Coeur d'Alene Public Schools Reopening Plan: Ideas, Strategies, Next Steps

State Guidelines: Link to State Plan

July/August 2020   CORE/Cabinet Notes

	Green	**Yellow**	**Orange**	**Red**
Criteria for Category 1. Number of cases 2. Positivity rate 3. Hospitalizations • Capacity • Beds • ICU	**Slight Risk** Evidence of no to few cases, case investigations underway, no evidence of exposure in a large communal setting, e.g., healthcare facility, school, mass gathering.	**Minimal Risk** Moderate and/or sustained transmission with likelihood of confirmed exposure within communal settings, with potential for increase in suspected cases.	**Moderate Risk** Substantial but controlled transmission including confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	**Substantial Risk** Substantial and uncontrolled community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Category (level) of transmission within a community where a school is located 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				
Level of Operations	• Traditional learning model • School buildings open • Social distancing as is practical • Masks encouraged for all	• Traditional learning model • Schools buildings open • Maximize use of outdoor learning spaces, large spaces such as gyms, cafeterias, etc. • Social distancing as is practical • Masks required for adults and students • Require Masks on transportation	• Blended learning model • Staggered use of school buildings • Schools open with ½ students attending (rotating schedules) to ensure strict social distancing • Masks required for everyone at all times during school hours (including transportation)	• Full distance learning • School buildings closed for extended periods of time • Teachers working from their classrooms or remotely
Preventative Measures	Conduct daily health screenings of employees for COVID-19 symptoms upon entry to the facility, including daily symptom checking. (See resources on conducting screenings.) 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	Conduct daily health screenings of employees for COVID-19 symptoms upon entry to the facility, including daily symptom checking. (See resources on conducting screenings.) 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	Conduct daily health screenings of employees for COVID-19 symptoms upon entry to the facility, including daily symptom checking. (See resources on conducting screenings.) 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	Continue to coordinate with health officials.

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** 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 trash cans 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	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** 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 trash cans 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).	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** 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 trash cans 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	

	and features are safe.	Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.	holidays/breaks (to the extent practicable).	
	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.		Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.	
	Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).			
Entering School Buildings	**(Align the following with the above Preventative Measures section.)** Implement standard operating procedures while taking preventative measures such as: o Provide hand sanitizer for students and staff o Limit unnecessary congregations of students and staff o Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols o Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School) o Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc.	**(Align the following with the above Preventative Measures section.)** Mark spaced lines to enter the building and designate entrance and exit flow paths. Screen students and staff (to the extent practicable): o Isolate and send home if internal temperature over 100.4°F (38°C) o Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors: calling front office before entering, screening visitors, require use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school	**(Align the following with the above Preventative Measures section.)** Mark spaced lines to enter the building and designate entrance and exit flow paths. Screen students and staff (to the extent practicable): o Isolate and send home if internal temperature over 100.4°F (38°C) o Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school	
Personal Protective Measures	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.	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.	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.	Staff and Students If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

	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. **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). Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources. **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, and visitors to bring and wear cloth face coverings from home. ● Mask/face shields encouraged for staff. ● Provide masks/face	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. **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). Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources. **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 ● Require students, and visitors to wear cloth face coverings.. ● Mask/face shields required for staff. ● Provide masks/face shields and other appropriate PPE to staff. ● Consider additional protection for medically vulnerable staff and students as well as students with	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. **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). Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources. **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 ● Require students, and visitors to wear cloth face coverings.. ● Mask/face shields required for staff. ● Provide masks/face shields and other appropriate PPE to staff. ● Consider additional protection for medically	

	shields and other appropriate PPE to staff. ● Consider additional protection for medically vulnerable staff and students as well as students with special needs.	special needs.	vulnerable staff and students as well as students with special needs.	
Family Considerations and Distancing in Schools	• 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.	• 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 as determined by the Board of Trustees: ➢ 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). ➢ Limit physical interaction through partner or group work. ➢ Establish distance between the teacher's desk/board and students' desks. ➢ Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing. ➢ Variety of effective communication to provide support for parents and students (social media platforms, group texting)	• 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. Implement physical distancing and blended learning as determined by the Board of Trustees: ➢ Use the A/B schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize strict social distancing ➢ Limit physical interaction through partner or group work. ➢ Establish distance between the teacher's desk/board and students' desks. ➢ Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing. ➢ Consider allowing priority intervention students to continue in-person instruction as these students often rely	• 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.

		on daily routines and social interactions to address their individual learning needs. ➢ Variety of effective communication to provide support for parents and students (social media platforms, group texting)	
Prevention, Screening & Testing	Educate and encourage staff, students, and families to monitor for signs of infectious illness every day. Reinforce to students, parents, caregivers and staff the importance of staying home when sick. Teach the importance of social distancing, cloth face coverings, hand hygiene, and use of cohorting. Coordinate with Panhandle Health to develop testing protocol and procedures for staff and students who become ill while at school. Develop contact tracing protocol when staff or student in building is confirmed positive.	Encourage parents, guardians, or caregivers to conduct daily home screenings and report their answers to symptoms and close contact/personal exposure. Daily, followup and screen those students who do not have information entered in the app. Require social distancing, cloth face coverings, hand hygiene, and use of cohorting. Implement testing protocol and procedures for staff and students who become ill while at school. Implement contact tracing protocol when staff or student in building is confirmed positive. Reassign work duty of nurses, as needed.	Ensure each student and staff member denies symptoms and close contact or personal exposure during daily health checks. Require social distancing, cloth face coverings, hand hygiene, and use of cohorting. Implement testing protocol and procedures for staff and students who become ill while at school. Implement contact tracing protocol when staff or student in building is confirmed positive. Reassign work duty of nurses, as needed. Recruit additional staff, as needed.	
Staffing Considerations	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.	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	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	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

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.	officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.	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.	accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
Implement telework policy for vulnerable staff.	Implement telework policy for vulnerable staff.	Implement telework policy for vulnerable staff.	Implement telework policy for vulnerable staff.
Implement telework policy for all staff.	Implement telework policy for all staff.	Implement telework policy for all staff.	Implement telework policy for all staff.
Reduce onsite work to essential job functions only.	Reduce onsite work to essential job functions only.	Reduce onsite work to essential job functions only.	Reduce onsite work to essential job functions only.
Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.	Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.	Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.	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 applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.	Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.	Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
Adhere to state and federal employment law and extended leave allowances.	Adhere to state and federal employment law and extended leave allowances.	Adhere to state and federal employment law and extended leave allowances.	Adhere to state and federal employment law and extended leave allowances.
Encourage open lines of communication between vulnerable staff and supervisors.	Encourage open lines of communication between vulnerable staff and supervisors.	Encourage open lines of communication between vulnerable staff and supervisors.	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:	Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:	Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:	Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
The district ADA accommodation process	The district ADA accommodation process	The district ADA accommodation process	The district ADA accommodation process
District policies, procedures and protocols for requesting flexible leave options.	District policies, procedures and protocols for requesting flexible leave options.	District policies, procedures and protocols for requesting flexible leave options.	District policies, procedures and protocols for requesting flexible leave options.
Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.	Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.	Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.	Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.
	Encourage use of district Employee Assistance Program if available.	Encourage use of district Employee Assistance Program if available.	Encourage use of district Employee Assistance Program if available.
	Implement telework policy for vulnerable staff	Implement telework policy for vulnerable staff	Implement telework policy for vulnerable staff
	Establish a process for regular check- ins with the supervisor for vulnerable staff	Establish a process for regular check- ins with the supervisor for vulnerable staff	Establish a process for regular check- ins with the supervisor for vulnerable staff
			Vulnerable staff should contact their administration to reassess options related to essential job functions.

	Encourage use of district Employee Assistance Program if available.			

Professional Development	Because it is likely we will have a blended learning model at some point during the school year and because no doubt some students will become sick and need to learn remotely during the year, PD district-wide should focus on the online learning management system in conjunction with the visions and best practices established recently by the District in instruction, assessment, equity, and the whole child. Survey data from staff, parents, and students should also guide PD decision-making.
	
	 The District will support professional learning in Schoology to effectively deliver learning remotely if students are temporarily or intermittently learning from home. We will narrow our learning platforms substantially to help families navigate fewer platforms. One platform for an entire school district is ideal.
	
	 Professional Development Considerations For HIgh Quality Student Learning
	 ● Establish "office hours" for educator availability and check-ins; PD should provide clarity on what effective "office hours" look like at each level.
	 ● Communicate clear guidelines on how to track student attendance.
	 ● Use a common learning platform across the district to alleviate any confusion for families and students.
	     ○ Provide a model classroom at each grade level.
	     ○ Set clear guidelines on virtual instruction expectations.
	 ● Determine how students are engaging and achieving in schoolwork and how to provide effective feedback.
	 ● Create flexible plans given the variety of family dynamics and stressors.
	 ● Develop common and clear family and student communications to share learning goals and expectations.
	 ● The District will set clear expectations for teacher facilitation of learning that align with the Instructional Framework and components of the Portrait of a Graduate (POG).			

Transporting Students	Implement standard operating procedures while taking preventative measures such as: ➢ Providing hand sanitizer for students and bus drivers ➢ Allowing bus drivers and students to wear face masks/coverings ➢ Limiting field trips to areas with no community transmission ➢ Cleaning and disinfecting frequently touched surfaces on the bus at least daily ➢ Space students by family groups on buses Air out and deep clean buses when not in use. ➢ Implement standard operating procedures while taking preventative measures such as: ➢ Providing hand sanitizer for	Provide and recommend hand sanitizer for students and bus drivers. Provide and require face coverings or masks for bus drivers; require students to wear face coverings or masks. 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.	Limit transportation to small groups of students from same family that need to come to school facilities to receive services and those with special needs that are prioritized. Provide and recommend hand sanitizer for students and bus drivers. Provide and require face coverings or masks for bus drivers; require students to wear face coverings or masks. 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.	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.

	students and bus drivers ➢ Allowing bus drivers and students to wear face masks/coverings ➢ Limiting field trips to areas with no community transmission ➢ Cleaning and disinfecting frequently touched surfaces on the bus at least daily ➢ Space students by family groups on buses Air out and deep clean buses when not in use.			
Transportation: **General Guidelines**	1) **Encourage Families to Provide their own transportation to school to help limit the number of students on buses** 2) **Encourage Communities to Establish Walking School Bus Routes** 3) **Prioritize Special Needs Populations** 4) **Run Fans and have window down as environmental conditions allow** 5) **When local mandates direct, everyone wears mask on buses at all time** 6) **Educate, Communicate and ask parent/guardians to help ensure riders are space six feet apare while waiting to board the bus** 7) **Guidelines specific to Transportation in the State of Idaho Department of Education Reopening plan Social Distancing Options: School Bus** 8) **CDC Guidance on Cleaning School Buses**			
Whole Child Support (SEL)	**For all planning please consider the following:** ● Does this procedure consider and promote felt safety (students, staff and families) ○ Consistency and Predictability ○ Relationship and Connection ○ Robust Two-Way Communication ● Does this procedure impact students, staff and families ability to self-manage and regulate. ○ Consider whether each new process significantly increases stress on staff, students and parents? If so, what support can be offered for coping? **District Social and Emotional Support Activities** Additional Services Provided by District Mental Health Team:	**For all planning please consider the following:** ● Does this procedure consider and promote felt safety (students, staff and families) ○ Consistency and Predictability ○ Relationship and Connection ○ Robust Two-Way Communication ● Does this procedure impact students, staff and families ability to self-manage and regulate. ○ Consider whether each new process significantly increases stress on staff, students and parents? If so, what support can be offered for coping? **District Social and Emotional Support Activities** Additional Services Provided by District Mental Health Team: ● No additional district wide services will be provided in Category 2. All services already in the SEL 20/21 plan will be active in this category	**For all planning please consider the following:** ● Does this procedure consider and promote felt safety (students, staff and families) ○ Consistency and Predictability ○ Relationship and Connection ○ Robust Two-Way Communication ● Does this procedure impact students, staff and families ability to self-manage and regulate. ○ Consider whether each new process significantly increases stress on staff, students and parents? If so, what support can be offered for coping? **District Social and Emotional Support Activities** Additional Services Provided by District Mental Health Team: ● Virtual parent support group for elementary and secondary ● Office hours for teachers and school staff to problem solve and ask questions about	**For all planning please consider the following:** ● Does this procedure consider and promote felt safety (students, staff and families) ○ Consistency and Predictability ○ Relationship and Connection ○ Robust Two-Way Communication ● Does this procedure impact students, staff and families ability to self-manage and regulate. ○ Consider whether each new process significantly increases stress on staff, students and parents? If so, what support can be offered for coping? **District Social and Emotional Support Activities** Additional Services Provided by the District Mental Health Team: ● Virtual parent support group for elementary and secondary

	- No additional district wide services will be provided in Category 1. All services already in the SEL 20/21 plan will be active in this category Sources of Strength: - Encourage physical distancing and recommend mask wearing - Consider meeting outside if weather permits - Consider working in smaller groups to prevent large group gathering and contact Small Group Gatherings (Ex: lunch bunch, social skills, high school student leadership, mentors etc) - Encourage distancing and mask wearing for students participating in small group sessions Individual Counseling (Heritage Health MOU) - Counseling sessions continue as normal with distancing and mask wearing encouraged Sensory Breaks and tools for regulation (sensory items) - Limit sensory rooms to the number of students that allows for 6 feet of distance - Clean each sensory tool between each student Calming Spaces - Allow one student at a time in calming spaces. Clean between each student Physical Touch and Connection - Quick, intermittent touch allowed (elbow bump, foot bump, pat on the back) - Encourage classroom and school community building activities - Allow students to interact in small groups and face to face	Sources of Strength: - Require physical distancing and mask wearing when face to face - Consider meeting outside if weather permits - Work in smaller cohort groups to prevent large group gathering and contact Small Group Gatherings - Require physical distancing and mask wearing for students and staff participating in small group sessions. Capacity should be limited to the number of students and staff that can maintain 6 feet of distance at all times. Individual Counseling (Heritage Health MOU) - Counseling sessions continue as normal with distancing and mask wearing required Sensory Breaks and tools for regulation (sensory items) - Limit sensory rooms to the number of students that allows for 6 feet of distance. Require masks for students and staff - Clean each sensory tool between each student Calming Spaces - Allow one student at a time in calming spaces. Clean between each student.	SEL and student engagement in a blended model Sources of Strength: - Require physical distancing and mask wearing when face to face - Consider meeting outside if weather permits - Work in smaller cohort groups to prevent large group gathering and contact. If on a hybrid schedule, use the A/B split to determine student cohorts. Small Group Interventions - Require physical distancing and mask wearing for students and staff participating in small group sessions. Capacity should be limited to the number of students and staff that can maintain 6 feet of distance at all times. If on a hybrid schedule, use the A/B split to determine student cohorts. Individual Counseling (Heritage Health MOU) - Counseling sessions continue as normal with distancing and mask wearing encouraged Sensory Breaks and tools for regulation (sensory items) - Limit sensory rooms to the number of students that allows for 6 feet of distance. Require masks for students and staff - Clean each sensory tool between each student Calming Spaces - Allow one student at a time in calming spaces. Clean between each student	- Office hours for teachers and school staff to problem solve and ask questions about SEL and student engagement in a blended model - School based support for SEL support groups accessible to students Sources of Strength: - Move all meetings and campaigns to virtual platform Small Group Interventions - Create online groups for students previously participating in person - Consider asynchronous group work to support students that cannot attend all synchronous virtual meetings Individual Counseling (Heritage Health MOU) - Counseling sessions will move to telehealth. School counselor will work directly with Heritage Health staff to connect families and students for continuity of service Sensory Breaks and tools for regulation (sensory items) - Sensory rooms are closed - Students with consistent sensory breaks should be provided with recommendations to continue regulatory work outside of school - Consider weekly check-ins (from school staff) with high risk students that access regulatory tools often in school - Provide ("check out") students regularly used sensory tools for use at home. Calming Spaces - Provide families with examples of sensory and calming corners at home for students that accessed this regulatory tool frequently.
Whole Child Support (cont)	**Protecting Priority Intervention Students** - 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. ● Ensure all special education students have access to the same consistent learning opportunities all students have. ● 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. ● Priority Intervention students can also include students with academic, social, and emotional needs that require intervention and support		

Serving Meals (3)	• 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.
		Encourage/ Require student hand washing before and after meal service.
		• Provide hand sanitizer for students and staff.
		• Use disposable plates, utensils, etc. if applicable and practical.
		• Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
		• Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
		• Alternative Serving Models:
		➢ Serving meals in classrooms (use disposable supplies)
		➢ Establish alternative eating areas, such as outside as weather permit, multi purpose rooms and gyms. Move unused desk into these areas to establish separated eating areas as applicable.
		➢ As space allows, 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.
		
		Establish protocol for grab and go lunches, pre
			• Practice established social distancing protocols to the greatest extent practicable.
			• Provide PPE to participating staff.
			• Reduce contact with congregated feeding waiver if allowed.
			• Allow meal service time flexibility with a waiver.
			• Distribute instructional materials and menus along with meals.
			
			* Establish protocol for grab and go lunches, pre ordered lunches, take home meals and pick up or distribution sites for students not at school.
			
			*Use waiver to allow parents/guardians to pick up meals for enrolled students not in a school building on given days
				• 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.
				* Enact Grab and Go Meal pick up and delivery system to ensure meals available for students
				
				 Reduce contact by providing or delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver.
				
				*Use waiver to allow parents/guardians to pick up meals for enrolled students not in a school building on given days
				
				• Suggest using transportation for meals to deliver to students while school is closed.

	ordered lunches, take home meals and pick up or distribution sites for students not at school.		
Nutrition Services: **General Guidelines**	1) Sanitize Eating spaces between groups using approved food grade sanitizers 2) When eating in classroom spaces it should be anticipated that additional spills and stains will occur on carpet areas 3) Provide waste receptacles in alternate areas that students are eating 4) Guidelines specific to Nutrition Services in the State of Idaho Department of Education Reopening plan Social Distancing Options: Food Service 5) State Department of Education Nutrition Services Waiver Options		
Large Group Gatherings	Provide hand sanitizer for students and staff Allow students and staff to wear face masks/coverings Limit unnecessary congregations of students and staff Identify opportunities to pursue virtual group events, gatherings, meetings, student assemblies, special performances, school-wide parent meetings, and spirit nights or field trips if possible, and develop a protocol to limit those where social distancing cannot be maintained. Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.) Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.	Require social distancing, cloth face coverings, hand hygiene and cohorting at all group events. Limit unnecessary intermixing of cohorted students and staff Discourage the congregation of students in parking lots and common areas Pursue virtual group events, gatherings, meetings, student assemblies, special performances, school-wide parent meetings, and spirit nights or field trips if possible, and limit those where social distancing cannot be maintained. Limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.) Plan outdoor activities where social distancing can be maintained as much as possible. Consider cancelling, rescheduling or modifying events. Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19. Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order	Do not allow intermixing of cohorted students and staff Allow virtual group events, gatherings, meetings, student assemblies, special performances, school-wide parent meetings, and spirit nights or field trips if possible Do not allow visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.) Plan outdoor activities where social distancing can be maintained within cohorted group as much as possible. Cancel reschedule or modify events. Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.	Do not allow group gatherings.
Extracurricular Events	Follow the appendix item: Fall Sports and Extracurricular Events Plan	Follow the appendix item: Fall Sports and Extracurricular Events Plan	Follow the appendix item: Fall Sports and Extracurricular Events Plan	Follow the appendix item: Fall Sports and Extracurricular Events Plan