

Temporary Permission to Provide Primarily Continuous/Remote Learning (Optional)

Iowa City

Submitted

(Status last updated by matt.degner@iowaid on 12/09/2020)

Information

Department of Education and Public Health guidelines recommend the use of primarily remote instruction under the following circumstances. You are welcome to apply even if you do not meet these guidelines but have other data to support your application.

- 15% positivity in the county on average over the past 14 days AND
- 10% absenteeism among students expected for in-person learning

OR

- 20% positivity in the county on average over the past 14 days

Only the Departments of Education, in consultation with the Iowa Department of Public Health, can make the determination and provide temporary authorization to move to 100% online or remote learning. This plan is fluid and subject to change as more information becomes available.

Things you can do without permission from the Department:

- Schools can immediately transition to remote learning for up to 48 hours while waiting for a waiver decision.
- Because the 50-percent in-person instruction requirement is based on a two-week period, schools typically providing full-time in-person instruction can also move to remote learning for up to five days without needing approval.
- Schools can also move one or more grade levels or sections of a building to remote instruction without Department approval. A school is a building if it has its own building number.

Circumstance Requiring Temporary Continuous/Remote Learning

Temporary Permission to Provide Primarily Continuous/Remote Learning is being sought for

- the entire public school district
- one or more buildings within the public school district
- a state accredited nonpublic school

Which of the following best describes the amount of time that students will receive online only instruction?

If you are submitting an application for one or more buildings in a school district, please indicate the percent of online instructional time along with the name of the building in the question above.

IMPORTANT -If a district or school chooses to use primarily remote instruction, they are required to temporarily cease in-person extracurricular activities for the duration of the period requested if they completely cease in-person instruction and go 100% online/virtual. The decision to offer activities outside of an approved waiver for 100% online learning is determined at the local level.

- More than 50 but less than 100 percent of instruction will be delivered online.
- 100 percent of instruction will be delivered online.

Please enter the date that you propose primarily continuous/remote learning will begin.

12/14/2020



Waivers are granted for 14 calendar days to begin on the date entered.

Districts and school are able to operate primarily online as needed within that time period.

Requests for an extension should be made at least 48 hours in advance of the start date using the "Request Reopen" button in the bottom right corner of the screen.

What was the county's average positivity over the past 14 days?

*11.1

*14 Day Rolling Average Positivity Rate Provided by Johnson County Department of Public Health and COVID 19 Iowa Website

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What is your current or anticipated absentee rate and how was it calculated?

Current student and staff positive cases and quarantine - .52%

Current in-person student cases - .10%

Current in person student quarantine - .26%

*We would anticipate our student daily absenteeism rate to be close to our average, which would be 4.02%

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This question has been marked as 'Action Required' during the review process. Please read the 'Reviewer's Comments' and then complete one of following steps:

- 1) Update your original response, or
- 2) Provide additional comments in the text box below, or
- 3) Update your response and provide additional comments below

Reviewer's Comments

Please indicate the current percentage of absenteeism among students expected for in-person learning (i.e., students not quarantining).

Optional Upload - Please upload any relevant information or supporting documentation.

File Uploaded:
ICCSO Letter of Support - Offsite Learning Environment 12.08.2020.pdf
Uploaded on: 12/09/2020

Do not upload any personally identifiable information. The application and any supporting documentation is available to the public on the [Department's website.](#)

Provision of Temporary Continuous/Remote Learning

If the application for temporary permission is approved, how will the district or accredited nonpublic school ensure that all students with IEPs are provided with FAPE during the time the district/school is providing services primarily online?

ICCSO will ensure that individuals with IEPs are provided with a FAPE by establishing consistent guidance and processes by which each student with an IEP will have a Remote Learning Plan designed which will take into account the individual's unique needs. In addition to general guidance supplied by the Iowa Department of Education, the District's Return to Learn Plan contains additional detailed IEP meeting guidance for each team to use to prompt the design of individual solutions for

students
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If the application for temporary permission is approved, how will the district or accredited nonpublic school ensure that students who require mental health or health services still have access to these services during the time the district/school is providing services primarily online?

All the mental health providers that ICCSO typically partners with will provide their services via telehealth. This includes, but is not limited to: individual therapy, family therapy, BHIS, crisis mediation services, suicide intervention services, and psychiatry services. District staff, such as School Counselors, Student & Family Advocates, School Nurses will do virtual prevention based check-ins. SEBH prevention efforts will exist in the form of SEL instruction and classroom check-ins.

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If the application for temporary permission is approved, how will the district or accredited nonpublic school ensure that students with 504 plans continue to receive services?

Prior to the start of school, 504 building level coordinators will review 504 plans for each student with their guardian, reconvening teams when needed. 504 teams will determine how existing accommodations will be delivered in an online environment. 504s will be modified to enable each student access to FAPE remotely. Building administrators will ensure all teachers have access to their students' 504 plans and are able to facilitate the accommodations within the plans to ensure equal

access
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If the application for temporary permission is approved, how will the district continue to provide meals to students?

ICCSO students will continue to have access to meals during continuous/remote learning. Current USDA guidelines providing free meals to all children ages 1-18 will end on 8/31. Beginning 9/1, or the first day of classes, the district will provide meals to those who request them. However, they will be charged based on the student's status. Families will be asked to complete an online order form if they want meals along with their preferred pick up location. Distribution will happen at schools.

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If the application for temporary permission is approved, how will the district provide access to instructional materials and services for students who do not have access to the internet?

The District will provide internet to students through a combination of direct-to-home connections via local ISPs, plus use of hotspots connected to the Verizon and Sprint networks. The District will publicize the low-cost (\$10/month) service options available through local ISPs to families who are not requesting service through the District. The ICCSO Help Desk is available to support home connectivity needs. Physical materials can be delivered or picked up at the school.

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If the application for temporary permission is approved, what process will you use to communicate with parents/families on educational services and changes in delivery models?

The District will continue to follow our Return-to-Learn Communication Plan, which was developed with transparency, collaboration, and stakeholder reach in mind. Communication tools include email, phone, text message, mobile app, District and school websites, social media, and follow-up outreach from principals, teachers and cultural liaisons. Communication is translated into Arabic, French, Spanish, and Swahili. Additional languages are available via the District's mobile app and the

website
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