

**Charles Community Schools**  
***Return to Learn***



Presented to Charles City CSD Board of Education  
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Developed by the Re-entry Task Force Members

Mike Fisher - Superintendent  
Marcia DeVore - Lincoln Elementary Principal, Chair  
Bryan Jurrens - Charles City High School Principal  
Larry Wolfe - Charles City High School Associate Principal  
Joe Taylor - Charles City Middle School Co-principal  
Thomas Harskamp - Charles City Middle School Co-principal  
Kara Shannon - Washington Elementary Principal  
April Hanson - Director of Technology  
Jerry Mitchell - Director of Facilities  
Justin DeVore - Director of Communication  
Todd Forsyth - Director of Activities

Abby Gomez - CCHS Teacher  
Amy Krueger - WE Teacher  
Cara Ludemann - LE Teacher  
Chealsey Moen - CCHS Counselor  
Lindsey Staudt - CCMS Teacher  
Marie Conklin - WE Success Coach  
Naomi Yaddof - Technology Coach  
Sheila Etherington - CCMS Instructional Coach

[LINK TO STATE CERTIFICATION AND ASSURANCES](#)

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## 1 - Introduction

A safe and effective reopening of Charles City Community Schools in the fall requires the commitment of all Charles City Community Schools family members- staff, students, families, and community- to do their part. At our core, we are about educating students and creating compassionate, competent problem solvers.

The following principles guided the work of the re-entry leadership team:

- Foster overall health students and staff while mitigating the risk posed by COVID-19
- Provide high-quality teaching and learning experiences for students and staff, regardless of delivery mode
- Make decisions that are driven by data and expert recommendations

### **Federal, State, and Local Guidance**

The district has relied on federal, state, and local guidance in developing its plans, policies, and procedures for a safe reopening this fall.

In developing this plan, the Charles City Community Schools re-entry task force reviewed guidance from the Iowa Departments of Education and Public Health, the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP) and the Occupational Safety and Health Administration (OSHA). We have also reviewed guidance from additional professional organizations, including the American School Counselor Association (ASCA), Iowa Girls High School Athletic Union (IGHSAU), and Iowa High School Athletic Association (IHSAA).

Throughout the summer and fall - and the 2020-21 academic year, if necessary- the district will continue to work closely on its COVID-19 health and safety protocols with the Floyd County Department of Public Health in order to best respond to the specific needs of our school community.

## 2 - Leadership and Infrastructure

### Overview

Along with the re-entry task force, the Charles City Community Schools will utilize leadership structures and teams that are already in place. These teams are best poised to respond flexibly to the changing public health situation created by COVID-19. We recognize the need to plan, train, implement, review, and modify on a continuous cycle as we move forward.

### 2.1 Operations

- School Board
  - Oversees all operations of the School District
- Senior Leadership Team
  - The Senior Leadership Team is made up of the superintendent, building administrators, and directors.
  - This team oversees the daily management of the district and its employees.
- District Instructional Direction Leadership Team
  - The District Instructional Direction Leadership (IDL) Team is made up of the superintendent, building administrators, and instructional/success coaches.
  - This team is responsible for reviewing district performance data, creating district action plans around teaching and learning, and reviewing building level plans.
- Building Instructional Direction Leadership (IDL) Team
  - Charles City Schools has three Building IDL Teams: High School, Middle School, and Elementary. Representatives are recommended and selected by building leadership to represent the comprehensive needs of the building.
  - These teams create the building specific action plans to meet the goals set out by the District IDL Team.
- Grade level/Department Teams
  - The teams are charged with the implementation of the building level plans for the buildings they serve.

### 2.2 School Calendar & Beginning of Year Expectations

- [Charles City Schools 2020-21 School Calendar](#)
- Considerations for the Opening Weeks of School
  - Recover - Staff will spend time building relationships with students, evaluating their behavioral health, re-establishing school expectations, and building peer connections.

- Assess - Teachers will use available historical data, new universal screeners, and district-created formative assessments to determine where students are entering the school year with their learning.
- Onboarding - There are new digital expectations and requirements of our students. We will utilize this time to establish new procedures, practice learning from home in a digital environment, communicate using digital platforms, and prepare to learn in a remote environment if needed.

## **2.3 Technology**

### **● Student Devices**

- Students in grades 5-12 will be issued a new Chromebook and carrying case.
- Students in grades 3 and 4 will also be issued a new Chromebook for use at school. If remote learning becomes necessary, these Chromebooks will be sent home in carrying cases for student use.
- Students in PK-2 will use the iPads and potentially Chromebooks available in their classroom for on-site instruction. If remote learning becomes necessary, Chromebooks will be sent home for student/family use.

### **● Training**

- We will have device check out and training session dates for all grade levels, and families, released as the beginning of the school year nears.
- These training sessions will assist guardians and students on how to take proper care, log in and out and use the school-issued device. With the younger grade levels, guardians will be given the student's Google credentials and it will be expected that you will help your student get logged into the device and connect it to your residential internet service and assist as needed on the device.
- Technology help guides and videos will be available online to assist you in common usage and frequently asked questions.
- [CCCS D Technology Troubleshooting Guide](#)

### **● Online Safety**

- The school district subscribes to a cloud-based filtering service that covers our Google domain for education named Securly. The school chromebooks are only allowed to log into the charles-city.k12.ia.us domain, so this ensures that students will be protected as soon as they are logged in. Securly has taken measures to block adult content and domains known to be risky for young people and has a portal available to parents to take it another step to what you are comfortable with your student having access to. You can sign up for a Securly parent account [here](#) if you do not have one already. This account will email

you a summary report covering your students weekly Internet activity. Securly also detects any form of bullying and self-harm in student communications and alerts school officials if detected.

- Please complete this [form](#) if you have other technology questions.

## **2.4 Communications**

- Charles City Community Schools will utilize the following methods to regularly communicate with families, students, and the community: student and parent/guardian email, text messaging, social media, and the district website.
- We will resume our district-wide communication on a bi-weekly basis in preparation for the 2020-21 school year. These communications will be pushed out Wednesday evenings at 6 pm, starting in July. Publications dates will be July 8, July 15, July 29, and August 12.
- Individual campuses will resume their weekly updates beginning the week of August 23

## **2.5 Facility Usage by the Community**

- Community groups may request to use facilities during non-school hours only.
- A stable or downward trend of total positive COVID-19 cases in Floyd County over a 14 day rolling average must be maintained prior to the scheduled use of school facilities. If this is not occurring, facility usage will not be allowed.
- Charles City Schools will use data from <https://coronavirus.iowa.gov/> to monitor.
- The requesting party is responsible for maintaining compliance with any of the governor's current or future orders allowing facilities to open including: supervision of required capacity limits, supervision of required group size limits, supervision of required social distancing practices, and sanitization and hygiene requirements.
- In order to effectively maintain sanitation and hygiene requirements, the only gyms available for public use will be at the MS & HS.

## 3 - Health and Safety

### 3.1 Mitigation and Physical Distancing in Campus Buildings

- All staff will complete required Mitigation/Health & Safety Training - August 2020
- Students will be assigned specific building entrances/exits for use to decrease congestion during arrival and dismissal.
- Students and staff should conduct symptom monitoring, including temperature checks, every day prior to arriving at the individual campuses.
- Individuals must be free of any symptoms potentially related to COVID-19 to be on campus. At this time, these symptoms outlined by the CDC include one or more of the following:
  - Cough
  - Shortness of breath or difficulty breathing
  - Fever greater than or equal to 100.4
  - Runny nose or new sinus congestion
  - Sore throat
  - Muscle pain
  - Headache
  - Chills
  - Repeated shaking with chills
  - Fatigue
  - New GI symptoms
  - Loss of taste or smell
- Provide frequent breaks for handwashing; teach healthy handwashing practices, coughing/sneezing etiquette, keep hands away from face
- Access to hand sanitizer as needed
- Hang signage throughout building to promote health hygiene practices
- Arrange instructional spaces to maximize spacing between students
- Cohort classes to minimize crossover among students and adults
- Utilize outdoor spaces when possible
- Limit the amount of shared school supplies
- Limit non-essential visitors to buildings
- Encourage student use of water bottles to minimize use/touching of water fountains

### 3.2 Mitigation and Physical Distancing in Other Locations

- **Busses**
  - Transportations services will be prioritized for state-required routes.
  - We encourage those families that do not need to use the bus to choose other ways to travel to/from school.
  - Seating will be assigned in family groups
  - Windows on the bus will be open as weather allows.



- **Playgrounds**
  - Students will participate in recess with cohort groups of limited size.
- **Bathrooms**
  - Limit number of individuals to maintain physical distancing
  - Provide signage promoting proper handwashing
- **Cafeteria**
  - Eliminate buffet and self-serve options
  - Meals leaving designated cafeteria areas must be covered

### **3.3 Cleaning & Disinfecting**

- Custodial staff have the appropriate personal protective equipment and cleaning supplies, along with education to use them correctly.
- All cleaning and disinfecting supplies will meet CDC and EPA standards.
- All campuses will be thoroughly cleaned daily, and high-touch points will be cleaned multiple times a day.
- Each classroom will have access to disinfectant wipes for use throughout the school day by staff.
- 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.
- Buses are cleaned between routes and prior to and after transport.
- Limit access and use of common areas, such as cafeterias and commons.

### **3.4 Face Coverings and Personal Protective Equipment (PPE)**

- Superintendent Fisher is currently working with a separate task force, comprised of staff and various community stakeholders, to make recommendations regarding face coverings and PPE. They will be analyzing all available evidence and research. Full guidance will be available by July 29 update.

### **3.5 Student Health Office**

- School nurse will review and support needs of students with identified chronic health conditions placing them at risk.
- Structure of the health office
  - One space for healthy students coming for routine needs, medication, diabetic checks, asthma management, first aid/injury assessment, etc
  - Second space for students/staff who are exhibiting symptoms of COVID-19 and need to be screened for possible infection
- School nurse will review and address data results related to health office visits logged

### **3.6 Student Health Considerations**

- Students who develop COVID-19 symptoms should not be on school campuses.
- Students who have tested positive for COVID-19, or have been in close contact with another individual who has been diagnosed with COVID-19 should work with their primary care provider and local public health officials to notify close contacts, including the school nurse and principal of appropriate schools.

### 3.7 Staff Health Considerations

- Staff members who develop COVID-19 symptoms, have tested positive for COVID-19, or have been in close contact with another individual who has been diagnosed with COVID-19 must:
  - Notify supervisor as soon as possible
  - Contact primary care provider or use TestIowa website <https://www.testiowa.com/en> to determine if test is needed.
  - If a test is recommended the staff member should not return to work until test results are known.
- **Staff members with symptoms of COVID-19 should self isolate (this includes staff members who test positive and staff members who are not tested) until after these three things have happened:**
  - They have had no fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fever)
  - Their other symptoms have improved (for example, when your cough or shortness of breath has improved) AND
  - At least 10 full days have passed since symptoms first appeared.
- **Staff members who test positive for COVID-19 but do not experience symptoms should self-isolate until:**
  - At least 10 full days have passed since the date of the first positive test AND
  - They continue to have no symptoms (no cough or shortness of breath) since the test.
- **Staff members who are a close contact of someone who has tested positive for COVID-19:**
  - Must self-quarantine for 14 full days since day of last contact with the positive case regardless of the exposed individuals test result.
- **Staff members with symptoms of COVID-19 who are tested and the test is negative AND are NOT a close contact of a person who tested positive for COVID-19, can go back to daily activities 24 hours after their fever and other symptoms resolve.**

- If test results are negative, symptoms are improving, and the staff member is fever free, he/she may return to work.
- If test results are positive, the employees must not return to work until 10 days have passed from the time tested positive and until symptoms are improving; the employee is fever free without fever-reducing medicines- for three days; and a note has been received from their primary care provider, and presented to their supervisor, clearing their return to work.

### **3.8 Contact Tracing and Communication**

- If staff or students test positive for COVID-19, local county health departments will be in contact with the individuals and their close contacts regarding recommendations for quarantining and monitoring of symptoms to mitigate the spread of the virus. Appropriate communication and next steps will be shared with the larger school family as transparently as legally possible.

### **3.9 Workplace Accommodations**

- A separate task force is currently working on additional details regarding workplace accommodations. Additional details will be forthcoming soon.

## 4 - Teaching & Learning

### 4.1 Delivery of Education

Charles City Community Schools will be able to utilize several different delivery models to meet the needs of all students in the Charles City Schools.

#### *On-site - (General Enrollment)*

- Students will be enrolled in a traditional class schedule and follow a traditional school calendar.
- Students will engage in a blended learning environment, utilizing technology and face-to-face instruction while on campus to facilitate a smooth transition to other learning models if needed.

#### *Hybrid - (General Enrollment)*

- All students PK-4 would attend classes on campus everyday.
- Students in grades 5-8 would be split into two groups and assigned to attend classes on campus either Monday/Tuesday or Thursday/Friday. Students will participate in required online learning the three days they are not on campus.
- Students in grades 9-12 will attend classes on campus in cohort groups. On Monday/Tuesday students in grades 9 and 11 will attend classes on campus and participate in remote learning the other three days of the week. Students in grades 10 and 12 will attend classes on campus Thursday/Friday and participate in remote learning the other three days of the week.
- Wednesday will be utilized for extra cleaning.
- This option allows for increased social distancing and less mixing of student groups in grades 5-12. These same benefits are already part of the daily PK-4 structure and routine, making it possible for students PK-4 to attend classes on campus daily.

#### *Remote Learning During On-site Instruction- (General Enrollment w/Administrator Approval)*

- We recognize some families may want their children to learn remotely, due to COVID-19 student/family health concerns or personal choice, even when the district as a whole is engaged in on-site or hybrid learning. Charles City Schools will provide students and families choosing this option with a modified remote learning experience.
- This model may also be used in the event of a temporary quarantine.

#### *Remote- (General Enrollment)*

- In the event of large-scale quarantine or temporary shutdown due to COVID-19 outbreaks, we will provide required learning opportunities for all students in a digital environment.
- Students, including PK-4, will take Chromebooks home and will be able to connect with the teachers and course work through the use of a learning management system, such as Google Classroom or SeeSaw.

#### *Innovative Ideas*

- Our staff is innovative - We will reserve the right to let them try new and innovative ideas to meet the challenging needs of the times. There will be problems we have not thought about and solutions we think will work that don't. Supporting our staff in their own innovation is a core value we will continue to support.

#### **4.2 Co-curricular and Extracurricular Activities and Athletics**

- Co/Extra-curricular activities will be based on current guidelines provided by IHSAA/IGHSAU and other governing or professional organizations and local public health.

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## 5 - Social Emotional Behavioral Health

### Overview

We want all students and staff to be happy, healthy, and well-adjusted, especially under our current circumstances. The social-emotional-behavioral health (SEBH) of our students, families and staff are first and foremost in planning for the 2020-21 school year. Our focus is securing and enhancing supportive relationships during this time, as well as promoting well-being, self-care, and connectedness. Results from the recent resources and needs survey will determine our SEBH needs for our students, families and staff. AEA training and support, community resources and district training and support will be utilized to meet the identified needs of our school family. We will continuously monitor the needs of our students, families and staff through regular discussions and feedback with all necessary stakeholders.

### 5.1 Supporting Student SEBH

All staff play a vital role in supporting our students' SEBH. The Student Services Team, composed of school counselors and a school social worker, provide services to complement and build upon our staff's work in this area.

- A pandemic is a crisis and can be traumatic. All staff have been trained in trauma-informed practices; we will continue to use our knowledge and skills in this area to ensure all students feel safe, supported and ready to learn.
- Our focus will be on building relationships and community, as well as frequent well-being check-ins with our learners to establish connection, a supportive learning environment, promote social and emotional well-being and to proactively identify students in need of further support.
- Individual building teams will continue to focus on the foundational work of PBIS/SEL and ensure that the SEBH needs of our students are being met. They will continue to take a leadership role in this Return to Learn process to help us recover from these experiences and to accelerate forward with new learning opportunities.
- For some students, returning to school will be incredibly challenging, while the transition will be straightforward for others. All buildings will provide step-up activities for students who will be entering the building for the first time (Kindergarten, 3rd grade, 5th grade, 9th grade). These activities will be tailored to meet the developmental needs of students. Additional voluntary opportunities for building tours and experiences will be offered at each building as well. If you feel your child needs additional support transitioning into their new building, please contact your child's classroom teacher, special education teacher or school counselor.

## **5.2 Supporting Staff SEBH**

We recognize staff may have potentially experienced their own loss or stress (financial, personal, social, physical/medical) during this time.

Charles City will support teachers' SEBH by:

- Building a school culture of self-care and wellbeing to mitigate the effects of secondary traumatic stress and compassion fatigue including system-wide approaches (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care in the background).
- Providing support in proactively identifying and meeting the needs of students who may be struggling.
- Providing information regarding human resource procedures, including workplace accommodations, and community resources available to support school staff.

## **5.3 Continuous support for families**

Continued partnership to help connect families to the resources and supports that are best for their learners, including:

- Understanding normal behavioral responses to crises
- Best practices of talking through trauma with children
- Resilience and coping strategies for children
- Strategies to use at home to support successful school re-entry
- Assistance with food, clothing and other basic needs
- Referrals to mental health counseling services

## 6 - Equity

### Overview

Creating equitable learning opportunities is key to the Charles City mission - Regardless of who you are or what your story is, you can learn and be loved here. We recognize 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 our support, content, and teaching, and
- Have the support needed to progress in their learning.

### 6.1 Ensuring all students have support

- All students will be provided with technology resources
- All students will have access to age and ability appropriate educational resources and support.
- When appropriate, accommodations will be provided to individual students to meet their needs.
- Staff will be made available to support students that may not be ready to access their education in a blended environment.

### 6.2 Special Education

- All renewed IEPs during the 2020-21 School Year will specifically address learning in a virtual environment.
- If scheduled school days and seat time restrictions are put in place we will reach out to families to schedule IEPs meetings to adjust delivery of minutes to be representative of the new expectations and guidelines. (If Gen. Ed students are expected to learn digitally for 2 hours a day - it would be unfair to continue to meet SDI requirements beyond those limits)
- CCCSD Special Education Director and special education staff will identify students and families needing additional supports to ensure access to FAPE. IEP meetings will be held if the student's educational plan needs to be modified.
- Staff will reach out to each family of a student with an IEP to survey if plans need to be adjusted to meet the needs of a blended learning environment.

### 6.3 504s

- School administrators, along with building 504 coordinators, will identify students and families needing additional 504 supports.
- Staff will reach out to each family of a student with a qualified 504 to initiate a meeting to adjust plans to meet the needs of a blended learning environment.

### 6.4 ELL



- School administrators and the ELL staff will identify students and families needing additional language support.
- Provide instructional materials in appropriate languages.
- CCCSD will make interpretive and translation services available when necessary.

### **6.5 At-risk**

- School administrators and Student Success Center staff will identify students and families needing additional school support and utilize available resources and structures to ensure equitable access to learning resources and support.

### **6.6 Gifted and Talented**

- School administrators and TAG staff will identify students and families needing additional school support.
- Meetings will be conducted to update and coordinate additional learning resources needed to help accelerate learning for our talented and gifted students.

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## 7 - Data

### Overview

Data-based-decision-making is part of how we operate in Charles City's Schools. District and building leadership teams will periodically review these multiple sources of data to make decisions regarding priority needs, ongoing planning and implementation and effectiveness of our Return to Learn plan.

### 7.1 Data Collection

#### Attendance

- Use metrics such as engagement, time on task with online tools, progress through online content, along with present/absent to confirm school participation and attendance

#### Technology

- Data around technology/internet availability for students and staff; instructional delivery and professional development needs/support for staff, students and families

#### Teaching & Learning

- Student performance data from FastBridge (Literacy, Math and SAEBRS), pre and post-assessment data as aligned to essential standards, MAP, ISASP, and other common classroom assessments, interim assessments, and other data that supports student learning needs will be consistently monitored by both district leadership teams and grade and department collaborative teams.

#### Health & Safety

- Data around PPE needs, health protocols, communication logs with public health, families, students and staff around health and safety needs (Student visits to nurse, student attendance, staff absences, etc...) .  
Number of meals prepared/served, mitigation survey data