Return to School Plan for the Fall of 2020
## Addressing Community Spread in K-12 Schools

### Substantial Spread
- 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 Serving School Meals and Supporting Teaching and Learning).
- 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 Protecting Vulnerable Populations for considerations)

For additional guidance on addressing community spread, see the CDC’s Considerations for Schools

### Minimal/Moderate Spread
- 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 Transitioning, Large Group Gatherings, and Teaching and Learning)
- 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 Protecting Vulnerable Populations for considerations)

### Low/No Spread
- 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 Transitioning, Large Group Gatherings, and Teaching and Learning)
- 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 Protecting Vulnerable Populations for considerations)

## Definitions

### Face Coverings
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.

> CDC Guidance

### Hand Sanitizer
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.

> CDC Guidance

### Clean/Disinfect
Ensure safe and correct application of disinfectants and keep out of reach of children.

> CDC Guidance
## Level of Community Spread (as determined by state and local health officials)

<table>
<thead>
<tr>
<th>Substantial Spread</th>
<th>Minimal/Moderate Spread</th>
<th>Low/No Spread</th>
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<tbody>
<tr>
<td><strong>District/School Considerations:</strong></td>
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<tr>
<td>• 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</td>
<td>• Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings</td>
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<tr>
<td>• Encourage COVID-19 testing</td>
<td>• 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</td>
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<td>• Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</td>
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<td>• Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</td>
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<td>• Take steps to ensure all water systems and features are safe</td>
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<td>• Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home</td>
<td>• 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</td>
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<td>• Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks</td>
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<tr>
<td><strong>CDC Guidance</strong></td>
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<td></td>
<td>• How to Protect Yourself and Others</td>
<td>• Reopening Guidance for Cleaning and Disinfecting Schools</td>
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<td></td>
<td>• COVID-19 Symptoms</td>
<td>• Guidance for Reopening Buildings After Prolonged Shutdown</td>
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<td>• COVID-19 and Children</td>
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<td>• Communication Tools</td>
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<td><strong>CDC COVID-19 Self-Checker</strong></td>
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<td>• Roadmap for Facilities</td>
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### Practicing Prevention

- 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.

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**CDC Guidance**

- **How to Protect Yourself and Others**
- **COVID-19 Symptoms**
- **COVID-19 and Children**
- **Communication Tools**

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**CDC COVID-19 Self-Checker**

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### 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](#)

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### Entering School Buildings

#### 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

**American Health Care Association**
- [COVID-19 Screening Checklist for Visitors](#)

**Society for Human Resources Management (SHRM)**
- [Coronavirus Warning Poster for Entrances](#)

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#### 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

<table>
<thead>
<tr>
<th>District/School Considerations:</th>
<th>Alternative Serving Models:</th>
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<tr>
<td>• Practice established social distancing protocols to the greatest extent practicable</td>
<td>• Students take meals in Old gym to improve distancing.</td>
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<tr>
<td>• Provide PPE to participating staff</td>
<td>• Spaced serving lines (marked on floors)</td>
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<tr>
<td>• Reduce contact by delivering multiple meals during a designated time</td>
<td>• Spaced seating (utilize outdoor space as practicable and appropriate)</td>
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<tr>
<td>• Distribute printed instructional packets/materials and district/school communications along with meals</td>
<td>• Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)</td>
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</tbody>
</table>

2 Subject to future USDA meal waiver approval

### Transitioning

<table>
<thead>
<tr>
<th>School buildings are closed.</th>
<th>District/School Considerations:</th>
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<tbody>
<tr>
<td>• Limit mixing between groups (to the extent practicable)</td>
<td>• Implement standard operating procedures while taking preventative measures such as:</td>
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<tr>
<td>• For class changes and other transitions throughout the school day:</td>
<td>o Providing hand sanitizer for students and staff</td>
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<tr>
<td>o Provide additional time for transitions (utilizing state seat time waiver to extend transition period)</td>
<td>o Allowing students and staff to wear face masks/coverings while in large group gatherings</td>
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<td>o Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students</td>
<td>o Conducting cleaning of hallways and high-touch surfaces throughout the school day</td>
</tr>
<tr>
<td>o Plan staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time</td>
<td>o Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</td>
</tr>
<tr>
<td>o Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)</td>
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</tbody>
</table>
| 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:  
  o Providing hand sanitizer for students and staff  
  o Allowing students and staff to wear face masks/coverings  
  o Limiting unnecessary congregations of students and staff  
  o Follow *Idaho High School Sports Association* guidelines for sporting events and practices |
| --- | --- | --- |
| | 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 | 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:  
- Establish an academic baseline:  
  o Administer formative assessments toward the start of the school year  
  o Conduct meetings with teachers to identify where students are academically  
- Discuss the shared experience:  
  o *Helping Children Cope with Changes*  
  o *Talking to Children about COVID-19*  
  o *Teaching Through a Pandemic* |
| Support Teaching and Learning | Resources  
- *Educator’s Guide to Safe and Effective Video Conferencing* (Education Week)  |  |  |
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, CTE, 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

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


Additional Resources

District Homepage
CDC
Idaho Coronavirus
Idaho Back to School Framework
Idaho High School Sports Association
Cloth Face Coverings

Screening for Symptoms