Rockland School District #382

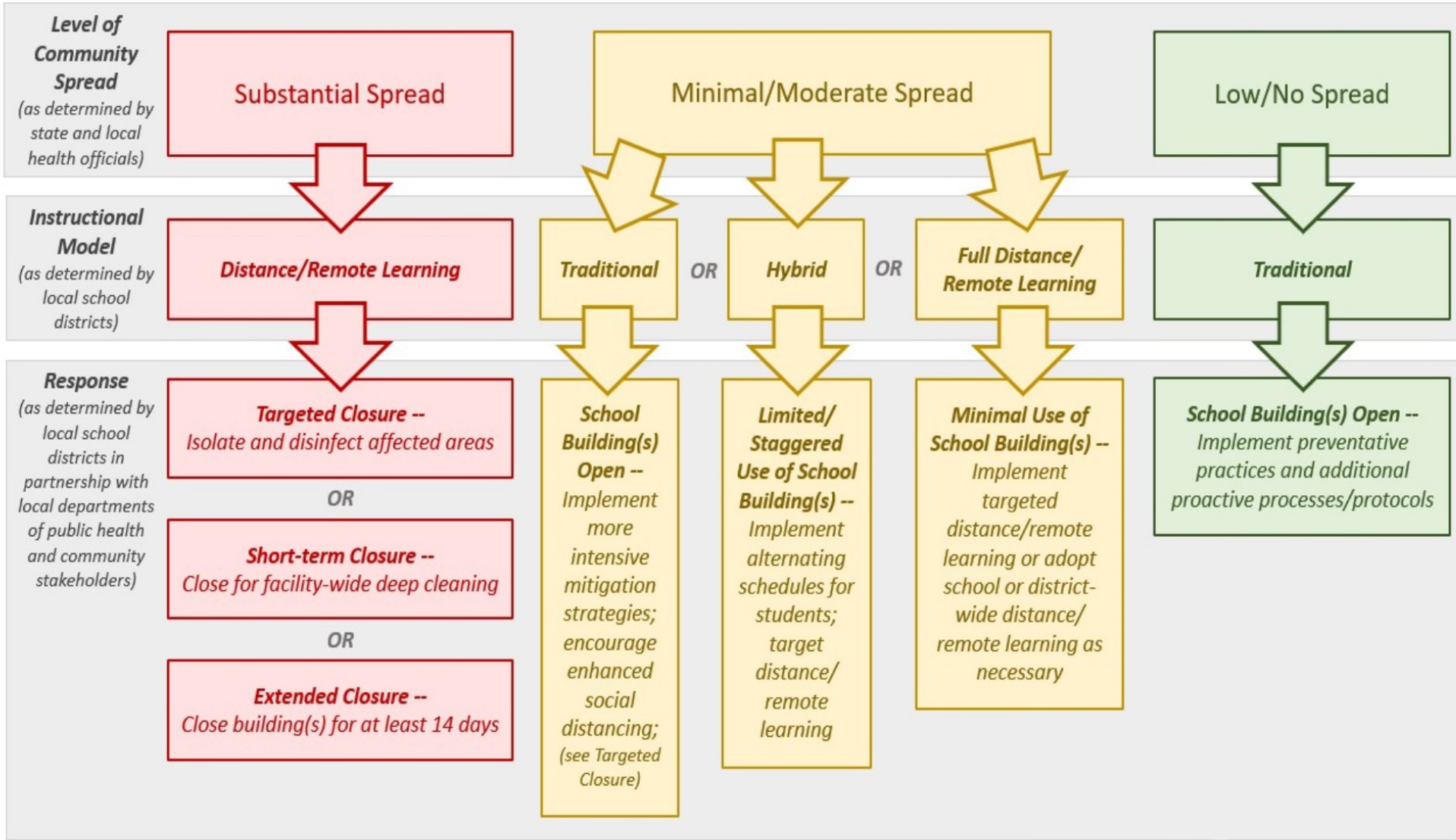
Return to School Plan for the Fall of 2021

Addressing Community Spread in K-12 Schools

Substantial Spread	Minimal/Moderate Spread	Low/No 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	• 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)	• 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 *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)
Substantial Spread
Minimal/Moderate Spread
Low/No Spread
Instructional Model
(as determined by local school districts)
Distance/Remote Learning
Traditional
OR
Hybrid
OR
Full Distance/ Remote Learning
Traditional
Response
(as determined by local school districts in partnership with local departments of public health and community stakeholders)
Targeted Closure -- Isolate and disinfect affected areas
OR
Short-term Closure -- Close for facility-wide deep cleaning
OR
Extended Closure -- Close building(s) for at least 14 days
School Building(s) Open -- Implement more intensive mitigation strategies; encourage enhanced social distancing; (see Targeted Closure)
Limited/ Staggered Use of School Building(s) -- Implement alternating schedules for students; target distance/ remote learning
Minimal Use of School Building(s) -- Implement targeted distance/remote learning or adopt school or district-wide distance/ remote learning as necessary
School Building(s) Open -- Implement preventative practices and additional proactive processes/protocols

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 Buildings[3]
[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.*
	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

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
	
	[2]Subject 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 students 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 2021-2022 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. 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[1] [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
Student and Staff Mental And Emotional Health	**Students** Children and teens react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared. Watch for behavior changes in your child **Not all children and teens respond to stress in the same way.** Some common changes to watch for include: ○ Excessive crying or irritation in younger children. ○ Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting). ○ Excessive worry or sadness. ○ Unhealthy eating or sleeping habits. ○ Irritability and “acting out” behaviors in teens. ○ Poor school performance or avoiding school. ○ Difficulties with attention and concentration. ○ Avoidance of activities enjoyed in the past. ○ Unexplained headaches or body pain.

- Use of alcohol, tobacco, or other drugs.

Ways to support your child

- Talk with your child about the COVID-19 outbreak.
- Answer questions and share facts about COVID-19 in a way that your child can understand.
- Reassure your child that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn from you how to cope with stress.
- Limit your family's exposure to news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Try to keep up with regular routines. If schools are closed, create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.
- Spending time with your child in meaningful activities, reading together, exercising, playing board games.

Take care of your mental health

You may experience increased stress during this pandemic. Fear and anxiety can be overwhelming and cause strong emotions.

Get immediate help in a crisis

- Call 911
- Disaster Distress Helpline: call or text 1-800-985-5990 (press 2 for Spanish).
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255) for English, 1-888-628-9454 for Spanish, or Lifeline Crisis Chat.
- National Domestic Violence Hotline: 1-800-799-7233 or text LOVEIS to 22522
- National Child Abuse Hotline: 1-800-4AChild (1-800-422-4453) or text 1-800-422-4453
- National Sexual Assault Hotline: 1-800-656-HOPE (4673) or Online Chat
- The Eldercare Locator: 1-800-677-1116 TTY Instructions
- Veteran's Crisis Line1-800-273-TALK (8255) or Crisis Chat or text: 8388255

Find a health care provider or treatment for substance use disorder and mental health

- SAMHSA's National Helpline: 1-800-662-HELP (4357) and TTY 1-800-487-4889
- Treatment Services Locator Website
- Interactive Map of Selected Federally Qualified Health Centers

Staff

Recognize the symptoms of stress you may be experiencing.

- Feeling irritation, anger, or in denial
- Feeling uncertain, nervous, or anxious
- Lacking motivation
- Feeling tired, overwhelmed, or burned out
- Feeling sad or depressed
- Having trouble sleeping
- Having trouble concentrating

Know the common school and work-related factors that can add to stress during a pandemic:

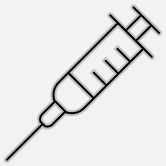
- Concern about the risk of being exposed to the virus at work
- Taking care of personal and family needs while working
- Managing a different workload
- Lack of access to the tools and equipment needed to perform your work
- Feelings that you are not contributing enough to work or guilt about not being on the frontline
- Uncertainty about the future of your workplace and/or employment
- Learning new communication tools and dealing with technical difficulties

- Adapting to a different workspace and/or work schedule

Follow these tips to build resilience and manage job stress.

- Communicate with your coworkers, supervisors, and employees about job stress while maintaining social distancing (at least 6 feet).
  - Identify things that cause stress and work together to identify solutions.
  - Talk openly with employers, employees, and unions about how the pandemic is affecting work. Expectations should be communicated clearly by everyone.
  - Ask about how to access mental health resources in your workplace.
- Identify those things which you do not have control over and do the best you can with the resources available to you.
- Increase your sense of control by developing a consistent daily routine when possible — ideally one that is similar to your schedule before the pandemic.
  - Keep a regular sleep schedule.
  - Take breaks from work to stretch, exercise, or check in with your supportive colleagues, coworkers, family, and friends.
  - Spend time outdoors, either being physically active or relaxing.
  - If you work from home, set a regular time to end your work for the day, if possible.
  - Practice mindfulness techniques .
  - Do things you enjoy during non-work hours.
- Know the facts about COVID-19. Be informed about how to protect yourself and others. Understanding the risk and sharing accurate information with people you care about can reduce stress and help you make a connection with others.
- Remind yourself that each of us has a crucial role in fighting this pandemic.
- Remind yourself that everyone is in an unusual situation with limited resources.
- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting and mentally exhausting
- Connect with others. Talk with people you trust about your concerns, how you are feeling, or how the COVID-19 pandemic is affecting you.
  - Connect with others through phone calls, email, text messages, mailing letters or cards, video chat, and social media.
  - Check on others. Helping others improves your sense of control, belonging, and self-esteem. Look for safe ways to offer social support to others, especially if they are showing signs of stress, such as depression and anxiety.
- If you feel you may be misusing alcohol or other drugs (including prescription drugs) as a means of coping, reach out for help.
- If you are being treated for a mental health condition, continue with your treatment and be aware of any new or worsening symptoms.

Vaccination and Testing Information



COVID-19 Testing in Southeast Idaho

- **Where can I get tested?**
- **Idaho Interim Guidance on Use of Rapid Antigen Tests for COVID-19**
- **Serological (Antibody) Testing for COVID-19**
- **IDSA COVID-19 Antibody Testing Primer**

Covid-19 Vaccinations in Southeast Idaho

- **COVID-19 VACCINE FACTS**
- **Addressing Questions Regarding Approved COVID-19 Vaccines and Abortion Derived Cell Lines**
- **HOW TO PROTECT YOURSELF & OTHERS ONCE YOU ARE FULLY VACCINATED**
- **CDC - Key Things to Know About COVID-19 Vaccines**
- **When can I get a COVID-19 Vaccine in Idaho? - 1/25/2021**

	• COVID-19 Vaccine Update for Southeastern Idaho Public Health • COVID-19 Vaccine in the State of Idaho • State of Idaho COVID-19 Vaccine – Frequently Asked Questions • Vaccines • Different COVID-19 vaccines • What to expect after getting a COVID-19 vaccine • Frequently asked questions about COVID-19 vaccination - CDC • COVID-19 vaccination • When vaccine is limited, who gets vaccinated first • FDA Takes Key Action in Fight Against COVID-19 By Issuing Emergency Use Authorization for First COVID-19 Vaccine: Action Follows Thorough Evaluation of Available Safety, Effectiveness, and Manufacturing Quality Information by FDA Career Scientists, Input from Independent Experts • The FDA issued an EUA to Pfizer, Inc, for the Pfizer-BioNTech COVID-19 Vaccine for the prevention of COVID-19 in individuals 16 years of age and older. The dosing regimen is two doses of 0.3 mL each, 3 weeks apart. Vaccine ingredients are listed in the EUA. • Fact Sheet for Recipient and Caregivers • Benefits of getting a COVID-19 vaccine • Busting myths and misconceptions about COVID-19 vaccination **Healthcare Providers** ○ COVID-19 Vaccination Providers ○ Fact Sheet for Healthcare Providers Administering Vaccine ○ COVID-19 Vaccination Communication Toolkit

References

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South-East Idaho Department of Health. (2021, 7 21). *Novel Coronavirus-19*. Retrieved from Novel Coronavirus-19: https://siphidaho.org/coronavirus.php

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
CDC
Idaho Coronavirus
Idaho Back to School Framework
Idaho High School Sports Association
Cloth Face Coverings
Screening for Symptoms

Centers for Disease Control and Prevention

COVID-19

IF YOU ARE FULLY VACCINATED

Find new guidance for fully vaccinated people. If you are not vaccinated, find a vaccine.

GUIDANCE FOR UNVACCINATED PEOPLE

Your Guide to Masks

Updated June 29, 2021 Print

- If you are not fully vaccinated and aged 2 or older, you should wear a mask in indoor public places.
- In general, you do not need to wear a mask in outdoor settings.
  - In areas with high numbers of COVID-19 cases, consider wearing a mask in crowded outdoor settings and for activities with close contact with others who are not fully vaccinated.
- If you are fully vaccinated and have a condition or are taking medications that weaken your immune system, you may need to keep taking steps to protect yourself, like wearing a mask. Talk to your healthcare provider about steps you can take to manage your health and risks.
- If you are fully vaccinated, see When You've Been Fully Vaccinated.

Masks are required on planes, buses, trains, and other forms of public transportation traveling into, within, or out of the United States and in U.S. transportation hubs such as airports and stations. Travelers are not required to wear a mask in outdoor areas of a conveyance (like on a ferry or the top deck of a bus). CDC recommends that travelers who are not fully vaccinated continue to wear a mask and maintain physical distance when traveling.

How to Select

When selecting a mask, there are many choices. Here are some do's and don'ts.

DO choose masks that

Have two or more layers of washable, breathable fabric

Completely cover your nose and mouth

Fit snugly against the sides of your face and don't have gaps

DO NOT choose masks that

Are made of fabric that makes it hard to breathe, for example, vinyl

Have exhalation valves or vents which allow virus particles to escape

Are prioritized for healthcare workers, including N95 respirators

Have a nose wire to prevent air from leaking out of the top of the mask

Special Considerations

Gaiters & face shields

Wear a gaiter with two layers, or fold it to make two layers

Not recommended: Evaluation of face shields is ongoing, but effectiveness is unknown at this time.

Children

Find a mask that is made for children to help ensure proper fit

Check to be sure the mask fits snugly over the nose and mouth and under the chin and that there are no gaps around the sides

Do NOT put on children younger than 2 years old

People with beards

Certain types of facial hair, like beards, can make mask fitting difficult. Masks that fit well protect you better. To have a better fit, people with beards can shave their beards or trim their beards close to the face.

Other ways to improve fit

Use a mask fitter or brace.

Wear one disposable mask underneath a cloth mask that has multiple layers of fabric. The second mask should push the edges of the inner mask against the face and beard.

For people with beards that are not trimmed close to the face, masks may fit loosely around the beard. However, people with beards should still wear a mask. Masks designed for people with beards are being evaluated, and information will be provided when it becomes available.

For more information on evidence for effectiveness of masks, other types of face protection, and mask alternatives, see Guidance for Wearing Masks

How to Wear

Wear a mask **correctly** and **consistently** for the best protection.

- Be sure to wash your hands or use hand sanitizer before putting on a mask.

- Do **NOT** touch the mask when wearing it. If you have to often touch/adjust your mask, it doesn't fit you properly, and you may need to find a different mask or make adjustments.

For more information, visit our How to Wear Masks web page.

Do wear a mask that

- Covers your nose and mouth and secure it under your chin.
- Fits snugly against the sides of your face.

How NOT to wear a mask

Around your neck

On your forehead

Under your nose

Only on your nose

On your chin

Dangling from one ear

On your arm

How to take off a mask

1

Carefully, untie the strings behind your head or stretch the ear loops

2

Handle only by the ear loops or ties

3

Fold the outside corners together

4

Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing

How to Clean

Reusable masks should be washed regularly. Always remove masks correctly and wash your hands after handling or touching a used mask.

- Include your mask with your regular laundry
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the mask
- Use the highest heat setting and leave in the dryer until completely dry

For more information, visit our How to Wash Masks web page.

For more information, see our Masks web site. For information on the sources for our mask guidance, see Recent Studies.

Last Updated June 29, 2021

DON'T LET YOUR GERMS GO FOR A RIDE

COVER YOUR COUGHS AND SNEEZES

with a tissue or use the inside of your elbow.
If you use a tissue, throw it in the trash, and
wash your hands right away.

If you can't wash your hands, ask
your teacher or another adult
for hand sanitizer

cdc.gov/coronavirus

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WASH YOUR HANDS

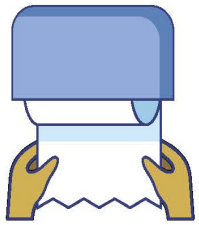
1 Wet

2 Get Soap

3 Scrub for at least 20 seconds

4 Rinse

5 Dry



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