brad Niebling](#), [Barb Guy](#), or [Barbara Ohlund](#). For additional COVID-19 guidance and information, please visit the Department’s [COVID-19 webpage](#).

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### COVID -19 CASES PER WEEK FOR STORY COUNTY COMPARED TO TOTAL CASES



**MARY GREELEY HOME HEALTH SERVICES AND STORY COUNTY PUBLIC HEALTH  
LOCAL BOARD OF HEALTH REPORT**

**07/01/19 - 04/30/20**

**County: Story**

**MARY GREELEY HOME HEALTH SERVICES**

**6/1/2020**

<b>FUNDING SOURCE</b>	<b>Programs</b>	<b>Grant \$ Funded</b>	<b>Grant \$ Spent</b>	<b>Grant \$ % Spent</b>	<b>Specific Program</b>	<b>Number Story County Clients Served Utilizing State Grant Funds</b>	<b>COMMENTS</b>
ESSENTIAL PUBLIC HEALTH SERVICES	Skilled Nursing, Health Promotion, Homemaker, Collaborative Relationships and Disease Outbreak Investigation, Reportable Disease Follow-up, & Surveillance	204,030	193,728.31	95%	SN	28	Mary Greeley Home Health Services provided skilled nursing visits to 242 Story County residents 07/01/19 through 04/30/2020. 28 (11.6%) clients received a full or partial discount for 1 or more of their skilled nursing visits. We accessed LPHS funds and other non-LPHS funding sources to cover Skilled Nursing visits provided at a discount.
					HP	HP = 434	MG Home Health Services provided Health Promotion Nursing visits to 380 Story County clients 07/01/19 - 04/30/20.
					<b>COLLABOR - ATIVE RELATION- SHIPS</b>		Collaborative Relationships includes activities which involve community partners to assist with identifying and addressing public health issues. We used LPHS funding for Collaborative Relationships. July 2019 through February 2020 we were engaged in more than 140 hours of collaborative relationship activities.

**MARY GREELEY HOME HEALTH SERVICES AND STORY COUNTY PUBLIC HEALTH  
LOCAL BOARD OF HEALTH REPORT  
07/01/19 - 04/30/20**

<b>FUNDING SOURCE</b>	<b>Programs</b>	<b>Grant \$ Funded</b>	<b>Grant \$ Spent</b>	<b>Grant \$ % Spent</b>	<b>Specific Program</b>	<b>Number Story County Clients Served Utilizing State Grant Funds</b>	<b>COMMENTS</b>
					Home - maker	31	Mary Greeley Home Health Services provided Homemaker service to 153 Story County residents 07/01/19 through 04/30/20. 17 (11.1%) of the Story Co. Homemaker clients paid full fee, 5 (3.3%) clients were paid by the MCO program (previously waiver), 11 (7.2%) clients were paid by VA and 120 (78.4%) paid according to our sliding fee scale. In addition to the LPHSC we used a variety of other funding sources to cover discounted Homemaker service.
					Disease Outbreak Investiga - tion, Report- able Disease Follow-up, Surveillance	52 Referrals	52 communicable disease cases were referred to MGMC Home Health Services from IDPH for the period 07/01/19 - 04/30/2020. In addition the Public Health nurses served as contact and referral sources for several TB cases. The PH nurses provided more than 635 hours of service for Disease Investigation, Surveillance and Follow-up of the TB and communicable disease referrals reported in Story County.
<b>TOTALS</b>		<b>204,030</b>	<b>193,728.31</b>	<b>95%</b>			



Environmental Health Department  
Administration Building  
900 6<sup>th</sup> Street, Nevada, Iowa 50201

Phone 515-382-7240  
[www.storycountyiowa.gov](http://www.storycountyiowa.gov)

## Report to the Story County Board of Health for June 2, 2020

Environmental Health staff continues to work remotely, and all of us plan to return to the office full time on June 3, 2020. We will not stagger staffing, as it is not doable with two departments using one office space. Extra precautions will be taken to prevent virus transmission, with mandatory face covering unless you are in your personal office or cubicle. The common surfaces will be routinely disinfected. If driving somewhere, there will only be one person per vehicle. Facilities folks installed plexiglass shields for our customer service counter. For the public, we will only allow one customer (or small related group) at the counter at a time. If the public chooses to wait, they will have to wait in the hallway, observing social distancing. The hallway will be marked off at 6' distancing.

### Septics

- 37 applications, 27 permits issued to date for calendar year.
- 28 TOT inspections/binding agreements.
- Site reviews and final inspections are still being conducted.

### Wells

- Five water wells permitted, 12 samples. Water testing has not yet resumed.
- Five pluggings for calendar year.
- Grants to Counties balance is ~\$13,000. The balance remains with the state if we do not spend it by July 1.

### Tattoos

- Bazylinski inspected the new tattoo facility in Nevada so that it could open in June. Heroic Inc. is in the process of moving to a new location in Ames. Bazylinski completed the site inspection so they can open. IDPH posted COVID precaution guidelines that Bazylinski forwarded to all tattoo facilities.

### Pools

- Cory emailed all pool owners to determine pool opening status. Furman and Story City municipal pools will not be opening. Ames municipal will be opening mid-June once construction allows access to the pool. Brookside will open once the Governor allows. Somerset Village board has voted not to open. Cory is waiting to hear from IDPH if the pools that choose to stay closed for the season will be required to have a pre-opening inspection and meet ORP controller code next year. No word on extending contracts.
- Ames Fitness variance was denied due to lack of supporting documentation (variance requested to allow for swimmers under age 18 to swim with adult supervision, no lifeguards).

### CAFOs

- Received Maxwell North CAFO application for master matrix review (4,960 finisher hogs). The new CAFO will be located approximately two miles northwest of Maxwell. Jaynes requested a 30-day extension for the BOS's recommendation to DNR because of the logistics for running the meeting; DNR granted the extension. The master matrix review group has been reporting to Jaynes on their findings. The public hearing will be a remote meeting with a PowerPoint, to be held June 23<sup>rd</sup> at 6:00 pm.

### Complaints

- Hog in the ditch (Jaynes contacted Engineering to lime the carcass).
- Open discharge of untreated sewage next to Squaw Creek.
- Open discharge of untreated sewage close to Worle Creek.
- Open burning complaint in rural subdivision.
- Open burning on a farm north of a subdivision.
- Abandoned trailers and rubbish at the Home Acres Trailer Park in northeast Nevada. I did a windshield inspection and counted about eight abandoned trailers and saw lots of rubbish. Nevada Public Safety Department normally takes care of these complaints. I will assume Nevada is taking the lead on this. Jaynes offered the department's assistance.

### Meetings

- Coop Cog meetings.
- Jones handling the special BOH meetings, setting up remote access.
- Quarterly report to BOS.
- Prairie Valley Subdivision public hearing.
- Two water monitoring remote meetings w/ Ames, Gilbert, Prairie Rivers, County.

### Conceptual Reviews

- Nevada wastewater treatment plant proposal.
- Larson leasing of commercial building.
- Fausch Family subdivision.
- Forest Ridge Estates subdivision.

### Miscellany

- Jaynes spoke with Country Living MHP manager, still working on moving trailer out. They have boarded up the windows. Now there is another trailer with issues in the same park.
- Jones posted for tick awareness.
- Cory conducted two Marshall County pumpers (no land application). Jaynes conducted Story County pumper inspection (land application now within Ames city limits). See report for land application site in Ames/Story County.
- Jaynes trouble shooting problematic system in Bella Woods subdivision.

Submitted by Margaret C. Jaynes on May 28, 2020



Iowa Department of Natural Resources  
Commercial Septic Tank Cleaner Inspection Report

**Company/Owner Information**

Business Name: Driantech Incorporated License Number: ST-315  
 Owner Name: Michael Badger Phone Number: 515-233-3700  
 Business Address: 2825 Wakefield Circle County: Story  
 City: Ames State: IA Zip Code: 50010  
 Valid IDNR Commercial Septic Tank Cleaner License?  Yes  No If No, Date Expired (if known): \_\_\_\_\_

**Pumper Truck Inspection**

- Yes  No License Number displayed on cleaning unit?  
All vehicles shall display the license number (except for the year) assigned to the commercial septic tank cleaner with three-inch or larger letters and numbers on the side of the tank of vehicle.
- Yes  No Name and Address of license holder displayed on cleaning unit?  
The name and address of the license holder shall be prominently displayed on the side of the tank or vehicle in letters at least three inches high.
- Yes  No Vehicle Information for truck matches license?  
VIN, Make, Model, Year, and License Plate Number of truck should match the information on the septic tank cleaner license.
- Yes  No Discharge Valve capped?
- Yes  No Discharge Valve cap chained to vehicle?
- Yes  No Hose and disinfectant for clean-up, carried on vehicle?
- Yes  No Exterior of vehicle and tank clean, and in good repair?
- Yes  No Pump, Tank, Tank Lid or Cover, and accessories apparently free of leaks?

**Method of Disposal**

- Wastewater Treatment Facility: Ames and Des Moines WWTPs  
Location
- Land Application (page 2): 85-10-08-100-100 and 85-10-08-100-300  
Location
- Sanitary Landfill: n/a  
Location
- Septage Lagoon or Drying Bed: n/a  
Location

**Land Application**

Yes  No Does this business **land-apply** waste? (If No, you may skip this section.)

Waste from portable toilets has to be taken to wastewater treatment facility

Please verify if waste is applied to the owner's land or a separate location.

- Compare to land application sites claimed on the septic tank cleaner application.
- Verify code compliance related to setback distances, application rates, and vector reduction methods. If any discrepancies, please advise below.

**Observations:**

Yes  No Is location **description accurate** (If no, describe location) \_\_\_\_\_

Yes  No Is the **slope** of land application area **less than 9%**

Yes  No Is the distance to the nearest occupied **residence greater than 750 feet**

Yes  No Is the distance to the nearest **water well greater than 500 feet**

Yes  No Is the distance to the nearest **stream, lake, sinkhole, or tile surface intake greater than 200 feet**

Yes  No Is septage **incorporated**

If yes is it:  **Injected**  **Incorporated**

Yes  No Is septage **stabilized** with hydrated or quick lime **If yes describe how lime is mixed:**  
Lime is mixed into tank. No lime on the trucks, they pick it up at the shop as needed. Shop is close to land application site.

Yes  No Were signs of any of the following observed: **confining layer or groundwater** less than 3 feet deep, **unstabilized septage** on land surface, **food crops** (If yes describe further)

No signs of unstable septage, although in some places there is a crust forming.

Yes  No Was a **crop** grown every 3 years or after application of 30,000 gallons per acre per 365 days

How was this information obtained/verified?

pumper/landowner Most of property is planted in soybeans and grasses this year.

Yes  No **Land application complies with regulations in accordance to 567 IAC Chapter 68?**

**Additional Comments:**

Draintech's records are in order. They run two pump trucks, both well maintained. Most septage is land applied on two adjacent parcels, 85-10-08-100-100 and 85-10-08-100-300. There are no violations of setback requirements (assuming there is no land application within 35' of an open waterway). FOG is taken to the Ames WWTP or land applied.

I continue to be concerned about the heavy application rates on the six acres that receive more than half of the total septage that Draintech handles (total is ~ 281,000 gallons annually), year after year. The maximum land application rate is 30,000 gallons septage per acre per 365 day period. The nitrogen application rate shall be no more than is utilized by the crop. The crop must be harvested at a minimum every three years. What is the actual application rate? Is the grassy area being harvested so as to remove the nitrogen? There does appear to be areas crusting over, possibly from the FOG, or from over application? I am wondering if Draintech could rotate the six acres with portions of the row crop so as to spread out the septage a little more. MCJ

*Margaret Amashko Jaynes*  
Inspector Signature

5/27/2020  
Date

## — Two health emergencies collide

by Tyler Marshall, MPH, Jonathan N. Stea, PhD, and Rob Tanguay, MD May 23, 2020



It is an understatement to say that the COVID-19 pandemic has caked the entire world with a layer of stress. For those who experience addiction and mental health concerns, the additional stress can pose a serious risk to health -- especially in the midst of an opioid crisis in North America.

Prior to COVID-19, people with opioid addiction already struggled to obtain comprehensive care due to widespread stigma and misinformation, in addition to systemic and socioeconomic barriers.

Now, a health dilemma is afoot: The rightful and necessary need to respect physical distancing has unfortunately also resulted in social isolation and increased levels of stress for many people, including those who use opioids.

The current situation is quickly producing additional barriers to accessing evidence-based care: such as pharmacotherapy, psychotherapy, harm reduction services, addiction medicine, and social supports. It is vital that our peers who use opioids still have access to essential health and social services during this time -- even if it is remote access.

### **Opioid Agonist Therapies (OATs)**

People who use opioids need enhanced access to lifesaving medications -- such as buprenorphine/naloxone and methadone -- and to have extended prescriptions for these medications throughout the duration of the pandemic. These medications, known as opioid agonist therapies (OATs), maintain tolerance, improve treatment retention, reduce risk of relapse, and importantly, reduce overdose risk compared to abstinence only-based approaches to

opioid addiction treatment. OATs also reduce the rewarding effect of stronger opioids, such as heroin or fentanyl, which can discourage use and may prevent overdose in case of relapse.

OATs are the best treatments that we have for opioid addiction. They reduce the risk of death by up to [59%](#) compared to no medication. Unfortunately, OATs are prescribed only to a [small percentage of patients](#) in the United States.

## **Stigma**

Sadly, stigma and misinformation about addiction treatment are rampant in North America. Misguided beliefs -- such as OATs are "just substituting one drug for another" or that people who are treated with OATs are "still not entirely clean and sober" -- are steadfast in society and difficult to defeat. Many people experience this type of stigma from friends, family, and sometimes even from [healthcare providers](#). Often, people internalize and truly start to believe such detrimental misinformation.

These stigmatizing beliefs are inaccurate, cheapen the complexity of addiction treatment, and discourage people from seeking evidence-based care.

Imagine if people with diabetes were told that taking insulin is a "cop-out" or "not natural." Ludicrous, right? The same kind of misinformation about opioid addiction and its treatment should not be tolerated anywhere. These medications are often important and necessary tools for recovery for many people.

To truly reduce stigma, we must make it acceptable for people who use drugs to ask for help, without being judged, ostracized, or disciplined. We must also have immediate and available on-demand, person-centered care.

## **Access to Care**

It is estimated that 50%-75% of people who experience addiction -- including opioid addiction -- meet criteria for one or more mental health disorders, such as post-traumatic stress disorder, anxiety, and depressive disorders. The benefits from treatment in opioid addiction are more likely to happen when people receive integrated treatment for both addiction and mental health at the same time. However, prior to COVID-19, [treatment services were already fragmented](#) and only a [small fraction of people](#) received this level of complex care.

In many geographical areas, few evidence-based treatment options exist for people who use opioids. Additionally, patient values and preferences are often not involved in the treatment decision-making process, despite evidence that people who experience addiction want to be involved in [treatment decisions and want more options](#). People with opioid addiction who are prescribed OATs are more likely to be abstinent from illicit opioid use in comparison to placebo or programs where no medication is offered.

Without OATs, it only takes a short period of abstinence -- for example, less than a week -- until people can start to rapidly lose their tolerance to opioids.

This is problematic because if a person subsequently relapses to opioids, then they are at serious [risk for health complications](#), particularly if they use the same dose of opioids that they used prior to starting the treatment program. Without the protective opioid tolerance provided by OATs, a relapse episode can lead to overdose or death.

Episodes of relapse followed by periods of remission are notorious and hallmark features of addiction. They are a normal part of the recovery process. Lessening harms associated with use and relapse is vital for improving public health.

## **What Is Harm Reduction?**

In its broadest sense, harm reduction is what it sounds like: it means reducing the harms that are associated with human actions. The principles of harm reduction are evidence-based, person-centered, and long overdue in the world of addiction treatment. The approach emphasizes the importance of the relationship between patients and providers, and its philosophy is rooted in non-judgmental acceptance.

Harm reduction theory accepts the idea that the use of drugs and alcohol is an intrinsic part of being human and that it is impossible to entirely stop drug use in society. It is therefore important to reduce the risk of harms from drug use with knowledge and the right supports.

One example of harm reduction is physical distancing to prevent the transmission of COVID-19. Even though we can't stop COVID-19 transmission entirely, we can reduce its impact by informing ourselves and changing our behavior, which will slow the rates of infections and ultimately preserve vital health resources and save lives.

## **Adapting Opioid Addiction Treatment to COVID-19**

Several approaches can be taken to improve access to evidence-based treatment for opioid addiction, such as OATs. The use of virtual care is paramount in supporting those who would benefit from OATs while reducing the risk of viral transmission in the current COVID-19 pandemic.

Buprenorphine/naloxone has been traditionally prescribed under the watchful eye of the prescriber and often pharmacist. It has involved a number of parameters, including office initiation, witnessed dosing, and urine drug screens. These are often standards of care, which are based on state-to-state law. There is no evidence that any of these parameters reduce risk of death, improve retention to treatment, or improve recovery. They are designed to reduce the risk of a person using the medications illegally -- known as drug diversion -- rather than improve the treatment of the person looking for help.

We suggest exploring a number of adaptations to standard care: removing witnessed doses, which can reduce cost and improve retention to treatment; temporarily stopping the use of urine drug screening; and allowing people to begin the use of buprenorphine/naloxone at home in collaboration with their physician -- known as home induction. These changes strike a balance between evidence-based opioid treatment and respect for physical distancing, with a view towards reducing the risk of viral spread to our most vulnerable populations.

Methadone, the gold standard OAT, is more complex than buprenorphine/naloxone because of its elevated risk of overdose and higher risk of misuse. Applying new adaptations at pharmacies could be helpful: having the medication delivered to patients; allowing longer times between dispensing, especially for those who are showing stability; and making use of virtual care. Again, these changes can go a long way in improving physical distancing and reducing risk of viral spread.

Crucially, we will also need to reduce the bureaucracy of waivers for prescribing evidence-based treatments, particularly for buprenorphine/naloxone. The bureaucracy of waivers places limits on who can prescribe and it places an unnecessary administrative burden and time delay on the delivery of effective treatment. The waiver also acts as a barrier to getting the help that people want and need, further perpetuating the stigma of addiction.

The use of OATs reduces people's need to engage in criminal activity to find illicit opioids to prevent debilitating withdrawal. Importantly, it keeps people home: a most necessary step to flatten the curve and reduce the strain on our healthcare systems.

Harm reduction services will need to remain open and operating during the pandemic. These vital services require access to personal protective equipment to protect people and healthcare workers alike. Data suggest that our most vulnerable peers are succumbing to the coronavirus, including people of minority and lower socioeconomic status, which highlights the necessity to be proactive.

We are witnessing the intersection of two health crises. Protecting our peers is an ethical imperative that will also serve to protect us all by reducing the spread of one of the most deadly viruses seen in modern times.

It cannot be overstated enough: people who experience mental health and addiction concerns require ongoing support during this pandemic. Lives depend on timely policy action. We need to make new and necessary policy changes; reduce face-to-face interactions; and support evidence-based, person-centered care.

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