

Wilder School District
BACK TO SCHOOL
FRAMEWORK 2020

Rev. 2.0

8-6-20



WILDER SCHOOL DISTRICT COMMITMENT TO STAFF, STUDENTS, PARENTS & COMMUNITY

- Rigorous safety protocols to protect, all students, staff, and parents
- Academic Success for all Students
- Parents are active participants in the decision-making process of choosing on-campus or distance learning for Category 1 & 2
- Above and beyond the minimal guidance by CDC for sanitation and disinfecting of the campus and busses
- Face coverings are required while on campus to **reduce** the risk of contracting COVID-19 and other airborne illnesses
- Choice in the style of **required** face coverings/barriers is allowed
- Minimize possible cross contamination by keeping groups of students separate
- Students on-campus will remain in individual classrooms and **ONLY** teachers moving from classroom to classroom
- Social distancing expectations for everyone on campus
- All individuals who come onto campus will be **required** to have their temperature taken and other health screenings guided by the school nurse and recommendations from health experts
- Visitors will be limited to essential visits and will be **required** to wear a facial covering
- Dedicated staff to support the social emotional needs of students during this difficult time
- Learning will be rigorous and relevant to students' needs/goals
- Learning will continue to be Personalized for all K-12 students
- All learning will require mastery (80% or greater) of the content standards
- If a student/parent wishes not to participate in wearing face coverings they will have the opportunity to learn virtually while in Category 2 & 3
- No close contact with those who possibly could have illness

INTRODUCTION

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, which the Wilder School District utilized to create the local control framework by stakeholders and the board of trustees.

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. 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. The Wilder School District has been coordinating with local public health authorities to develop the operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that the Wilder School District adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements. The contingency plans are only effective through a collaborative effort by all community stakeholders. The district desires to work together with students and families in order to 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 a framework for decision making to 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.

ROLES AND RESPONSIBILITIES

Responsibility and Expectations

The Wilder School District 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 we will 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, The Wilder School District is responsible for providing instruction and other related educational services to all students during these difficult times, and we 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, we 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 Wilder School District 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, the Wilder School District has developed a plan that outlines how it will respond to the three identified categories of disease transmission within the community, enabling us to continue to provide instruction and educational services to their students. The district 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 personalized on campus, hybrid, online and distance learning for all or a portion of the students at any time. Blended learning is an approach

to education in which students learn via electronic and online media as well as face-to-face teaching. When used, the district can meet the responsibility for improving outcomes for students through powerful and smart use of learning technologies.

FRAMEWORK FOR DECISION MAKING

LEVELS OF TRANSMISSION/RISK PER SWDH

Level of Community Spread	Learning	Model Response
Category 1 No Community Transmission	Traditional Model	School buildings open
Category 2 Minimal to Moderate Community Transmission	1 - Traditional Model 2 - Hybrid/Blended Model 3 - Full Distance/Remote Learning Model	School buildings open 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) Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 3 Substantial Community Transmission	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks)

FRAMEWORK FOR DECISION MAKING

	Category 1	Category 2	Category 3
Categories	No Community Transmission	Minimal to Moderate Community Transmission	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

Confirmed Case in School Building (Guidance from the SBOE)

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 without a mask.
- Follow local public health guidance for course of action. Recommendations will be given on a case-by- case basis, and could include:
 - Excluding positive, suspected, and close contacts from school as they follow isolation or self- quarantine instructions until they can safely return.
 - A short-term dismissal of students and most staff for 1-2 days.
 - 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.

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>

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

FRAMEWORK FOR DECISION-MAKING

(Guidance Provided by the SBOE)

The Wilder School District may move up or down through the categories of transmission. As the district 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 for the district to consider in planning purposes.

Preventative Measures

Category 1 - No Community Transmission

Information/Education

Students and staff will be educated on best practice for wearing a mask and hand proper hand washing. Information will be posted on the school website according to CDC guidelines.

Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools

<https://phd3.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20-00000002.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).
- Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.
- Parents are recommended to screen students every morning before attending school or getting on the bus.

- Building administrators will reinforce good hygiene measures such as hand washing, covering coughs, and face coverings.
- The district will educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-Self-Checker).

<https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html>

Facilities

- Signage will be visible at entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district protocols including staying home when sick.
- Hand soap, hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.
- Frequently touched surfaces will be cleaned/disinfected at least daily and shared objects after each use
- Only water bottle style refill water fountains will be utilized for hydration.
- Ventilation systems will be monitored for proper operation and increase circulation of outdoor air as much as possible (windows open when possible), as long as this does not pose a safety or health risk to students or staff.
- One additional full time, temporary, maintenance employee will be hired for August, September and October to aid with sanitizing.
- Two hand-held and two back-pack aerosolizing sprayers will be utilized.
- Daily the new employee will use the aerosolizing sprayer to disinfect all buildings.
- Sprayer will utilize GE Fight Bac (sic) disinfectant for cleaning as well as Phenomenal disinfectant.
- An employee will collect, wash and dry all face masks each day, following the CDC recommendations for reusable masks.
- All custodial and maintenance staff will receive training in proper cleaning and disinfecting of buildings utilizing our Safeschools Training Program.
- All custodial and maintenance staff will disinfect buildings/rooms as warranted throughout the day, paying extra attention to restroom sinks, toilets, and other high contact surfaces such as door handles.

- Custodial and maintenance staff will maintain adequate supplies of soap in restrooms, and disinfectant wipes and hand sanitizer as needed elsewhere in the buildings.
- Custodial and maintenance staff will respond as quickly as possible when notified of a depletion of disinfecting supplies in a given area.
- Portable hand washing stations will be placed in high traffic areas of the Elementary School and the Middle/High School. Custodial and maintenance staff will check the portable hand washing units each day and service them as needed.
- Custodial and maintenance staff will maintain the traffic separation devices in the hallways of the Elementary School and the Middle/High School.
- Water fountains in all buildings will be sealed off, but bottle fill stations will remain operable.

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 screening](#). (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

- The nurse's office in each building will be designated as an isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.
- One additional full time, temporary, maintenance employee will be hired for August, September and October.
- Two hand held and two back-pack aerosolizing sprayers will be utilized.
- Daily the new employee will use the aerosolizing sprayer to disinfect all buildings.
- Sprayer will utilize GE Fight Bac (sic) disinfectant for cleaning as well as Phenomenal disinfectant.

- This employee will collect, wash and dry all face masks each day, following the CDC recommendations for reusable masks.
- All custodial and maintenance staff will receive training for proper cleaning and disinfecting of buildings utilizing ‘safeschools’ training.
- All custodial and maintenance staff will disinfect buildings/rooms as warranted throughout the day, paying extra attention to restroom sinks, toilets and other high contact surfaces such as door handles.
- Custodial and maintenance staff will maintain adequate supplies of soap in restrooms, disinfectant wipes and disinfectant lotion as needed elsewhere in the buildings.
- Custodial and maintenance staff will respond as quickly as possible when notified of a depletion of disinfecting supplies in any area.
- Portable hand washing stations will be placed in high traffic areas of the Elementary School and the Middle/High School. Custodial and maintenance staff will check the portable hand washing units each day and service them as needed.
- Custodial and maintenance staff will maintain the traffic separation devices in the hallways of the Elementary School and the Middle/High School.
- Water fountains in all buildings will be sealed off but bottle fill stations will remain operable.

Category 3 - Substantial Community Transmission

- Bi-weekly staff self-testing (PENDING LEGAL COUNCIL APPROVAL).
- Continue coordination with local health officials.

Testing

Category 1 - No Community Transmission

- Continue to follow CDC and local health department guidelines for precautionary measures to prevent the spread of the virus : Practice social distancing, wear a mask or face covering, wash your hands for 20 seconds several times a day. stay home if you are sick

Category 2 - Minimal to Moderate Community Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.
- Contact tracing protocols will be enacted anytime there is a confirmed case of COVID reported, based on close contact for more than 15 minutes.
- Return to school will be guided by Southwest District Health based on current recommendations.

Category 3 - Substantial Community Transmission

- Bi-weekly staff self-testing (PENDING LEGAL COUNCIL APPROVAL)..
- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.
- Develop contact tracing protocol if a staff or student in the building is confirmed positive.

Personal Protective Equipment (PPE) - (Personal Protective Equipment used to protect the wearer from exposure to injury or infection)

Category 1 - No Community Transmission

Staff and Students

- Training will be conducted in August for staff and students on use of personal protective equipment with guidance from the local health district.
- Training will be given to all staff and students on the care of cloth face coverings and face shields.

Equipment

- Face shields, cloth face coverings and desk shields will be available for use by staff and students.
- Use of sneeze guards will be placed in the district, elementary and mid/high office areas.
- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.
- Personal Protective Equipment (Facemasks/Shields/Coverings) will be required for all staff, students and parents when in the building(s).
- 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.
- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields required for staff/students/parents.
- PPE will be provided for staff, students and parents. PPE from home will be allowed. Student PPE from home will need to be cleaned daily.
- Additional protection for medically vulnerable staff and students as well as students with special needs will be provided.
- Physical distancing is taught and expected throughout the district.

Category 2 - Minimal to Moderate Community Transmission

Staff and Students

- Training will be conducted in August for staff and students on use of personal protective equipment with guidance from the local health district.
- Training will be given to all staff and students on the care of cloth face coverings and face shields.

Equipment

- Face shields, cloth face coverings and desk shields will be available for use by staff and students.
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- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

- Personal Protective Equipment (Facemasks/Shields/Coverings) will be required for all staff, students and parents when in the building(s).
- When teaching students the 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.
- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields required for staff/students/parents.
- PPE will be provided for staff, students and parents. PPE from home will be allowed. Student PPE from home will need to be cleaned daily.
- Additional protection for medically vulnerable staff and students as well as students with special needs will be provided.
- Physical distancing is taught and expected throughout the district.

Category 3 - Substantial Community Transmission

Staff and Students

- For staff and/or students that are allowed on campus, staff and students must follow all CDC recommended PPE guidelines.
- Any essential employee allowed on campus must be screened daily. Entry ways into buildings will be limited to one door only.
- All on campus staff will administer the COVID 19 self-test bi-weekly, or other interval as determined by test availability (PENDING LEGAL COUNCIL APPROVAL).

Family Considerations

Category 1 - No Community Transmission

- Temperature checks at home (when Kinsa thermometers are activated), prior to getting on the bus, and before entering school.
- The highest priority considerations for students to attend on campus or learn virtually will be determined by age, ownership ability, special needs, 504, and other considerations.
- Rolling start and ending to each day of on campus learning.
- Some classes will begin at 7:00 AM and some will end by 4:00 PM
- Parents will be encouraged to transport their own child/children to and from school.
- 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

- The highest priority considerations for students to attend on campus or learn virtually will be determined by age, ownership ability, special needs, 504, and other considerations.
- All students, staff, and visitors will need to wear face covering

- Temperature checks at home (when Kinsa thermometers are activated), prior to getting on the bus, and before entering school.
- Rolling start and ending to each day of on campus learning.
- Some classes will begin at 7:00 AM and some will end by 4:00 PM
- Parents will be encouraged to transport their own child/children to and from school.
- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:
 - A master schedule will be created to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).
 - Limited physical interaction during partner or group work.
 - Train and establish distance between the teacher’s desk/board and students’ desks.
 - Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing.
 - Targeted distance/remote learning for students who can be successful and own learning virtually.
 - Allow 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.
 - Utilization of a variety of effective communication to provide support for parents and students especially in the remote areas such as using social media platforms, sanctioned school communication apps, group texting, etc.
 - Virtual learners will receive a free breakfast and lunch at designated distribution locations.

Category 3 - Substantial Community Transmission

- Personalized on-campus and/or online instructions for all K-12 students.
- Parent support provided by the district to best support virtual learners.
- 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

- The District office will inform staff members of any changes to each category level change via email.
- The District understands there may be vulnerable staff and will use the CDC definitions or per physician documentation.
- District administration will read and familiarize themselves with all the employee contracts and agreements, and workplace policies and procedures.
- All staff will be surveyed 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.

- Special accommodations will be vetted through a consultation with the local board attorney for personnel who are members of vulnerable populations.
- A telework policy/procedure for all staff has been created and added to the staff handbooks.
- The District will adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
- The District will adhere to state and federal employment law and extended leave allowances.
- The District will encourage open lines of communication between vulnerable staff.
- Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
 - The district ADA accommodation process.
 - District policies, procedures and protocols for requesting flexible leave options.
 - Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.
 - Encourage use of district Employee Assistance Program.

Category 2 - Minimal to Moderate Community Transmission

- Virtual Instruction - Employees working at home are expected to schedule work with interruptions kept to a minimum. Employees are expected to maintain professionalism in terms of job responsibilities. The same current high standards of productivity and outcome of work products expected of employees working in an office environment are to be maintained by employees working in a telecommuting arrangement. The employee should make themselves available for afterschool meetings and attend virtually.

- Administration will conduct weekly check-in's via zoom with instructors instructing virtually.

Category 3 - Substantial Community Transmission

- See Category 2 – Virtual Instruction
- All staff will work on campus in self contained classrooms/rooms.

Communications

Category 1 - No Community Transmission

- 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.” Communication plan will be provided through the school email, at registration, and pushed through other district communication modalities.
- 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. This plan will be in collaboration with school nurse, and available information from CDC, local health district, and other relevant sources. Answer the following questions:
 - What increases the chance of school closures?

- My child attends a school where a COVID-19 case has been confirmed. What should I do?
- What is considered a “close contact”?
- When can a student or staff member discontinue home isolation?
- 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. This information will be collected during registration.
- Create a centralized communication team for the dissemination of district/ school wide information.
- Use multiple channels for communication. This will include, at least, updates to the website, push notifications, and autodialers.
- 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).

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

- 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:
 - Reducing Transmission
 - Delivering Blended Learning
 - Using Technology
 - Connecting with Students Remotely
 - Identifying Students At-Risk
 - Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)

- Parent Support of Student Learning at Home.
- Provide individualized professional development to staff on an as-needed basis by request of staff and/or administrator

Category 2 - Minimal to Moderate Community Transmission

- Periodically revisit educational training.
- Continue to reassess areas of needed needs for staff, students, and parents. professional development.
- Implement ongoing professional development plans.
- Provide individualized professional development to staff on an as-needed basis by request of staff and/or administrator.

Category 3 - Substantial Community Transmission

- Continue with implementation of professional development.
- Maintain open lines of communication between staff, students and parents.
- Provide individualized professional development to staff on an as-needed basis by request of staff and/or administrator

Student Assessment

Category 1 - No Community Transmission

- Personalized Learning protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.

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.

Category 2 - Minimal to Moderate Community Transmission

- Personalized Learning Protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.

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.

Category 3 - Substantial Community Transmission

- Personalized Learning protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.

- Check remote administration guidance for each assessment for specifics.
- Clear guidance will be provided to families and students on how they access the Learning Management System and what the results mean.

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.

Instruction

Category 1 - No Community Transmission

- Personalized instruction is delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them to meet goals of learning success and graduation.
- Use of school technology and software as provided for student success in learning.
- Personalized and mastery based instruction for each student based on need.
- K-12 class sizes will be capped at 15 to limit the number of students and staff in confined spaces.

Category 2 - Minimal to Moderate Community Transmission

- Use of school technology and software as provided for student success in learning.
- Personalized and mastery based instruction for each student based on need.
- K-12 class sizes will be capped at 15 to limit the number of students and staff in confined spaces.
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials, parent requests, and student ownership of learning.
 - Virtual learning expectations will be communicated to all stakeholders with an agreement form signed to variety understanding.
- Personalized instruction is delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them to meet goals of learning success and graduation.
- Connect with every student/family.
 - Meaningful connections - individualized to student needs
 - Autodialer recordings
 - Progress report
 - Zoom meetings
 - App connections
 - Learning Management System (in development)
- Communicate in the language of the family.
 - Autodialer recorded in English and Spanish
- Equitable access to resources for all students and families will be provided.

- Instructional support to parents for virtual learning will be provided.
- Library of tutorial videos
 - English and Spanish
 - How to use email
 - What to do if you cannot get ahold of a teacher
- Real-time help sessions for students during office hours for asynchronous and synchronous students.
- Successful virtual learning practices at home will be provided to parents and students with ongoing support.
- Weekly reports will be required to ensure individual progress/plan (Personalized Learning Plan) are communicated clearly.

Category 3 - Substantial Community Transmission

- Personalized instruction is delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them to meet goals of learning success and graduation.
- On campus learning for the most at-risk groups as determined by the administration and teachers. PPE and appropriate distancing protocols will be utilized.
- Develop a synchronous schedule for Zoom classes for students that connect virtually.

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.
- Support referrals to local mental health providers.

Category 2 - Minimal to Moderate Community Transmission

- Implement plans developed in Category 1.
- Explore additional supports needed in coping with increase in community transmissions.

Category 3 - Substantial Community Transmission

- Implement plans developed for Category 2.
- 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.
- Parents/students check in to make sure all students are connecting. (Policy 501.1).

Student Learning

Category 1 - No Community Transmission

- Follow and adhere to specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- See Preventative Measures section for cleaning and sanitation.
- Personalized Learning protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.
- Target interventions and supports will be provided based upon the data of individual students.
- The district will prepare for potential future distance/ remote learning.
- Develop a digital learning plan.
- Integrate virtual learning practices.

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/programs.
- Courses provided through a personalized learning plan.
- Schools can deliver on campus instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Optional clear masks/face shields for early phonics instruction and speech interventions.
- See procedure for online choice accountability (e.g. families allowed to collaborate on best modality including online, in-person, or hybrid each term).
- See COSSA Special Education protocols for Special Education students.
- Targeted Distance/Remote Learning: Elementary and 6-8 Face-to-Face with Secondary Distance Learning: Prioritize 7-12 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.
- Communicate clearly and compassionately with families about concerns about student(s).

Category 3 - Substantial Community Transmission

- Personalized Learning protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.
- Use of school technology and software as provided for student success in learning.
- Targeted Learning Modalities: Grades K-8 prioritized for on campus instruction, as appropriate. Grades 7-12 prioritized for remote learning, as appropriate. On campus instruction will utilize unused space to maintain appropriate distancing and small groups. Flexibility in teacher certification will be leveraged to relocate teachers as needed and allowable.

- **In addition to the on campus learning,** a robust distance learning plan will be implemented that includes:
 - Provides continued instruction and advances students as applicable to their student needs.
 - Provides individualized services and instructions using trauma- sensitive teaching for all students, including at-risk students.
 - See additional guidance and considerations on trauma- sensitive teaching on Resources website (<http://www.sde.idaho.gov/re-opening/index.html>).
- Printed instructional packets/materials can be picked up at each school's designated location.
- Support families with sample schedules and expectations.
- Daily attendance required.
- Staff will daily watch for students who are disengaged in/from the virtual setting and assist to re-engage.
- 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.

(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.)

At-Risk Populations

Category 1 - No Community Transmission

Student Considerations

- Personalized Learning protocols will be adhered to.
- Mastery-based learning protocols will be adhered to.
- Use of school technology and software as provided for student success in learning.
- Amendments to IEP as required.
- The following additional supports will be provided:
 - Smaller groups for student learning.
 - Personalized instruction based upon student needs and data
 - More time to complete work
 - More face-to-face time with the teacher or learning development assistant
 - Use of manipulatives
 - Project-based learning
 - Hands-on learning
 - Additional attempts to master exams and daily work
 - Parental training to support a struggling learner

School Considerations

- See Preventative Measures section for cleaning and sanitation.
- Personalized benchmarking all students on all standards.
- Social Emotional Supports:
 - When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss

- Helping Children Cope with Changes
- Talking to Children about COVID-19

Category 2 - Minimal to Moderate Community Transmission

Student Considerations

- Refer to Category 1 of Student Considerations.

Category 3 - Substantial Community Transmission

Student Consideration

- Assign a mentor for each at-risk student to contact daily for check in for need of support in terms of SEL, technical, or other basic needs.
- Connect students with wraparound services with support from case managers as needed.
- Implement an **on-campus and/or** distance learning plan from the Spring 2020 successful rollout for students with disabilities and other students to be at-risk.
- Additional guidance and considerations on implementing social emotional learning will be utilized from the Resources Site (<https://www.sde.idaho.gov/re-opening/index.html>).

School Considerations

- A variety of effective communication to provide support for parents and students especially in the remote areas such as using communication apps, phone calls, home visits, Zoom, etc.

Food Service

Category 1 - No Community Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - Provide hand sanitizer for students and staff.
 - Encourage students and staff to wear face masks or coverings while in large group gatherings.
 - 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.
- Meals to be delivered will be boxed with breakfast and lunch together. The items will be frozen or cold. Shelf stable items will be used as much as possible depending on availability.
- Meals will be served with disposable tableware and plates.
- Lunch will be plated in the classroom to try to ensure the integrity and safety of food, by kitchen staff.

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 possible); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Consider pre-packaged 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.
- Alternative Serving Models:
 - Serve meals in classrooms.
 - Use disposable supplies.
 - 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).

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 **if the** school is closed.

Transportation

Category 1 - No Community Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - Hand sanitizer will be available for students and bus drivers.
 - Bus drivers and students are required to wear face masks/ coverings.
 - No field trips.
 - Busses will be cleaned and disinfected after each route.
 - Students will be sat in a staggered manner, exceptions given to family members from the same household (17 students max).
 - Windows will be kept down on the bus at all times unless of incimate weather occurs.

Category 2 - Minimal to Moderate Community Transmission

- Hand sanitizer will be provided for students and bus drivers.
- Bus driver and all student's temperatures will be taken before getting on the bus.
- If fever is detected the driver nor the student will be allowed on the bus.
- Face coverings or masks will be provided and required for bus drivers and students.
- At the end of the day masks will be collected by the driver and given to the district to clean and put back on the bus for the next days routes.
- Bus driver requirements will be established by Brown Bus.
- Bus drivers and students will be screened for symptoms of illness.
- Bus seating per Category 1 (to the extent practicable).
- No field trips.
- Busses will be cleaned and disinfected after each route
- Brown Bus will 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

- Bus driver and all students' temperatures will be taken before getting on the bus.
- If fever is detected the driver nor the student will be allowed on the bus.

- Face coverings or masks will be provided and required for bus drivers and students to wear.
- At the end of the day masks will be collected by the driver and given to the district to clean and put back on the bus for the next days routes
- Bus drivers and students will be screened students for symptoms of illness.
- Limit transportation of small groups of students from the same family that need to come to school facilities to receive services as needed or essential.
- Sanitize buses between groups of students.
- Busses to support the delivery of meals and instructional material to students and families.
- See the Spring 2020 plan for the schedule delivery/pick-up to students and families with minimal contact.

Student Athletic Events

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

DEFINITIONS

At-Risk Students

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

A student in grades 6 through 12 who:

- I. Meets at least three (3) of the following criteria:
 - A. Has repeated at least one (1) grade;
 - B. Has absenteeism greater than ten percent (10%) during the preceding semester;
 - C. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
 - D. Has failed one (1) or more academic subjects in the past year;
 - E. Is below proficient, based on local criteria, standardized tests, or both;
 - F. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or
 - G. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; OR

- II. Meets any of the following criteria:
 - A. Has documented substance abuse or a pattern of substance abuse;
 - B. Is pregnant or a parent;
 - C. Is an emancipated youth or unaccompanied youth;
 - D. Is a previous dropout;
 - E. Has a serious personal, emotional, or medical issue or issues;
 - F. Has a court or agency referral; or
 - G. 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

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).

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.