Virtual Town Hall
Colorado League of Charter Schools
July 24, 2020
Meeting Norms

• Given the number of participants, please stay muted throughout
• Use the chat box to ask questions or make comments
• Please rename yourself with your NAME, SCHOOL
  – If we can’t get to all questions asked throughout the meeting, this will enable us to try and follow up individually after
Meeting Agenda

• Welcome and overview
• Ongoing League supports and resources
• Advocacy request
• 2020-21 attendance and count day
  – Bill Kottenstette, Executive Director, Schools of Choice Office, CDE
• Latest COVID projections
  – State Epidemiologist Dr. Rachel Herlihy
• Reopening schools health guidance
  – CDPHE Medical Epidemiologist Dr. Brian Erly
• Questions, comments and concerns
• Thank you and close
COLORADO LEAGUE of CHARTER SCHOOLS

2020 LEADERSHIP SUMMIT

A New World of Education

Virtual | October 5-7, 2020 | 7:00 AM - 4:00 PM

REGISTER: https://coloradoleague.org/leadership20
Back-to-School Registration: We Need Your Help

- *Help us help you* by getting as many of your parents and families as possible to sign up for the Colorado Charter Advocacy Network (COCAN) today
  - Text “COCAN” to 52886 (it takes 30 seconds)
  - Drop [this paper form](#) into your fall registration packets
  - Work with the League to adapt [this Google form](#) for your individual school
  - Use [this guidance](#) to incorporate COCAN into your fall online registration system
  - Contact us at [advocacy@coloradoleague.org](mailto:advocacy@coloradoleague.org) about collecting the names and/or forms you secure
  - Contact us at [advocacy@coloradoleague.org](mailto:advocacy@coloradoleague.org) for support
Instructional Time and Attendance Policy for 20/21: What Charters Need to Know

Bill Kottenstette, Executive Director
Schools of Choice Office, CDE
Objectives:

(1) Generate awareness of instructional guidance published by the Colorado Department of Education (CDE)

(2) Highlight key actions for charter school boards to take in the coming weeks
On July 8th, CDE published a policy on Instructional Hours and Attendance for the 20/21 school year that responds to challenges presented by the COVID-19 pandemic.

Guidance is published on our COVID “Policy Guidance” page.

From COVID Main page: https://www.cde.state.co.us/safeschools
From Policy Page – look under “Finance and Grants”
*Make sure you are looking at the 2020-21 Guidance and not the 2019-20 Guidance

CDE Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year

Overview

Colorado state law establishes interconnected requirements concerning school calendars, instructional hours, student attendance and school finance. Generally, the law sets expectations for districts to provide minimum opportunities for student instruction, and local school boards to provide attendance policies that outline expectations for students and families to participate in that instruction. The Colorado Department of Education (CDE) then collects information concerning enrollment, school calendars, instructional hours and student attendance in order to verify school funding and evaluate student engagement.
• Remote learning can be used by all schools

• To ensure funding, boards need to adopt specific policies that speak to how remote learning will work in their community

• Typically, district boards adopt these policies; however,
  • If charter schools have appropriate waivers (most do), then they will need to adopt their own policies
  • If charter schools plan to follow the district, they will need to know what the district statements are
  • Communicate your plans with your authorizer regardless of the direction you go
• Documentation that accounts for remote learning in the following ways:
  • A definition of “educational process” that includes remote learning*
  • A description of how and when remote learning may be used
  • A description of how instruction will be delivered during remote learning and activities that would demonstrate that a student is “engaged in the educational process”
  • How attendance will be taken during remote learning

• Schools will want to document equivalency statements that outline how students will be able to access equivalent learning opportunities while remote

*We also recommend language that connects remote learning days to the school’s calendar.
### Example from Charter School Institute (CSI)

**Coronavirus Disease 2019 (COVID-19) Information and Resources**

<table>
<thead>
<tr>
<th>CSI Communications</th>
<th>CSI Guidance</th>
<th>State Guidance</th>
<th>Educational Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 22, 2020</td>
<td>CSI 2020-21 Learning Plan</td>
<td>CDE Planning for 2020-21</td>
<td>CSI-Compiled Instructional Resources</td>
</tr>
<tr>
<td>June 26, 2020</td>
<td>Accountability during COVID-19</td>
<td>Public Health &amp; Executive Orders</td>
<td>CDE Learning at Home</td>
</tr>
<tr>
<td>June 19, 2020</td>
<td>Policy Guidance for Instructional Time and Attendance</td>
<td>CDE Graduation Guidelines</td>
<td>ELL Virtual Resources</td>
</tr>
<tr>
<td>June 12, 2020</td>
<td>CSI Emergency Assistance Fund</td>
<td>CDE Transportation Guidance</td>
<td>Model-Specific Remote Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CDE Resources for Schools</td>
<td></td>
</tr>
</tbody>
</table>

[https://resources.csi.state.co.us/coronavirus/](https://resources.csi.state.co.us/coronavirus/)

**CSI - School Policies and Documented Practices for 2020-21 Instructional Time and Attendance**
For the 2020-21 academic year, student contact days may include remote learning days as implemented as a result of public health and safety measures.

For the 2020-21 school year, in response to COVID-19 and the flexibilities made available by the state, the Board expands its definition of “educational process” to include:

- Instruction delivered electronically
- Independent, remote work time for students that is directed and monitored by educators

For remote instruction, calculations for contact time may be based off of academic content covered, student demonstrations of learning, estimated times for students to complete independent work, and/or other methods identified by the school to compare in-person learning to remote learning. Additional information about how teacher-pupil instruction will occur during remote learning days as well as a bell schedule equivalency statements shall be further detailed in [identify document: ex. Family Handbook; Course Manual; 2020-21 Learning Plan, 2020-21 Remote Learning Plan].

**Elementary Example:**
Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be recorded by the parent daily and is verified by teachers to ensure the school is properly calculating and adequately monitoring that students complete a minimum of 12.5 hours per week or 450 hours per year in kindergarten, 27.5 hours per week or 990 hours per year for students in grades 1-5, and 30 hours per week or 1,088 hours per year for students in grades 6-12 based on an 180 instructional day school calendar year.

**Resource:** The examples below are from the [2019 October Count Audit Guide].
- ABC School follows a semester calendar structure. For each semester-long course into which the student is scheduled as of the pupil enrollment count date, the equivalent teacher-pupil instruction and contact time is 60 minutes/day per course.
Applicable Waivers that Specify Charter Board Authority

- C.R.S. 22-32-109(1)(n)(I) – School Calendar
- C.R.S. 22-32-109(1)(n)(II)(A) – Teacher-pupil contact hours
- C.R.S. 22-32-109(1)(n)(I)(B) – District Calendar
- C.R.S. 22-32-109(1)(t) – Education program, curriculum and textbooks (automatic if invoked)
- C.R.S. 22-33-104(4) – Attendance policies and excused absences (automatic if invoked)
Recommended Next Steps for Charter Schools

• Work with your board to schedule a meeting to adopt applicable policies
• Prepare language to support your board with policies
  • Review CDE guidance
  • Review CSI guidance
  • Consult your school’s attorney for feedback/advice
  • We are also happy to answer any questions
• Communicate with your authorizer on your plans and how they might want information
• Adopt policies/document determinations as appropriate
• COVID-19 Main Page
  • https://www.cde.state.co.us/safeschools

• COVID-19 Policy Guidance Main Page
  • http://www.cde.state.co.us/safeschools/policyguidancefromcde

• New Policy on Instructional Time & Attendance for 20/21
  • CDE Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year

• FAQ on Instructional Time & Attendance
  • Corresponding FAQ’s

• Addendum to 20/21 Student October Audit Guide
  • Audit Guide - https://www.cde.state.co.us/cdefinance/auditunit_pupilcount
  • Addendum related to remote learning - https://www.cde.state.co.us/cdefinance/2020_pupilcount_addendum

• CSI Resource Document
Questions?

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  • kottenstette_b@cde.state.co.us

• Paola Paga, Sr. Policy Consultant for Charter Schools
  • Paga_P@cde.state.co.us

• Kelly Wynveen, Sr. Field Consultant for Charter Schools
  • Wynveen_k@cde.state.co.us
Rachel Herlihy, MD, MPH
State Epidemiologist
Colorado Department of Public Health & Environment
What are we measuring and why?

- **Case Burden**
  - Public Health Disease Control Capacity
  - Outbreak Burden - disruption of work/school
  - Testing Capacity
  - Outpatient healthcare

- **Hospital Burden**
  - Hospital Bed Capacity
  - ICU Bed Capacity
  - Alternate Care Site Beds
  - Hospital Staffing and Supplies

- **Mortality**
  - Saving Lives
  - Mortuary Capacity
The levers we pull when triggers are reached, nearing, or projected:

Stay at home order  
School closures  
Bars/restaurant and other business closures  
Indoor capacity limits  
Cancel mass gatherings  
Mask order  
Public education  
Build healthcare capacity
Surveillance Indicators/Tools

- **Cases** - daily counts, weekly/moving average trends including evidence of acceleration
- **Laboratory testing** - capacity and percent positivity
- **Hospitalizations** - currently hospitalized and new admissions
- **Modeling**
  - Forecast cases, healthcare need compared to capacity
    - Timing
    - Scale
  - Measure impact of previous interventions, identify need for interventions, estimate impact of potential interventions
Cases Reported - Percent Change by Week
Diagnostic Test Positivity - Percent Change by Week
Trajectory of COVID-19 Hospitalization by Levels of Social Distancing

- $\text{Re} = 0.53$
- $\text{Re} = 1.08$
- $\text{Re} = 1.78$
Effective Reproductive Number is Increasing

<table>
<thead>
<tr>
<th>Estimates of the reproductive number</th>
<th>2 weeks ago</th>
<th>1 week ago</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our current estimate, method 1</td>
<td>1.08</td>
<td>1.26</td>
<td>1.78</td>
</tr>
<tr>
<td>Our current estimate, method 2</td>
<td>NA</td>
<td>1.37</td>
<td>1.61</td>
</tr>
</tbody>
</table>

![Effective Reproduction Number from Model Projections](image-url)
This scenario assumes all mask wearing, and case isolation remains at current levels. Based on CDC recommendations, the 65%, 55%, 35% and 30% scenarios assume half of older adults practice high levels of social distancing.
Decreasing Median Age of Cases

- 0-19
- 20-39
- 40-59
- 60-79
- 80+

New cases

- Median age

[Graph showing trends in new cases and median age over time]
Factors Driving Recent Increase, Model Projections

- Increased contact rates among people in Colorado due to changes in policies and/or behavior.
- Increased out of household contact rates among younger populations that spread to older populations.
- Importation of cases from outside of Colorado and contact between visitors and residents that lead to infections.
- Random chance. These projections are sensitive to what has happened in the last few weeks - but because the change is so large, random variation is unlikely to account for all of the change.
School Guidance Overview

Brian Erly, MD MPH
Medical Epidemiologist
CDPHE
GUIDANCE AVAILABLE ONLINE

DRAFT
The guidance in the toolkit will be adjusted over the coming weeks based on feedback and the evolving situation with COVID-19.

Click here to download the entire Reopening Guidance section as a PDF.

Jump to a Section:
- Goals
- Rationale
- Mitigation
- FAQ
- Guidance Regardless of Phase
- Stay at Home
- Safer at Home
- Protect Our Neighbors

Introduction
CDPHE, CDE and the Governor’s Office worked together to develop this guidance for Local Public Health agencies (LPHAs) and districts as they develop school plans.

The guidance has been drafted in light of evolving scientific knowledge about the spread of COVID-19 among children and in schools, as well as real-world disease control knowledge acquired through months of experience at the state and local level. Input has been solicited from both internal and external stakeholders, and their invaluable comments and suggestions have been instrumental in developing practical, broadly applicable guidance.
GOALS

- Maximize in-person learning in as safe and healthy way as possible.
- Minimize disruptions to education.
- Ensure equity in educational opportunity.
- Encourage flexibility, adaptation, and innovation as schools develop novel approaches to disease control.
- Allow for local approaches based on COVID-19 incidence.
PROCESS

Co-created by CDPHE and CDE

- Disease control expertise
- Education expertise

Multiple stakeholder feedback sessions with local public health directors and superintendents; informed by feedback from Advisory Group and public survey

CDC framework as a starting place

Considered other guidance, including MDPH, EPCPH, Oregon, and others
LESSONS FROM ABROAD

- Sweden did not implement strict social distancing controls
  - Primary schools (5-15yo) remained open
- Overall case rate in Sweden 7x that of Finland
- School age infection rates are similar
- Teacher infection rate similar to other professions
COLORADO DATA

Percent of Cases and Deaths by Age Group

Cases
Deaths
Population

0-9   10-19   20-29   30-39   40-49   50-59   60-69   70-79   80+   Unknown

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28   30   32   34   36   38   40   42   44   46   48   50   52   54   56   58   60

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18   19   20   21   22   23   24   25

0-9   10-19   20-29   30-39
LAYERS OF PROTECTION

- Encourage sick people to stay home
- Create environments that block disease transmission
  - Spacing
  - Ventilation
- Reduce the number of potential exposures
  - Class size limitations
  - Cohorting
- Respond quickly to new cases
- Adapt to local needs
- Evolve with changing science
Some guidance applies across phases and ages.

Other guidance scales by phase and varies across age groups.

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Stay at Home</th>
<th>Safer at Home</th>
<th>Protect our Neighbors</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Highest Risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td></td>
<td></td>
<td>Lowest Risk</td>
</tr>
</tbody>
</table>
HEALTH SCREENING

Home screenings for both employees and students

- Screening template provided by CDPHE
  - Includes temperature and other symptoms
- On-arrival screening available, only if needed
  - Avoid congestion at school entrances
  - Avoid issues with transporting ill individuals
Distancing applies to middle and high school settings, and all adult staff

- 6-foot spacing preferred, 3-foot acceptable in context of a comprehensive strategy
- Greatest emphasis on spacing for adult staff and older children

Class size and cohort guidance varies by phase and age

- Special service providers will not be included in class size/ratio calculations
HEALTHY ENVIRONMENTS

Use physical barriers when possible to prevent spread

Decreasing congestion in entrances, hallways, and other common spaces

- Use separate entrances when available

Staggered arrival, departure, meal and recess times

Cleaning and disinfecting high-touch surfaces

Maximizing ventilation
FACE COVERINGS

In compliance with applicable state and local face covering orders

Require for all staff while on site, except where medically contraindicated

- Temporary utilization of transparent alternatives for specific learning needs

Require for all students 11+ while on site, except where medically contraindicated

- Encouraged for 10 and younger
- No masks while sleeping
- Students should be able to remove own masks
TRANSPORTATION

Stagger drop off and pick up times

Reduce the risk associated with transportation on school buses

- Reduce capacity, physical distancing
- More frequent, shorter trips
- Household and cohort contacts sit together
- Encourage mask usage when safe
- Follow other guidelines for public transportation developed by CDPHE and CDC
SURVEILLANCE

Based on experience with H1N1 and school feedback

All schools

- Type of learning environment
- Number and % absenteeism

Select schools

- Reason for absence
- Other information

Aggregate data on CDPHE website; local data provided to partners
Remote learning during “Stay at Home”

In person learning may resume during “Safer at Home” and “Protect Our Neighbors”

K-8; Class size not limited, number of adults limited

HS; Class size limited by total people (students + adults) and spacing

Cohorting recommended regardless of phase; “Protect Our Neighbors” partner cohorts are allowed
COHORTING

- Reduces the number of contacts
- Lowers disease risk
- Focuses public health response
- Minimizes school disruptions

**KEY**
- ▲ COVID+ case
- ○ Unknown COVID status
- Group requiring quarantine and evaluation
- Group continuing without disruption

**Comparison**
- Contained response with cohorting
- Widespread disruption without cohorting
PERSONS AT INCREASED RISK

Comply with legal requirements to provide alternative work assignments

Ensure that students at increased risk have opportunities to continue to engage with the school setting, either in-person or remotely

Online and hybrid learning likely to remain a component of curriculum for many districts
OUTBREAK DEFINITIONS

Household transmission not necessarily an outbreak

Single cases in multiple strictly maintained cohorts not necessarily an outbreak

School-wide outbreak definition based on evidence of within-school transmission and % absences

Expect later this week
HYBRID INSTRUCTION

Simultaneous remote instruction at differing proficiency levels.

**KEY**
- Remote Instructor
- In-person Proctor
- Discussion Group
Questions
PARTNER COHORTS

Block Schedule with Partner Cohorts

First half of semester

Second half of semester

Key:
- Green diamond: Instructor
- Blue circle: Student
- Grey box: Partner Cohorts A
- Yellow box: Partner Cohorts B

Mid-semester Change
Elective/Intensive periods may be used for remediation of areas requiring increased focus, to acquire AP/IB level proficiency, or to pursue non-core subject areas.

Under this system, students will change cohorts when moving from core curriculum to elective/intensive periods, as well as during mid semester break.
Contact Tracing during Coronavirus Disease Outbreak, South Korea; EID 2020

Looked ~60K contacts of 5.7K “index cases” (the first sick person detected)

<table>
<thead>
<tr>
<th>Group</th>
<th>Share of Population</th>
<th>Number of Cases (%)</th>
<th>Household Secondary Cases (Attack Rate)</th>
<th>Non-household Secondary Cases (Attack Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>6%</td>
<td>29 (0.5%)</td>
<td>3 (5.3%)</td>
<td>2 (1.1%)</td>
</tr>
<tr>
<td>10-19</td>
<td>7%</td>
<td>124 (2.2%)</td>
<td>43 (18.6%)</td>
<td>2 (0.9%)</td>
</tr>
<tr>
<td>All ages</td>
<td></td>
<td>5706</td>
<td>1248 (11.8%)</td>
<td>921 (1.9%)</td>
</tr>
</tbody>
</table>
Screening

- Detect 55% of infected people
- Keeps other diseases out of school
  - Flu, RSV, Norovirus
- Temperature + symptoms
- Evolving science... taste/smell test?
PHYSICAL DISTANCING

- More distancing is better
- Nothing magic happens between 5 and 7 feet
- Spacing may not be practical in all groups and circumstances
- Spacing works less well if people are projecting droplets further
POPULATION AND ACTIVITY MATTER

- WA Choir practice
- 50% attendance, many empty chairs
- Many infected were across the aisle from the source patient
- Average age was 69 years, 2.5 hours of singing

After choir practice with one symptomatic person, 87% of group developed COVID-19
VENTILATION

Ventilation is important in all environments

- Maximize outdoor air exchange
- Increase filter effectiveness
- Promote airflow to carry infectious particles away from groups and common areas
- Maintain HVAC systems
FACE COVERINGS

Medical grade masks: 70-100% reduction in virus
Cloth face coverings: 50-83% reduction in virus
Only appropriate for people who can wear them effectively
- Young children must be supervised
- No problems that compromised breathing
- Not sleeping, unconscious, or unable to remove mask
### Stay at Home = High-level of COVID-19 Incidence in the Community

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classroom Guidance ²</th>
<th>Cohorting Guidance ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>3 Adults per Classroom, per Day</td>
<td>Students should remain in their primary classroom with the same cohort of students throughout the week</td>
</tr>
<tr>
<td>6-8</td>
<td>3 Adults per Classroom, per Day</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>10 Total Individuals (students and teachers) per Classroom, per Day</td>
<td></td>
</tr>
<tr>
<td>Staff-Only Activities</td>
<td>Remote or outdoors if possible; groups of 10 or fewer if physical attendance is required</td>
<td>n/a</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Classroom Guidance ²</td>
<td>Cohort Guidance ⁴</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>K-5</td>
<td>4 Adults per Classroom, per Day</td>
<td>Students should remain in their primary classroom with the same cohort of students throughout the week to prevent full school closure if a case is identified.</td>
</tr>
<tr>
<td>6-8</td>
<td>3 Adults per Classroom, per Day</td>
<td>The same staff may alternate during the day between two “partner cohorts.”</td>
</tr>
<tr>
<td>9-12</td>
<td>Class sizes based on spacing</td>
<td></td>
</tr>
</tbody>
</table>

Staff-Only Activities: Remote or outdoors if possible; groups of 10 or fewer if physical contact required.
## Protect Our Neighbors = Low-level of COVID-19 Incidence in the Community

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classroom Guidance</th>
<th>Cohort Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>4 Adults per Classroom, per Day</td>
<td>The greatest practical degree of cohorting should be employed in conjunction with other layered risk reduction strategies.</td>
</tr>
<tr>
<td>6-8</td>
<td>Normal class sizes with increased cohorting, based on spacing</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Normal class sizes with increased cohorting, based on spacing</td>
<td></td>
</tr>
<tr>
<td>Staff-Only Activities</td>
<td>50% of listed space capacity while maintaining 6-foot distancing</td>
<td></td>
</tr>
</tbody>
</table>
Ongoing Questions

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