



## **College Community Schools COVID Learning Model Considerations**

### **Introduction:**

The following document is intended to provide guidance and clarity to our school staff and community related to considerations for changes in learning models while in the COVID-19 pandemic. Numerous factors are considered as we identify how school models impact public health and the long-term educational impacts on children. The goal of CCSD remains to provide safe onsite instruction for all students. Hybrid and on-line models are *intended* to be temporary transitional models to or from full onsite instruction and are intended to be short-term (no longer than 2-3 weeks) when local conditions permit.

College Community Schools believes that onsite learning is the most effective learning model for our students. While hybrid learning is an effective transitional model, large gaps between onsite instruction poses a significant challenge for many of our students and families due to the inconsistent ability to access and/or complete work on off-site days. While virtual learning is the best substitute that we have, it cannot replace the important continuous interactions between the student and the teacher. Having missed the last several months of the 2019-2020 school year, and now early in this school year, students need the best we can offer to close any gaps in their academic and social-emotional development. Every family's situation is unique. CCSD has developed a flexible approach that includes a 100% virtual learning option. We will continuously review the data and implementation of our mitigation strategies. We will adjust our learning approach as the data changes and as we evaluate the effectiveness of mitigation strategies.

Considerations at all levels are driven and/or revised by local health conditions and guidance from local and state public health departments and the Centers for Disease Control and Prevention (CDC), which are subject to change at any time. We will abide by state law and proclamations in all decisions made and will maximize the local control decisions.

### **Key Guiding Documents:**

- [Iowa Department of Public Health / Iowa Department of Education - Opening Iowa Public Schools Safely and Responsibly](#)
- [Opening Iowa Public Schools Safely and Responsibly - Graphic](#)
- [Linn County Public Health - COVID-19 School Guidance](#)
- [CDC - The Importance of Opening Schools](#)

**Metrics:**

- Metrics related to community spread will be based on the 14-day average positive rates from official state reported rates of positivity in Linn, Johnson and Benton Counties. Data will be examined by individual counties, not averaged together, in the decision-making process.
- Metrics for positivity rate in areas served by our district will be based on official state reported metrics and further consultation with public health to determine the location of outbreak in the city/county. We will also consider any changes to state reporting metrics that may increase or decrease the positivity rates temporarily.
- Because we serve 3 large counties, we must also examine where in the county the positivity is emerging.
- In addition to state-defined key metrics, decisions will be made by examining sustained increases or decreases in the 14-day rate of a 5 day period, magnitude of change over a 5 day period, existence of isolated outbreaks in the community/school/public setting, and any additional local health factors that might impact safety at school.
- These metrics and other considerations are more robust than those established by the state. Our application to implement these metrics may require application to the Iowa Department of Education, which could be denied.
- We will use the following sources in determining metrics:
  - PRIMARY
    - [Official State 14-day positivity Source Dashboard](#)
    - [CCSD State 14-day positivity trends - Linn - Johnson - Benton](#)
    - [CCSD Positive Case and Absenteeism Rates Document](#)
  - OTHER
    - [COVID-19 in Iowa](#)
    - [Linn County Public Health Dashboard](#)

**Tiers:**

- The tier indicates the relevant weight that will be given in the decision to choose a learning model; however, all considerations will be taken into account when determining a shift in delivery models.
- All decisions will take into account the developmental level and needs of our students and the needs of families served by our district.
- The variation among grade levels and buildings are based on established mitigation factors and ability to isolate or reduce transitions that would put students in contact with each other or other classes/grade levels.
- It is still possible for one building to be placed in a different model than others based on conditions specific to that building, including absence, rate of spread, ability for physical distancing, isolation/quarantine percent, etc.
- “Critical Benchmarks” are benchmarks within the range that indicate a need for enhanced preparation in case a learning model change is needed, including additional family and staff communication.

	<b>Center for Disease Control and Prevention - 5 Key Mitigation Strategies</b> ★ Consistent and correct use of masks ★ Social distancing to the greatest extent possible ★ Hand hygiene and respiratory etiquette ★ Cleaning and disinfection ★ Contact tracing in collaboration with local public health		
<b>Instructional Delivery Model</b>	<b>Tier 1 Considerations</b>  <i>14-day positivity rate - COUNTY</i>	<b>Tier 2 Considerations</b>  <i>District resident rate of positivity/illness</i>	<b>Tier 3 Considerations</b>  <i>Operational Considerations</i>
<b><u>Ideal Operational State</u></b> <b>Full District-wide Onsite Learning Under Health Proclamation</b>	<b>&lt; 5% positivity</b> Linn, Johnson, Benton	<b>&lt; 10% student absenteeism due to illness</b> <i>Absence due to any illness (excludes quarantined students/staff)</i>	<b><u>Consistent and correct</u></b> implementation of the CDC 5 key mitigation strategies
<b><u>Alert Level Operation</u></b> <b>Onsite Learning</b> Elementary (PK-6)	<b>&lt; 10% positivity</b> Linn, Johnson, Benton	<b>&lt; 10% student absenteeism due to illness</b> <i>Absence due to any illness (excludes quarantined students/staff)</i>	<b><u>Consistent and correct</u></b> implementation of the CDC 5 key mitigation strategies  The threshold for community spread at elementary is a higher percentage to maintain onsite learning due to the following factors related to elementary age students:  -Ability to reduce student contacts with other students in school -Higher levels of direct student supervision outside of school -Schools across the state are seeing lower instances and needs for quarantine at this grade level -Lower success rates with online instruction
<b><u>Alert Level Operation</u></b> <b>Onsite Learning</b> Secondary (7-12)	<b>&lt; 7% positivity</b> Linn, Johnson, Benton	<b>&lt; 10% student absenteeism due to illness</b> <i>Absence due to any illness (excludes quarantined students/staff)</i>	<b><u>Consistent and Correct</u></b> implementation of the CDC 5 key mitigation strategies  The threshold for community spread is a lower percentage at the secondary level due to the following factors related to secondary students and secondary school environments:  -Enrollment of secondary buildings -Course schedules put secondary students in potential contact with a hundred or more students during the school day -Secondary students engage in more self-directed unmonitored social engagement and interaction outside of the school day. -Secondary students have greater likelihood of interacting with students outside of their school district -While positivity remains low in our student population since the start of school, we have seen higher rates of positivity in secondary students

<p style="text-align: center;"><b>Temporary Hybrid Learning</b></p>	<p><b>6-14% positivity</b> Linn, Johnson, Benton</p> <p><b>Elementary (PK-6)</b> <b>Critical Benchmark</b> <b>&gt;10% positivity</b></p> <p><b>Secondary (7-12)</b> <b>Critical Benchmark</b> <b>&gt;7% positivity</b></p> <p><b>PK-12</b> <b>Critical Benchmark</b> <b>Increase &gt;2% over 7 day period</b></p>	<p style="text-align: center;"><b>&lt; 10% student absenteeism due to illness</b></p> <p><i>Absence due to any illness (excludes quarantined students/staff)</i></p> <p style="text-align: center;"><b>PK-12</b> <b>Critical Benchmark</b> <b>Sustained Increase</b> <b>&gt;2% over 5 day period</b></p>	<p><b>Feasibility and cooperation</b> from students, staff, families, and community in <u>consistently and correctly</u> implementing the CDC 5 key mitigation strategies:</p> <p>Hybrid models with &lt;50% on-site instruction for all student over a 2-week period must be approved by the state, which will require higher metrics in Tiers 1 &amp; 2</p> <p>Current rates of quarantine / isolation and their impact on regular building/district operations</p> <p>School characteristics, including, but not limited to - physical characteristics of the building (space, technology, environmental considerations), regular staffing rates, and building schedule</p>
<p style="text-align: center;"><b>Temporary Online Learning</b></p>	<p><b>15+% positivity</b> Linn, Johnson, Benton</p> <p><b>PK-12</b> <b>Critical Benchmark</b> <b>&gt;13% positivity</b></p> <p><b>PK-12</b> <b>Critical Benchmark</b> <b>Increase &gt;5% over 7 day period</b></p>	<p style="text-align: center;"><b>&gt; 10% student absenteeism due to illness</b></p> <p><i>Absence due to any illness (excludes quarantined students/staff)</i></p> <p style="text-align: center;"><b>PK-12</b> <b>Critical Benchmark</b> <b>Sustained Increase</b> <b>&gt;5% over 5 day period</b></p>	<p><b>Feasibility and cooperation</b> from students, staff, families, and community in <u>consistently and correctly</u> implementing the CDC 5 key mitigation strategies:</p> <p>Current rates of quarantine / isolation and their impact on regular building/district operations</p> <p>School characteristics, including, but not limited to - physical characteristics of the building (space, technology, environmental considerations), regular staffing rates, and building schedule</p> <p>The CDC has not indicated short- or long-term school closures as being effective in stopping the spread of COVID-19</p>