



Reopening Schools Plan

2020-2021

This plan has been developed collaboratively by members of the District Leadership Team and Department Supervisors.

Instruction and Learning	Planning and Personnel	Finances and Operations
Dr. Scott Woolstenhulme Superintendent		
Jason Lords Executive Director	Heath Jackson Executive Director	Guy Wangsgard Executive Director
Julian Duffey Director of Federal Programs & Special Education	Gordon Howard Director of Student Safety and Technology	Creighton Harris Technology Supervisor
Rex Miller Director of Federal Programs & Special Education	John Pymm Director of Facilities & Maintenance	Heather Plain Child Nutrition Supervisor
Dr. Yvonne Thurber Principal Sandcreek Middle School	Louanna Bunn Custodial Supervisor	Micheal Graham Transportation Supervisor
Corey Telford Principal Bonneville Online HS	Darren Forman Maintenance Supervisor	
Dr. Elisa Saffle Principal / Math Coordinator Hillview Elementary	Scott Miller Principal Hillcrest HS	
Ken Marlowe Principal / SEL Coordinator Discovery Elementary	Kent Patterson Principal Tiebreaker ES	

This plan has been reviewed and is approved by Eastern Idaho Public Health.

Geri Rackow, Director
Eastern Idaho Public Health

Date

Table of Contents

Rationale for Reopening Schools	6
Guiding Principles	6
CDC Guidance for Opening Schools	7
CDC Guidance	7
Key Information	7
CDC Guidance for Schools in Areas with Minimal to Moderate Transmission	8
Overview of District 93 Four-Phase Plan	10
Phase 1: Schools Reopen for All Students with Additional Precautions	12
Overview of Phase 1	12
Family Responsibilities - Phase 1	13
Monitoring symptoms	13
Personal protective equipment.	13
Personal hygiene	13
Staff Responsibilities - Phase 1	14
Monitoring symptoms	14
Self reporting	14
Personal protective equipment.	14
Classroom Instruction and Learning - Phase 1	15
School Schedule	15
Monitoring symptoms	15
Online Learning and Instruction	15
Physical distancing	16
Personal protective equipment	16
Sanitization and cleaning	16
School Transportation - Phase 1	17



Physical distancing	17
Sanitization and cleaning	17
Staffing	17
Cafeterias and School Lunches - Phase 1	18
Meal options for students	18
Physical distancing	18
Sanitization and cleaning	18
Nonessential School Activities - Phase 1	19
High school and middle school extracurricular activities	19
Assemblies, school dances, and other large-group activities	19
School field trips	19
6th grade after-school music program	19
Elementary PE and music program	19
Phase 2 - Schools Reopen with Alternating Day Schedule	20
Overview of Phase 2	20
Family Responsibilities - Phase 2	21
Monitoring symptoms	21
Personal protective equipment.	21
Classroom Instruction and Learning - Phase 2	22
Monitoring symptoms	22
Blended Instructional Model	22
Online Learning and Instruction	22
Physical distancing	22
Personal protective equipment	22
Sanitization and cleaning	22
School Transportation - Phase 2	23
Physical distancing	23



Sanitization and cleaning	23
Staffing	23
Cafeterias and School Lunches - Phase 2	24
Meal options for students	24
Physical distancing	24
Nonessential School Activities - Phase 2	25
High school and middle school extracurricular activities	25
Assemblies, School Dances, and other nonessential activities	25
School field trips	25
6th grade after-school music program	25
Elementary PE and music program	25
Phase 3 - Schools Open with Students Attending One Day per Week	26
Overview of Phase 3	26
Family Responsibilities - Phase 3	27
Monitoring symptoms	27
Personal protective equipment.	27
Classroom Instruction and Learning - Phase 3	28
Monitoring symptoms	28
Blended Instructional Model	28
Online Learning and Instruction	28
Physical distancing	28
Personal protective equipment	28
Sanitization and cleaning	28
School Transportation - Phase 3	29
Physical distancing	29
Sanitization and cleaning	29
Staffing	29



Cafeterias and School Lunches - Phase 3	30
Meal options for students	30
Physical distancing	30
Nonessential School Activities - Phase 3	31
High school and middle school extracurricular activities	31
Assemblies, School Dances, and other nonessential activities	31
School field trips	31
6th grade after-school music program	31
Elementary PE and music program	31
Phase 4 - Soft Closure with Online Learning for All Students	32
Overview of Phase 4	32
Organization and Scheduling	32
Cafeterias and School Lunches - Phase 4	33
Meal Delivery	33
Staff Personal Protective Equipment	33
Nonessential School Activities - Phase 4	34
High school and middle school extracurricular activities	34
Assemblies, School Dances, and other nonessential activities	34
School field trips	34
6th grade after-school music program	34
Elementary PE and music program	34
Appendix A: Checklist for Symptoms of COVID-19	36
Returning to School	36
Appendix B: Plan for Confirmed Case of COVID-19	39
References	39
Exhibit A: East Idaho Public Health COVID-19 Response Plan	41
Exhibit A: Idaho Framework for Reopening Schools	45



Rationale for Reopening Schools

We believe that it is in the best interest of the students of Bonneville Joint School District 93 to reopen schools and resume instruction and learning in as normal of manner as possible. At the same time, we recognize our fundamental responsibility to ensure the safety of our students and staff. To that end, this plan will provide key information on additional steps that we will take to provide for the health and safety of our staff and students as we reopen schools on August 31st for students. Based on the following information, we believe that we can open schools for students with additional precautions to protect the health and safety of staff and students.

1. Idaho has successfully entered Stage Four of the Governor's Idaho Rebounds Plan, which permits unrestricted staffing of worksites with physical distancing, personal protections and sanitation for protection. Stage Four also permits public gatherings of more than 50 people with appropriate physical distancing as well as large venues.
2. The soft closure of schools in District 93 mandated by the State Board of Education effectively ended on May 29, 2020 at the end of our academic year ([p. 4 of the minutes of the April 6, 2020 meeting of the State Board of Education](#)).
3. The Center for Disease Control has issued guidelines for schools to reopen. The CDC states that the "implementation [of these guidelines] should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community."
4. The Eastern Idaho Public Health District has not issued any orders preventing schools from reopening.

Guiding Principles

1. **We will take reasonable and rational precautions to protect the health and safety of our staff and students.** Precautionary measures to protect students' health must be balanced against their potentially disruptive or obstructive impact on student learning.
2. **We will collaborate with our local public health officials** to make decisions in the face of a global pandemic with community transmission.
3. **We will use official health agency information to make decisions.** Guidance from the CDC and state public health will be reviewed in collaboration with our local health agency to identify appropriate steps and to evaluate the viability and necessity of recommended strategies. Information from non-official sources may provide additional insights; however, our decisions will be based on information from official public health agencies. All other sources of information will be carefully selected to ensure our decisions are based on research-based evidence.
4. **We believe that students learn best through direct instruction from highly effective and affective teachers.** Developing a plan that will allow face to face instruction to happen safely is our top priority.
5. If that ideal becomes impossible, then **we will make every effort to continue students' learning through online instruction** at home.



CDC Guidance for Opening Schools

CDC Guidance

The CDC has issued guidance for opening schools based on the the following four principles:

1. Promote behaviors that reduce spread
2. Maintain healthy environments
3. Maintain healthy operations
4. Prepare for students and staff getting sick

Each of the suggested strategies supporting these principles is included in Exhibit A. The table in Exhibit A identifies which plans include each suggested strategy. *It is important to note that the CDC guidance states that schools may consider implementing these strategies to encourage behaviors that reduce the spread of COVID-19, but does not mandate the use of any of the suggested strategies.*

Key Information

- COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.
- The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as described in the graphic on the following page.

(Centers for Disease Control and Prevention, 2020d)



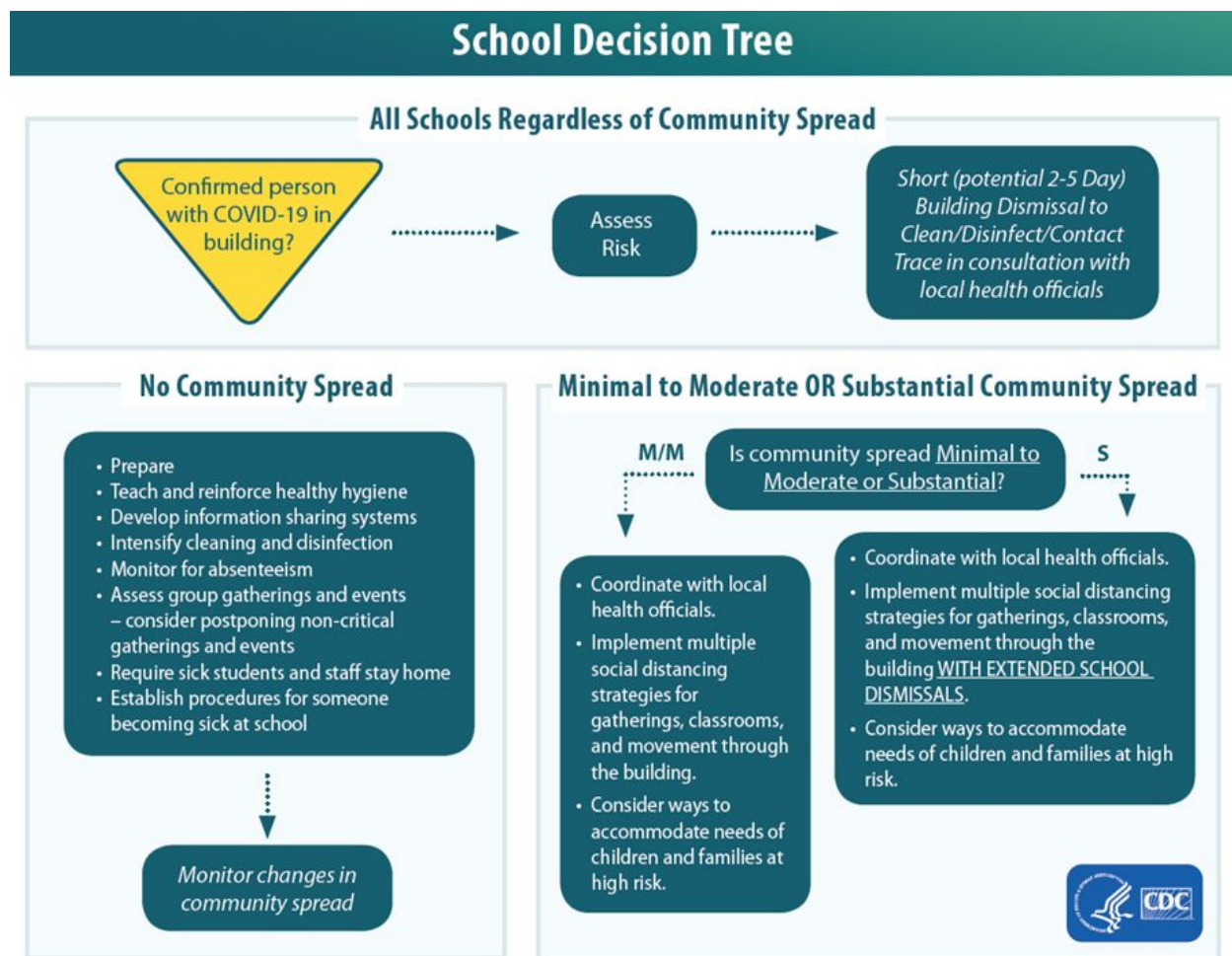
CDC Guidance for Schools in Areas with Minimal to Moderate Transmission

The CDC has provided the following guidance to schools in areas with minimal to moderate transmission. The Bonneville School District plan to reopen schools incorporates most of these recommended actions. Strategies that have been incorporated into Phase 1 are marked in ***bold italicized font***. Recommended actions that have not been included due to their high impact on instruction and learning or our abilities to operate are marked in ~~red-strikeout font~~.

- ✓ ***Coordinate with local health officials.*** This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.
- ✓ ***Implement multiple social distancing strategies.*** Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:
 - ***Cancel field trips, assemblies, and other large gatherings.*** Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
 - ***Cancel or modify classes where students are likely to be in very close contact.*** For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
 - ***Increase the space between desks.*** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
 - ***Avoid mixing students in common areas.*** ~~For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria.~~ If it is not possible to suspend use of common areas, ***try to limit the extent to which students mix with each other, and particularly with students from other classes*** (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). ~~Restrict hallway use through homeroom stays or staggered release of classes.~~ Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and ***limit other activities where multiple classes interact.***
 - ~~Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.~~
 - ~~Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.~~
 - ***Limit nonessential visitors.*** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.



- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- ✓ **Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19.** Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.



(Centers for Disease Control and Prevention, 2020a)



Overview of District 93 Four-Phase Plan



Four-Phase Plan to Reopen Schools

	Phase 1	Phase 2	Phase 3	Phase 4
	Low Risk	Moderate Risk	High Risk	Critical Risk
Schedule	<ul style="list-style-type: none"> K - 6th: 5 days per week at school <ul style="list-style-type: none"> 2nd and 4th Mondays online (1 hour) 7th - 12th: 4 days per week at school <ul style="list-style-type: none"> Every Monday online (4 hours) 	<ul style="list-style-type: none"> K - 12th: 2 days per week at school; 3 days online at home <ul style="list-style-type: none"> A-K: Tue & Wed L-Z: Thu & Fri 	<ul style="list-style-type: none"> K - 12th: 1 day per week at school; 4 days online at home <ul style="list-style-type: none"> Tue: Last names from A through D Wed: Last names from E through K Thu: Last names L through R Fri: Last names S through Z 	<ul style="list-style-type: none"> K-12th: 5 days per week online Buildings closed to students and for community use
Families	<ul style="list-style-type: none"> ✓ Check children for symptoms each day ✓ Keep sick children home for 72 hours after symptoms end ✓ Support student learning at home on non-school days 			<ul style="list-style-type: none"> ✓ Support student learning at home
Teachers & Support Staff	<ul style="list-style-type: none"> ✓ Self monitor for symptoms and stay home for 72 hours after symptoms end ✓ Check children for symptoms twice per day ✓ Isolate symptomatic children for parent pick up ✓ Establish routines for daily sanitization of common surfaces 			<ul style="list-style-type: none"> ✓ Provide online remote instruction according to adopted schedule
Face Masks	<ul style="list-style-type: none"> ✓ Masks encouraged when in close physical proximity ✓ Masks may be required by teachers 	<ul style="list-style-type: none"> ✓ Masks encouraged when in close physical proximity ✓ Masks may be required by teachers 	<ul style="list-style-type: none"> ✓ Masks required when in close physical proximity 	
Activities	<ul style="list-style-type: none"> Limited to IHSAA-approved activities until January 1st Other clubs and activities must submit a plan No field trips, assemblies or other large group activities 		<ul style="list-style-type: none"> IHSAA activities suspended No club activities No other extracurricular or nonessential activities 	
Busing	<ul style="list-style-type: none"> Normal bus routes with assigned seats and loading routines 	<ul style="list-style-type: none"> Increased physical distancing with assigned seats and loading / unloading routines 		<ul style="list-style-type: none"> No student transportation
Child Nutrition	<ul style="list-style-type: none"> Normal meals with hand sanitization routines 	<ul style="list-style-type: none"> Normal meals with physical distancing and hand sanitization Meal pick up available on non-scheduled days 		<ul style="list-style-type: none"> Meal pick up only at designated sites



Phase 1: Schools Reopen for All Students with Additional Precautions

Overview of Phase 1

In Phase 1, students will return to school with additional precautions to protect the health and safety of students and staff. To the extent practical, recommendations from the CDC and Idaho public health agencies will be implemented. Phase 1 presents the highest risk of transmission, but also provides the most comprehensive education for students. We believe that implementing this plan that includes key strategies to minimize the risk of transmission and to accommodate families who do not feel safe in sending their students to regular classrooms is the right decision. Other plans will only be implemented if public health agencies mandate more restrictive measures or if staff or student absences make it impractical to continue with Phase 1.



Family Responsibilities - Phase 1

- Monitoring symptoms
Parents and guardians will be asked to monitor their children for symptoms each morning, including checking their children's temperatures each day before sending them to school. Symptoms without a reasonable explanation that will necessitate keeping students home from school are identified in [Appendix A](#).
- Self-quarantine.
If any student has been in close contact with an individual who has been diagnosed with COVID-19, they will be asked to self-quarantine for 14 days in accordance with CDC guidelines.
- Personal protective equipment.
In keeping with the Eastern Idaho Public Health (EIPH) [COVID-19 Regional Response Plan \(Exhibit A\)](#), students are encouraged to wear masks to help prevent the transmission of disease, especially during times that physical distancing will not be possible. Students who ride school buses should wear face masks. Teachers may require students to wear masks in their classrooms when it is appropriate. Families who cannot provide masks for their children may request schools to provide a set of reusable masks for their children to wear at school.
- Personal hygiene
Families are asked to teach their children good hygiene practices, specifically frequent handwashing.

Students are encouraged to bring their own refillable water bottle to school. Each school will have a contactless water fountain available for students to refill their water bottles.



Staff Responsibilities - Phase 1

- **Monitoring symptoms**
Staff will be asked to monitor themselves for symptoms each morning, including checking their temperatures each day before they come to school. Symptoms without a reasonable explanation that will necessitate keeping students home from school are identified in [Appendix A](#).
- **Self reporting**
Staff should self-report to their direct supervisor school if they have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19. This information will be kept confidential as part of their personnel health file and will only be disclosed to appropriate personnel within the Human Resources Department and Superintendent/designee as necessary.
- **Self-quarantine.**
If any staff member has been in close contact with an individual who has been diagnosed with COVID-19, they will be asked to self-quarantine for two weeks in accordance with CDC guidelines.
- **Personal protective equipment.**
Staff are encouraged to wear masks to minimize the risk of transmission of disease, especially in situations where they will be within close proximity to students or other staff members (less than 6 feet). Professional judgment should be used to determine whether masks will substantially interfere with instruction and other essential job functions, especially if the mask may create additional safety risks for the employee or others.



Classroom Instruction and Learning - Phase 1

In Phase 1, all schools will reopen for in-person instruction with the following modifications:

- School Schedule
 - The school schedule will be modified in Phase 1 to provide teachers with the necessary time to develop and implement blended learning for students who are quarantined or who choose to self isolate.
 - **High School schedule.** Students will attend full days of instruction on Tuesday through Friday. Monday will be designated as an online learning day with students completing learning activities online. Teachers will be available to provide intervention and support to students from 8:40 am to 10:40 am on Mondays, and buses will be available to transport students to the school at the normal time. Following the designated intervention time, students who need access to broadband may remain at the school under the supervision of paraprofessionals to complete their assigned learning activities. Teachers will work in their content-area teams for the rest of the contract day to identify essential outcomes, develop common formative assessments and instruction (both online and face to face).
 - **Elementary schedule.** Students will attend full days of instruction Monday through Friday with the second and fourth Mondays of each month as non-instructional days for students. These days will be designated as Professional Learning and Collaboration days for teachers. During this time teachers will work together to develop blended instruction (both online and face to face) for students to learn the essential concepts and skills that teachers have identified. This change will not affect days scheduled as holidays, teacher work days or parent-teacher makeup days.
 - Mondays were selected as the non instructional day because of the high number of Mondays that are scheduled as days off from school including holidays, teacher workdays, and parent-teacher conference make up days.
- Monitoring symptoms
 - Teachers will use non-touch thermometers twice each day: once at the start of the school day and again after the lunch break.
 - Students with temperatures above 100°F or other unexplained symptoms will be sent to the school's quarantine room to wait for parents to pick them up.
- Online Learning and Instruction
 - Students who are isolated due to illness or quarantined by order of a public health agency or medical physician will be provided the opportunity to continue their learning online. Students who continue their learning online while quarantined at home will not be counted absent from school.
 - Parents who do not wish to have their students return to school may submit a request for their students to participate in online instruction through the online learning request



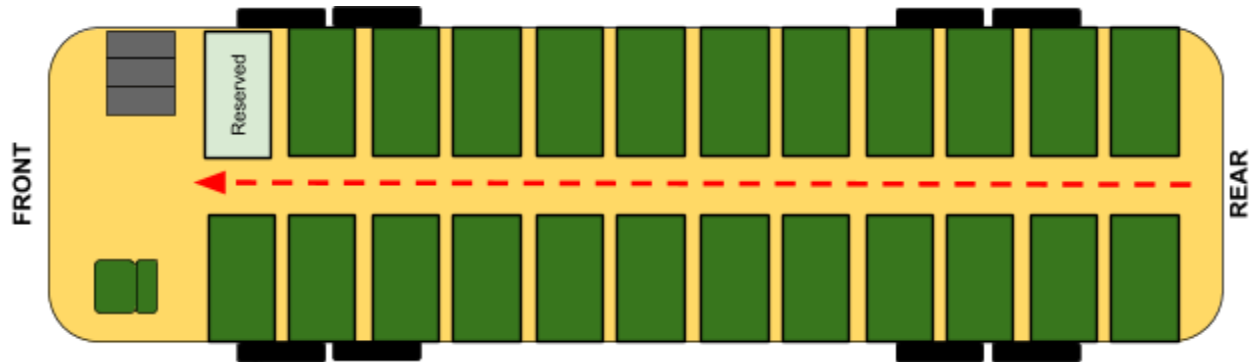
form (www.d93.org/online_opt-in). Teachers will provide learning activities, assessments, feedback, and grading via district approved LMS

- At least one teacher per grade level will be expected to stream live instruction for 1 period (60 minutes) or block (60 minutes) each day in core subject areas
 - Students will be provided with Chromebooks if they do not have a device at home to participate in online learning.
- Physical distancing
 - Classrooms will be arranged to maximize physical distancing between students; however, it will not be possible to maintain six feet of distance between students during instruction. Teachers will be asked to remove unnecessary furnishings and other large items to maximize the opportunity for physical distancing.
 - Personal protective equipment
 - In keeping with the Eastern Idaho Public Health (EIPH) [COVID-19 Regional Response Plan \(Exhibit A\)](#), students are encouraged to wear masks to help prevent the transmission of disease, especially during times that physical distancing will not be possible. Students who ride school buses should wear face masks. Teachers may require students to wear masks in their classrooms when it is appropriate. Families who cannot provide masks for their children may request schools to provide a set of reusable masks for their children to wear at school.
 - Sanitization and cleaning
 - Regular handwashing and hand sanitization will be expected. Hand sanitizer will be provided in each classroom for student use.
 - Desks and other common surfaces will be disinfected at the end of each school day.
 - Teachers will be provided with disinfectant spray and microfiber cloths to disinfect Chromebooks and other computer keyboards after student use. Where available, students may be assigned individual Chromebooks for their own use.



School Transportation - Phase 1

- Physical distancing
 - It will not be possible to maintain any physical distancing between students on the school bus on typical school bus routes. Where possible, students will be assigned seats to maximize physical distancing.
 - Students will be assigned seats in order of pick up from back to front to minimize interactions among large groups of students as shown in the diagram below.
 - When disembarking, students will be dismissed individually to ensure physical distancing between students.



- Sanitization and cleaning
 - Seat surfaces and handrails will be wiped down with approved disinfectant after each bus run.
 - Deep cleaning of floor, seats and touch surfaces at the end of each day.
 - Use of approved cleaning solutions, equipment and methods as outlined by “School Bus Fleet Online”
- Staffing
 - All transportation staff will be screened daily for “fit for duty” criteria before engaging in their transportation duties.
 - Protective masks will be provided for use by bus drivers during loading and unloading of passengers. Masks will not be worn while driving.
 - Some special education students will require close physical proximity by an aide to facilitate embarkment and disembarkment. Aides will be provided with face masks and disposable non-latex gloves as personal protective equipment to use during these interactions.



Cafeterias and School Lunches - Phase 1

- Meal options for students
 - Regular hot menu items will be provided for both breakfast and lunch.
 - Meals will be preplated behind the serving lines.
 - High Schools will no longer serve a second chance breakfast.
- Physical distancing
 - Where possible, the entire cafeteria should be used for feeding students to increase physical distancing during meal times.
 - Lunch time will be staggered at the high schools. Students will be assigned to lunches based on their 3rd period class:
 - First lunch: Before 4th period
 - Second lunch period: After 4th period
- Sanitization and cleaning
 - Hand sanitizer will be made available to students at the start of each serving line.
 - Cafeteria tables will be disinfected in between groups of students.



Nonessential School Activities - Phase 1

- High school and middle school extracurricular activities

Activities that are organized under the Idaho High School Activities Association and associated activities at the middle school level will continue under the guidance of the IHSAA. These activities are completely voluntary and families who choose to participate in these activities should assume there will be inherent additional risk from participating in activities which will often require close personal contact with others. A separate plan for these activities will be developed and provided to participating families.

Clubs and other-non IHSAA activities must develop a plan to ensure appropriate precautions are taken to protect the health and safety of members and advisors. Precautions should include sanitization of areas, wearing face masks and physical distancing among participants. Plans must be submitted to the designated building administrator and approved by the District Safety Committee.

- Assemblies, school dances, and other large-group activities

School assemblies, dances, and other nonessential activities that bring large numbers of students into close contact with each other for more than 15 minutes should not be planned until after January 1, 2021. After December 1st, we will evaluate the possibility for allowing future assemblies, dances and other nonessential large-group activities.

- School field trips

Field trips and other nonessential student travel, except for IHSAA associated activities, will not be permitted through January 1, 2021. After December 1st, we will evaluate the possibility of allowing field trips after Christmas Break.

- 6th grade after-school music program

The 6th grade after school music program will be postponed until after January 1, 2021. After December 1st, we will evaluate the possibility of providing this program after Christmas Break.

- Elementary PE and music program

PE and music will continue to be provided to students in elementary schools. Instructors will plan to provide physical distancing during PE and music activities. For vocal music activities, 10-12 feet of separation between students must be maintained.

- High school and middle school music programs.

High school and middle school music programs will continue. However increased protections must be planned following guidance of state or national music associations. Especially for vocal music activities, 10-12 feet of separation should be maintained.



Phase 2 - Schools Reopen with Alternating Day Schedule

Overview of Phase 2

Certain circumstances may make it impossible or impractical to continue with Phase 1. These circumstances include:

- Eastern Idaho Public Health designates Bonneville County as “Moderate Risk” according to the EIPH COVID-19 Regional Response Plan.
- Excessive teacher or staff absenteeism that negatively impacts our ability to continue normal operations,
- Other unforeseen circumstances.

Phase 2 is based on creating an alternating day schedule to reduce the number of students in schools and on buses by 50%. Phase 2 presents moderate risk of transmission, with significant impacts to students’ education. For this reason, this strategy will only be implemented if a public health agency mandates physical distancing requirements that would otherwise be impossible to follow.

Organization and Scheduling

Students will be organized alphabetically into two groups to attend school. Families with children with different last names may submit a request for all of their children to attend school on the same day, but the day will be assigned by District administration.

- Group A: (Last names A-J) will attend school on Tuesdays and Wednesdays
- Group B: (Last names K-Z) will attend school on Thursdays and Fridays
- Mondays will be scheduled for student support and teacher collaboration.
 - Mondays were selected as the non instructional day because of the high number of Mondays that are scheduled as days off from school including holidays, teacher workdays, and parent-teacher conference make up days.



Family Responsibilities - Phase 2

- Monitoring symptoms
Parents will be asked to monitor their children for symptoms each morning, including checking their children's temperatures each day before sending them to school. Symptoms without a reasonable explanation that will necessitate keeping students home from school are identified in [Appendix A](#).
- Self-quarantine.
If any student or member of their family has been in close contact with an individual who has been diagnosed with COVID-19, they will be asked to self-quarantine for two weeks in accordance with CDC guidelines.
- Personal protective equipment.
In keeping with the Eastern Idaho Public Health (EIPH) [COVID-19 Regional Response Plan \(Exhibit A\)](#), students are encouraged to wear masks to help prevent the transmission of disease, especially during times that physical distancing will not be possible. Students who ride school buses should wear face masks. Teachers may require students to wear masks in their classrooms when it is appropriate. Families who cannot provide masks for their children may request schools to provide a set of reusable masks for their children to wear at school.



Classroom Instruction and Learning - Phase 2

- Monitoring symptoms
 - Teachers will use non-touch thermometers twice each day: once at the start of the school day and again after the lunch break.
 - Students with temperatures above 100°F or other unexplained symptoms will be sent to the school's quarantine room to wait for parent pick up.
- Blended Instructional Model
 - Teachers will provide instruction to students using both face-to-face and asynchronous distance learning.
 - Teachers will provide the same face to face instruction to Groups A and B and provide them with learning activities to complete at home during their off-schedule days.
- Online Learning and Instruction
 - Students who are isolated due to illness or quarantined by order of a public health agency or medical physician will be provided the opportunity to continue their learning online. Students who continue their learning online while quarantined at home will not be counted absent from school.
 - Parents who do not wish to have their students return to school may submit a request for their students to participate in online instruction through the online learning request form Teachers will provide learning activities, assessments, feedback, and grading via district approved LMS
 - At least one teacher per grade level will be expected to stream live instruction for 1 period (60 minutes) or block (60 minutes) each day in core subject areas
 - Students will be provided with Chromebooks if they do not have a device at home to participate in online learning.
- Physical distancing
 - Classrooms will be arranged to maximize physical distancing between students.
 - Six feet of distance between students during instruction.
 - All unnecessary furnishings and other large items will be removed from classrooms to maximize physical distancing.
- Personal protective equipment
 - Students will be strongly encouraged to wear masks to minimize the risk of transmission of disease. Families may request schools to provide a set of reusable masks for their children to wear at school.
 - Teachers and other staff members are also encouraged to wear face masks or shields when physical distancing cannot be maintained and when they do not substantially interfere with instruction.
- Sanitization and cleaning
 - Regular handwashing and hand sanitization will be expected. Hand sanitizer will be provided in each classroom for student use.
 - Desks and other common surfaces will be disinfected at the end of each school day.

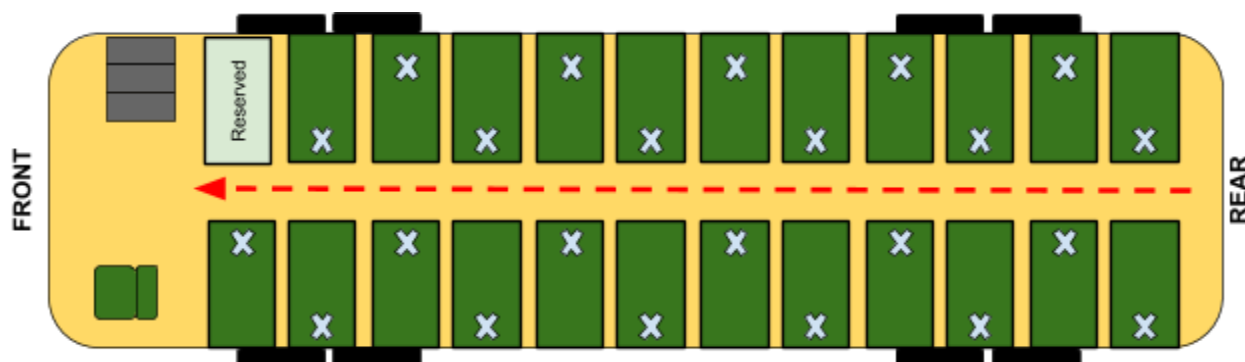


- Teachers will be provided with disinfectant spray and microfiber cloths to disinfect Chromebooks and other computer keyboards after student use. Where available, students may be assigned individual Chromebooks for their own use.
- Deep cleaning of classrooms and schools will be scheduled on Mondays when no students are in attendance.



School Transportation - Phase 2

- Physical distancing
 - Limited physical distancing will be created by limiting seating to one child per seat as much as possible with Xs marked on bus seats as shown in the diagram below.
 - Students will be assigned seats in order of pick up from back to front to minimize interactions among large groups of students as shown in the diagram below.
 - When disembarking, students will be dismissed individually to ensure physical distancing between students.



- Sanitization and cleaning
 - Seat surfaces and handrails will be wiped down with approved disinfectant after each bus run.
 - Deep cleaning of floor, seats and touch surfaces at the end of each day.
 - Use of approved cleaning solutions, equipment and methods as outlined by “School Bus Fleet Online”
- Staffing
 - All transportation staff will be screened daily for “fit for duty” criteria before engaging in their transportation duties.
 - Protective masks will be provided for use by bus drivers during loading and unloading of passengers. Masks will not be worn while driving.
 - Some special education students will require close physical proximity by an aide to facilitate embarkment and disembarkment. Aides will be provided with face masks and disposable non-latex gloves as personal protective equipment to use during these interactions.



Cafeterias and School Lunches - Phase 2

- Meal options for students
 - Regular hot menu items will be provided for both breakfast and lunch.
 - Meals will be preplated behind the serving lines.
 - High Schools will not serve a second chance breakfast for the 2020-21 school year.
 - Meals will be available for students who are at home during their off-schedule days through an online order system. Parents would be responsible for picking up the meals. The cost of these meals would be determined by each family's free, reduced or paid price eligibility. (Under the current waiver 6.25.20)
- Physical distancing
 - Student seating will be designated to create alternating seats between students to maximize physical distancing.
 - The entire cafeteria will be used for feeding students to increase physical distancing during meal times.
 - Lunch times in the high schools will be staggered.
- Sanitization and cleaning
 - Hand sanitizer will be made available to students at the start of each serving line.
 - Cafeteria tables will be disinfected in between groups of students.



Nonessential School Activities - Phase 2

- **High school and middle school extracurricular activities**

Activities that are organized under the Idaho High School Activities Association and associated activities at the middle school level will continue under the guidance of the IHSAA. These activities are completely voluntary and families who choose to participate in these activities should assume there will be inherent additional risk from participating in activities which will often require close personal contact with others. A separate plan for these activities will be developed and provided to participating families.

Clubs and other-non IHSAA activities must develop a plan to ensure appropriate precautions are taken to protect the health and safety of members and advisors. Precautions should include sanitization of areas, wearing face masks and physical distancing among participants. Plans must be submitted to the designated building administrator and approved by the District Safety Committee.

- **Assemblies, School Dances, and other nonessential activities**

School assemblies, dances, and other nonessential activities that bring large numbers of students into close contact with each other for more than 15 minutes should not be planned until after January 1, 2021. After December 1st, we will evaluate the possibility for allowing future assemblies, dances and other nonessential large-group activities.

- **School field trips**

Field trips and other nonessential student travel, except for IHSAA associated activities, will not be permitted through January 1, 2021. After December 1st, we will evaluate the possibility of allowing field trips after Christmas Break.

- **6th grade after-school music program**

The 6th grade after school music program will be postponed until after January 1, 2021. After December 1st, we will evaluate the possibility of providing this program after Christmas Break.

- **Elementary PE and music program**

PE and music will continue to be provided to students in elementary schools. Instructors will plan to provide physical distancing during PE and music activities. For vocal music activities, 10-12 feet of separation between students must be maintained.

- **High school and middle school music programs.**

High school and middle school music programs will continue. However increased protections must be planned following guidance of state or national music associations. Especially for vocal music activities, 10-12 feet of separation should be maintained.



Phase 3 - Schools Open with Students Attending One Day per Week

Overview of Phase 3

Certain circumstances may make it impossible or impractical to continue with Phase 1. These circumstances include:

- Eastern Idaho Public Health designates Bonneville County as “Critical Risk” according to the EIPH COVID-19 Regional Response Plan.
- Excessive teacher or staff absenteeism that negatively impacts our ability to continue normal operations,
- Other unforeseen circumstances.

Phase 3 is based on students attending school in person one day each week to receive in-person instruction and support from their classroom teacher. This plan will reduce the number of students in schools and on buses by 75%. Phase 3 presents low risk of transmission, with significant impacts to students’ education. For this reason, this strategy will only be implemented if a public health agency mandates physical distancing requirements that would otherwise be impossible to follow.

Organization and Scheduling

Students will be organized alphabetically into two groups to attend school. Families with children with different last names may submit a request for all of their children to attend school on the same day, but the day will be assigned by District administration.

- Group A1: (Last names A-D) will attend school on Tuesdays
- Group A2: (Last names E-K) will attend school on Wednesdays
- Group B1: (Last names L-R) will attend school on Thursdays
- Group B2: (Last names S-Z) will attend school on Fridays
- Mondays will be scheduled for student support and teacher collaboration.
 - Mondays were selected as the non instructional day because of the high number of Mondays that are scheduled as days off from school including holidays, teacher workdays, and parent-teacher conference make up days.



Family Responsibilities - Phase 3

- Monitoring symptoms
Parents will be asked to monitor their children for symptoms each morning, including checking their children's temperatures each day before sending them to school. Symptoms without a reasonable explanation that will necessitate keeping students home from school are identified in [Appendix A](#).
- Self-quarantine.
If any student or member of their family has been in close contact with an individual who has been diagnosed with COVID-19, they will be asked to self-quarantine for two weeks in accordance with CDC guidelines.
- Personal protective equipment.
Students will be required to wear masks to minimize the risk of transmission of disease. Schools will provide masks to students if families cannot provide them for their children.



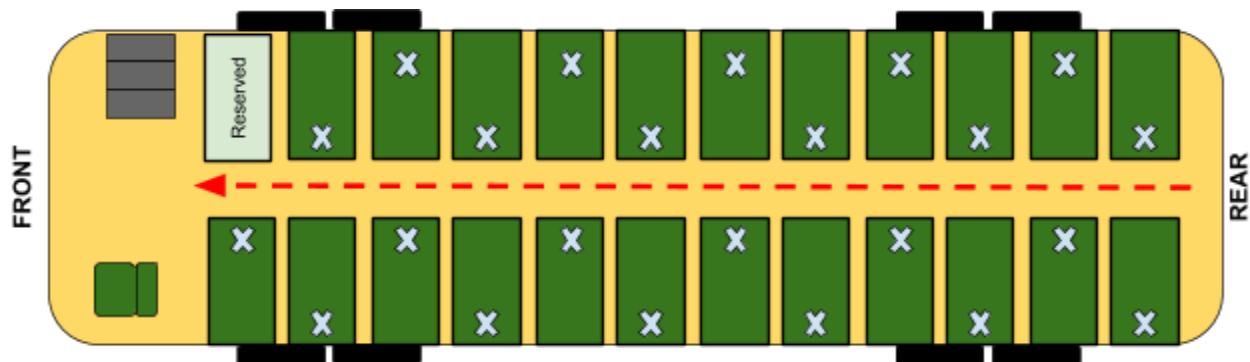
Classroom Instruction and Learning - Phase 3

- Monitoring symptoms
 - Teachers will use non-touch thermometers twice each day: once at the start of the school day and again after the lunch break.
 - Students with temperatures above 100°F or other unexplained symptoms will be sent to the school's quarantine room to wait for parent pick up.
- Blended Instructional Model
 - Teachers will provide instruction to students using both face-to-face and asynchronous distance learning.
 - Teachers will primarily provide instruction and learning to students online. Students will attend school one day per week for direct instruction, support, and intervention.
- Online Learning and Instruction
 - Students who are isolated due to illness or quarantined by order of a public health agency or medical physician will be provided the opportunity to continue their learning online. Students who continue their learning online while quarantined at home will not be counted absent from school.
 - Parents who do not wish to have their students return to school may submit a request for their students to participate in online instruction through the online learning request form Teachers will provide learning activities, assessments, feedback, and grading via district approved LMS
 - Students will be provided with Chromebooks if they do not have a device at home to participate in online learning.
- Physical distancing
 - Classrooms will be arranged to maximize physical distancing between students.
 - Six feet of distance will be maintained between students during instruction.
 - All unnecessary furnishings and other large items will be removed from classrooms to maximize physical distancing.
- Personal protective equipment
 - Students will be required to wear masks to minimize the risk of transmission of disease. However, schools will not provide masks to students and will not require them to wear them at school.
 - Teachers and other staff members will also be expected to wear face masks or shields when physical distancing cannot be maintained and when they do not substantially interfere with instruction.
- Sanitization and cleaning
 - Regular handwashing and hand sanitization will be expected. Hand sanitizer will be provided in each classroom for student use.
 - Desks and other common surfaces will be disinfected at the end of each school day.
 - Teachers will be provided with disinfectant spray and microfiber cloths to disinfect Chromebooks and other computer keyboards after student use. Where available, students may be assigned individual Chromebooks for their own use.
 - Deep cleaning of classrooms and schools will be scheduled on Mondays when no students are in attendance.



School Transportation - Phase 3

- Physical distancing
 - Limited physical distancing will be created by limiting seating to one child per seat with Xs marked on bus seats as shown in the diagram below.
 - Students will be assigned seats in order of pick up from back to front to minimize interactions among large groups of students as shown in the diagram below.
 - When disembarking, students will be dismissed individually to ensure physical distancing between students.



- Sanitization and cleaning
 - Seat surfaces and handrails will be wiped down with approved disinfectant after each bus run.
 - Deep cleaning of floor, seats and touch surfaces at the end of each day.
 - Use of approved cleaning solutions, equipment and methods as outlined by “School Bus Fleet Online”
- Staffing
 - All transportation staff will be screened daily for “fit for duty” criteria before engaging in their transportation duties.
 - Protective masks will be provided for use by bus drivers during loading and unloading of passengers. Masks will not be worn while driving.
 - Some special education students will require close physical proximity by an aide to facilitate embarkment and disembarkment. Aides will be provided with face masks and disposable non-latex gloves as personal protective equipment to use during these interactions.



Cafeterias and School Lunches - Phase 3

- Meal options for students
 - Regular hot menu items will be provided for both breakfast and lunch.
 - Meals will be preplated behind the serving lines.
 - High Schools will not serve a second chance breakfast for the 2020-21 school year.
 - Meals will be available for students who are at home during their off-schedule days through an online order system. Parents would be responsible for picking up the meals. The cost of these meals would be determined by each family's free, reduced or paid price eligibility. (Under the current waiver 6.25.20)
- Physical distancing
 - Student seating will be designated to create alternating seats between students to maximize physical distancing.
 - The entire cafeteria will be used for feeding students to increase physical distancing during meal times.
 - Lunch times in the high schools will be staggered.
- Sanitization and cleaning
 - Hand sanitizer will be made available to students at the start of each serving line.
 - Cafeteria tables will be disinfected in between groups of students.



Nonessential School Activities - Phase 3

- High school and middle school extracurricular activities
Activities that are organized under the Idaho High School Activities Association and associated activities at the middle school level will be suspended in Phase 3 until the county risk level is reduced to moderate or minimal.

Clubs and other-non IHSAA activities will also be suspended in Phase 3.
- Assemblies, School Dances, and other nonessential activities
School assemblies, dances, and other nonessential activities that bring large numbers of students into close contact with each other for more than 15 minutes will be suspended while the District is implementing Phase 3.
- School field trips
Field trips and other nonessential student travel, except for IHSAA associated activities, will not be permitted while the District is implementing Phase 3. .
- 6th grade after-school music program
The 6th grade after school music program will be suspended while the District is implementing Phase 3.
- Elementary PE and music program
The PE and music program will be suspended while the District is implementing Phase 3.
- High school and middle school music programs.
High school and middle school music programs will continue. However increased protections must be planned following guidance of state or national music associations. Especially for vocal music activities, 10-12 feet of separation should be maintained.



Phase 4 - Soft Closure with Online Learning for All Students

Overview of Phase 4

Phase 4 will enact a soft closure of schools and transition to online learning at home. Phase 4 presents the lowest risk of transmission, but has the most impact to student's education and presents significant challenges and barriers to equity and access to learning. For this reason, this strategy will only be implemented if a public health agency orders the closure of District 93 schools. Circumstances that may make it impossible or impractical to continue with either Phase 1 or Phase 2 include:

- Eastern Idaho Public Health designates Bonneville County as "Critical Risk" according to the EIPH COVID-19 Regional Response Plan.
- Excessive teacher or staff absenteeism that negatively impacts our ability to continue normal operations,
- Other unforeseen circumstances.

Organization and Scheduling

Teachers will provide instruction to students using both synchronous and asynchronous distance learning. Teachers will use the district adopted Learning Management System (LMS) to provide asynchronous content and learning activities for students. Teachers will be expected to provide synchronous instruction using Google Meet according to the adopted bell schedule.

- Elementary will provide 60 minutes of instruction in ELA and math two days each week.
- Secondary will provide 45 minutes of synchronous instruction in each class period two days each week.
- Teachers will be expected to hold virtual office hours to provide additional instruction and support to students for at least 30 minutes three times a week.
- [Proposed Bell Schedule A: Every other day full-day instruction](#)
- [Proposed Bell Schedule B: Every day morning only instruction](#)



Cafeterias and School Lunches - Phase 4**Meal Delivery**

Breakfast and lunch meals will be served to students curbside outside of the school building.

According to current guidance from the USDA (dated July 8, 2020) students will be charged for meals based on their current eligibility price for meals: free, reduced or paid. A pre-order form would be available for parents.

Staff Personal Protective Equipment

Necessary protective equipment will be provided to Child Nutrition staff and other staff members who are assigned to help provide meals to students during an extended school closure.



Nonessential School Activities - Phase 4

- High school and middle school extracurricular activities
All activities, including those that are organized under the Idaho High School Activities Association and associated activities at the middle school level will continue under the guidance of the IHSAA, will be suspended while schools are in soft closure.
- Assemblies, School Dances, and other nonessential activities
School assemblies, dances, and other nonessential activities that bring large numbers of students into close contact with each other will be cancelled while schools are in soft closure.
- School field trips
All field trips and student travel including IHSAA associated activities will be suspended while schools are in soft closure.
- 6th grade after-school music program
The 6th grade after school music program will be suspended while schools are in soft closure.
- Elementary PE and music program
PE and music will not be provided to students in elementary schools while schools are in soft closure.
- High school and middle school music programs.
High school and middle school music programs will transition to online instruction while schools are in soft closure. Performances will be suspended while schools are in soft closure.





Appendix A: Checklist for Symptoms of COVID-19

Students or staff members who exhibit one or more of the following symptoms should stay home from school. Students with symptoms should refer to Appendix A for guidelines for returning to school.

<input type="checkbox"/> Fever or chills <input type="checkbox"/> Persistent coughing <input type="checkbox"/> Shortness of breath or difficulty breathing <input type="checkbox"/> Fatigue <input type="checkbox"/> Muscle or body aches	<input type="checkbox"/> Headache <input type="checkbox"/> New loss of taste or smell <input type="checkbox"/> Sore throat <input type="checkbox"/> Congestion or runny nose <input type="checkbox"/> Nausea or vomiting <input type="checkbox"/> Diarrhea
---	---

Returning to School

Staff members or students who show symptoms of COVID-19 are expected to take the following steps before returning to school.

Not tested for COVID-19	Isolate for at least 10 days after illness onset and at least 3 days after symptoms have improved.
Positive test for COVID-19	
Negative test for COVID-19	Staff or students may return to school 24 hours after fever has ended.

Staff members or students who have been in close contact (less than 6 feet for more than 15 minutes) with an individual who has a confirmed case of COVID-19 are expected to self isolate for 14 days and monitor their symptoms..



COVID-19 Decision Tree

(revised 7/02/2020 due to updated guidelines from CDC)

COVID-19 HOTLINE
(208) 522-0310 or toll free (855) 533-3160

EMPLOYEE / INDIVIDUAL



You had close contact (within 6 feet for more than 15 minutes) with a person with ***SYMPTOMS** of COVID-19.

Self-isolate for 14 days in accordance with CDC guidelines. Conduct daily monitoring of your health.

Do you have ***SYMPTOMS**?

NO

YES

Continue with normal activities while monitoring your health daily.

Seek the evaluation of a medical provider to determine if COVID-19 testing is indicated.

If testing is indicated, please ISOLATE until test results are received.

If test result is POSITIVE, continue to ISOLATE and local public health will contact you for follow up.

If no testing is conducted, you should ISOLATE for at least 10 days after illness onset and at least 3 days after symptoms have improved.

***SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS AND INCLUDE:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This document is a general guideline to assist with decision making. Please refer to Eastern Idaho Public Health or your healthcare provider for questions that are specific to your individual circumstance.

Health Monitoring for Respiratory Illness

It has always been important to keep an eye on your health. Use this as a guide to monitor yourself for symptoms if you believe you've been exposed to a respiratory illness. Take your temperature twice a day, in the morning and in the evening, and write it down. Mark if you have any of the listed symptoms: circle 'Y' for Yes and 'N' for No. Pay special attention if you have a fever (100.4° F or higher), cough, or shortness of breath. If you experience fever, cough, or shortness of breath please remain self-isolated until your fever is gone, other symptoms have improved for 3 days, and it's been at least 10 days since symptoms appeared. **If you feel your symptoms are serious, call your healthcare provider.**

Date														
AM or PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Temperature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Felt feverish, chills or shaking	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Cough	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Difficulty breathing/shortness of breath	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Headache	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Sore Throat	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Muscle Pain	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Loss of Smell/Taste	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Fatigue	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Runny Nose	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Nausea/Vomiting	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Diarrhea	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N
Other: _____	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N	<input type="text"/> Y <input type="text"/> N

Please record **additional symptoms**, and if you're taking any medication that contain aspirin, Tylenol® (acetaminophen), paracetamol, Aleve® (naproxen), Motrin® or Advil® (ibuprofen), or add any other notes about how you feel here:



Eastern Idaho
Public Health
Prevent. Promote. Protect.

(208) 522-0310 or toll free (855) 533-3160

Appendix B: Plan for Confirmed Case of COVID-19

When a staff or student member is diagnosed with COVID-19, the Superintendent / designee will coordinate with Eastern Idaho Public Health to take necessary precautions. Based on [CDC guidance as of July 1, 2020](#), we will plan to take the following actions:

1. The school where the staff or student member work will be closed for 72 hours.
2. The staff or student member will be quarantined until the conditions listed for Positive Test for COVID-19 in Appendix A have been met.
3. In collaboration with Eastern Idaho Public Health, students or staff members who have been in close contact with the individual will be identified and required to self quarantine for 14 days. This will include staff members or students who have been within 6 feet of the individual for 15 minutes or more on a daily basis.
4. If a significant number of staff members or students in an IHSAA-sponsored activity are affected by the quarantine, practices and competitions for that activity may be cancelled.
5. Students who are quarantined from school will be provided with online remote instruction for the duration of their quarantine according to the continuation of learning plan in Appendix C.

(Centers for Disease Control and Prevention, 2020b)



References

Centers for Disease Control and Prevention. (2020a, February 11). *Coronavirus Disease 2019*

(COVID-19)—Interim Guidance for Administrators of US Childcare Programs and K-12 Schools.

Centers for Disease Control and Prevention.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

Centers for Disease Control and Prevention. (2020b, February 11). *COVID-19 FAQs for Administrators.*

Coronavirus Disease 2019 (COVID-19).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

Centers for Disease Control and Prevention. (2020c, February 11). *Isolate If You Are Sick.* Coronavirus

Disease 2019 (COVID-19).

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

Centers for Disease Control and Prevention. (2020d, June 16). *COVID-19 Transmission.* Coronavirus

Disease 2019 (COVID-19).

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>



Exhibit A: East Idaho Public Health COVID-19 Response Plan



COVID-19 REGIONAL RESPONSE PLAN

As Idaho's response to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by the board of Eastern Idaho Public Health (EIPH). The plan is applicable to the counties within EIPH's region, which includes the following counties: Bonneville, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton.

The ultimate goal of this plan is to ensure during the COVID-19 pandemic that healthcare capacity is maintained for ALL patients needing care—not just COVID patients. Furthermore, we want to minimize the impact to our economy as much as possible while still protecting public health. EIPH's Board of Health and Director will be responsible for the implementation of this plan, but will be in close communication and collaboration with elected officials of local jurisdictions within the region. It is important to note that local elected officials have the authority to implement their own measures, which can be more restrictive than those included in this plan, to do what they feel is necessary to protect the public health of the residents within their jurisdictions. *This plan is a fluid document and subject to change as more information becomes available.*

This plan will not be in effect indefinitely; however, it is not possible to determine the exact length of time it will be needed. The risk assessment and mitigation strategies included in the plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, or other mitigating factors currently not known are identified.

What to know about EIPH's COVID-19 Risk Levels:

- The risk levels may be applied at a town, city, county, geographic, or regional level.
- Different parts of EIPH's region may be at different risk levels. Risk levels can increase or decrease. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.
- In general, the risk levels are cumulative. For example, the Minimal Risk level is the baseline. Always prepare for the next risk level.
- In addition to those metrics determining exposure risk, public health officials also be closely monitoring and take into consideration for movement to a different risk level the following:
 - Input from our healthcare partners prior to data being available for decision-making
 - Trends in positive cases of COVID-19, including positivity rate of testing, and turnaround time of test results
 - Supplies of Personal Protective Equipment for healthcare providers/first responders
 - Effectiveness of Contact Tracing
 - COVID-related hospitalizations & deaths
 - Healthcare provider (emergency departments, urgent care centers, a sampling of primary care providers) visits with COVID-like symptoms

DRAFT**DRAFT****DRAFT**

RISK LEVEL	MITIGATION STRATEGIES	
MINIMAL RISK	<p>REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ASKED TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Stay home if you are sick • Maintain physical distance of 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public when physical distancing is not possible • Wash hands frequently for at least 20 seconds or use hand sanitizer • Large gatherings asked to implement: physical distancing, use of face coverings by staff and participants, increased sanitization measures, and increased personal hygiene measures (handwashing/hand sanitizing). • Carefully monitor your health (refer to EIPH's Decision Tree for more info) <p>In addition, schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020 (https://www.sde.idaho.gov/re-opening/).</p>	
RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE RISK	<p>1. Rate of Active Cases > 10/10,000 population, sustained for 3 days</p> <p><i>Approximate active cases by county to reach above rate:</i></p> <ul style="list-style-type: none"> • Bonneville County: 120 • Clark County: 2 • Custer County: 5 • Fremont County: 13 • Jefferson County: 30 • Lemhi County: 8 • Madison County: 40 • Teton County: 12 <p>(Idaho's current ICU admission rate is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 4 ICU admissions every 10 days in Eastern Idaho.)</p> <p style="text-align: center;">OR</p> <p>2. Hospitals' ICU bed capacity reaches 90% 2-3 times per week (surge capacity still available)</p>	<p>IN ADDITION TO THE CONTINUATION OF ALL MITIGATION STRATEGIES FROM THE MINIMAL RISK LEVEL, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:</p> <ul style="list-style-type: none"> • May consider an order for mandatory face coverings when in public • Limit gatherings to no more than 150 people • Encourage vulnerable populations (elderly, individuals with underlying health conditions) take extra precautions • Encourage telework where possible and feasible with business operations • Recommend minimizing non-essential travel • Encourage congregate living facilities (long term care, nursing homes, correctional facilities, etc.) to implement strict health policies for staff and visitors to avoid potential outbreaks • Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020

DRAFT**DRAFT****DRAFT**

DRAFT**DRAFT****DRAFT**

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH RISK	<p>1. Rate of Active Cases > 20/10,000 population, sustained for 3 days</p> <p><i>Approximate active cases by county to reach above rate:</i></p> <ul style="list-style-type: none">• Bonneville County: 215• Clark County: 3• Custer County: 9• Fremont County: 27• Jefferson County: 60• Lemhi County: 16• Madison County: 80• Teton County: 24 <p>(Idaho's current ICU admission rate is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 7 ICU admissions every 10 days in Eastern Idaho.)</p> <p>OR</p> <p>2. Outbreak(s) Occurring at:</p> <ul style="list-style-type: none">• Hospitals/Healthcare Providers/ Emergency Medical Services• Critical Infrastructure Services (Fire, Law Enforcement, Utilities, etc.)• Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities)• Schools/Institutions of Higher Learning• Mass Gatherings/events that limit public health's ability to conduct contact tracing <p>OR</p> <p>3. Hospitals' total bed capacity is reaching 90% 2-3 times per week (surge capacity still available)</p>	<p>IN ADDITION TO CONTINUATION OF ALL MITIGATION STRATEGIES FROM MINIMAL RISK LEVEL:</p> <ul style="list-style-type: none">• Order for mandatory face coverings when in public• Limit gatherings to no more than 50 people• Encourage vulnerable populations (elderly, individuals with underlying health conditions) to self-isolate• Strongly encourage telework for those that are able• Encourage limiting travel/visitors to the region as well as travel within the State to areas with high rates of spread• Recommend congregate living facilities close to visitors and extra precautions implemented for employees• Recommend hospitals suspend scheduled, non-essential surgeries• Recommend businesses implement delivery/curb-side services as much as possible• Recommend places of worship implement virtual services where possible• Consider industry-specific measures/restrictions• Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020

DRAFT**DRAFT****DRAFT**

Exhibit A: Idaho Framework for Reopening Schools





IDAHO BACK TO SCHOOL FRAMEWORK 2020



Disclaimer: The Idaho Back to School Framework provides expectations, guidelines and best practices to ensure a safe and successful 2020-2021 school year. This document is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

Multiple state plans and reference documents were used to develop the Idaho Back to School Framework.

DEAR IDAHO SCHOOL LEADERS, EDUCATORS, SCHOOL STAFF, AND PARENTS,

The last several months have presented extraordinary challenges for Idaho students, parents, educators, and staff.

I'm sincerely thankful to our educators and school staff for continuing to serve our youngest citizens. The rapid closure of schools in the spring demonstrated the importance of Idaho's public school system to our families, communities, and larger economy.

I expect all our school buildings to safely reopen in the fall for in-person instruction. Despite incredible advances in digital learning, you can never replace the value and impact of in-person interaction with a professional, dedicated teacher.

The Idaho Constitution outlines our duty to establish a thorough and uniform system of education. The COVID-19 pandemic has tested our ability to meet this obligation.

The Idaho Back to School Framework outlines the expectations, support for local governance and decision-making, and guidance and best practices on the key operational components for safe reopening in the fall.

The 2020-2021 school year certainly will not look the same as in previous years. However, we must prioritize the opening of school buildings for in-person instruction and prepare schools to offer different kinds of learning in order to deliver a seamless learning continuum for all Idaho students.

For that to happen, local leadership will be paramount.

Leadership and courage across Idaho's K-12 system – elected trustees, administrators, building leaders, and all staff – is the critical ingredient in navigating the operational and health challenges schools will face in the coming months.

Before COVID-19, many Idaho students faced a significant achievement gap and ongoing risks to their mental and social well-being. The pandemic has exacerbated this gap and poses a potential ongoing disruption to our state's momentum on many different fronts – from early literacy and college and career readiness, to addressing our students' overall well-being.

My goal has always been to make Idaho the place where our children and grandchildren choose to stay, and for the ones who have left to choose to return. Reopening schools for in-person learning in the fall is the foundation of our students' success and helps us achieve that goal.

Sincerely,



Brad Little
Governor of Idaho

LETTER FROM THE GOVERNOR.....	2
INTRODUCTION	4
ROLES AND RESPONSIBILITIES	5
WHAT THIS FRAMEWORK IS AND IS NOT.....	6
FRAMEWORK FOR DECISION MAKING	7
IDENTIFY LEVEL OF TRANSMISSION/RISK.....	7
CATEGORY INFORMATION	8
CONFIRMED CASE IN SCHOOL BUILDING	8
PREVENTATIVE MEASURES.....	9
TESTING	11
PERSONAL PROTECTIVE EQUIPMENT (PPE)	12
FAMILY CONSIDERATIONS	13
STAFFING CONSIDERATIONS.....	15
COMMUNICATIONS.....	16
PROFESSIONAL DEVELOPMENT	18
STUDENT ASSESSMENT	19
INSTRUCTION.....	21
SOCIAL EMOTIONAL LEARNING: STRATEGIES AT THE SCHOOL LEVEL.....	22
STUDENT LEARNING	23
AT-RISK POPULATIONS	26
FOOD SERVICE.....	29
TRANSPORTATION.....	31
STUDENT ATHLETICS.....	31
DEFINITIONS.....	32

The Governor's Office, State Board of Education, and State Department of Education, with guidance from the Idaho Department of Health and Welfare and Idaho's seven local public health districts contributed to the Idaho Back to School Framework. A committee of K-12 education stakeholders convened by the Governor and the State Board of Education developed the framework.

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and the successful completion of the 2020-2021 school year, delivering on our state's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times.

School districts and charter schools will use this framework to help guide their response based on their local community's situation.

It is expected students will return to school buildings in the fall.

This document presents several strategies and considerations to establish expectations and provide guidance to school districts and charter schools (e.g. local educational agencies) in preparing for and conducting a successful 2020-2021 school year. As the situation is continually evolving, this guidance will likely change, be amended, or augmented as conditions change. Many local education agencies have been coordinating with local public health authorities to develop operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that local education agencies adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements.

Local contingency plans are only effective through a collaborative effort by all community stakeholders. Schools and communities working together with students and families can meet the state's responsibility to provide instruction that moves students through the education continuum while keeping students and families safe under the "new normal" of conducting school operations. The guidelines and best practices are not designed to be overly prescriptive, but seek to provide local education agencies with a framework for decision making as they develop a district contingency plan, using local community health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, education stakeholders, and best practices. Some local education agencies will not be able to address or implement all the strategies outlined in the framework, and circumstances may dictate that some districts alter strategies as the health situation in their area changes. Each local education agency should use this document as a guide, consulting with school district or charter school legal counsel and relevant stakeholders to determine which procedures fit their circumstances.

Roles and Responsibilities:

Authority Includes:

LOCAL BOARDS OF TRUSTEES/BOARD OF DIRECTORS	<p>Provide uniform and thorough instruction to all students which progresses them through the education continuum.</p> <p>Ensure the health and safety of their staff and students.</p> <p>Develop plans and procedures for responding to the pandemic while providing student instruction.</p>	Idaho Code, 33-512
LOCAL HEALTH DISTRICT	<p>Identify category of transmission level within a community using scientifically-driven metrics.</p> <p>Advise local education agencies on operation and health safety plans and procedures.</p>	<p>Idaho Code, 39-414</p> <p>Idaho Code, 39-415</p> <p>Idaho Code, 33-512(7)</p>
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	<p>Distribute funding to school districts and charter schools.</p> <p>Provide resources to school districts and charter schools, and implement the education laws and policies of the State Board of Education.</p>	Idaho Code, 33-125
STATE BOARD OF EDUCATION	<p>Provide governance and oversight of Idaho public education K-20.</p> <p>Set minimum standards and expectations for student instruction and student outcomes.</p> <p>Set guidelines for public schools to respond to the pandemic.</p>	<p>Idaho Constitution, Article IX, Section 2</p> <p>Idaho Code, 33-116</p>
DEPARTMENT OF HEALTH AND WELFARE	<p>Set statewide health and safety standards to promote and protect the health and safety of Idahoans.</p> <p>Protect the public from the spread of infectious and communicable diseases.</p>	<p>Idaho Code, 56-1003(7)</p> <p>Idaho Code, 33-512(7)</p>
GOVERNOR	<p>Exercise executive authority to uphold the state constitution and meet the state's obligations to students.</p> <p>Protect the health and safety of Idahoans.</p> <p>Facilitate an environment for a strong economic recovery.</p>	<p>Idaho Constitution, Article IV, Section 5</p> <p>Idaho Code, 46-601(2)</p> <p>Idaho Code, 46-1008</p>

Responsibility and Expectations

Every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services.

In order to meet this responsibility, schools must be prepared to implement a variety of learning modalities to serve all students. While not all students may be taught, using the same learning modalities, all students must be educated in a way that results in the similar learning outcomes. It is the responsibility of the local education agency to tailor the educational opportunities during this time in a way that meets the individual student's needs while keeping students and staff safe, based on local levels of disease transmission and state and local restrictions that may be in place at any given time.

Planning and Preparation

With advice from the local public health district, each local education agency should develop a plan that outlines how it will respond to the three identified categories of disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. Local education agencies will need to be nimble and be prepared to move between categories throughout the school year as local circumstances dictate.

Blended Learning

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

WHAT THIS FRAMEWORK IS AND IS NOT

What this framework is:

A document that outlines statewide expectations for the fall start of school, particularly in delivering learning and services to students.

A document that clarifies the governance structure of K-12 education.

A document that provides guidance and best practices on the many different school operational issues, informed by school leaders and staff.

What this framework is not:

A document that provides legal advice.

An exhaustive blueprint on every action for operations and delivering blended learning.

The creation of any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
Category 1 No Community Transmission	Traditional	School buildings open
	Traditional	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings <ul style="list-style-type: none"> • Targeted Closure • Short-term Closure (1 to 4 weeks) • Mid-term Closure (4 to 6 weeks)
Category 2 Minimal to Moderate Community Transmission	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks)
Category 3 Substantial Community Transmission	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks)

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: Substantial Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation	Targeted, short-term, or extended building closure

Category (level) of transmission within a community where a school is located in will be identified by the local public health district using metrics and criteria established in the Idaho Rebounds plan for opening. These definitions are based on the definitions provided by the local public health districts and the State Department of Health and Welfare, these definitions with supporting guidance may be found at <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

Confirmed Case in School Building

A confirmed case or contact within a school may require different procedures based on the individual case dynamics in consultation with local public health officials. Schools should be ready to respond to cases within the school community regardless of the level of community spread. If an infected person has been in a school building, any school in any community may need to implement short-term closure procedures regardless of the level of community spread. The response to an infected individual in a school building will be dealt with on a case-by-case base and schools will need to consult with their local public health district to identify the best course of action. Local education agencies are encouraged to work with their local public health district in advance to develop a response protocol for confirmed cases in a school building. This response protocol would be outside of the response protocol a local education agency develops in response to the level of community transmission (e.g. Category 1, Category 2, and Category 3).

- Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.
- Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:
 - o Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.
 - o A short-term dismissal of students and most staff for 1-2 days.
 - o Extended school dismissal.
- Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.
- Clean and disinfect thoroughly.
- Reinstate strategies to continue education and related supports to students as needed.

See <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

A local education agency may move up or down through the categories of transmission. As a local education agency moves up through the categories of transmission, the guidance from the proceeding category is built upon and includes the lower category. The areas identified in the table below are not mandated responses; rather they are a compilation of suggested areas of consideration and best practices.

Preventative Measures

Category 1

No Community
Transmission

Information/Education

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (<https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>)).
- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).
- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).
 - o Utilize stakeholders in development of plans.
 - o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.
- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings
- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

Facilities

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.
- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Take steps to ensure all water systems and features are safe.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

PREVENTATIVE MEASURES CONTINUES ON NEXT PAGE

Preventative Measures (continued)

Category 2

Minimal to Moderate
Community
Transmission

Staff and Students

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily [symptom checking](#). (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.
- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)
- Establish a protocol for screening students who are not able to articulate symptoms.
- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.
- Isolate and send home students and staff that show symptoms (see CDC guidelines).
- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.
- Establish a protocol for screening visitors and volunteers.
- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.
- Maintain privacy and confidentiality.

Facilities

- Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.

Category 3

Substantial
Community
Transmission

Continue coordination with local health officials.

Testing

Category 1

No Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.
- Develop contact tracing protocol when staff or student in building is confirmed positive.

Category 2

Minimal to Moderate
Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.
- Develop contact tracing protocol when staff or student in building is confirmed positive.

Category 3

Substantial
Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.
- Develop contact tracing protocol when staff or student in building is confirmed positive.

Personal Protective Equipment (PPE) - (See Definition of PPE)

Category 1

No Community Transmission

Staff and Students

- Develop a plan for staff, student and parent training and use of personal protective equipment with guidance from the local health district.
- Identify sources and availability of personal protective equipment.
- Educate and give direction on cleaning cloth face coverings.
- When teaching students school routines at the beginning of the school year, include routines for wearing cloth face coverings, washing hands, using hand sanitizer and physical distancing.

Facilities

- Establish and maintain hand hygiene stations in key locations in school buildings.

Equipment

- Use of sneeze guards at appropriate locations.
- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

Facemasks/Shields/Coverings

- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields recommended but not required for staff/students.
- Provide masks/face shields and other appropriate PPE to staff.
- Consider additional protection for medically vulnerable staff and students as well as students with special needs.

Category 2

Minimal to Moderate Community Transmission

Staff and Students

- Educate and give direction on cleaning cloth face coverings. Educate students, staff and visitors on the proper and safe way to use face coverings and other personal protective equipment (PPE).

Equipment

- Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources.

Facemasks/Coverings

- Recommend students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one.
- When physical distancing cannot take place, further reinforce the use of face coverings.

Category 3

Substantial Community Transmission

Staff and Students

- If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

- If districts allow individual staff and/or student tutoring / conference sessions, all staff and students should be screened.

Family Considerations

Category 1

No Community
Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.
- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.
- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

Category 2

Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.
- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:
 - o Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).
 - o Limit physical interaction through partner or group work.
 - o Establish distance between the teacher's desk/board and students' desks.
 - o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing.
 - o Consider targeted distance/ remote learning.
- o Consider A/B schedules.
- o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.
- o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

FAMILY CONSIDERATIONS CONTINUES ON NEXT PAGE

Family Considerations (continued)

Category 3

Substantial
Community
Transmission

- Make considerations for family support for packets being sent home or online instructions for economically disadvantaged and English language learner student families. Provide resources and instruction on how to use platforms and navigate software. Use of bilingual instructional paraprofessionals to work with family and students on packets or navigating the online program.
- Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

Staffing Considerations

Category 1

No Community
Transmission

- Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
- Understand vulnerable staff may be defined based on [CDC](#) definitions or per physician documentation.
- Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
- Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
- Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
- Adhere to state and federal employment law and extended leave allowances.
- Encourage open lines of communication between vulnerable staff and supervisors.
- Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
 - o The district [ADA accommodation](#) process.
 - o District policies, procedures and protocols for requesting flexible leave options.
 - o Federal leave policies including the [Families First Coronavirus Response Act](#) and [Family Medical Leave Act](#).
- Encourage use of district Employee Assistance Program if available.

Category 2

Minimal to Moderate
Community
Transmission

- Implement telework policy for vulnerable staff.
- Establish a process for regular check-ins with the supervisor for vulnerable staff.

Category 3

Substantial
Community
Transmission

- Implement telework policy for all staff.
- Reduce onsite work to essential job functions only.
- If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

Communications

Category 1

No Community
Transmission

All

- Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean “no school/instruction.”
- Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.
- Establish communication plans for each category of transmission, including on site infection. Answer the following questions:
 - o What increases the chance of school closures?
 - o My child attends a school where a COVID-19 case has been confirmed. What should I do?
 - o What is considered a “close contact”?
 - o When can a student or staff member discontinue home isolation?
 - o What should I include in my message to our school community of a confirmed case that has been in our school?

Parents and Students

- Communicate with parents and students the types of blended learning that will be available for their students.
- Communicate with parents and students where to find training and resources on how to support their student’s instruction and use devices or access blended and distance learning opportunities.
- Ensure all contact information for families is current.
- Create a centralized communication team for the dissemination of district/school wide information.
- Use multiple channels for communication.
- Make sure information is easy to find on your website.
- Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

Community/State

- Coordinate with the local health district and Idaho Rebounds plan on the dissemination of information and use of consistent terminology. (See local health district guidance: COVID-19 Guidance for Schools)

COMMUNICATIONS CONTINUES ON NEXT PAGE

Communications (continued)

Category 2

Minimal to Moderate
Community
Transmission

School Personnel

- Communicate with school personnel expectations for telework and on-site work options.

Parents and Students

- Communicate with parents what can be expected for continued instruction and available student services.
- Communicate with parents and students how school sites will transition between onsite instruction and distance instruction.
- Communicate with parents and students where information regarding the level of communication in the school community can be found, where student assignments and instructions may be found, and who to contact when they have questions about student assignments.
- Communicate with parents and students on how they can support their student's instruction.
- Communicate in the language of the family.

Category 3

Substantial
Community
Transmission

All

- Maintain open lines of communication between staff, students and parents.
- Communicate timelines for assessing and transitioning between pandemic response levels.

Professional Development

Category 1

No Community
Transmission

- Implement student, parent and staff education prior to the start of the school year before student attendance (<http://www.sde.idaho.gov/re-opening/index.html>).
- Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies.
- Deliver identified professional development as applicable to the staff position (classified and certificated).
- Identify staff needs for professional development related to:
 - o Reducing Transmission
 - o Delivering Blended Learning
 - o Using Technology
 - o Connecting with Students Remotely
 - o Identifying Students At-Risk
 - o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)
 - o Parent Support of Student Learning at Home.

Category 2

Minimal to Moderate
Community
Transmission

- Periodically revisit educational training needs for staff, students, and parents.
- Implement ongoing professional development plans.
- Continue to reassess areas of needed professional development.

Category 3

Substantial
Community
Transmission

- Continue with implementation of professional development.
- Maintain open lines of communication between staff, students and parents.

Student Assessment

Category 1

No Community
Transmission

- Implement standard operating procedures for the administration of assessments.
- Develop a plan for assessing student blended and remote learning modalities.
- Assess students' current level of understanding and identify remediation areas due to spring instructional interruption.
- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Test security/administration.
- Procedures should be emphasized for reliable results.
- See Assessment guidance and consideration on Resource Site (<http://www.sde.idaho.gov/re-opening/index.html>).

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- Administer the WIDA ACCESS 2.0 using the typical administration protocols.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

STUDENT ASSESSMENT CONTINUES ON NEXT PAGE

Student Assessment (continued)

Category 2

Minimal to Moderate
Community
Transmission

- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Assessments should be administered in person as appropriate.
- Test security/administration procedures should be emphasized for reliable results.
- Check remote administration guidance for each assessment for specifics.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Category 3

Substantial
Community
Transmission

- Check remote administration guidance for each assessment for specifics.
- Provide clear guidance to families and students on how they access the assessment, what the results mean, and any administration safeguards added.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Instruction

Category 1

No Community
Transmission

- Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

Category 2

Minimal to Moderate
Community
Transmission

- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.
- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation.
- Connect with every student/family.
- Communicate in the language of the family.
- Ensure equitable access to resources for all students and families.
- Provide instructional support to parents for virtual learning.
- Encourage consistent and routine virtual learning practices at home.
- Allow for individualization in work completion.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

Category 3

Substantial
Community
Transmission

- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.
- Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

Social Emotional Learning: Strategies at the School Level

Category 1

No Community
Transmission

- Assume that all students are in need
- Define social emotional goals for the school as a whole, including behavior expectations.
- Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.
- Coordinate SEL programs to align with the school's overall goals.
- Prepare staff to teach SEL skills through modeling and integrated instruction.
- Ensure that each student has one caring adult who checks in with him/her regularly.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.

Category 2

Minimal to Moderate
Community
Transmission

Implement plans developed in Category 1.

Category 3

Substantial
Community
Transmission

- Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.
- Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.
- Parent/student check in to make sure all students are connecting.

Student Learning

Category 1

No Community
Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- Implement standard operating procedures while taking preventative measures.
 - o Recommended cleaning and sanitizing procedures.
 - o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.
- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website (<http://www.sde.idaho.gov/re-opening/index.html>))
- Identify essential standards/concepts/skills by grade-level.
 - o Identify interventions
 - o Identify enrichments
- Target interventions and supports
 - o Provide additional instructional supports to:
 - Students at risk of not graduating on time
 - Students with disabilities
 - Students who struggled in the prior distance/remote learning environments
 - Students who are English Learners
 - Students identified by teachers and parents as being behind academically
 - o Address learning loss with extended learning opportunities
- Before/after school programs
- Saturday school
- Prepare for potential future distance/remote learning by increasing current blended learning
 - o Develop a digital learning plan
 - o Integrate virtual learning practices
 - o Digitizing lessons
- Require a certain number of online assignments for each grading period
- If not embedded in the current curriculum, practice using online resources.

STUDENT LEARNING CONTINUES ON NEXT PAGE

Student Learning (continued)

Category 2

Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year.
 - o Schools can offer their own online courses/programs.
- Utilize courses through a distance learning plan.
- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Consider using clear masks for early phonics instruction and speech interventions.
- Implement district or school-wide distance/remote learning plan.
- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).
- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.
- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.
- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.
- Communicate clearly and compassionately with families about concerns about the student.

STUDENT LEARNING CONTINUES ON NEXT PAGE

Student Learning (continued)

Category 3

Substantial
Community
Transmission

- Implement a robust distance learning plan that:
 - o Provides continued instruction and advances students as applicable to their student needs
 - o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students
 - o See additional guidance and considerations on trauma-sensitive teaching on Resources website (<http://www.sde.idaho.gov/re-opening/index.html>)
- Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points
 - o Include elements for families and for rigor
 - o Provide clear instructions and answer keys
 - o Individualize
- Help families with sample schedules and expectations.
- Watch for students who are disengaged in/from the virtual setting.
- Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

At-Risk Populations

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1

No Community
Transmission

Student Considerations

- Students at risk may need explicit instructions and practice on physical distancing and sanitation using additional clear visual information.
- Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.
- Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.
- Identify compensatory services for students with disabilities.
- Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.
- Provide targeted interventions and support to students at risk based on academic testing in the fall.
- Provide additional instructional supports to:
 - o Students at risk of not graduating on time
 - o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
- Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.

School Considerations

- Implement standard operating procedures while taking preventative measures such as:
 - o Providing hand sanitizer for students and staff
 - o Conducting cleaning of classrooms and high-touch surfaces each day
 - o Limiting physical interaction through partner or group work
- Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.
- Conduct meetings with teachers to identify where students are academically.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1

No Community
Transmission

- Discuss the shared experience:
 - o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
 - o Helping Children Cope with Changes
 - o Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

Category 2

Minimal to Moderate
Community
Transmission

Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.
- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 3

Substantial
Community
Transmission

Student Consideration

- Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning)
- Connect students with wraparound services with support from case managers.
- Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk.
- See additional guidance and considerations on implementing social emotional learning on Resources Site (<https://www.sde.idaho.gov/re-opening/index.html>)

School Considerations

- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

Food Service

Category 1

No Community
Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - o Provide hand sanitizer for students and staff.
 - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
 - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.
- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

Category 2

Minimal to Moderate
Community
Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Alternative Serving Models:
 - o Serving meals in classrooms
 - Use disposable supplies
 - o Serving meals in cafeterias with:
 - Spaced serving lines (marked on floors)
 - Spaced seating (utilize outdoor space as practicable and appropriate)
 - Consider facing all students in one direction.
 - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

Food Service (continued)

Category 3

Substantial
Community
Transmission

- Practice established social distancing protocols to the greatest extent practicable.
- Provide PPE to participating staff.
- Reduce contact with congregated feeding waiver if allowed.
- Reduce contact by delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver.
- Distribute instructional materials and menus along with meals.
- Suggest using transportation for meals to deliver to students while school is closed.

Transportation

Category 1

No Community Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - o Provide hand sanitizer for students and bus drivers.
 - o Encourage bus drivers and students to wear face masks/coverings.
 - o Limit field trips to areas with no community transmission.
 - o Clean and disinfect frequently touched surfaces on the bus at least daily.
 - o Space students by family groups on buses.
 - o Air out and deep clean buses when not in use.

Category 2

Minimal to Moderate Community Transmission

- Provide and recommend hand sanitizer for students and bus drivers.
- Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks.
- Work with contractors as applicable to establish bus driver requirements.
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).
- Eliminate field trips.
- Clean and disinfect frequently touched surfaces on the bus at least daily.
- Establish protocols for bus stops, loading/unloading of children from different households.
- See CDC Guidance: What Bus Operators Need to Know.

Category 3

Substantial Community Transmission

- Limit transportation of small groups of students from same family that need to come to school facilities to receive services.
- Sanitize buses between groups of students.
- Use buses to deliver meals and instructional material to students and families.
- Schedule delivery/pick-up in ways that reduce contact to the number of students and families.
- Deliver weekly to a limited number of families each day of the week.

Student Athletic Events

- Follow the Idaho High School Activities Association guidelines for sporting events and practices.

At-Risk Students

Idaho defines at-risk students as (Section 33-1001(3), Idaho Code):

A student in grades 6 through 12 who:

a) Meets at least three (3) of the following criteria:

- i. Has repeated at least one (1) grade;
- ii. Has absenteeism greater than ten percent (10%) during the preceding semester;
- iii. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
- iv. Has failed one (1) or more academic subjects in the past year;
- v. Is below proficient, based on local criteria, standardized tests, or both;
- vi. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion;

or

- vii. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment;

or

b) Meets any of the following criteria:

- i. Has documented substance abuse or a pattern of substance abuse;
- ii. Is pregnant or a parent;
- iii. Is an emancipated youth or unaccompanied youth;
- iv. Is a previous dropout;
- v. Has a serious personal, emotional, or medical issue or issues;
- vi. Has a court or agency referral; or
- vii. Demonstrates behavior detrimental to the student's academic progress.

As used in this document, at-risk means students who meet the definition above, regardless of grade and includes:

- Students supported with an Individualized Education plan or 504 plan
- Students with English Learner needs
- Migrant Students
- Students receiving Title I services
- Students receiving Tier 2 social and emotional services
- Students with fragile medical needs
- Students not on track to graduate on time
- Students without devices or at home connectivity
- Native American Students
- Medically vulnerable students

DEFINITIONS CONTINUE ON NEXT PAGE

Course Schedules - A/B schedules

- Alternating Days: students would be divided into two groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/Wednesday and Group B Students --Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable
- Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable
- Half Days: AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals
- Targeted Distance/Remote Learning
- Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.
- Student Cohort: group of students who attend the same group of courses and are scheduled in a way that they do not share courses with student in different cohorts.

Distance Learning

Distance learning is a method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

Hybrid Instruction

Hybrid instruction provides instruction through a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

Medically Vulnerable

Medically vulnerable students and staff are individuals who are susceptible to the severe form of COVID-19 and include individuals over the age of 60, individuals with weakened immune systems due to chronic illness or medications, (including autoimmune disease or transplants), individuals with serious long-term health conditions including diabetes, heart disease, emphysema and moderate asthma.

Online Learning

Online learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. Online learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an online environment.

Personal Protective Equipment (PPE)

Personal Protective Equipment are special coverings designed to protect personnel from exposure to or contact with infectious agents. These include gloves, facemasks/face coverings, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, lab coat).

DEFINITIONS CONTINUE ON NEXT PAGE

Remote Learning

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

Social Emotional Learning

Social emotional learning (SEL) is about the conditions for learning and the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (casel.org). A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing support.

Trauma Sensitive Teaching

Teaching strategies consider the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting. Adopting a trauma sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

RESOURCES

Additional resources, tools, and examples to help schools develop and implement their plans may be found on the State Department of Education website at <http://www.sde.idaho.gov/re-opening/index.html>.

These resources have been identified through the collaboration of education stakeholders working to develop this guidance and include state specific information around assessments, best practices, and state and national health information. This site will be updated and expanded as additional resources are identified.

This resource also includes specific information around Trauma-Sensitive Teaching, Social Emotional Learning, and Assessments that builds on and expands the references in this document. The resource site also includes general guidance that has been developed by this group in areas of Health Screening at Entry to Facilities, Reducing Transmission, and Transporting Students.