

VISION:
SUCCESS FOR ALL

The purpose of this document is to outline the details of the delivery models that may be implemented to ensure the health, safety, and learning for the Prairie community during the COVID-19 pandemic.

The district Return to Learn Plan is based on the principle of FLEXIBILITY. This plan is a fluid, guiding document that will continue to evolve and change based on needs for health & safety.

Return to Learn Plan

COLLEGE COMMUNITY SCHOOL DISTRICT
2022 - 2023

Introduction



The purpose of this document is to outline the details of the delivery models that may be implemented to ensure the health, safety and continuity of learning for the Prairie community in response to COVID-19. This plan replaces all Return to Learn Plan documents published prior to the release of this plan. We anticipate continued fluidity in COVID response as external agencies and lawmakers weigh in on school practices related to the pandemic. This document represents the current legal and agency directives and guidance from the state of Iowa in relation to COVID-19 mitigation and learning in the school setting.

In accordance with Iowa Department of Education Direction, the District's Return to Learn Plan for the 2022-2023 school year, must:

1. Be published on the District's Website
2. Be approved by the Board semi-annually
3. The plan has been updated as needed and that public input was sought within the last six months and any revisions of the return to learn plan took the input into account

4. The plan addresses how the district will ensure continuity of services in the event that school is disrupted

In addition to these minimum requirements, CCSD's plan will provide information used to make decisions related to school closures and student infection.

In response to COVID-19 the district will follow all applicable laws and state directives related to COVID-19 and will prioritize onsite, daily instruction as the default and preferred method of educational delivery. Current key legal guidance in response to COVID-19 include the following:

1. Over a period of two weeks, students must be allowed to participate in onsite instruction for a minimum of 50% of their required instructional time to be counted toward minimum attendance requirements.
2. No school district in the state of Iowa can implement requirements for masking for students, employees, or visitors [HF847](#).

Responding to Student Infection

College Community Schools will follow the Iowa Department of Public Health Exclusion Criteria for Education and Childcare Settings when responding to localized student COVID-19 infections, including quarantine and isolation. Additionally, the College Community Schools will use existing school board policy to respond to individual COVID-19 cases [507.05 Communicable Diseases](#).

In the case that a change in delivery method for the educational program is needed (hybrid or online), the scope of this change in delivery will be made with the goal of impacting the fewest number of students possible with the goal of avoiding district-wide closures. The School District has the authority to temporarily close school for management of illness, extended closures require approval from the Iowa Department of Education. Temporary changes in educational programming will be made in the following priority order based on the nature of the health impact:

1. Individual student level
2. Classroom level
3. Grade level
4. Building/site level
5. Program Level (PK, K-4, 5-6, 7-9, 10-12)

Factors for deciding school closure or change in program delivery will be prioritized based on factors most closely impacting students and staff of the College Community School District and include:

1. State Proclamation
2. Linn County Public Health Order
3. Rate of infection in the College Community Schools (staff and students)
 - a. Positive Cases of COVID-19
 - b. >10% absences for a sustained period
 - c. Localized positivity in a school setting

Contact Tracing, Reporting of Positive Cases, Quarantine, and Absenteeism Rates

College Community will not publish building or district rates of absenteeism or COVID positivity for staff and students. Under unique circumstances, students who may have come into close contact with an individual who tested positive for COVID-19 may be notified. Parents and guardians should contact the school office if their student tests positive for COVID-19, and should not attend school or activities. The school nurse will determine the student return date, based on Iowa Department of Public Health and local guidelines.

Online Learning

Online Learning is At Home learning that is equivalent in rigor to typical classroom work. All students are required to participate, attendance is taken, work is graded, and credit is granted.

- Students in grades K-12 will follow their daily schedule online and log in to their classes using Google Meet or Zoom.
- Classes will be a combination of online live instruction and asynchronous work.
- Assignments will be posted on SeeSaw (K-2) and Google Classroom (3-12).

Hybrid Learning

Hybrid Learning is a combination of At School and At Home learning. In Hybrid Learning, some students attend school in person for some time during the week and participate in Online Learning on the days they are not in school in person. The purpose of the Hybrid Learning Model is to reduce the number of students attending school daily in order to make physical distancing more feasible and, in the event of a positive case, to limit the potential number of students and adults who are exposed. This model can be difficult to sustain given the need for flexible day-care options for younger students and the need to simultaneously maintain online instruction for students on days when they are not physically attending school.

Students in grades K-12 will be assigned to Cohort A or B. The number of students attending the physical building each day will be reduced by half to support safe distancing. The schedule for Hybrid Learning will be A/B every other day.

Elementary Hybrid Learning

- Students in grades K-6 will attend school onsite on their assigned cohort day.
- Students in grades K-6 will participate in asynchronous online learning on their off-cohort day. Students will log in to SeeSaw or Google Classroom on their off-cohort day to access asynchronous online learning.

Secondary Hybrid Learning

- Students in grades 7-12 will be engaged in school every day (M-F).
- Students in grades 7-12 are expected to attend school onsite on their assigned cohort day.
- Students in grades 7-12 are expected to log in to their classes using Google Meet on their off-cohort day. Students will follow their daily schedule online. Students should log in at the beginning of each class period and plan to be logged in for the entire class period. However, students may not need to stay logged in online for the entire class period. This will depend on the schedule and instruction for the class that day.
- Teachers will take attendance at the beginning of each class period and will note attendance of students onsite and online.

- Students do not get to choose when they want to attend online. Students are expected to follow the A/B Cohort days for when to be onsite and when to be online. The only exception is for students in quarantine or isolation. If a student is in quarantine or isolation and feels well enough to engage in school, they may attend online and not be counted absent. This does not apply to other absences due to illness.

For example: *Jenny is assigned to Cohort A. Jenny attends school onsite on Cohort A days. Jenny joins her classes online through Google Meet on Cohort B days.*



Given the challenges with the pandemic, we expect to continue to see significant student needs in the area of social-emotional learning and wellbeing.

The district provides social-emotional resources in the following areas:

- Food insecurity, clothing, and or homelessness/shelter assistance
- Mental health services in the community for families
- Managing stress and loss, coping and building resiliency
- Health and safety needs to positively impact learning

LEARNING SERVICES AND SUPPORTS

In all delivery models, we remain committed to providing equitable learning experiences and meeting the needs of each and every student we serve. We will continue to provide services that meet the unique needs of our learners and work to remove barriers that may interfere with student success. The services will include, but are not limited to:

● **Special Education:** Special education teachers and teams will continue to provide specialized instruction and support to entitled individuals in accordance to the Individuals with Disabilities Education Act (IDEA). IEP teams will determine the appropriate supports needed and have protocols in place to support a variety of platforms including on-site, hybrid, or online options.

● **English Language Learners (ELL):** ELL teachers will continue to provide direct language instruction to ELL students in all three learning models. ELL teachers will collaborate with classroom teachers to provide support in making core lessons accessible to students.

● **School Counseling Services:** Counselors will continue to support students in all learning models. In addition to providing direct service to individual students and groups of students, school counselors can connect families to community-based agencies to meet basic needs. Additionally, our District Community Engagement Specialists can be of service to all families in need of essential resources. Contact information is available on the last page of this plan.

● **Gifted and Talented (GT):** GT Specialists will hold regularly scheduled classes in alignment with the delivery model being implemented by the school (Onsite, Hybrid, Online). Classes will be a combination of online, live instruction and asynchronous work for the Hybrid and Online models. GT Specialists will maintain ongoing communication with classroom teachers to support aligned instruction and offer differentiated extension opportunities for students.

● **Tanager School-Based Therapy**

Tanager therapists will continue to provide therapy services to students. Regardless of the learning model, Tanager therapists will collaborate with school teams in determining the needed social, emotional, and behavioral health support for individual students and families.

● **Social, Emotional, and Behavioral Health**

College Community is a leader in supporting the needs of the “whole child”. We are committed to continuing and strengthening these efforts in the year ahead, understanding that this is an incredibly stressful time for our students and their families. That stress can take a toll in daily life as the pandemic continues and, in some cases, far into the future when the pandemic is over. We will provide support to our students to cope with a variety of adverse experiences including:

- *Overwhelming thoughts about their personal health and the health of their friends and family*
- *Food and housing insecurity*
- *Conflict and stress in the household*
- *Interruption of predictable routines and recreational activities*
- *Loss of optimism and hope*
- *Increase in mental illness*

How will we support the social, emotional, and behavioral health needs of our students?

- *Frequent, structured check-ins that allow students to request help*
- *Lessons and class discussions focused on navigating strong emotions*
- *Teaching and practicing of procedures and routines related to disease prevention*
- *Individual counseling and therapy services and small group support*
- *Timely, confidential, and compassionate responses to requests from families for help with basic needs*

CONTACTS FOR ADDITIONAL SUPPORT

QUESTIONS: check with classroom teacher first, then →	GENERAL School Office	HEALTH School Nurse	NUTRITION Director of Food & Nutrition	TECHNOLOGY District Technology Office	SOCIAL EMOTIONAL School Counselor
CREST	319-848-5280	319-848-5225 x1511	319-848-5337	319-848-5240	319-848-5280 x1504
HEIGHTS	319-848-5230	319-848-5225 x1611	319-848-5337	319-848-5240	319-848-5230 x1604
HILL	319-848-5330	319-848-5225 x1711	319-848-5337	319-848-5240	319-848-5330 x1703
RIDGE	319-848-5100	319-848-5225 x1311	319-848-5337	319-848-5240	319-848-5100 x1305
VIEW	319-848-5260	319-848-5225 x1411	319-848-5337	319-848-5240	319-848-5260 x1412
CREEK	319-848-5423	319-848-5225 x1211	319-848-5337	319-848-5240	319-848-5310 x1208
POINT	319-848-5500	319-848-5225 x1011	319-848-5337	319-848-5240	319-848-5500 x1008
HIGH SCHOOL	319-848-5340	319-848-5225 x2011	319-848-5337	319-848-5240	319-848-5340 x2056
EDGE	319-298-3406	319-298-3406	319-848-5337	319-848-5240	319-298-3406
DELTA	319-784-1610	319-784-1610	319-848-5337	319-848-5240	319-784-1610
ECC	319-848-5296	319-848-5296	319-848-5337	319-848-5240	319-848-5296

ADDITIONAL DISTRICT CONTACTS

General	Supervisor of Health Services	Director of Food & Nutrition	District Technology Office	Community Resources
319-848-5200	Mary Beth Neal 319-848-5221 x2006	Virginia Scott 319-848-5337	319-848-5240	Kerry Kilker 319-848-5340 x2110 Javier Rivera 319-784-1610 Zeinab Osman 319-784-1610

It is the policy of the College Community School District to maintain a nondiscriminatory environment in every aspect of the operation of the District. The District shall provide equal educational and employment opportunities without regard to color, sex, race, national origin, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, disability, or socioeconomic status (for programs) in its educational programs and activities or its employment and personnel policies.

Jeri Moritz, Executive Director of Human Resources and Equity, is the reporting officer for affirmative action, desegregation, and discrimination. Any questions should be

