

Wilder School District  
BACK TO SCHOOL  
FRAMEWORK 2020  
Parent Friendly Version



## 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

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

## FRAMEWORK FOR DECISION MAKING

	Category 1	Category 2	Category 3
Categories	<b>No Community Transmission</b>	<b>Minimal to Moderate Community Transmission</b>	<b>Substantial Community Transmission</b>
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

**The local school board will make the final decision for which category the district will operate within based upon input from SWDH, community, parents and students.**

## 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 (See the non-parent friendly version plan for specific details))

### 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.
- **(See the full version plan for additional details)**

### **Category 3 - Substantial Community Transmission**

- Continue coordination with local health officials.



## 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.
- Personal Protective Equipment (Facemasks/Shields/Coverings) will be required for all staff, students and parents when in the building(s).

#### **Facilities**

- 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**

- Same as Category 1
- **(See the non-parent friendly version plan for specific details)**

## **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.

## **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.
  - 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 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.

## 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.
- Develop synchronous schedule for Zoom classes

## 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.
- Implement a robust distance learning plan that:
  - 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.)*

# 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.
- Alternative Serving Models:
  - Serve meals in classrooms.
  - Use disposable supplies.
  - Serving meals in cafeterias with:

## **Category 3 - Substantial Community Transmission**

- Food delivery to families via food distribution sites within the community and delivery for the country.
- 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:
  - Hand sanitizer will be available for students and bus drivers.

- Bus drivers and students are required to wear face masks/ coverings.
- 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 inclimate weather occurs.

### **Category 2 - Minimal to Moderate Community Transmission**

- Hand sanitizer will be provided for students and bus drivers.
- 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.
- Student temperatures will be taken prior to getting on the bus.
- **Students with fevers or areas of concern from the screener will not be allowed on the bus**
- Bus seating per Category 1 (to the extent practicable).
- 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**

- Face coverings or masks will be provided and required for bus drivers and students to wear.
- (See the non-parent friendly version plan for specific details)
- 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**

### **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 a 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](https://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.