



EDGEWOOD-COLESBURG
COMMUNITY SCHOOL DISTRICT

Return-to-Learn Plan 2021-2022 School Year

Our Mission:

*...to assist and ensure that each student
achieves his or her level of educational excellence.*

High School: 403 West Union Street Edgewood, IA 52042 Phone: 563 928-6412
Elementary: 409 East Street Colesburg, IA 52035 Phone: 563-856-2415



Dear Parents and Community Members,

As KWWL announces “in the ever-changing world of COVID”, this is definitely true with our updated Return to Learn Plan to meet Federal guidelines. Keep in mind, Iowa schools were one of the few in the nation that returned to face-to-face learning. First of all, thank you for your efforts and understanding as we navigated through the unknowns of the final months of the 2019-20 school year and the 2020-21 school year. The biggest lesson was that in a time of crisis when we all work in unison, it’s amazing how fast things come together and what can be accomplished.

As we plan for the beginning of the 2021-22 school year, our two primary goals remain relatively the same as last year: 1) maintain quality learning for all of our students and 2) providing a learning environment that is safe for all and realistic for our staff to execute. The school district is following the proclamations and code set in place by the governor of Iowa.

As the experts learn more about the virus, the Ed-Co School District is planning to return to a more normal mode of instructional method. We are, of course, planning a form of in-person learning while safely following Iowa Public Health guidelines, but in the event, we cannot be in the building, we are also working on a robust required distance learning plan as well as a hybrid of the two models. We cannot ignore that the threat of this virus remains, and we must take all prudent steps in creating cycles through which we move from in-person and remote learning fluidly. **As this plan is published, face masks are not required. Students and staff are allowed to wear masks if they wish.**

This document presents our most current thinking. It represents hours of work by Ed-Co’s staff, administration, and local AEA personnel. We also solicited and reviewed feedback from some community members as well as other education leaders currently developing their own plans. It is still a work in progress - and we believe that through candid and constructive feedback from our community, this plan can be improved even more. We welcome your input and ask that you help us make it better, in order to help us provide the very best, and safest education we can for Ed-Co students.

We recognize that some of the concepts in this plan will likely bring forth strong opinions about the path in front of us. We ask that all involved remain open to what’s possible and consider all options to move forward. We are compelled, out of love for our community and our children, to shake off our hesitations, put forth our very best thinking, and (ultimately) courageously take action.

Sincerely,
Ed-Co Administration

EDGEWOOD-COLESBURG COMMUNITY SCHOOLS

INTRODUCTION

In March 2020, Edgewood-Colesburg Community School District was forced to close both school buildings due to the outbreak of COVID-19 and public health orders. For the rest of the school year, students engaged in voluntary remote learning. The 2020-21 school year had numerous restrictions that changed as we progressed through the year. We anticipate fewer public health restrictions as we return to a more traditional learning environment as school resumes in the fall. The purpose of the Edgewood-Colesburg Community School District Return-to-Learn plan outlined in this document is to maximize in-person learning opportunities in the event that school cannot continue at full capacity due to COVID-19, and prepare for required online learning. Our intention is to provide as much in-person learning as we are allowed, while also taking cautious steps to keep our students, staff, and community safe and adhering to any public health orders. We are aware that a COVID-19 surge may force us to return to remote learning for temporary periods. This Return-to-Learn plan is based on available public health information at the time of its creation. The plan will be adjusted based on newly available data and guidance from public health officials. We greatly appreciate your feedback to support our efforts to ensure the education and health of the entire Ed-Co community.

The following plan is based on the subsequent public health assumptions (**subject to change**):

- Educating Students – 3 models:
 - **In-Person learning** for all students- **Expected model of instruction**. Classes will be on-site for all students Monday through Friday according to our approved calendar.
 - **Hybrid learning** (a mixture of in-person and remote learning) for students. Ed-Co will **NOT** use this option unless local circumstances require a change and the hybrid option is approved by the Department of Education. This will be announced to families if it is necessary.
 - **Remote learning** for students. **This option will only be available due to local health conditions and must be approved by the Department of Education**. School operations are limited to virtual learning due to quarantine directives from the Iowa Department of Public Health. This may apply to a group of students or only a classroom. Students will continue to have access to high-quality instruction and will be required to participate, attendance will be taken, work will be graded, and credit will be issued.

- Public Health:
 - All persons are recommended to maintain 3 feet social distancing
 - Symptom screening expectations for families before coming to school or entering the building
 - Hand-washing and hygiene protocols
 - Short-term school closures may be required by suspected and confirmed COVID-19 cases
 - Additional cleaning protocols will be required

The Return-to-Learn plan consists of the following sections:

1. Leadership and Communication (2-way communication by our leadership teams)
2. Infrastructure (assessing needs, access to technology, professional development for staff)

3. Health and Safety (PPE, cleaning protocols, social distancing)
4. Iowa Academic Standards
5. Social Emotional-Behavioral Health (SEBH)
6. Equity (general education, special education, low SES, English language learners, etc.)
7. Operations (athletics, facilities, Food/Nutrition, transportation)

1. Leadership and Communication

Whether functioning in a traditional school model, implementing remote learning, or using a hybrid plan, the district will continue to keep Ed-Co's employees, its families, and students, and the extended Ed-Co community informed about the work of the district. Considering the changing dynamics of the 2021-22 school year, we will provide timely building and transportation changes, updates from the CDC that affect the operation of the school day and report any closures due to virus outbreaks. The importance of timely communication to all stakeholders cannot be overstated. In order to serve the information needs of Ed-Co's entire community, a variety of outlets will be used. However, if you have a question or concern, please feel free to contact the school.

1.1 Leadership

A district leadership team (DLT) was created in the original development of the 2020-21 Return-to-Learn plan. Appropriate representation and input were also solicited by the school nurse, guidance counselors, special education instructors, transportation director, janitorial staff, food service personnel, board members for a community perspective, and our diversity instructor. The team has established communication processes to enable efficient work across sub-teams as well as with the Ed-Co Community. Progress on the plan will be analyzed in regularly scheduled leadership team meetings.

1.2 Internal Communication

Ed-Co administration will provide needed updates to Ed-Co employees via email or face-to-face/virtual meetings. Regular staff meetings will take place to discuss students, attendance, content, and any issues. Student attendance will be taken weekly by the staff member, regardless of the learning plan, and will be based on work completed at a high level - any issues (lack of logging in, inadequate responses to work assigned, etc) will trigger in house conversations, calls home, and emails to counselors.

1.3 External Communication

District personnel will provide updates to the public on changes as they occur. Information will be placed on the Ed-Co webpage, however, Facebook and/or Email will be used to push out timely information as well.

In order to help with homework assignments and tasks to complete, parents will be able to access "how-to" tutorials to learn how to navigate the learning platforms used by students (Schoology, Google Classroom, Smart Music, Follett, and SeeSaw). These tutorials will also be found on the COVID page of the Ed-Co website. In addition to the tutorials, a "one-stop-shop" document has been created and will be placed on the school's home webpage to locate student work easily once school begins. Simply click on the teacher's name of the class you want to look up, and the link will direct you to the webpage or platform with the needed information. A parent may email the teacher directly at any time.

1.4 Addressing Questions and Concerns

For parent/community concerns, there will also be a link on the COVID page that allows questions to be asked and frequently asked questions (FAQ) to be posted. At any time, an email may be sent to COVID@edge-cole.k12.ia.us and your questions will be answered in a timely manner.

2. Infrastructure

Infrastructure includes organizational structures critical in day-to-day operations. To successfully engage in school, a minimum standard must be in place in several areas. The standard ensures that students' social support and safety needs are taken care of, the district technology is accessible and used appropriately by students and staff, and that professional development needs of staff are addressed in a timely fashion. When working remotely, it is especially necessary to be flexible to maximize instruction and comply with local health orders. Identifying and addressing barriers to learning will be critical and must be done in a way that protects a person's privacy.

2.1 Identifying student and family needs

Data will be collected and analyzed to determine next steps for technology needs, basic needs such as food insecurity and shelter, health and safety needs, family resource needs, and students' social-emotional health needs. Any questions about programs or using a student email on the device can be directed to the classroom teacher. During the Fall of 2021, the technology committee will:

- Ensure that all students have access to a working device (iPad, laptop, etc.). Please direct technology device issues (computer won't turn on, etc) to rwright@edge-cole.k12.ia.us, Ed-Co's technology director. Any questions about programs or email on the device can be directed to the classroom teacher.
- Ensure students have reliable internet access to complete work remotely wherever possible
- Introduce tools and applications in a way that continues to offer flexibility and support
- Create a "one-stop-shop" document on the school's webpage to locate student work easily

2.2 Identifying staff needs

Data will be collected and analyzed to determine next steps for staff social-emotional health needs, and professional development needs. The district will ensure all staff have access to a working device as well as reliable internet access to complete their work remotely wherever possible as well.

2.3 School Calendar has been approved for an August 25th student start date and can be found on the website. Any missed learning from previous years will be embedded into the 21-22 school year classes in an accelerated learning model. Staff will assess the students at the beginning of each unit and meet the students where they are in their learning process, filling in gaps as the year progresses.

2.4 Attendance will be used for compliance reporting, truancy, and accountability.

- This will include reporting on students who are absent due to COVID-19 symptoms or quarantine.
- Attendance will be reported for in-person learning, remote learning, and hybrid learning models.
- In the remote learning model, attendance will be documented weekly by the staff member and will be based on work completed at a high level. Any issues (lack of logging in, inadequate responses to work assigned, etc) will trigger in-house conversations, calls home, and emails to counselors.
- Families are directed to call the school office to get any questions they have about their student's attendance answered. Ed-Co will follow the guidelines outlined and will expect attendance for students who do not qualify for exemption due to health-related issues.

2.5 Grading practices will not be altered based on the learning model. Whether in-person or working remotely, grading will be based on meeting the proficiency scales determined for each of those standards within each elementary grade level and each 7-12th grade course.

3. Health and Safety

Ed-Co Community Schools will continue to collaborate with Delaware County and Clayton County Public Health personnel, as well as utilize the CDC website to ensure a safe and healthy learning environment for our students and staff. Regardless of the in-person vs hybrid learning model, any person entering Ed-Co Community School property will be required to follow all public health regulations. Please refer to <https://idph.iowa.gov/> as well as <https://www.cdc.gov/> for specific information. Below is an explanation of the health regulations we anticipate based upon current information:

What constitutes being “exposed?” Students and staff who have been exposed should follow the recommendations from the website.

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#print>

3.1 Personal Protective Equipment (PPE) and Hygiene Measures

- Face coverings (nose and mouth) are allowed but not currently required for students and staff. If face coverings are required by the Department of Public Health, a student or staff member may wear their own. If one is needed, one will be provided upon request. Hand sanitizer will be placed around the buildings and everyone is encouraged to bring their own to use if so desired.
- Additional PPE and accommodations (e.g. plexiglass, sneeze guards) may be provided for staff in high traffic areas such as office areas and food serving lines.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in all buildings.

3.2 Transmission Mitigation and Cleaning Procedures

- Staff should increase the circulation of outdoor air as much as possible by opening windows and/or doors as long as it does not pose a safety or health risk to other students.
- To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.
- Custodial staff (with the help of staff) will disinfect surfaces regularly where bacteria or viruses are most likely to be transmitted. A plan will be put together to ensure this takes place.
- Students are encouraged to wash hands regularly during the day.

3.3 Social Distancing Requirements

- Ed-Co will revisit strategies used last year if recommended by the Iowa Department of Public Health.

3.4 Symptom Screening

- Upon entering the building, a symptom screening process according to the Department of Public Health could be required through the implementation of the following precautions:
 - If Public Health recommends screening with temperature checks at the door, then all students, staff, and visitors entering an Ed-Co building will be temperature screened. If new information comes out

and Public Health does not recommend it, then we will not screen. School staff will be trained by our district Registered Nurse and provide protocols on how to screen students.

- To the extent possible, the same staff will conduct symptom screening entry each day to aid in recognizing if certain students are showing symptoms.
- There will be specific designated entry points for students to enter a building.
- Staff may be screened for international or out-of-state travel. Staff may be required to be quarantined depending on guidance from IDPH.
- Ed-Co High School may require a closed campus for all students to limit multiple entry and exits into the school.
- Face coverings will also be determined by Public Health guidance. If we are required to wear face masks, EdCo will allow the use of personal or homemade masks to be worn.

4. Academic Standards

No matter what limitations may be imposed on our instruction by public health guidelines, Ed-Co is committed to providing exceptional teaching and learning during the 2021-22 school year and beyond. School staff will support students during in-person learning or remote learning to the greatest extent possible. By offering in-person and remote learning for our students, Ed-Co will continue to focus on strong relationships and instruction for our students. Hybrid learning, a combination of in-person and remote learning, will look quite different, therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students.

In-Person Learning will start students in the coursework for the grade they will be in the fall. For example, last year's 3rd grader will be a 4th grader in the fall of 2021. As a 4th grader, the student will be working on the 4th grade standards, and the teacher will be working throughout the year to fill in gaps that the student may have due to lost learning.

According to the State of Iowa, "gap-filling or focusing on unfinished classroom work before all students have achieved grade-level learning, is an inequitable approach." Instead, the approach schools will use in the fall will "maximize opportunities for grade-level learning and address unfinished teaching and learning, just-in-time, in the context of grade-level learning. This approach both deepens and extends student learning."

Remote Learning can occur asynchronously and/or synchronously.

- Asynchronous learning is when instruction and learning do not happen at the same time for all learners (for example, a pre-recorded lesson). The teacher provides learning resources and tasks in Google Classroom, Schoology, and/or Seesaw. Students access learning at a time that works for them and their family, but will be required to abide by due dates set for assignments/projects/assessments.
- Synchronous learning is an approach where teachers and students are engaged online in learning at the same time (for example, ZOOM meetings.). This approach may be used in order to check in on students' learning, *but will not be the primary mode of instruction* due to the numbers of teachers in the district and families with multiple students in the home.
- In the event Ed-Co is required to implement a remote learning plan, every effort will be made to provide learning opportunities in the best possible method, with the understanding that there will be times where

both formats may be offered. Any synchronous offerings will be recorded and posted for anyone who was unable to virtually attend the live event.

During **hybrid learning**, when students are required to come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom, Schoology, and/or Seesaw. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction (literacy, math, language development), hands-on application of learning (Career Technical Education experiences), and teacher-led assessments.

In the event a hybrid schedule is needed, the school will:

- Run an A week/B week to ensure all students are getting face-to-face instruction.
- Consider family structures so all students in a family are in school during the same week.
- Update the family with as much notice as possible when going to a hybrid model.
- Consider having core classes taught in-house while electives/specials classes are taught online (or vice versa).
- Continue to think outside the box to give students the face-to-face interaction needed and keep them safe.
- Continue practicing social distancing and cleaning protocols while students are in the building.

When students are scheduled to be in school for in-person or hybrid learning, students are required to attend unless the family can provide medical documentation stating the student can not go to school due to a medical condition, or if the student is told by medical personnel to quarantine.

4.1 Supporting Students in Hybrid - The district will partner with our families to support students' learning when returning to school in the fall through:

- Providing learning targets so students and families can better understand academic expectations and Ed-Co will supply additional ways to support student success.
- Ongoing communication to support families in the learning process.
- Technology tips and tutorial videos to help students and parents navigate online instructional tools, such as Google Classroom, Schoology, and Seesaw.

4.2 Supporting Staff in Hybrid - We will support our educators to meet student needs in a hybrid learning environment. In this setting, educators will be offered:

- Ongoing professional learning to meet the needs of students in a hybrid environment.
- Support for remote team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.
- Examples of high-quality instruction in order to better engage students in hybrid learning.
- Additional support for our newest educators to ensure they meet the needs of students.
- Individualized support for educators when needed.

4.3 Supporting Teachers - We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- Start the school year with strong relationships, routines, and expectations necessary for success during hybrid learning and methods to sustain those relationships and learning throughout the year.
- Create flexible outcomes for students to share their learning on tasks assigned, as flexibility may be necessary during the content, process, or product phase of the learning.

- Gain a deeper understanding of grade-level curriculum and resources focused on prioritized standards.
- Provide meaningful feedback on student work.
- Meet individual student needs through differentiated instruction.
- Provide delivery of academic content, flexibility in assessments, and encourage student reflection with regular check-ins.
- Identify student learning gaps through formative assessment, and use a variety of strategies to close those gaps through ongoing staff training.
- Ensure safety while teaching academic standards no matter the content of the course.
 - PE class can focus on units that allow for social distancing and equipment will be cleaned before and after usage. Those students showering will be asked to keep a safe distance even in the shower room and stagger showering if needed.
 - Classes that are primarily collaborative (Foods, Agriculture, Welding, etc.) will limit the use of shared equipment to the greatest extent possible.
 - Music classes will follow the guidelines of the Iowa High School Music Association.
 - Art class projects and assignments will all be a "make it, take it" activity and will be created at the student's own desk or personal space. All assignments and activities will be standard-based and align with current district expectations. Elementary students will be using their own personal supplies: crayons, markers, scissors, pencils, colored pencils, and glue. If a student is in need of any supplies, items will be made available to them by the district.

5. Social Emotional-Behavior Health (SEBH)

We recognize the importance of academics, but are also sensitive to student social-emotional needs. Supports that will foster healthy relationships, build supportive classroom communities, and improve behavior remain important regardless of the environment we return to in the fall. The team will be ready to support effective climates, cultures, and discipline practices through all three learning models.

- In-Person learning - Based on research and best practices, the social-emotional needs of students will be addressed through whole-class activities as well as on an individual basis. In order to maximize the academic times during in-person learning, there will be a need for student breaks throughout the day, regardless of age or grade.
- Hybrid or online learning - Ed-Co will continue training staff to recognize and support the mental health needs of students.

5.1 Culture and Climate

- Ed-Co will support staff around trauma-informed best practices. A focus will be placed on supporting a positive climate and culture.
- Recognizing the need to assess the status of students' social-emotional health as they return to school, Ed-Co has developed surveys to inform levels of support for students.

5.2 Social Emotional Learning

- Professional development modules designed through the Iowa Department of Education will be provided to staff to address concerns.
- Focused attention will be placed on students who may be at a higher-risk for school in the fall. Data will be collected in a staff survey as well as a parent survey to determine potential high-risk students.

5.3 Crisis Response

- For students who express disturbing language or behaviors, either in the building or while learning remotely, teachers will discuss concerns with the guidance counselor and parents may be notified.
- An emphasis will be placed on training staff on recognizing signs of depression and anxiety.
- Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.

6. Equity

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly. Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. When this happens, we will work diligently to set detailed plans for the delivery of special education services.

6.1 Delivery of Special Education and Related Services

General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis. In any learning setting, the SDI minutes and progress monitoring requirements will be adhered to.

6.2 Individualized Education Program (IEP) Meetings

Ed-Co Community Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings.

6.3 Accommodations and Modifications

Accommodations and modifications for IEPs and 504 plans can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions.

6.4 Health Plans

Student health reviews will continue to be completed by a district nurse in conjunction with IEP meetings-occurring remotely or in-person. All Individual Student Health plans (ISHP) will be updated to reflect

the public health situation and families will be contacted. Completed plans will be in the main office of each building.

7. Operations

The implementation of a plan may be adjusted or modified depending upon the needs of students for access to district facilities and services. The guidelines followed are designed to maintain safe environments and health practices for Ed-Co staff, students, and community members.

7.1 Athletics/Activities

Ed-Co Community Schools will continue to promote and support student participation in athletic and activity programs to the extent permitted in the fall. Ed-Co Community Schools has maintained excellence in the extracurricular programs afforded to the students and will facilitate whatever is necessary to continue. Ed-Co will adhere to the Iowa Girls High School Athletic Union (IGHSAU) and the Boys Iowa High School Athletic Association (IHSAA) parameters for sports and activities programs. Health screenings will be handled by the coach/faculty member for morning weight room attendance, morning practices, and evening practices not directly after school **if required.**

7.2 Food And Nutrition Services

Ed-Co Community Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in the spring of 2020.

- Remote and on-site attendance dictates the serving model(s) used
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with CDC guidelines.

7.3 Transportation

The transportation department supports students by providing safe and timely transport services for eligible riders attending on-site programs whether the education model is traditional or hybrid. The district will continue to serve special education and out-of-district student needs.

- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - Symptom screening protocol enforced for all bus riders
 - Cleaning and disinfecting protocols following student pick up and drop offs
- If anything other than normal bus routes are needed to pick up students, the school:
 - Has surveyed parents to determine who can bring their child to school, and all others on the bus route will be picked up
 - Will create a schedule with staggered pick-up and drop off times
 - Will run multiple shuttles for after school programs if needed

It is the policy of the Edgewood Colesburg Community School District not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its

employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

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