IDAHO
BACK TO SCHOOL
FRAMEWORK 2020

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

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

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

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

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

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

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

For that to happen, local leadership will be paramount.

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

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

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

Sincerely,

Brad Little
Governor of Idaho

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

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

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

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

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

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

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

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

Responsibility and Expectations

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

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

Planning and Preparation

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

Blended Learning

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

WHAT THIS FRAMEWORK IS AND IS NOT

What this framework is:

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

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

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

What this framework is not:

A document that provides legal advice.

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

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

IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
Category 1 No Community Transmission	**Traditional**	School buildings open
Category 2 Minimal to Moderate Community Transmission	**Traditional**	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings · Targeted Closure · Short-term Closure (1 to 4 weeks) · Mid-term Closure (4 to 6 weeks
	Full Distance/Remote Learning	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)

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

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

Confirmed Case in School Building

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

· Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.

· Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:

  o Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.

  o A short-term dismissal of students and most staff for 1-2 days.

  o Extended school dismissal.

· Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.

· Clean and disinfect thoroughly.

· Reinstate strategies to continue education and related supports to students as needed.

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

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

Preventative Measures

Category 1
No Community Transmission

Information/Education

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf)).

- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).

- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).

  o Utilize stakeholders in development of plans.

  o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.

- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings

- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

Facilities

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.

- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.

- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use

- Take steps to ensure all water systems and features are safe.

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.

- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

Preventative Measures (continued)

Category 2
Minimal to Moderate
Community
Transmission

Staff and Students

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/ or daily symptom checking. (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.

- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)

- Establish a protocol for screening students who are not able to articulate symptoms.

- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.

- Isolate and send home students and staff that show symptoms (see CDC guidelines).

- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.

- Establish a protocol for screening visitors and volunteers.

- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.

- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.

- Maintain privacy and confidentiality.

Facilities

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

Category 3
Substantial
Community
Transmission

Continue coordination with local health officials.

Testing

Category 1 No Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 2 Minimal to Moderate Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 3 Substantial Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.

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

Category 1
No Community Transmission

Staff and Students

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

Facilities

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

Equipment

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

Facemasks/Shields/Coverings

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

Category 2
Minimal to Moderate Community Transmission

Staff and Students

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

Equipment

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

Facemasks/Coverings

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

Category 3
Substantial Community Transmission

Staff and Students

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

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

Family Considerations

Category 1
No Community Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.
- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.

- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

Category 2
Minimal to Moderate Community Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.
- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:
  o Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).
  o Limit physical interaction through partner or group work.
  o Establish distance between the teacher's desk/board and students' desks.
  o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing.
  o Consider targeted distance/ remote learning.

o Consider A/B schedules.
o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.
o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

Family Considerations (continued)

Category 3
Substantial
Community
Transmission

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

- Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

Staffing Considerations

Category 1
No Community Transmission
	· Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
	
	· Understand vulnerable staff may be defined based on CDC definitions or per physician documentation.
	
	· Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
	
	· Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
	
	· Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
		· Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
		
		· Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
		
		· Adhere to state and federal employment law and extended leave allowances.
		
		· Encourage open lines of communication between vulnerable staff and supervisors.
		
		· Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
		
		  o The district ADA accommodation process.
		
		  o District policies, procedures and protocols for requesting flexible leave options.
		
		  o Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.
		
		· Encourage use of district Employee Assistance Program if available.

Category 2 Minimal to Moderate Community Transmission	· Implement telework policy for vulnerable staff.	· Establish a process for regular check-ins with the supervisor for vulnerable staff.
Category 3 Substantial Community Transmission	· Implement telework policy for all staff. · Reduce onsite work to essential job functions only.	· If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

Communications

Category 1
No Community
Transmission

All

- Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean "no school/instruction."

- Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.

- Establish communication plans for each category of transmission, including on site infection. Answer the following questions:

  o What increases the chance of school closures?

  o My child attends a school where a COVID-19 case has been confirmed. What should I do?

  o What is considered a "close contact"?

  o When can a student or staff member discontinue home isolation?

  o What should I include in my message to our school community of a confirmed case that has been in our school?

Parents and Students

- Communicate with parents and students the types of blended learning that will be available for their students.

- Communicate with parents and students where to find training and resources on how to support their student's instruction and use devices or access blended and distance learning opportunities.

- Ensure all contact information for families is current.

- Create a centralized communication team for the dissemination of district/school wide information.

- Use multiple channels for communication.

- Make sure information is easy to find on your website.

- Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

Community/State

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

COMMUNICATIONS CONTINUES ON NEXT PAGE

Communications (continued)

Category 2
Minimal to Moderate
Community
Transmission

School Personnel

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

Parents and Students

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

Category 3
Substantial
Community
Transmission

All

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

Professional Development

Category 1
No Community Transmission

- Implement student, parent and staff education prior to the start of the school year before student attendance (http://www.sde.idaho.gov/re-opening/index.html).
- Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies.
- Deliver identified professional development as applicable to the staff position (classified and certificated).

- Identify staff needs for professional development related to:
  - o Reducing Transmission
  - o Delivering Blended Learning
  - o Using Technology
  - o Connecting with Students Remotely
  - o Identifying Students At-Risk
  - o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)
  - o Parent Support of Student Learning at Home.

Category 2
Minimal to Moderate Community Transmission

- Periodically revisit educational training needs for staff, students, and parents.
- Implement ongoing professional development plans.

- Continue to reassess areas of needed professional development.

Category 3
Substantial Community Transmission

- Continue with implementation of professional development.

- Maintain open lines of communication between staff, students and parents.

Student Assessment

Category 1
No Community Transmission

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

Kindergarten Considerations

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

English Language Proficiency Assessment

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

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

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

Student Assessment (continued)

Category 2
Minimal to Moderate Community Transmission

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

Kindergarten Considerations

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

English Language Proficiency Assessment

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

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

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

Category 3
Substantial Community Transmission

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

Kindergarten Considerations

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

English Language Proficiency Assessment

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

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

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

Instruction

Category 1 No Community Transmission	· Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.	· Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 2 Minimal to Moderate Community Transmission	· Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. · Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation. · Connect with every student/family.	· Communicate in the language of the family. · Ensure equitable access to resources for all students and families. · Provide instructional support to parents for virtual learning. · Encourage consistent and routine virtual learning practices at home. · Allow for individualization in work completion. · Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 3 Substantial Community Transmission	· Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.	· Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

Social Emotional Learning: Strategies at the School Level

Category 1
No Community
Transmission

- Assume that all students are in need
- Define social emotional goals for the school as a whole, including behavior expectations.
- Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.
- Coordinate SEL programs to align with the school's overall goals.

- Prepare staff to teach SEL skills through modeling and integrated instruction.
- Ensure that each student has one caring adult who checks in with him/her regularly.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.

Category 2
Minimal to Moderate
Community
Transmission

Implement plans developed in Category 1.

Category 3
Substantial
Community
Transmission

- Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.

- Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.
- Parent/student check in to make sure all students are connecting.

Student Learning

Category 1
No Community
Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- Implement standard operating procedures while taking preventative measures.
  - o Recommended cleaning and sanitizing procedures.
  - o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.
- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website ([http:/www.sde.idaho.gov/re-opening/index.html](http://www.sde.idaho.gov/re-opening/index.html))
- Identify essential standards/concepts/skills by grade-level.
  - o Identify interventions
  - o Identify enrichments

- Target interventions and supports
  - o Provide additional instructional supports to:
    - Students at risk of not graduating on time
    - Students with disabilities
    - Students who struggled in the prior distance/remote learning environments
    - Students who are English Learners
    - Students identified by teachers and parents as being behind academically
  - o Address learning loss with extended learning opportunities
- Before/after school programs
- Saturday school
- Prepare for potential future distance/remote learning by increasing current blended learning
  - o Develop a digital learning plan
  - o Integrate virtual learning practices
  - o Digitizing lessons
- Require a certain number of online assignments for each grading period
- If not embedded in the current curriculum, practice using online resources.

Student Learning (continued)

Category 2
Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year.
    - o Schools can offer their own online courses/programs.
- Utilize courses through a distance learning plan.
- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Consider using clear masks for early phonics instruction and speech interventions.
- Implement district or school-wide distance/remote learning plan.
- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).
- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.

- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.
- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.
- Communicate clearly and compassionately with families about concerns about the student.

Student Learning (continued)

Category 3
Substantial
Community
Transmission

- Implement a robust distance learning plan that:
  - o Provides continued instruction and advances students as applicable to their student needs
  - o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students
  - o See additional guidance and considerations on trauma-sensitive teaching on Resources website (http://www.sde.idaho.gov/re-opening/index.html)

- Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points
  - o Include elements for families and for rigor
  - o Provide clear instructions and answer keys
  - o Individualize
- Help families with sample schedules and expectations.
- Watch for students who are disengaged in/from the virtual setting.
- Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

At-Risk Populations

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

Category 1
No Community Transmission

Student Considerations

- Students at risk may need explicit instructions and practice on physical distancing and sanitation using additional clear visual information.

- Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.

- Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.

- Identify compensatory services for students with disabilities.

- Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.

- Provide targeted interventions and support to students at risk based on academic testing in the fall.

- Provide additional instructional supports to:

  o Students at risk of not graduating on time

  o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)

- Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.

School Considerations

- Implement standard operating procedures while taking preventative measures such as:

  o Providing hand sanitizer for students and staff

  o Conducting cleaning of classrooms and high-touch surfaces each day

  o Limiting physical interaction through partner or group work

- Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.

- Conduct meetings with teachers to identify where students are academically.

At-Risk Populations (continued)

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

Category 1
No Community Transmission

- Discuss the shared experience:
  - When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
  - Helping Children Cope with Changes
  - Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points

Category 2
Minimal to Moderate Community Transmission

Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.

- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

At-Risk Populations (continued)

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

Category 3
Substantial
Community
Transmission

Student Consideration

- Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning)

- Connect students with wraparound services with support from case managers.

- Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk.

- See additional guidance and considerations on implementing social emotional learning on Resources Site (https://www.sde.idaho.gov/re-opening/index.html)

School Considerations

- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.

- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

Food Service

Category 1
No Community Transmission

- Implement standard operating procedures while taking preventative measures such as:
  - o Provide hand sanitizer for students and staff.
  - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
  - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.

- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

Category 2
Minimal to Moderate Community Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter e cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.

- Alternative Serving Models:
  - o Serving meals in classrooms
    - Use disposable supplies
  - o Serving meals in cafeterias with:
    - Spaced serving lines (marked on floors)
    - Spaced seating (utilize outdoor space as practicable and appropriate)
    - Consider facing all students in one direction.
    - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

Food Service (continued)

Category 3
Substantial
Community
Transmission

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

Transportation

Category 1
No Community
Transmission
	· Implement standard operating procedures while taking preventative measures such as:
	  o Provide hand sanitizer for students and bus drivers.
	  o Encourage bus drivers and students to wear face masks/ coverings.
		o Limit field trips to areas with no community transmission.
		o Clean and disinfect frequently touched surfaces on the bus at least daily.
		o Space students by family groups on buses.
		o Air out and deep clean buses when not in use.

Category 2 Minimal to Moderate Community Transmission	· Provide and recommend hand sanitizer for students and bus drivers. · Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks. · Work with contractors as applicable to establish bus driver requirements. · Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).	· Eliminate field trips. · Clean and disinfect frequently touched surfaces on the bus at least daily. · Establish protocols for bus stops, loading/unloading of children from different households. · See CDC Guidance: What Bus Operators Need to Know.
Category 3 Substantial Community Transmission	· Limit transportation of small groups of students from same family that need to come to school facilities to receive services. · Sanitize buses between groups of students.	· Use buses to deliver meals and instructional material to students and families. · Schedule delivery/pick-up in ways that reduce contact to the number of students and families. · Deliver weekly to a limited number of families each day of the week.

Student Athletic Events

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

At-Risk Students

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

A student in grades 6 through 12 who:

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

        i. Has repeated at least one (1) grade;

        ii. Has absenteeism greater than ten percent (10%) during the preceding semester;

        iii. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

        iv. Has failed one (1) or more academic subjects in the past year;

        v. Is below proficient, based on local criteria, standardized tests, or both;

        vi. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion;

    or

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

or

    b) Meets any of the following criteria:

        i. Has documented substance abuse or a pattern of substance abuse;

        ii. Is pregnant or a parent;

        iii. Is an emancipated youth or unaccompanied youth;

        iv. Is a previous dropout;

        v. Has a serious personal, emotional, or medical issue or issues;

        vi. Has a court or agency referral; or

        vii. Demonstrates behavior detrimental to the student's academic progress.

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

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

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.