



Rockland School District #382

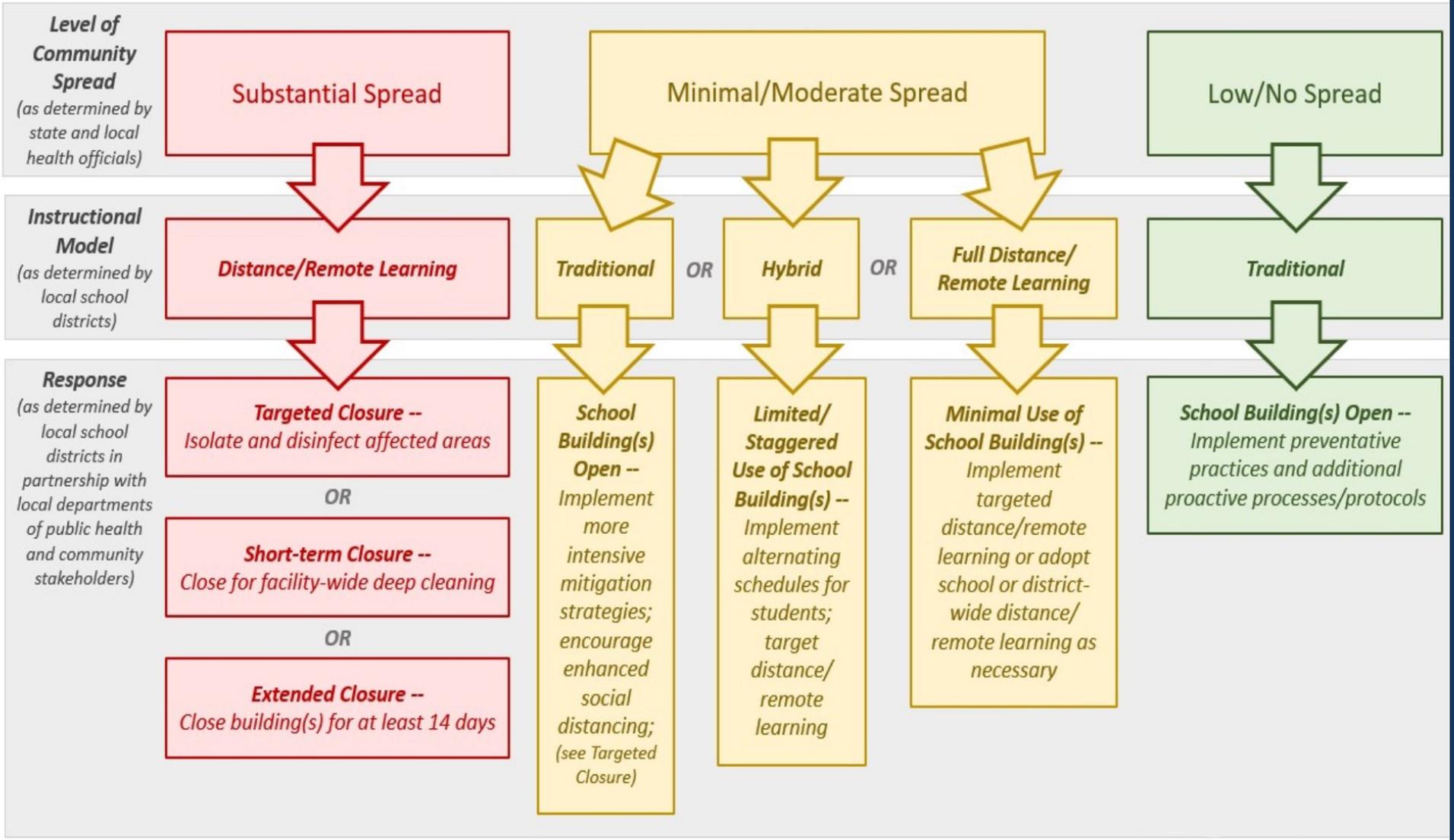
Return to School Plan for the Fall of 2020

Addressing Community Spread in K-12 Schools

Substantial Spread	Minimal/Moderate Spread	Low/No Spread
<ul style="list-style-type: none"> Coordinate with local and state DPH health officials Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) Schools that are closed, remain closed. Implement distance/remote learning (see <i>Serving School Meals</i> and <i>Supporting Teaching and Learning</i>). Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations) <p>For additional guidance on addressing community spread, see the CDC's Considerations for Schools</p>	<ul style="list-style-type: none"> Establish and maintain communication with local and state DPH health officials Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) Implement enhanced social distancing measures (see <i>Transitioning, Large Group Gatherings, and Teaching and Learning</i>) 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 Isolate and deep clean impacted classrooms and spaces Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations) 	<ul style="list-style-type: none"> Establish and maintain communication with local and state DPH health officials Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) 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 Accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations)

Definitions

	<p>Recommendations regarding face coverings differ based on the level of community spread and can be found throughout this document. Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.</p> <p>> CDC Guidance</p>		<p>Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.</p> <p>> CDC Guidance</p>		<p>Ensure safe and correct application of disinfectants and keep out of reach of children.</p> <p>> CDC Guidance</p>
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Level of Community Spread (as determined by state and local health officials)

Substantial Spread

RECOMMENDATIONS

Minimal/Moderate Spread

RECOMMENDATIONS

Low/No Spread

RECOMMENDATIONS

Practicing Prevention



District/School Considerations:

- Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols
- Encourage COVID-19 testing

CDC Guidance

- [How to Protect Yourself and Others](#)
- [COVID-19 Symptoms](#)
- [COVID-19 and Children](#)
- [Communication Tools](#)

CDC [COVID-19 Self-Checker](#)

District/School Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- 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.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Provide masks and other appropriate PPE to staff
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Take steps to ensure all water systems and features are safe
- Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, if this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks

CDC Guidance

- [Reopening Guidance for Cleaning and Disinfecting Schools](#)
- [Guidance for Reopening Buildings After Prolonged Shutdown](#)

District/School Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- 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.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Allow staff to wear face masks/covering, and other appropriate PPE as desired
- 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, if 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)

CDC Guidance

- [Reopening Guidance for Cleaning and Disinfecting Schools](#)
- [Guidance for Reopening Buildings After Prolonged Shutdown](#)

Return to School

- [Roadmap for Facilities](#)

Transporting Students



School buildings are closed

District/School Considerations:

- Provide hand sanitizer for students and bus drivers
- Provide face masks for bus drivers; allow students to wear face masks/coverings
- 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 students to minimize congregation of children from different households

CDC Guidance

- [What Bus Operators Need to Know](#)

District/School Considerations:

- 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 of limited/low transmission)
 - Inspecting buses prior to students returning and as part of a regular rotation
 - Cleaning and disinfecting frequently touched surfaces on the bus at least daily
 - Airing out buses when not in use

Entering School Buildings³



School buildings are closed; districts should require only that *essential staff* report in-person to carry out functions that are *necessary*.

District/School Considerations:

- District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements
- District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures

District/School Considerations:

- 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 (see *When a Child, Staff Member, or Visitor Becomes Sick at School*)
- Screen students and staff (to the extent practicable):
 - Take temperatures ideally before entering buildings
 - Isolate and send home if internal temperature over 100.4°F (38°C)
 - 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

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Provide hand sanitizer for students and staff
 - Limit unnecessary congregations of students and staff
 - 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 (see *When a Child, Staff Member, or Visitor Becomes Sick at School*)
 - Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc.

American Health Care Association

- [COVID-19 Screening Checklist for Visitors](#)

Society for Human Resources Management (SHRM)

- [Coronavirus Warning Poster for Entrances](#)

³*School Calendars: Local school districts have authority over school calendars – meaning they have full authority to set start and end dates, holidays/breaks, and school hours, provided instructional requirements are met.*

Serving Meals



School buildings are closed.

District/School Considerations:

- Practice established social distancing protocols to the greatest extent practicable
- Provide PPE to participating staff
- Reduce contact by delivering multiple meals during a designated time
- Distribute printed instructional packets/materials and district/school communications along with meals

²Subject to future USDA meal waiver approval

District/School Considerations:

- Allow student hand washing before and after meal service
- Provide hand sanitizer for students and staff
- Use disposable plates, utensils, etc.
- 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:

- Students take meals in Old gym to improve distancing.
- Serving meals in cafeterias with:
 - Spaced serving lines (marked on floors)
 - Spaced seating (utilize outdoor space as practicable and appropriate)
 - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
 - Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Providing hand sanitizer for students and staff
 - Allowing students and staff to wear face masks/coverings while in large group gatherings
 - Conducting cleaning of cafeterias and high-touch surfaces throughout the school day

Transitioning



School buildings are closed.

District/School Considerations:

- Limit mixing between groups (to the extent practicable)
- For class changes and other transitions throughout the school day:
 - Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
 - Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students
 - Plan staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time
 - Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Allowing students and staff to wear face masks/coverings while in large group gatherings
 - Conducting cleaning of hallways and high-touch surfaces throughout the school day
 - Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)

Conducting Large Group Gatherings



School building are closed. Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order

District/School Considerations:

- Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order
- Discourage the congregation of students in parking lots and common areas
- Stagger the schedule for large group gatherings (i.e. recess and school meals)
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
- Follow *Idaho High School Sports Association* guidelines for sporting events and practices

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Providing hand sanitizer for students and staff
 - Allowing students and staff to wear face masks/coverings
 - Limiting unnecessary congregations of students and staff
 - Follow *Idaho High School Sports Association* guidelines for sporting events and practices

Supporting Teaching and Learning



School buildings are closed.

District/School Considerations:

- Implement a robust Distance Learning Plan
- Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points

Resources

- [Educator's Guide to Safe and Effective Video Conferencing \(Education Week\)](#)

District/School Considerations:

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school.

Traditional Instructional Model

- *Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance.*
- 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 (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing

Hybrid Instructional Models

- *Hybrid models should only be implemented if necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on*

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Providing hand sanitizer for students and staff
 - Conducting cleaning of classrooms and high-touch surfaces each day
 - Limiting physical interaction through partner or group work
 - Surveying families' interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction
- Establish an academic baseline:
 - Administer formative assessments toward the start of the school year
 - Conduct meetings with teachers to identify where students are academically
- Discuss the shared experience:
 - [Helping Children Cope with Changes](#)
 - [Talking to Children about COVID-19](#)
 - [Teaching Through a Pandemic](#)

Supporting Teaching and Learning (cont.)



Professional Learning for Teachers

- American School Counselor Association
 - [School Counseling During COVID-19: Online Lessons and Resources](#)
- School Library Media Specialists
 - [School Media Specialists Can Help During Crisis \(School Library Journal\)](#)

daily routines and social interactions to address their individual learning needs.

- *A/B schedules*
 - *Alternating Days:* 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 – prioritize students on free and reduced breakfast for AM section; shared lunch; end of the day meal for PM students; using certification flexibility to relocate teachers as needed and allowable
- *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.

- Target interventions and supports:
 - Provide additional instructional supports to:
 - students at-risk of not graduating on time
 - students with disabilities (compensatory services)
 - students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
 - other students identified as being behind academically by teachers and parents.
 - 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.)
- Prepare for potential future distance/remote learning by increasing current blended learning:
 - Develop a digital learning plan
 - Integrate virtual learning practices:
 - digitizing lessons
 - requiring a certain number of online assignments for each grading period
 - Provide virtual learning-specific professional learning for educators:
 - [Making the Shift to Online Teaching and Learning](#)
 - [Supporting Students with Disabilities Online](#)
 - Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar

Return to School

- Roadmap for [School Operations](#) and [Instruction](#)

Protecting Vulnerable Populations

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¹ **Vulnerable Populations** -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.

School buildings are closed.

See *Entering School Buildings* for district/school staff guidance.

District/School Considerations:

- Employ additional nurses, health care aides, and full-time substitute employees

Society for Human Resources Management (SHRM)

- [Employment FAQ](#)

District/School Considerations:

- 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
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPPA requirements
- Adhere to state and federal employment law and extended leave allowances
- Offer an Employee Assistance Program to all staff members

District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
 - Establish a point-of-contact with the local health department
 - Identify local COVID-19 testing sites
 - Provide hand sanitizer for students and staff
 - Provide PPE to vulnerable students and staff as appropriate
 - Allow vulnerable students to complete their coursework virtually
 - Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
 - Establish a process for regular check-ins with vulnerable students and staff
 - Allow an early transition for vulnerable students to go to classes
 - Limit large group gatherings/ Interactions for vulnerable students and staff

When a Child, Staff Member, or Visitor Becomes Sick at School



District/School Considerations:

- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met state DPH criteria to discontinue home isolation
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.
- The individual may return if and when the following requirements are met: 1) at least 3 days with no fever (and no fever reducing meds); 2) other symptoms are improving; and 3) at least 10 days from symptom onset.
- [Symptoms of Coronavirus](#)
- [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#)
- [Standard Precautions](#)
- [Transmission-based Precautions](#)

References

Georgia State Department of Education. (2020). Georgia Path to Recovery for K-12 Schools. Atlanta, Georgia.
Idaho State Department of Education. (2020). Idaho Back to School Framework 2020. Boise, Idaho.

Additional Resources

[District Homepage](#)

[Screening for Symptoms](#)

[CDC](#)

[Idaho Coronavirus](#)

[Idaho Back to School Framework](#)

[Idaho High School Sports Association](#)

[Cloth Face Coverings](#)