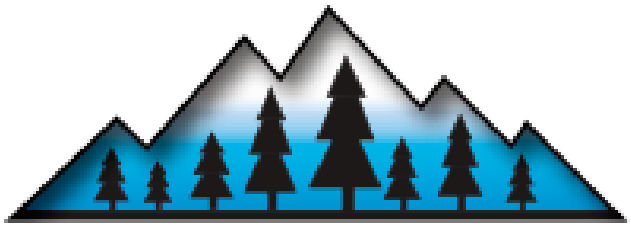
Blaine County School District

Re-Entry Plan for 2020-2021 School Year



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Approved by Board of Trustees August 17, 2020

Updated: August 10, 2020

Updates reflect Board Guidance, Staff Survey data, and additional guidance from CDC and Idaho Department of Health and Welfare as well as data from Distance Learning Surveys with parents, teachers, and students and community thought and questions on the initial draft plans presented in June.

These plans are expected to change as additional guidance becomes available from the CDC and the Idaho Department of Health and Welfare and as the presence of COVID-19 in Blaine County fluctuates.

Blaine County School District closed all schools on Saturday, March 14, 2020 when it was confirmed that COVID-19 was in the community. As the number of cases continued to rise, both the County Commissioners and the Governor, in conjunction with local and state health authorities, issued Stay-Home orders. Blaine County School District began distance learning on April 6 and continued in that format through May 22, the end of the school year.

Due to these extraordinary circumstances, the District has made plans for procedures over and above normal operating procedures to mitigate learning loss and threats to the health of students and staff while continuing to educate our students during the 2020-21 school year. In addition, these procedures include how to return to distance learning very quickly when needed due to resurgence of community health concerns. The plans for dealing with these circumstances while continuing to provide education, including additional support for students not yet mastering the priority standards, are detailed in this document. It is expected that these plans will be revised as circumstances change, new challenges are identified and guidance is issued from the Idaho Department of Health and Welfare or the CDC. It is also expected that flexibility will be required as the District will have to operate under different plans at different times of the year depending on the health of our community.

This document serves as a framework for school principals and department directors to use as they manage their individual schools and departments. The guidance is intended to let District leaders know what is expected of them and provide order to the overall system without creating additional layers of approval or constraints for decisions impacting single buildings or reducing responsiveness. Schools develop procedures to operate within the guidance. Procedures may vary from school to school.

In addition, a document for parents and community is being developed for ease of use so that they are prepared for handling fluctuating circumstances during the 2020-21 school year. As we learned from the first part of this pandemic, flexibility is key to maintaining health and safety while also continuing to ensure our children are receiving the education they deserve.

Public comment is encouraged by sending comments and questions to the Board Clerk at clerk@blaineschools.org.

Table of Contents

1 Introduction 6

2 Two Options for BCSD Students 7

3 Attending School in Person As Much As Possible 8

4 Online Learning Option through IDLA 10

5 Academics for BCSD Schools 11

5.1 Overview of Academic Re-entry Elements 12

5.2 Guidelines Fall Academic Re-entry 13

5.3 Social-Emotional Support 14

5.4 Communicating With & Supporting Families 15

5.5 Present Levels of Performance 16

5.5.1 Present Levels of Performance - Schedule 17

5.6 Curriculum & Instruction 18

5.6.1 Focus on Priority Standards 18

5.6.2 Literacy and Math Curriculum Focus 18

5.6.3 The Collaborative Process Through PLCs 19

5.6.4 Best Practices for Distance Learning 22

5.6.5 Lesson Plan Guidance 26

5.6.5.1 Organizing Digital Lessons for Easy Navigation 27

5.6.5.2 Secondary Guidance 27

5.6.5.3 Elementary Guidance 28

5.7 Intervention & Progress Monitoring 31

5.7.1 Effective Intervention 32

5.7.2 Responsibilities of Interventionists 33

5.8 Assessment 34

5.8.1 Balanced Assessment System 34

5.8.2 Assessments for the 2020-21 school year 35

5.8.3 Assessment guidance for distance learning 36

5.9 Grading for Learning 37

5.10 Special Programs 38

5.10.1 Responsibilities of Special Programs & Supports 38

5.10.1.1 Language Development 38

5.10.1.2 Gifted and Talented Education (GATE) 39
5.10.1.3 Social Workers 40
5.10.1.4 Students with Disabilities (Special Education & 504) 41
5.11 Professional Development 44
5.12 Supporting Transitions 46
5.12.1 Preparing for Strict Social Distancing (B) & Distance Learning (C) 46
5.13 Classroom Management & Discipline 47
5.14 Attendance 47
6 Health and Operational Logistics 48
6.1 Guidelines for Operations for Fall Re-Entry 48
6.2 Before School Starts 48
6.3 As Staff and Students Return 53
6.4 COVID-19 Health Guidelines 56
6.5 Staff Health and Attendance at Work 60
6.6 During the School Day 64
6.7 Buses 69
6.8 Special Events, After School Activities, and Sports 70
6.9 COVID-19 Resources 71
7 Appendices 72
7.1 Appendix A: Definitions 72
7.2 Appendix B: Converting to Learning at a Distance When Needed 72
7.3 Appendix C: COVID-19 Health Guidelines for Re-Entry 73
7.4 Appendix D: Roles and Responsibilities 77
7.5 Appendix E: *I Can* Statements 79
7.6 Appendix F: Online Platforms 83
7.7 Appendix H: Learning Platform Navigation Procedures 84
7.8 Appendix I: What is Flipped Learning? The Four Pillars of F-L-I-P™ 90
7.9 Appendix J: COVID-19 Screening Flowchart 92
7.10 Appendix K: COVID Screening Questionnaire 93
7.11 Appendix L: Student Sent Home Note 95
7.12 Appendix M: Health Care Provider Return to School 98
7.13 Appendix N: COVID Exposure Flow Chart 99
7.14 Appendix O: Transportation Considerations During the COVID-19 Pandemic 99

7.15 Appendix P: Library Proposal for Fall 2020 101
7.16 Appendix Q: Musical Arts Recommendation 102
7.17 Appendix R: Return to Work Criteria 104
7.18 Appendix S: Monitoring the Effectiveness of the Re-Entry Plan 105

1 Introduction

The COVID-19 pandemic has impacted entire communities, states, and the world, leaving us all to rethink and change many aspects of our lives. We are on a new journey, something unlike anything that we've ever seen. Education is being reshaped based on the health and safety of all individuals. Educational leaders are creating plans to redesign teaching practices, learning experiences for students and health protocols and procedures. The school district is faced with an extraordinary challenge that requires individual and collective expertise and inquiry to address the needs of students, families, staff and school communities during this unprecedented time. The district needs an "all hands on deck" approach to these challenges.

As we prepare to move into the reopening of our schools this fall, we must recognize that this pandemic validates the important role that schools play in contributing to a healthy community. Our schools and families depend on one another. Our district's re-entry plan will only be effective through a collaborative effort by all community stakeholders. As one community, we must move forward together to embrace the challenges imposed upon us all. We must responsibly stagnate the spread while keeping students on an educational trajectory to prepare them to be college and career ready upon graduation. Schedules may be impacted, learning may look different, roles may change and operations may be swayed. These shifts in new educational practices are to keep students learning and growing academically, as well as to keep our community healthy and safe.

The BCSD Re-entry Plan for 2020-2021 provides information on how we will keep students learning while responsibly slowing the spread to keep our community healthy. In this plan, you will find answers to many questions, including the need for physical distancing and the use of personal protective equipment, gear and practices. *It is our desire to have all our students in school at all times.* We know this is the best format to maximum student learning. However, we also know from our experience last spring, that there are times when we will be expected to follow more stringent health practices in order to protect the health and safety of our children and staff. You'll also learn ways that we may have to rearrange our students and their schedules depending on the health status of our community. It is our continued obligation to educate all students with equity at the core of our decision-making as we continue to navigate this disease and its impact on our educational system.

The goal is for *students to learn at high levels and close the gap regardless of our circumstances.* The BCSD Re-entry Plan will be monitored for its effectiveness toward meeting this goal by monitoring student learning data and gathering stakeholder feedback on academics and health / safety during the year, responding with actions toward continuous improvement.

On July 21, 2020, the BCSD Board of Trustees approved the following Guiding Principles for development of a re-entry plan.

- Principle 1: Healthy students and staff should be in school as much as possible.
- Principle 2: Our schools must be as safe as possible for students and staff.
- Principle 3: Teachers should be able to reach students in multiple locations, both synchronously and asynchronously.
- Principle 4: Providing a regular schedule will help our students, families, and staff be as successful as possible in every Plan.
- Principle 5: Teachers need support in this new learning environment.
- Principle 6: Students across the district should have equitable access to learning, regardless of where that learning takes place.
- Principle 7: Simple solutions are usually the best solutions.

2 Two Options for BCSD Students

There are two options for attending Blaine County School District (BCSD) schools this year:

1) Attend school in person as much as possible
2) Attend school online at all times

The model for attending school in person will change as the events in our community change.

- All students could be in school at one time, or
- Half of the students could attend on a given day while the other half of students learn from home, or
- All students could be learning from home.

This model allows for students to be with peers as much as possible and works well for students who learn best face-to-face or with frequent support and feedback from the teacher.

The model for attending school online at all times means full time BCSD students are enrolled in classes with the Idaho Digital Learning Alliance. Students enrolled in IDLA remain enrolled at their BCSD school and will receive school newsletters and other updates on school happenings. Interested students must enroll through their BCSD school by **August 19** and commit to IDLA classes for either a full semester or a full year. This model reduces the number of transitions a student may have to make as safety precautions in our community change. This model works well for students who are self starters and can regulate their own learning or have significant support at home. *If you wish to enroll your child in IDLA, please call your child's school.*

School Choice Offerings Comparison

School in Person As Much As Possible	**Online Learning All Semester or All Year** *Must Register by Aug. 19*
Students will be enrolled as a full time BCSD student.	Students will be enrolled as a full time BCSD student. (Call your principal for details.)
Students will be in the classroom with their teacher and peers as much as possible.	Students will be learning from home through Idaho Digital Learning Alliance (IDLA)
Students will attend school based on the current rate of COVID spread in the community at the time. This means that the model under which school is held (all students, half students, at home) will change as the health conditions in our community change.	Students will remain in the online learning mode throughout the semester or year and will not need to change models based on the health of our community
Students will start classes September 8	Students will start classes August 24
Elementary students will primarily focus on literacy and math. Other subjects areas will also be incorporated.	Elementary students (K-6) will participate in literacy and math only with IDLA.
Students will receive instruction from BCSD teachers who are licensed to teach the content.	Students will receive instruction from IDLA teachers who are licensed to teach the content.
Students qualifying for additional services such as Special Education, 504 accommodations, GATE, or English Language Development will receive services.	Students qualifying for additional services of special education and/or 504 accommodations will continue to receive services based on their plan.
Students must wear a cloth face covering while at school or school events.*	Students do not have to wear a cloth face covering while at home.
Students may participate in extracurricular activities if available.	Students may participate in extracurricular activities if available and wearing a cloth face covering.
No enrollment/tuition fees for Blaine County residents.	No enrollment/tuition fees for the regular course schedule for Blaine County residents.

3 Attending School in Person As Much As Possible

Students enrolling to attend school as much as possible will change the model under which they participate in school depending on the COVID-19 events in the community.

The spread of COVID-19 in the community (nearly contained, or spreading moderately or accelerating or reaching a tipping point) will determine under which plan students will attend school.

2020-2021

Reunited **Plan A**	**Strict Social Distancing** **Plan B**	**Distance Learning** **Plan C**
All students at school using healthy and safe practices.	*Half of students at school and half learning from home.*	*Distance learning only*
Schedule: Regular five day a week schedule according to school master schedules. Social distancing (to the extent that the physical spaces accommodate it) and other safety precautions are implemented (e.g. handwashing; cloth face coverings; minimizing the mixing of students; reducing interactions in hallways, cafeterias, playgrounds) **If families prefer an online option, students may maintain BCSD enrollment status and attend courses through IDLA (Idaho Digital Learning Academy). Contact building principals. See next page.*	**Schedule:** Students will attend school in the classroom two days a week and learn from home the other three days a week. Friday is a day for teachers to work with individual or small groups of students and work in collaborative teams for developing lessons. ● Families with a last name that begins with A to L will attend school on Monday and Wednesday and learn from home on Tuesday, Thursday, and Friday. ● Families with a last name that begins with M to Z will attend school on Tuesday and Thursday and learn from home on Monday, Wednesday and Friday. ● Families with children with multiple last names will follow the schedule for the last name of the oldest child enrolled in BCSD. ● Case managers may determine that an individual student's plan requires that student to attend 4 days a week in order to ensure student goals are met. This would be a small number of students in each school.	**Schedule:** Adhere to the minimum 4 hours of learning per day the state assumes for full day attendance Note: Extracurricular activities and after school activities scheduled at school are cancelled.
Determination of which Learning Plan (A, B or C) is based on current local/state conditions and on guidance from the Idaho Department of Health and Welfare and/or South Central		

Public Health District, CDC, the Idaho State Board of Education, and the Blaine County Board of Trustees. Depending on the spread of the outbreak, some schools may have all students attending while other schools may only have half of the students attending or none at all.
School Master Schedules Each school designates master schedules that may include the following: recess, breaks, handwashing, breakfast, lunch, arrivals/departures, interventions, enrichment, teacher collaboration, communicating with families and students, etc.
Flexibility Is Key While we desire to have all our students in school each day, we understand that the health and safety of our community is the first priority and we may be called upon to only have some students in school at a time or all students at home. Please make plans for how your family will manage the need to change schedules when called upon to do so.

4 Online Learning Option through IDLA

The Idaho Digital Learning Academy (IDLA) is available for K-12 BCSD students and their families. IDLA is an online option for students who need to learn from home for an extended period of time (full semester / trimester or year).

- Elementary students (considered K-6 in IDLA) will have the option of four (4) hours of daily *language arts* and *math* instruction which meets the state's attendance requirements and the district's curriculum focus during this pandemic. The BCSD Teaching & Learning Department will work with families to register students in IDLA. Parents are expected to virtually attend an orientation the week before courses begin. The first day of class is scheduled to begin on August 24, 2020.
- Secondary students (7-12) will work with their school's counselors to determine which courses are needed in each student's schedule to meet expected course and credit requirements. The counselor(s) at the student's school will work with the student and family to register the students who decide to enroll in IDLA courses. There is a course catalog available to help with this decision-making process available on the IDLA website (https://www.idahodigitallearning.org/). Courses taken through IDLA, *if successfully completed*, will meet course requirements and be placed on the student's BCSD transcript.

If families choose to learn fully online through IDLA this year, they are still considered BCSD students. Students will not lose their enrollment status at the school for which they would be attending. They are fully eligible to return when their family feels it is safe enough to do so.

Students must register through their school or the district for IDLA courses. Please contact the school's principal if you are interested in this online option through IDLA.They will connect you with those who will register your student(s) for the IDLA classes for fall semester.

5 Academics for BCSD Schools

A BCSD Learning Continuity Plan that provided guidance for distance learning was developed and executed upon the spring school closure due to the COVID-19. There were lessons learned from this new distance learning experience for all involved. The Teaching & Learning department administered a survey to gather and analyze feedback from students, staff and parents to inform the academic section of the re-entry plan.

Because of the two month school closure and learning that was commenced virtually between April 6 through the end of the 2019-20 academic year, we know there is a high possibility that students did not meet the requisite standards to prepare them for the next grade due to a variety of factors. This section of the re-entry plan outlines how we will keep students learning and growing academically despite any public health interruptions.

The goal is to swiftly resume schooling with social and emotional success (relationship building) while also assessing the academic needs of all students to plan and maximize instruction on the standards needed to embark on the new school year and propel progress.

School will resume in the fall following Plan A, B or C, depending on current local/state conditions and on guidance from the Idaho Department of Health and Welfare and/or South Central Public Health District, CDC, the Idaho State Board of Education, and the Blaine County Board of Trustees. It is our desire to have all students in school, however, the District is a key partner in maintaining the health of our community and will collaborate with other agencies to determine which plan is appropriate for operating under at any given time.

From Spring 2020 surveys, Students, Staff, and Parents were all consistent about what was challenging and what worked during Distance Learning. In general, students and staff had devices and internet service. Students spent 1-2 or 3-4 hours per day on school, and struggled with distractions. Lessons learned include:

- Keep it simple yet challenging - limit platforms, one place to go
    - Consistency in when and where assignments and meetings are posted
    - Quick response from teachers
- Staff supporting student learning at home
    - Teachers requested training on 1) using online tools and 2) developing effective lesson plans for online learning
    - Individual or small group meetings via live Google Meets were sometimes more impactful than whole-class meetings
    - Supporting struggling students was very challenging
- Parents play an integral role in supporting students at home
    - For communication, email is preferred although using multiple modalities (email, text, phone, website, school newsletters) is most effective
    - Parents need a simple way to check the status of assignments and see if students are making academic progress
- Staff collaboration is critical - Google Meets, email, and phone

5.1 Overview of Academic Re-entry Elements

Guiding Principles	Principles from which this guidance was developed.
Social-Emotional Support	Design instruction with a social-emotional lens to serve the whole child. Consider ways social-emotional learning can be woven into academic standards, particularly as these are narrowed and deepened. Include teaching a culture of safety and respect which includes respecting others and wearing a cloth face covering because I respect others and the fears they may have even if I don't have the same fears as well as teaching the scientific evidence related to slowing the spread of COVID through cloth face coverings, frequent hand washing, and social distancing. Provide a renewed focus on instruction and support to master the BCSD SEL Standards to enable students to fully engage in learning.
Communicating with & Supporting Families	Clear communications and support provided to families throughout the school year. Use Weekly Update, Facebook page, and emails direct to parents to keep all families informed.
Present Levels of Performance	K-10th grade students will be screened in reading and math upon their return to school in the fall and educators will act upon the results. Educators will identify the needs of all students requiring additional academic support to adequately transition to make accelerated progress through their curriculum and courses. Teachers will gather information to effectively plan for the first unit of instruction and monitor student progress towards meeting priority standards.
Curriculum & Instruction	Academic focus on literacy across all disciplines and mathematics for the first quarter. Teachers will clearly identify the priority standards, learning targets, common assessment(s) to gather credible evidence of learning and the success criteria for outcomes expected during distance learning to students prior to the beginning of each unit. Teachers will teach students to use the digital resources and tools they will use if / when in a blended or distance learning environment. Teachers consider the differences in learning from home when planning weekly lessons.
Intervention & Progress Monitoring	Students in need of intervention will continue to receive that support and be progress monitored in all three learning environments (at school, alternating, at home) in accordance with BCSD RtI Guidance.

Assessment	Formative assessment and providing feedback to students accelerates student progress in any learning environment. We anticipate going forward with all national, state, district assessments.
Grading for Learning	Final grades will reflect the teacher's appraisal of the student's level of mastery of the priority standards.
Special Programs	Special programs staff will continue to collaborate with classroom staff to support instructional goals, develop appropriate accommodations and modifications, and support students in making progress to demonstrate learning of priority standards.
Professional Development	Ensure staff have knowledge and skills necessary to provide instruction in different learning environments: 1) face-to-face, 2) alternating model and 3) distance learning. Working collaboratively through Professional Learning Communities (PLCs) to provide a focus on learning and close the achievement gap.
Supporting Transitions	For 2020-21, it will be particularly important for teachers, students and parents to smoothly transition between learning at school, learning at home and a combination of the two on short notice (Plans A, B and C) by preparing and planning for all three options.
Classroom Management & Discipline	Regardless of the learning environment, district and school rules and policies apply.
Attendance	BCSD will follow all Idaho guidance on attendance.
Appendices (Academic)	Converting to Learning at a Distance When Needed Definitions Roles and Responsibilities Checklists with Links to "How to's" What is Flipped Learning: The Four Pillars of FLIP™ Instructional Resources Available (by subject) Online Platforms / Apps Library Proposal for Fall 2020

5.2 Guidelines Fall Academic Re-entry

1. Students have had five months of no physical attendance at school. While distance learning was provided, this is not the optimal learning medium for many students. It could be assumed that the learning loss is equal to or greater than the normal summer learning loss of two to three months, especially for children in disadvantaged households. Disadvantaged students tend to fall behind in the summer while students

from higher income homes maintain or even increase their learning levels. (National Association of Summer Learning and John Hattie, Visible Learning)
2. Staff understand and support students in restarting learning while recovering from the trauma of the global pandemic and its local impact. (Learning Loss Through Traumatic Events)
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Instructional Requirements: IDAPA 08.02.03.102.02 02. (Idaho Administrative Procedures Act) All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures.
5. The Blaine County School District aims to be a system of schools that does 'whatever it takes' to ensure all students master the standards. We are focused on providing educational equity for student learning.

5.3 Social-Emotional Support

Blaine County School District recognizes that the sudden and lengthy closure of schools, the Stay-Home orders, and the concerns about an aggressive illness in the community have been a source of trauma for students, staff, and their families. This may be on top of other factors in students' lives that cause chronic traumatic situations.Trauma may affect students' ability to regulate emotions, control behaviors, engage in productive relationships with peers and teachers, and maximize academic learning. (Hanover Research, Learning Loss Through Traumatic Events) BCSD adopted Social and Emotional Learning (SEL) Standards in December of 2016, provided curriculum and staff training on the standards and expects all students to receive instruction in mastering these standards at each grade level.

However, in light of the current pandemic and the stress and/or trauma it imparts to students, BCSD staff will provide a renewed focus on providing instruction and support for mastering the SEL Standards to enable students to fully engage in learning at school.

- Self-Management and Self Awareness: These skills help students understand their emotions to better handle stress, control impulses and persevere in achieving learning goals. They are critical for students to monitor their progress towards achieving their academic and personal goals.

- Responsible Decision Making: Contributing to the good in one's classroom and school is essential to creating environments conducive to learning.

- Social Awareness and Relationship Skills: These skills are central to success in school through development of positive peer relationships, cooperation with others, respectful communication, creation of a culture of safety, and learning conflict resolution skills.

During this pandemic, social awareness and positive relationship skills include respecting others by wearing a cloth face covering because I respect others and the fears they may have even if I don't have the same ones.

The following social-emotional actions will be taken:

Social-Emotional Health

- Building leadership will establish a schedule that provides for intentional SEL instruction at least 2 times per week for at least the first quarter. This is in addition to the SEL learning that is already to be delivered in each grade level, at each school.

  ☑ Each school has developed a 2020-21 entry schedule that includes time for this instruction.

- Grade level teams/Advisory teams will plan for the intentional SEL instruction at least 2 times per week for at least the first quarter. These teams will identify a weekly skill to be focused on in these lessons.

  ☑ Each school has included in their individual school plans what skills will be focused on and what materials will be used.

- Grade level teams/Advisory teams/Content Teams will plan weekly lessons in their content area that integrate the focus skill/standard for SEL as determined by their school's grade level team/advisory team.

Psychological First Aid Team

All of our Counselors, Psychologists, and Social workers are all trained in the Community Resiliency Model CRM. This model provides skills for self-care and teaches individuals how to balance a nervous system impacted by personal or community-level trauma (such as violence, poverty, disease/illness, natural disasters, etc).

The goal of CRM is to create trauma-informed and resiliency-focused communities that share a common understanding of the impact of trauma and chronic stress on the nervous system. The easily learned and shared techniques give community members the skills to restore and increase resiliency.

Working within this model, our Team is equipped to not only support individual students in crisis, but larger scale school and community-wide traumas and respond quickly and effectively.

5.4 Communicating With & Supporting Families

When students are learning from home, communication with parents becomes even more critical. Parents have a front row seat to instruction as they help their children learn from home. This can raise additional questions about what students are supposed to be learning and doing.

This can be especially true for parents who are accustomed to dropping their children off at the classroom door each day and having a face to face conversation with the teacher. During the 2020-21 school year, access to school buildings will be limited and learning may often be at a distance. However, the family connection to schools still needs to be nurtured throughout the school year.

Ensuring parents have frequent communication from teachers and principals is critical. Teachers, principals, and other school staff have a variety of ways of communicating with parents. Survey data tells us that parents prefer communication through email although using multiple modalities (email, text, phone, website, school newsletters) is most effective. Schools may consider identifying a single staff member to be the point of contact for a particular student to periodically communicate with parents, especially for students that are served by a large number of teachers and/or staff.

Parents should receive frequent communication about what their children are to be learning and doing. When learning is at a distance and parents are more engaged than ever in helping their children with their learning, it is critical to communicate weekly with parents. This may be a weekly email/newsletter to all parents or individual communications with each parent with specifics about their child as appropriate. Language Line translation service is available to all staff to support communicating with families orally. Each building has a staff member who is identified to support written translations for the building and the District Office has a staff member who can support this effort as well. Remember, for written translations the text needs to be submitted to the translator in advance to provide adequate time for the translation to be completed in a timely manner.

Principals should maintain their communication with parents through newsletters, emails, etc. as they would during a typical school year or even increase communication as parents work to help their children adjust to changing school schedules and conditions as the health of the community changes.

BCSD will also use multiple means of communicating with parents to keep them informed of changing school schedules and procedures as the health of the community changes and the District responds to health and governmental guidelines. Some of the means of communicating with families include the Weekly Update, Facebook page, and emails/calls directly to families through Skyward/Skylert. In addition, the District has a Reopening BCSD page on its website that contains a good deal of information on reopening BCSD schools while protecting the health and safety of our community. In June the District began sharing information through its weekly newsletters, daily postings on the web and social media, soliciting parent questions and thoughts, and providing answers to frequently asked questions.

5.5 Present Levels of Performance

In addition to addressing the emotional and social well-being of students upon re-entry, it is equally vital that educators identify the needs of all students requiring additional academic

support to adequately transition to make accelerated progress through their curriculum and courses.

In order to mitigate learning loss after two months of online learning and summer break, staff will swiftly assess students to 1) determine their level of mastery on literacy and mathematics standards and to 2) identify essential skills requiring explicit instruction and additional support to prepare students for successful transition to their new grade level or course. This assessment phase of our academic re-entry process will help teachers design their first units of instruction.

The following assessment actions will be taken:

- Pretest K-12 students in language arts and mathematics
    - Use items from the prior year's final assessments (End Of Course exams) or create a new pretest to identify mastery of the prior year's essential standards to inform lesson design and content specific to the first unit
    - Pretest data will identify standards and skills that need taught, retaught, or more practice
    - Instruction will be explicitly focused on the priority standards and skills that the assessments reveal are needed
- Administer K-10 baseline academic screening in reading and math
    - ISIP K-5 Reading and Math (+Español for DI students)
    - STAR 6-10 Reading and Math

In addition, google form surveys can be used to have students self-reflect on their learning from the 2019-20 school year.

5.5.1 Present Levels of Performance - Schedule

	Pretests and observation *(for Unit 1 instruction)*	**Screeners** *(for developing interventions)*
K-5	Sep 8 - 11	Sep 14 - 25: ISIP Reading and Math (and Español for DI)
6-10	Sep 8 - 11	Sep 14 - 15: STAR Reading and Math

During the first week of school, K-10 students will take short pretests and teachers will gather anecdotal evidence through observation. Screeners for K-10 will be administered during the second and third weeks of school. Elementary students (K-5) will take the ISIP Reading and Math Screeners (and Español for DI students), and secondary students (6-10) will take the STAR Reading and Math Screeners.

5.6 Curriculum & Instruction

5.6.1 Focus on Priority Standards

With uncertainty and in-school disruptions, we MUST be focused on ensuring students master the priority standards. Core instruction will target essential standards from the current year, not the past year.

The following visual illustrates the process for identifying learning targets by unwrapping priority standards and using Common Formative Assessments (CFAs) to monitor student progress and intervene or enrich instruction as students move toward mastery of priority standards.

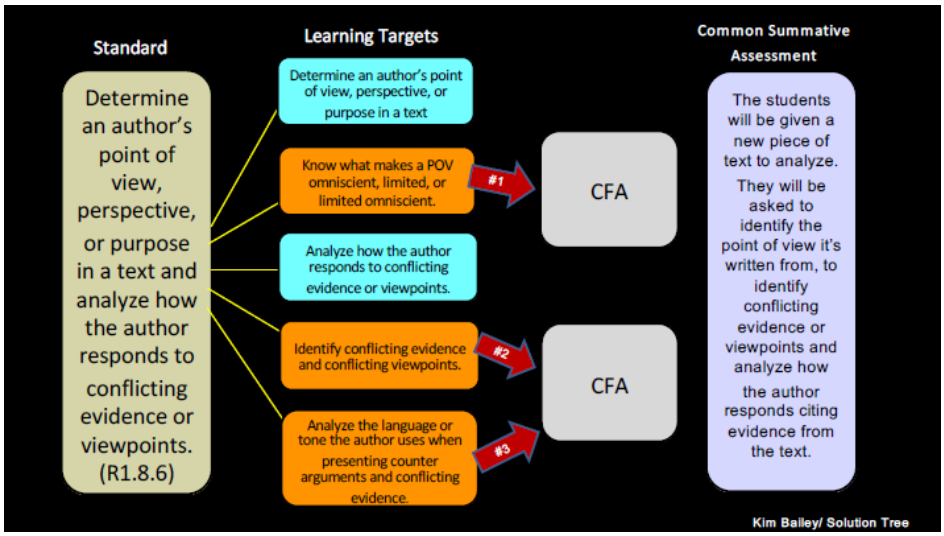


Figure 1

5.6.2 Literacy and Math Curriculum Focus

Regardless of the learning environment (Plan A - Reunited, B - Strict Social Distancing or C - Distance Learning), the first quarter of instruction will be highly focused on literacy (to include literacy in the content areas) and mathematics to provide a solid base for moving toward mastery of the new grade or course standards.

The following instructional actions will be taken:

<u>Literacy and Math Focused Curriculum</u>

- Design lessons and focus instruction first quarter on literacy in all courses
  - Grades 6-12 curriculum and instructional focus on intentional integration of the Idaho Content Literacy Standards in History/Social Studies, Science and Technical Subjects for the first quarter. There should be a focus on literacy and academic language in the content areas, with students reading content-specific

text written in the academic language of that content and writing using the academic language and structures of that content area.

☑Priority Literacy Standards have been identified by grade level/content teams. (in Staff Portal)

☑WRMS has unwrapped and mapped out Priority Standards for instruction the 2020-21 school year.

☐Publish abridged Priority Standards for Literacy and Mathematics on the website.

- Grades K-5 curriculum and instruction focus on both the Idaho Content Language Arts Standards (reading, writing, speaking & listening, and language) and Mathematics as the basis of core instruction during the first quarter.
    - While literacy instruction may include content from other subject areas, other subject areas will receive less instructional time/focus during the first quarter as efforts are made to provide an intensive re-establishing of student mastery of grade-appropriate literacy and mathematics standards. While intensive, it should also be highly engaging and participatory.

☑Priority Literacy Standards have been identified by grade level/content teams. (in Staff Portal on website)

☑ Each elementary school has developed at least a first quarter schedule that provides for additional literacy and math time as well as additional staff supporting each classroom. (Such as Specials teachers, Literacy Specialists, English Language Development Specialists, etc.)

☐Publish abridged Priority Standards for Literacy and Mathematics on website.

- Grades 1-5 teachers know which two books their new students had for summer reading and may use them to segue their launch into literacy instruction in August as the new school year begins.

☑K-5 teachers each have copies of summer books.

☑Teachers provided accompanying lesson materials to Summer Backpacks

5.6.3 The Collaborative Process Through PLCs

The District is on a journey for implementing effective collaborative teams to focus instruction on learning for all and closing the achievement gap through Professional Learning Communities

(PLC). This includes prioritizing standards and unwrapping them to clarify learning targets, monitoring progress through common formative assessments and providing interventions / enrichment based on results.

> *"Professional learning communities create a systematic process of interventions to ensure students receive additional time and support for learning when they experience difficulty. The intervention process is timely and students are directed rather than invited to utilize the system of time and support."* (*Learning by Doing*)

Collaborative PLC teams answer these four critical questions for learning:

- What do we want all students to learn?
- How will we know they have learned it?
- How will we respond when learning has not occurred?
- How will we respond when learning has already occurred?

Each of the four questions in this PLC process have specific steps as shown in the following image (Dimich 2020):

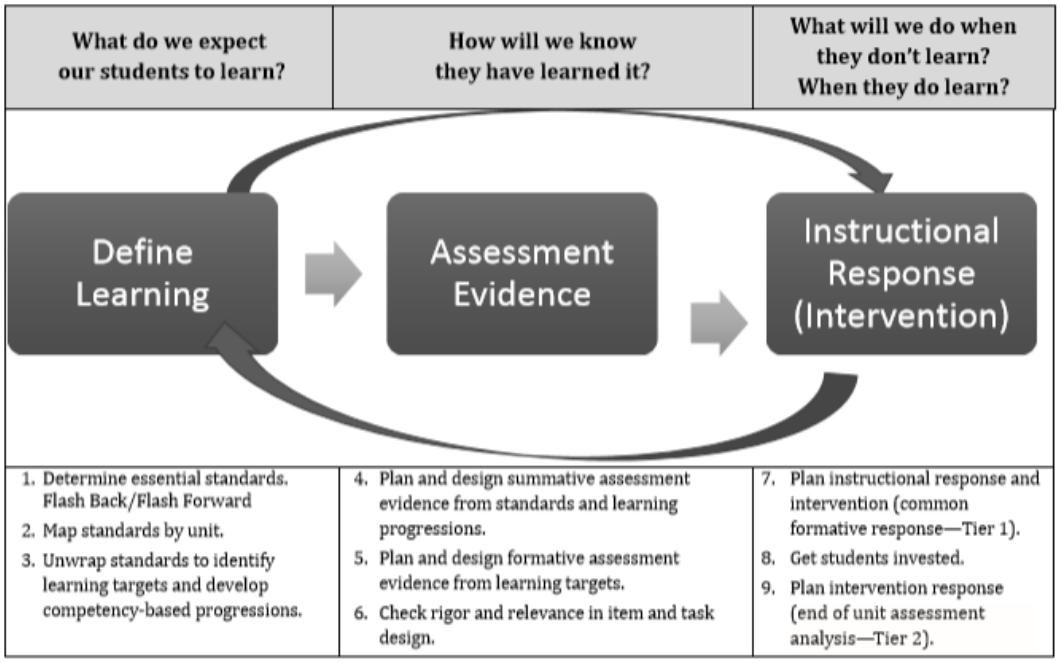
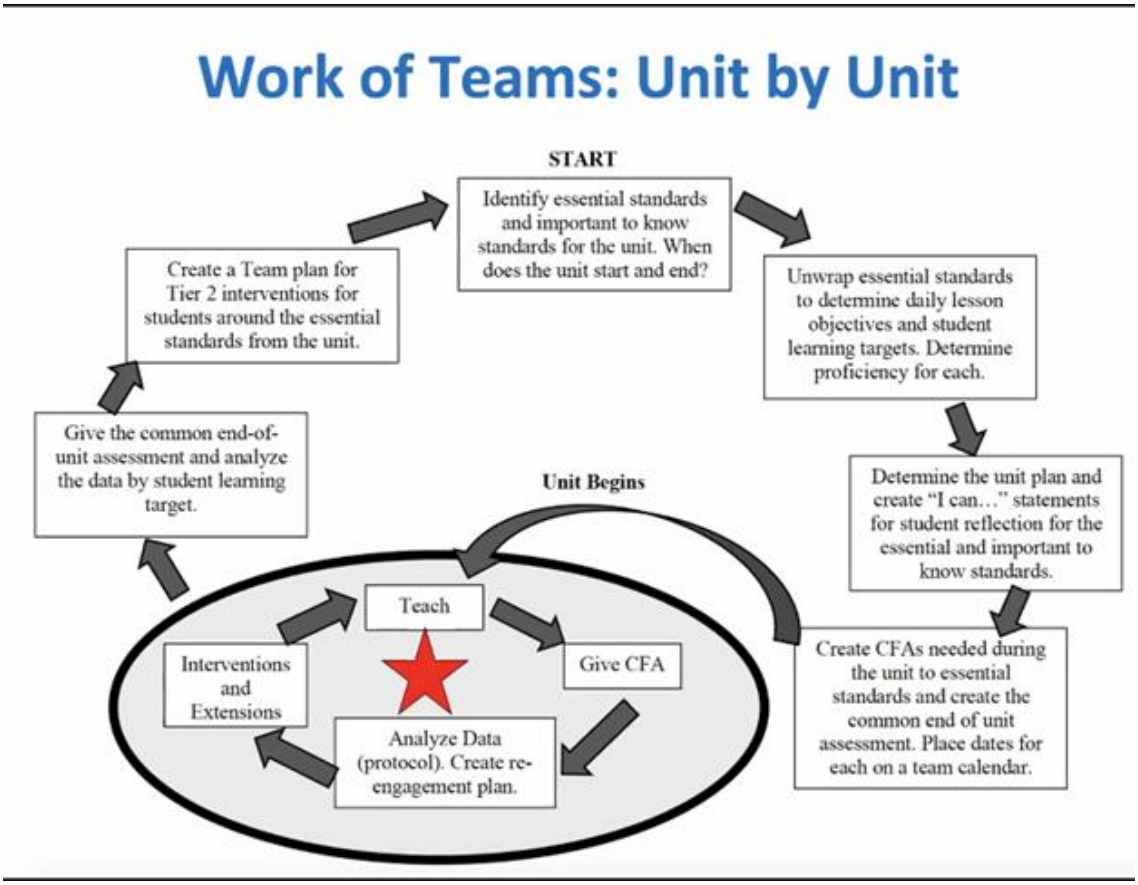


Figure 2

Another view of this PLC process shows the cyclical nature of this work as teams collaboratively plan, monitor and respond to data captured during a unit of study. To ensure learning for all students, use this learning cycle to monitor student progress (see next section - Best Practices for Distance Learning).



Monitor Learning Progress of Tier 1 Instruction

- *For all students,* monitor learning progress toward mastery of priority standards through Professional Learning Communities (PLC´s) in each school using common formative and benchmark assessments during the learning cycle throughout the year to determine flexible intervention and enrichment opportunities by unit.
    - Collaborative teams (by grade level, common course or as a department) share learning data and effective instructional strategies on a regular basis to strategically plan core instruction and intervene or enrich as necessary to propel progress for all students on priority standards.

      ☑Individual buildings have developed common time for grade level or content level teams to engage in the PLC process to unwrapping Priority Standards, developing learning targets and formative assessments, and planning intervention/extension. (see Figure 1)

      ☐ Individual building develop a common time for grade level or content level teams to engage in the PLC process to unwrapping Priority Standards is operating under Plan B with Friday's as the planning day.

☑August, January, and April professional learning opportunities scheduled for Building Leadership Team members to develop their leadership for supporting teacher teams in using the PLC process.

- The District Leadership Team reviews data to collectively monitor learning progress as part of their PLC work together.

  ☐Provide time for DLT to review the performance data collected upon re-entry and draft action items in response to findings

  ☐T&L provides support to each school's principal as they support the working PLCs in their building to use data to progress monitor and act upon the findings that impact instructional planning

  ☐Provide professional development for principals on how to support teachers in unwrapping Priority Standards and developing Common Formative Assessments (CFA)

5.6.4 Best Practices for Distance Learning

There are multiple educational entities and experts who are promoting and sharing information on what works best for distance learning. Below you will find a summary of the literature, as well as feedback from the district's distance learning survey that provides helpful suggestions to create a quality distance learning curriculum and effectively deliver instruction remotely. Please also see Lesson Plan Guidance.

Relationships and School Community Building relationships and fostering social opportunities are both essential during distance learning: students need to be connected to their teachers, other students and their school.

● Continue to boost school spirit
● Continue to offer social interactions through Google Meets
  ○ Group time to engage in fun activities (singing, dancing, games, storytime…)
● Send upbeat messages, photos, media clips from teachers and principal(s)
● Host virtual events, celebrations, parades, etc.
● Take the time to build SEL skills by including engaging social and emotional activities in weekly lessons
  ○ Morning greetings (students are seen and valued)
  ○ Allow students time to talk about their feelings, freewrites, freedraws
● Set your classroom rules - even with distance learning
  ○ Explain the do's and don'ts of distance learning, digital citizenship, expected behaviors (educate parents too)

- Recognize the freedom and responsibilities learners have when learning from a distance (planning their time, putting first things first, persisting, impulsivity / attention, self-advocacy, asking for help, etc)
- Help students stay within the right level of stress
- Help students realize they are empowered and that these "soft skills / life skills" are part of what they will develop and strengthen during distance learning

Curriculum & Instruction Design

Clearly identify and communicate the most essential (priority) standards and learning targets to students that you will teach, assess, intervene and monitor toward mastery. There are specific requirements and recommendations for elementary and secondary teachers when designing and delivering instruction during distance learning (Plans B and C). (See Lesson Plan Guidance)

- Access and/or identify the priority standards for your grade level / courses
- Focus on THIS year's standards
    - Employ scaffolds as needed to focus on this year's standards / content
    - Flash back to last year's unaddressed/unmastered standards / content by treating them as *prerequisites* to this year's standards to keep students moving along this year's learning progression (*do not reteach last year's curriculum)*
        - Network vertically to determine last year's priority standards that are needing to be bridged to this year's priority standards
    - Use a record-keeping system to list students and the skills / content they need to be successful for your next unit of study
    - Proactively pre-teach missing skills / content in whole or small groups
- The K-12 curriculum focus for 20-21 is *Language Arts & Literacy* and *Mathematics*, especially in the first term (but likely throughout the year if in Plans B and C)
- Deliberate planning in the first weeks of school (all Plans A, B and C)
    - Adequately plan with the students' gaps in mind.
    - Even at a distance, teachers will need to begin to assess students' skills and knowledge to transition them to this year's / this course's priority standards
    - Engage students in a learning task that you can observe. They can record themselves for your review and diagnosis, you can pre-assess them, or have them self-reflect and share their learning story with you.
- Create engaging lessons aligned to the priority standards that connect with students and their lives (relevance) and communicate a clear purpose
    - Include collaborative projects where students can meet virtually to work together
    - Collaborate with your colleagues!!

Assigning, Collecting and Providing Feedback on Lessons

Students are expected to keep learning while at home (in Plans B and C). This includes learning new content to master priority standards and providing their teachers with evidence on whether they are learning what is expected.

- Keep it simple
    - Use a few tools consistently, too many become frustrating and hard to navigate
- Be consistent
    - Communicate your weekly lessons on Mondays through Skyward Message Center
    - Use a common format every week to distribute your lessons (see Organizing Digital Lessons)
    - Provide a set schedule that can still be flexible for families and their schedules
    - Routines and repetitions are expected and welcomed by students and parents (and helpful to teachers)
- Assigning and amount of assignments
    - All assignments for a week are posted on Monday / first day of the week
        - Teachers can create assignments ahead of time and set the date for posting for the Monday it goes live
        - Adding assignments mid-week is extremely challenging for students
    - Teachers must know the level of work students can successfully complete independently during distance learning while still advancing their skills
        - Check in on students and provide feedback virtually as if you would while in school to find the right workload within specified Lesson Plan Guidance)
- Teach your students how to use the tools you choose, how you set up your assignments, how to submit assignments and how they will obtain feedback on their assignments from you
    - Teach these in-person if possible ahead of distance learning (if we are in Plans A or B)
    - If we are in distance learning without meeting with students in person first (Plan C) - don't skip this step! even if in Plan C to start the year
    - Don't assume your students will know how to navigate their lessons and submit them properly - you must teach them first
- Communicate regularly
    - Use the Skyward Message Center or emails to keep parents informed (example: what can their student expect this week)
    - Reach out in support of student learning
        - know your students and the frequency of contacts each one needs to stay encouraged and engaged during distance learning
        - balance the right level of stress when assigning work (not too much, not too little)
        - contact students a minimum of one time per week, shoot for more
        - students with plans:
            - contact them twice as many times as other students (in addition to the specialist's support)
            - work with parents to determine a plan to communicate, support and follow up with students

        - Follow up with parents to see if the plan is working or needs to be adjusted
    - Respond to inquiries within 24 hours
- Organize your content for easy navigation by students and parents - the fewer the clicks the better. See Organizing Digital Lessons for Easy Navigation
    - Think of the user (cut out the clutter)
    - Use more visuals / emojis and limit the text (text-light) in your lesson communication
    - Set learning goals for each week
    - Reduce the chunk size of new content since distance learning increases cognitive load demands
- Match the technology tool with the learning task
    - Take advantage of Google Meets to host both small and large groups for synchronous learning opportunities
    - Balance on-screen and off-screen tasks to reduce screen time and increase engagement and on-task behavior
    - Record instruction or use video links for accessibility by students at a time that works for them and their families to allow asynchronous learning opportunities
        - 4-9 minutes per video clip
    - Use the *flipped learning model*. Practice it in Plan A, so it is an easy transition when pivoting to distance learning in Plan B.
        - See Appendix F: What is Flipped Learning? The Four Pillars of FLIP
- Provide quality feedback *during* instruction - check for understanding frequently
    - Be clear on what you expect and how students will demonstrate what they know as credible evidence of learning.
        - Use exemplars so students can see what is expected.
        - Feedback should be descriptive and focused at the standard or target level
        - Incorporate student self-assessment as a high leverage strategy (Hattie)
        - Grading will be used during distance learning this year (see Grading For Learning)
- Ensure student privacy
    - Personally Identifiable Information (PII) is any personally identifiable information and is subject to restrictions in laws and regulations. Student personal information includes any information about a student's identity, academics, or medical conditions. This includes:
        - name, address, names of parents or guardians, date of birth
        - grades, attendance, disciplinary records
        - eligibility for lunch programs and special needs,
        - data created or generated by the student or teacher in the use of technology – email accounts, online bulletin boards, anything that is by or about the individual student in the educational setting.

- With online education, staff will have PII at home, and this information must be secured, just as it is at school
- During whole-class video conferencing, students can turn their camera on or use a static image.
- During breakout groups, students are encouraged to have their cameras on, and teachers should move between breakout groups.

Intervene and Support Students

Students need support as they are learning regardless of where they are learning from. In a distance learning environment, students still need time with their teachers and other students to understand, practice and perform new skills. At Tier 1, teachers monitor the learning of all students and adjust instruction accordingly based on feedback gathered during instruction. For students who need additional support, teachers / specialists are required to Intervene with students not making adequate progress in accordance with learning plans even during distance learning (see Intervention & Progress Monitoring).

- Create and administer formative assessment that can be gathered and reviewed during distance learning
- Reach out to students who are showing you that they have misconceptions about what you are teaching them
  - Review what they submit and circle back to redirect or reteach (one-on-one, small group or whole class)
  - Let students try again (multiple opportunities to show they know after receiving feedback and correction from you)
- Schedule and be available for assistance
  - Establish and communicate a schedule of availability
  - Determine the pathway for your students to communicate their needs during distance learning (e.g. regular office hours, send a message to the teacher via chat/email/etc.….)
- Teachers, interventionists and therapists report great value with having one-on-one and small group tutoring time over Google Meets

5.6.5 Lesson Plan Guidance

Lessons for Plans A, B or C must always be posted on the teachers digital platform for students to access whether at school or at home. This allows students who are learning from home, for whatever reason, to be able to continue their learning along with their peers. If students are absent for instruction due to illness or other reasons, teachers will work with the students to make up any missed work relevant to meeting the standards. Some of the work may be accessed through the teacher's digital platform. If absent for more than 10 consecutive days, homebound instruction will become an option.

Content included below was drawn from the BCSD Learning Continuity Plan. Additional information and updates have been made from lessons learned spring of 2020. A list of compiled available licensed software subscriptions is provided in Appendix - Instructional Resources Available. In addition, teachers shared apps that worked for them in the Distance Learning Survey and a list of recommended resources is available in Appendix - Online Platforms.

5.6.5.1 Organizing Digital Lessons for Easy Navigation

Students will be learning how to use distance learning tools from the first day of school. Usage expectations have been developed so they are common across users and provide consistency across the district. The goal is for parents and students who interface with each system can do so with ease. These consistencies will address the frustration of users as expressed in the BCSD Distance Learning Survey.

- Google Classroom has integrated many add-on capabilities directly into the platform for Fall 2020, and wherever possible, teachers will use in-platform features.
- See BCSD Technology Webpage for How-To Videos and Resources.

The usage expectations for each learning platform (Seesaw, Google Classroom, and Schoology) is in Appendix - Learning Platform Navigation Procedures.

5.6.5.2 Secondary Guidance

- Amount and type of work assigned during distance learning:
    - Focus on developing priority standards and common lessons by course, collaborating with fellow teachers whenever appropriate
    - Consider 2-3 hours per week, per class/course
    - Post all weekly distance learning lessons on Monday / first day of the week
    - Deploy lessons according to schedule determined by the school
    - Optimizing learning, but not overwhelming students is an essential consideration when planning lessons
    - Teachers may use both synchronous (real time) and asynchronous (recorded and accessed at a later time) methods to teach remotely, but students will not be penalized with grades if they are not able to log in to a synchronous meeting at the time designated by the teacher.
- Dual credit, online courses such as IDLA and Plato and AP courses will continue during distance learning as directed by the instructors.
    - Dual credit courses will continue as outlined by the college for which it is offered. Teachers of DC classes are to follow the college protocols.
    - Any students already taking IDLA or Plato courses are expected to continue until completion online.
- Comply with special program requirements:
    - Be aware and comply with IEP, 504 and ELD accommodations, and implement them in accordance with the plans.

    - Coordinate with the IEP, 504 and ELD case managers to implement accommodations.
    - Collaborate with special education teachers, ELD specialists, GATE facilitators regarding instructional activities and plan.
- Tools to use:
    - Lessons are posted to **Google Classroom** (EHSS, WRMS, Carey), **Schoology** (WRHS, Carey), or **LiFT** (SCHS).
        - Teachers will show students and have them use / practice accessing lessons from these systems while at school in order to successfully transition to learning from home.
    - Google Meet is available to provide two-way communication with students.
    - Gaggle will be active during remote learning for monitoring expectations of the network user agreement.
    - Teachers should not use their personal cell phones to communicate with students; use Google Hangouts, school email, or school phone lines.
    - Additional apps that the teachers have used with students while at school are encouraged as long as students know how to access and use them from home.
- Available Resources (also see Appendix - Instructional Resources Available)
    - Software available without a password through Clever (single sign-on):
        - *Schoology*
        - *Imagine Math*
        - Digital textbooks for certain subjects/courses
        - Sora by OverDrive (district licenced, thousands of free ebooks and audiobooks, Spanish/English)
    - Software requiring a username / password:
        - Plato courses (all courses are free of charge, can increase # of licenses as needed)
        - *FossWeb* Science 6-8 (need user name)
        - Epic! (district licensed digital library, Spanish/English) Information for setting up accounts by school and a school code
        - Khan Academy
        - IDLA content course resources (grades 7-12) - all course content (except assessments and assignments) is available for teachers to use with their own students, in a format that can be integrated into Google Classroom or Schoology
    - Special limited licence resources for intervention / special courses
        - iReady Math (6-8) - students can get in directly through Clever (no additional password required)
        - Achieve 3000 (HS)
        - ALEKS (for some math courses)
        - Read 180 (6-8)

5.6.5.3 Elementary Guidance

- Amount and type of work assigned during distance learning:

- It is vital that teachers consider the differences in learning from home when planning weekly lessons. Continued learning is the goal, but understanding family circumstances is also essential. Each teacher will need to consider both in their planning.
- Post all weekly distance learning lessons on Monday / first day of the week
- All Specials teachers (art, PE, engineering/design, instructional technology and music) are expected to support the schools in their efforts to social distance and provide a focus on language arts and mathematics.
  - Plan A: regular weekly specials according to school schedule (likely in the students' classrooms).
  - Plan B: These special subject areas are waived in regular weekly schedules, but may be available at different schools depending on the schools' master schedules.
  - Plan C: Specials teachers continue to support literacy and math with classroom teachers and may include lessons / activities in their subject areas as part of weekly assignments.
- All specialists (SPED, GATE, ELD, 504 and Interventionists) have responsibilities during distance learning (Plans B & C). See Responsibilities of Interventionists and Responsibilities of Special Programs and Supports

- ***Required Core Lessons*:**
  - Focus on priority standards and build common lessons across grade level teams, involving your ELD and other specialists.
  - Think: active learning, authentic tasks over worksheets, reading a common book and responding to questions or writing in response to reading, practicing specific skills, creating a special project to integrate content, hands-on activities, etc…
  - Determine which plan for distance learning is being implemented and respond accordingly:

Plan B: (For grades 4 and 5 who are home 2 distance learning days per week) ● Practice activities to extend classroom learning while at home and / or flipped classroom opportunities ● Mix of online and non-screen learning activities	**Plan C**: (5 distance learning days per week) ● 3 core lessons each week for Math ● 3 core lessons each week for Language Arts

- ***Additional Lessons*:**
  - Amount depends on each week's depth/length of the six core lessons (teacher discretion)
    - Accessing digital instructional software through Clever (time determined by teacher), learning time can be monitored through these platforms
    - Additional independent reading or writing as determined by the teacher
    - Outdoor play and recreation time

        - Creativity time to design, build or create something of their choosing or stimulated by the teacher for a specific cross-curricular purpose
        - Consider use of a Choice Board of activities that students can select from to pursue their own interests
        - Other content determined by the teacher working collaboratively with specials teachers (art, music, engineering/design and technology)
- Comply with special program requirements:
    - Be aware and comply with IEP, 504 and ELD accommodations, and implement them in accordance with the plans.
    - Coordinate with the IEP, 504 and ELD case managers to implement accommodations.
    - Collaborate with special education teachers, ELD specialists, GATE facilitators regarding instructional activities and plan.
- Tools to use:
    - Lessons are posted to **Google Classroom** or **Seesaw** as determined by each school / grade.
    - Teachers will show students and have them use / practice accessing lessons from these systems while at school in order to successfully transition to learning from home.
    - Teachers vary in their use of technology tools to share lessons and communicate with families. Google Classroom, ClassDoJo, SeeSaw, etc. - any tools already used by teachers for outreach is encouraged.
    - Many teachers have Teacher Pages for their students.
    - Google Hangouts are now available for use.
    - Gaggle will be active during remote learning for monitoring.
- Available Resources (also see Appendix - Instructional Resources Available)
    - Software available without a password through Clever (single sign-on):
        - *Google Classroom*
        - *Istation* (all students K-5, Reading, Math and Español) Istation Home Istation blog
        - *Imagine Learning* (Imagine Language & Literacy PK-6; Imagine Math Pre K-2, and Imagine Math 3-HS; Imagine Español K-2)
        - *Learning.com* - Typing program for K-5
        - *Sora by OverDrive* (district licenced, thousands of free ebooks and audiobooks, Spanish/English)
    - Software requiring a username / password:
        - *Seesaw*
        - *Reading A-Z; Raz Kids Plus* (all students K-2)
        - *Epic*! (district licensed digital library, Spanish/English) Information for setting up accounts by school and code
    - Special limited licence resources for intervention
        - *iReady* (math) - students can get in directly through Clever (no additional password required)
        - *Read Naturally Live* (reading) - students need password

5.7 Intervention & Progress Monitoring

In order for all students to master the priority standards, it is vital that teachers: 1) know the specific skills / learning targets within the standards, 2) identify which students need additional support in these specific skills upon school re-entry and 3) progress monitor students identified for interventions.

The Present Levels of Performance phase of our academic re-entry plan (section 3.5) collects baseline data on skills upon re-entry. Systems must be in place and implemented to monitor progress throughout the year.

This section addresses the requirements for **Response to Intervention** (RtI) and will be executed despite students learning at school or at home in accordance to BCSD RtI Guidance.

- Identify students in need of intervention on specific skills within priority standards.
- Provide intervention through explicit instruction on targeted skills to close the gap to proficiency (e.g. specialized instruction, additional time, smaller group size, special programs/materials).
- Monitor the students' progress toward a growth goal and make changes to the intervention if not trending toward the goal.

The following actions will be taken:

1) Priority standards and clear learning targets are identified by grade / subject / course (section 5.6.1)

2) Intervention

- *Identify* students in need of increased support and intervention.
    - Determine present level of performance from fall assessments on grade level (section 5.5) (gather the evidence of learning through assessment)
    - Analyze the types of errors or skill gaps based on assessment evidence for the priority standards (What are the misconceptions? What are the next steps to move learning forward?)
    - Identify an intervention, with intention, to address the errors/ gaps (determine strategy, program, group size, time, etc. that will be used to address the misconception / skill gaps)
    - Communicate fall assessment data (pretests, screening, observation) to parents and how the needs will be addressed.
    - *Elementary*: Develop Milepost, Literacy and/or English Language Learning Plans inclusive of interventions and needed supports for individual students.
        - Meet with parents/students within 30 days of testing to finalize the plans (in person, by phone, virtual meeting)

        - Report skill strengths and needs, and the interventions and supports that will be provided by the classroom teacher and if applicable, other staff/specialists to help close achievement gaps
        - *Schedule, plan, document and provide intervention* for identified students according to the plan(s) and monitor progress in accordance with learning goals.

    ☐Plans are completed by September 18, District wide Data Day

- *Secondary*: Identify students by name who need additional support based on fall assessment data and past academic concerns. A spreadsheet of students with math and literacy needs will be prepared and student schedules modified as appropriate. Content teachers focus on literacy across the curriculum and address the literacy standards in their core instruction. Schools will determine how targeted intervention to address specific skill needs will be conducted.

    ☐Spreadsheets and actions determined by September 18, District wide Data Day

3) Progress Monitoring

- *For students in the RtI process,* progress-monitor them toward growth goals and make the necessary changes to the intervention if students are not responding.
    - Use Fastbridge and record results in Mileposts in accordance with BCSD RtI Guidance.
    - Change lines are added any time the frequency or intensity of intervention changes (this includes changes due to learning schedule *e.g.* Plan A to Plan B)

5.7.1 Effective Intervention

According to Buffum, Mattos and Weber in Simplifying Response to Intervention (2012), effective interventions are:

- **Informed**: Interventions are intentionally chosen from information gathered on achievement, motivation, confidence from families, teachers, specialists
- **Targeted**: Interventions are chosen based on student needs (a targeted essential skill) uncovered from targeted evidence
- **Research based:** Reasonable evidence suggests the likelihood of a positive impact
- **Directive**: interventions are mandatory
- **Administered by trained professionals**: The most highly trained teachers work with the most at-risk students
- **Monitored for effectiveness:** Assessment evidence is used to review progress, so students move in and out of interventions as they progress
- **Timely**: information on student progress and interventions are reviewed and implemented regularly before midterm and end-of-term grade reports

5.7.2 Responsibilities of Interventionists

Each school employs individuals who provide interventions to students in need of additional instructional support, primarily in the area of reading. Paraeducators have also been instrumental in providing additional support to students. Students who are “in intervention” will continue to receive this additional instructional support regardless of learning environment. The table below outlines the responsibilities of interventionists specific for Plans B and C to ensure students receive their interventions even while learning remotely.

Responsibilities of Interventionists

Strict Social Distancing (Plan B)	**Distance Learning (Plan C)**

● Provide specially designed instruction as outlined in the students’ interventions (or learning/literacy plans), balancing in-person and remote learning time based on the rotating schedule.
● Minimum of 3 intervention sessions per week (for students in school 2 days a week)
  ● Provide intervention during the two (2) days the students are at school.
  ● Connect with students on the designated intervention day each week to provide virtual intervention support (also check progress if students assigned to an online intervention program such as iStation / iReady / other).
● Progress monitor students at school as much as possible
● Include any accommodations stated in the students learning plans
● Follow all RtI processes (probing and record keeping)
	● Provide prescribed interventions virtually as designated in the learning / literacy plans (e.g. 5 days per week)
	  ○ Use Google Meet or Schoology Conference in synchronous manner (live tutoring - small group / individual sessions)
	  ○ Make sure students have what they need at home to engage in the intervention lessons (white boards, reading lists / passages, letter tiles, etc.)
	  ○ The feedback loop is essential for students / teachers during invention to monitor next steps throughout a lesson
	● Progress monitor as determined by the plan (every 1-2 weeks)
	  ○ Use Fastbridge during synchronous Google Meet sessions
	  ○ iStation oral reading passages may also be used asynchronously
	● Support general education teachers with lesson planning as needed to align the intervention with core instruction
	● Continue to meet all timelines and follow RtI processes.

Considerations: ● How will instruction and practice be provided to ensure academic progress? ● How will you support students receiving intervention to advance the skills they need? ● How will you track student progress to ensure that all students receiving intervention make progress?	

- How will you ensure that the interventions are aligned with core instruction?
- How will you collaborate with teachers and share tools to plan instruction that meets the learning needs of these students?

5.8 Assessment

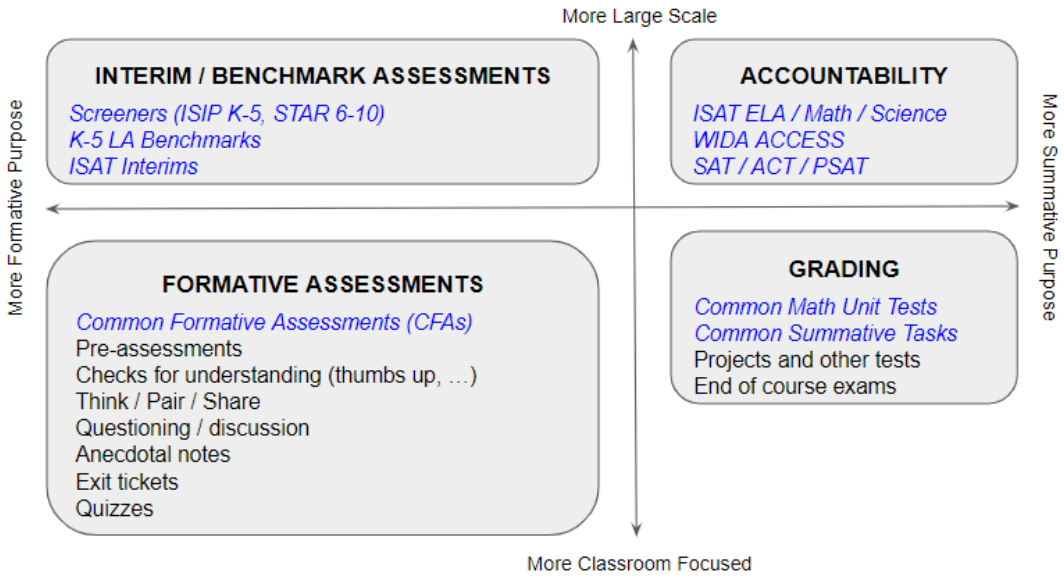
Within each course, regardless of the learning environment, students will be assessed on priority standards to inform instruction, monitor progress and assign grades.

Assessment is an integral part of the teaching and learning cycle - it tells us what students know and can do, what teachers need to do next, and what students need to do next. Assessment is an intentional process of gathering information to understand each student's learning and performance and informs next steps (formative) and communicates achievement (summative).

- *Formative assessment* is how teachers manage and monitor student learning of learning targets during instruction, guided practice, and independent practice. Providing feedback to students through formative assessment accelerates student progress in any learning environment.
- *Summative assessment* provides a measure of learning on priority standards at the end of an instructional unit or at the end of the grading period.

5.8.1 Balanced Assessment System

An effective school district uses a balanced assessment system, with formative assessments as the most important source for providing feedback to students. The figure below shows the BCSD assessments, organized by purpose (formative / assessment) and focus (classroom focus / large scale), based on the Four-Quadrant Model of Brookhart (2015). Assessments that are in common across the district or school are in *blue italics*:



Characteristics of assessments (from Bailey & Jacicic, 2011) are shown in the following table:

	Classroom Assessments		**Common Formative Assessments**	**Benchmark Assessments**	**External Summative Assessments**
Examples of practice	Worksheets, clickers, whiteboards, exit slips, conferences	Final exams, final projects	Tasks assessed with rubrics, short quiz-zes, common worksheets, and clickers	Quarterly tests or performances, writing samples	State tests and ACT, SAT, and AP exams
Formative or summative?	Very formative	More summative	Very formative	More summative	Summative
Whose responsibility?	Classroom teachers	Classroom teachers	Collaborative teams at each school	District teams of representative teachers	An external group of experts
Purpose?	To give immediate feedback	To give a grade	To determine if students have learned the material and how to respond	To assess curriculum, instructional strategies, and pacing	To determine whether curriculum, instructional strategies, and pacing were appropriate

As mentioned above, formative assessments are the primary source of feedback for students. “Students want feedback just for them, just in time, and just helping nudge forward.” (Hattie 2013). Effective feedback is descriptive (tells students what to do to move forward), focused (compares the work to the criteria for the target / standard), and reflective.

5.8.2 Assessments for the 2020-21 school year

During the 2019–20 school year, the State Department of Education (SDE) suspended spring statewide assessments, and BCSD suspended most spring district assessments. BCSD will follow all SDE guidance this year on National/State assessments and we anticipate going forward with all district assessments. Assessments planned for the 2020-21 school year:

- **External Assessments:** Idaho Reading Indicator (IRI); ISAT ELA, Math, and Science; ACCESS (English Learners); Civics; College entrance exam (SAT or ACT); Dual Credit, CTE, & AP Exams
- **Common District Assessments:**
    - **online:** ISIP and STAR Screeners; Typing Fluench (5th grade); AAPPL (Dual Immersion 3-5 and 8th grade World Language)
    - **not online:** Common assessments have already been developed for Math (grades K - Algebra 1) and Language Arts Benchmark assessments (grades K-5).
- **Common Formative Assessments** (developed by teams at schools): Teacher teams at each grade level / content area will develop common formative assessments for priority targets to monitor student progress and intervene or enrich instruction as students move toward mastery of priority standards (see Figure 1).
- **Classroom assessments:** Teachers will continue to use formal and informal checks for understanding as formative assessments to guide daily instruction, and summative assessments for assigning grades on priority standards.
- **Student self-assessment and peer assessment:** These practices, where students assess themselves and others, encourage students to take greater responsibility for their learning and help shift students from passive learners to active learners.

5.8.3 Assessment guidance for distance learning

Frequent formative assessment during a lesson becomes even more important in a distance learning environment than in the classroom.

Most forms of assessment used in the classroom can also be used in a distance learning environment. This includes multiple choice or short-answer items, games, journaling, essays, audio or video recordings, and digital portfolios. All learning platforms (Seesaw, Google Classroom, Schoology, and LiFT) support quiz/test capabilities, and both Google Classroom and Schoology support a lockdown browser option.

Tips for tests and exams:

- Understand the tools available within your learning platform (Google Classroom, Schoology, Seesaw)
- Consider formative quizzes/exams as warm-up practice for summative exams
- Assume tests are open note/open internet, with clear guides for acknowledging sources

Although educators express concern about having students complete assessments at home, there isn't evidence that there is more cheating at home than in the classroom. However, there are more opportunities for students to use external resources during a non-proctored assessment. Recommendations to reduce use of non-authorized resources:

- Educate students
    - Students who feel connected, supported, and encouraged are less likely to cheat

    - Have explicit conversations with students about ethical decision-making and academic honesty
- Develop assessments that eliminate or reduce ability to cheat:
    - Authentic assessment: engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively (Grant Wiggins, 1998)
    - Give shorter exams during live sessions, so you can observe students during the test
    - Conduct oral follow ups where possible (ask student to talk through at least one question)
    - Ask students to record short videos explaining the answer to one or two questions
- Plagiarism detection software: Originality Reports (Google Classroom), Turnitin (Schoology)

5.9 Grading for Learning

Distance Learning survey data from spring 2020 indicated a preference toward grading student performance during future distance learning scenarios. To grade effectively during distance learning, it is critically important to focus on priority standards, especially during a year of anticipated change. With uncertainty and in-school disruptions, we must be focused on ensuring students master the priority standards. This grading guidance was developed using feedback from the Distance Learning survey. Teachers indicated that having some type of grading was needed while a significant number of students indicated that they rarely had anyone at home that could help them with their learning.

The following grading actions will be used for 20-21 in all three learning environments (Plans A, B and C).

Expectations & Practices for Grading

- Teachers will clearly identify the priority standards, learning targets, and common assessment(s) to gather credible evidence of learning and the success criteria for outcomes expected during distance learning. This information will be provided to students prior to the beginning of each unit (see Figure 1)
    - Assignments / activities will be meaningful and align with the learning targets.
    - Teachers will provide actionable feedback to students during the learning process on their progress toward mastering the priority standards. For specific suggestions on providing actionable feedback, see Wiggins 2012.
- Students will be expected to demonstrate their level of mastery of the priority standards.
    - Students will actively participate and engage in assignments / activities.
    - Students will have multiple opportunities, based on meaningful feedback, to demonstrate understanding of the learning targets without penalty.

- Student behaviors (participation, work completion, attendance, etc.) may be reported separately and will not be factored into grades.
- Final grades will reflect the student's level of mastery on the priority standards.
    - Formative assessment during instruction and practice should lead students to the demonstration of mastery, and in general, will not be included in the final grade. (see Assessment)
    - Failure should be an opportunity to try again. Success replaces failure.
    - An *Incomplete* may be used at the end of the term to provide students more time and opportunity to provide evidence of their learning. Rather than offering credit recovery courses, address the specific standards that have not been met.
- For students experiencing hardships, teachers will assist students in meeting the outcomes of the course (be fair and equitable).

5.10 Special Programs

In order to deliver a quality educational experience during these challenging times, student's social/emotional, special accommodations, and individual needs must be considered. All of the supports and services provided within the special programs are provided within the broader context of the general education curriculum and instruction. All students need to have access to core curriculum in order to continue making progress to meet the priority standards in the same manner as general education students and have access to instructional supports as appropriate based on their learning plans.

Communicating with student's families is essential as we transition back into learning and throughout the school year. Especially for those families who switched apprehensively to distance learning. Re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support.

Collaborative, ongoing discussion about the path forward for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students in reopening our schools.

Specialists should work with classroom teachers to maintain regular communication with families to ensure they are informed of any changes, successes or concerns that may arise. Remember to document communications appropriately.

5.10.1 Responsibilities of Special Programs & Supports

5.10.1.1 Language Development

As we plan for reopening our schools, it is important that we determine the current level of performance of our language learners and how the extent to which the school closure affected their progress. The goal remains for our language learners to meet the grade level standards

that are expected of all students as well as continue developing and progressing in their language development proficiency. Co-teaching continues to be an effective method of supporting language learners to meet their goals of language development and academic achievement. While in a remote or alternating schedule, the implementation of the co-teaching approaches may vary or be implemented differently than in a classroom setting. Students may also need targeted language instruction based on their individual progress and language needs.

Responsibilities:

Strict Social Distancing (Plan B)	**Distance Learning (Plan C)**
● Partner with assigned general education teachers to continue with co-planning, co-teaching and co-assessing to maintain progress with individual students' language needs. ● Work with your partner teachers to plan how you can and will fulfill the role of co-planning, co-assessing and co-teaching in each of the different learning plan options. Determine each teacher's roles in order to be prepared for adjustments to different learning plan structures. ● Consider additional needs and structures for language learners who need additional targeted interventions (i.e. Intervention time, Imagine Learning, etc.)	● Partner with assigned general education teachers to continue with co-planning, co-teaching and co-assessing to maintain progress with individual students' language needs. ● Work with your partner teachers to plan how you can and will fulfill the role of co-planning, co-assessing and co-teaching in each of the different learning plan options. Consider how you can apply the co-teaching approaches in a different way during online instruction. Determine each teacher's roles in order to be prepared for adjustments to different learning plan structures. ● Consider additional needs and structures for language learners who need additional targeted interventions, i.e. Intervention time, Imagine Learning, etc.)

Considerations:

- How will supports be provided to ensure academic and language progress?
- How will you support ELs with oral language development?
- How will you ensure ELs have the tools needed to engage in the curriculum?
- How will you track student progress to ensure that all ELs make progress?
- How will you ensure that ELs have access to the full curriculum?
- How will you support teachers and share tools so they can plan instruction that meets the learning needs of ELs.

5.10.1.2 Gifted and Talented Education (GATE)

Students identified as qualifying for gifted and talented education are provided support by GATE Facilitators. This program has federal, state and district guidance. Each GATE student has a GATE Plan that outlines goals and services. Ensuring students are challenged and stretched academically in accordance with their identified superior abilities for which they qualify, as well

receiving social and emotional support is the intent of gifted education. The GATE Facilitators advocate for GATE students and their needs as outlined in their learning plan.

Responsibilities

Strict Social Distancing(Plan B)	**Distance Learning (Plan C)**
● Provide support / services as outlined in the students' GATE schedule, balancing in-person and remote learning based on the A-B schedule. ● Secondary GATE Facilitators have their own courses to plan for and prepare that include strategies and content to address identified students. ● Elementary GATE Facilitators are expected to network with classroom teachers in planning distance learning lessons to allow enrichment modifications to assignments being prepared and sent home. ○ Additional resources may be sent home for identified students as options in weekly learning plans as "replacement curriculum" - students are not to get "more curriculum" ● Both elementary and secondary facilitators are expected to reach out to students/parents on their caseloads during distance learning to determine needs specific to their GATE plans and to advocate for their learning needs / accommodations.	● Provide enrichment instruction / lessons for students to engage in during distance learning (considered replacement curriculum, not additional work) ○ Make the projects / tasks purposeful, meaningful, interest-based ○ Align support with the qualifying area of giftedness ● Support general education teachers with lesson planning as needed to align GATE enrichment with core instruction (as applicable) ● Continue to meet all timelines and follow GATE processes.

Considerations:

- How will instruction and practice be provided to ensure enrichment?
- How will you support students receiving enrichment to continue to develop their skills and engage in school at a level appropriate to their needs?
- How will you communicate lessons to ensure that all students are invested in their education?
- How will you continue to meet the SEL needs of your students?
- How will you ensure that the enrichment is a "replacement curriculum" and not more work on top of what is assigned by the teacher?
- How will you collaborate with classroom teachers in your scheduling and planning?

5.10.1.3 Social Workers

Responsibilities

Strict Social Distancing (Plan B)	Distance Learning (Plan C)
● Connecting families with community resources, i.e. food, housing, clothing, etc. ● Connecting personally with families that will need support directing them to resources (physical, mental, or economic) ● Coordinating with teachers regarding student needs and supports ● Continue identifying Homeless students. ● Work with classroom teachers to support student needs identified in 504 plans.	● Connecting families with community resources, i.e. food, housing, clothing, etc. ● Connecting personally with families that will need support directing them to resources ● Coordinating with teachers regarding student needs and supports ● Assist in identifying and connecting families with internet or other needs to support learning from home ● Continue identifying Homeless students. ● Work with classroom teachers to support student needs identified in 504 plans.
Considerations: ● How will the school educate families about the return to school precautions to help them feel comfortable when returning to the schools? ● How will the school help staff integrate SEL curriculum and practices? What professional development will be offered? ● How will staff provide non-academic focused check-ins with students? ● How will the school integrate SEL practices into instructional planning?	

5.10.1.4 Students with Disabilities (Special Education & 504)

While the extended school closure has affected all students, it is important to also consider the affect the closure has had on students with disabilities.

We continue to have the responsibility to provide a FAPE consistent with the need to protect the health and safety of students with disabilities and those staff providing education, specialized instruction, and related services to these students regardless of learning environment. Exceptional circumstances may affect how all educational and related services are provided. Schools may not be able to provide all services in the same manner they are typically provided (OCR, March 21, 2020).

This transition period needs to take into account the individual needs of each student and provide flexibility for response including the following components:

- Address student-specific needs arising from the transition back into school buildings;
- Consider whether or not a student has experienced a regression of skills and/or lack of progress; and

- If regression and/or lack of progress is present, identifies opportunities for recovery, including additional, new, or different services and accommodation.

Special Education

As we plan for our re-entry, schools need to plan for a thorough review of student data to determine individual student's needs for compensatory services. This analysis needs to be fact specific based on the information from the following sources:

- Progress monitoring data
- Academic records from the learning provided during the school closure
- Student learning plan during school closure
- Fall screener/pre-test data

Within each school, planning and considerations need to be developed to address social distancing, mask wearing, and other safety precautions for students with special needs. There needs to be flexibility for individual students based on their individual needs.

Responsibilities

Strict Social Distancing (Plan B)	**Distance Learning (Plan C)**

● Provide services of specially designed instruction as outlined in the IEP balancing in person and remote learning time.
● Determine a schedule of support that meets the needs of the IEP for students attending via remote learning and those attending in person instruction.
  ● Deliver instruction related to goals as outlined in the IEP through remote learning and in person instruction.
  ● Support general education teachers with lesson planning as needed to implement accommodations and modifications and meet IEP needs.
  ● Modifications and accommodations, as noted in student IEPs/504s will be provided to the extent possible and necessary, based on the type of instruction.
  ● Continue to meet all timelines for IEP meetings and eligibility determination.
	● Provide services of specially designed instruction as outlined in the IEP
	● Deliver instruction related to goals as outlined in the IEP
	● Special education teachers will ensure activities or work pertinent to IEP goals for each student are provided. Activities or work can be provided via phone calls, virtual meetings, or other online tools.
	● Support general education teachers with lesson planning as needed to implement accommodations and modifications and meet IEP needs.
	● Modifications and accommodations, as noted in student IEPs/504s will be provided to the extent possible and necessary, based on the type of instruction.
	● Continue to meet all timelines for IEP meetings and eligibility determination.

Considerations:	

- How will the school work with each family and student to determine what FAPE looks like for the different learning schedules? How will the school team ensure the requirements of the IEP are met?
- How will the expectations of physical distancing and mask wearing be implemented flexibly for those students with unique needs (i.e. requiring medical procedures, toileting, lifting & mobility assistance, physical redirection)?
- How will spaces be used within the special education classroom settings to promote health and safety for staff and students?
- How will students maintain connection to their classes, curriculum, and school community regardless of how much physical time they are able to attend school? What will the transition between learning environments look like for students if there is a need to transition to remote or home-based learning?
- How will students be supported in learning and implementing changes to their routines or expectations as a result of health and safety precautions implemented?
- How will students who struggle with maintaining social distancing or mask wearing expectations be addressed in a manner that promotes a positive school experience?
- How will the school ensure that students with disabilities don't unintentionally get segregated from their non-disabled peers.

<u>Compensatory Services:</u>
Compensatory education is defined as an appropriate equitable remedy designed to deliver services to a student that should have been received to provide FAPE. The particular form of compensatory education will vary on a case-by-case basis.

Decisions regarding compensatory services are made by the IEP team, on a case by case basis, to address the individual needs of the student. Continue to work with each student's family to discuss needs as they transition back into the school environment.

Once there is data to determine whether there was a loss of skills and/or progress during the school closure, the IEP team determines whether additional/new/different services and accommodations are needed to address the impact of school closure.

Consider the following list of information for each individual student to determine their need for compensatory services:

- Student's individual service planning form developed by team outlining services to be provided during school closure;
- Documentation of services provided during school closure to address student's services;
- Data on the student's progress during the school closures (progress monitoring);
- Data on the student's ability to recoup skills and make progress on IEP goals;
- Length of school closure, including time without any instruction and time with virtual and/or distance learning;
- Documentation of accommodations and/or services provided (e.g. amount of instruction and services including dates, times and duration);

- Accommodations and/or services the IEP team was unable to provide;
- Additional special education needs that result from the extended school closure.

Missed services do not automatically result in a one-for-one compensatory award.

Evaluation & Eligibility:

- IEP teams need to conduct **re-evaluation eligibility** assessments for any student for which eligibility was not established/re-established during the school closure in a timely manner.
- **Initial evaluations**, the 60 day timeline is still in effect and will resume on the day we resume in-person education. (The timeline was suspended on the first day of the school closure, March 16th.)
- Students transferring from the Infant and Toddler program through Head Start will have the same timeline for establishing eligibility and must have a completed eligibility and IEP in place before their third birthday.

5.11 Professional Development

Professional development is a necessary component of an effective school district aiming to relentlessly improve student outcomes. Educational systems are learning organizations. It is essential that all members continuously learn from new research and hone their instructional skill sets to improve their craft to boost student achievement.

Each spring the District Leadership Team sets student achievement goals for the following year to aim for improved levels of proficiency. Action items are then determined that will lead to instructional or operational improvements.

A variety of PD is being planned and offered to transition teachers successfully to the start of the new school year to meet the growing needs of educators as we embark on a year of schooling that will likely provide both in-class and distance learning for students.

Summer 2020:

- *Learning Platform PD
    - *Google Classroom* (all users, optional)
    - *Schoology* (all users, optional)
    - Seesaw (all users, optional)
- *Remote Teaching: Enhancing Your PLC or High Reliability School Virtual Institute* (all Admin / BLT members, optional, July 17)
- *Identifying Priority Standards and Unwrapping for Learning Targets / SLOs* (all Admin, July 30)

*opportunity for credit

		Wednesday August 26	Thursday August 27	Friday August 28
		First Day Back for Teachers All Staff in Buildings	SPED: Compensatory Ed 8 to Noon All Other Staff in Buildings	BLTs/ILTs: PLC Day 1 Workshop All Other Staff in Buildings
Monday August 31	Tuesday September 1	Wednesday September 2	Thursday September 3	Friday September 4
All Staff in Buildings	All Staff in Buildings	All Staff in Buildings	All Staff in Buildings	All Staff in Buildings Paras - First Day

<u>In Building - Required: To be scheduled by individual buildings</u>

- Health and Safety Procedures - Facilitator: School Nurse
- Putting the Plan into Action: Academics and Logistics - Facilitator: Principals (Includes safety logistics that are required by all and working the process for planning unit 1 with identified priority standards and learning targets, how mastery will be determined, required built in online requirements and posting on digital platform.)
- Grading for Learning - Facilitator: WRHS Equity Task Force (for secondary teachers only)

<u>In Building - Optional: To be scheduled by individual buildings</u>

- Platform User PD - Facilitator: Teacher Experts or Technology
- Specific Tools - Facilitator: Teachers Experts or Technology
- Prioritizing and Unwrapping Standards - Facilitator: Principal or Angie Martinez with Teacher Expert
- Literacy Standards for Secondary Teachers - Facilitator: Angie Martinez with Department Chair(s)
- Assessment: Prestesing Basics, CFAs, and Online Assessment - Facilitator: Marcia Grabow with Teacher Expert

<u>Other</u>

- *Safe Schools* (required annual online modules for all staff)
- Specific Teachers:
    - *Creative Curriculum Gold Online Features* (Preschool teachers)
    - *Achieve 3000 New Features* (WRHS Reading Support)
    - *EDPlan* (SPED staff)
- *New Teacher Onboarding PD (series of workshops for new teachers week of August 19 - 25, and various dates throughout September - October)

*opportunity for credit

5.12 Supporting Transitions

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings.

Transitions take many forms and include returning to school in the fall, moving from one grade band to another, and welcoming students new to the school.

For 2020-21, it will be particularly important for teachers, students and parents to smoothly transition between learning at school, learning at home and a combination of the two on short notice (Plans A, B and C) by preparing and planning for all three options.

5.12.1 Preparing for Strict Social Distancing (B) & Distance Learning (C)

Teachers and schools must be ready to pivot between all three plans (A - Reunited, B - Strict Social Distancing and C - Distance Learning) with little notice in response to health orders that close schools. To ensure the continuity of learning in response to school closures, guidance is in place to assist schools to make smooth transitions between plans A-C at any time during the year.

The following actions are necessary to prepare for Strict Social Distancing and Distance Learning:

- Each elementary school develops a schedule for Plan B - Strict Social Distancing that accommodates 12 students per classroom for grades K to 3 from Monday through Thursday with a properly certified teacher and accommodates grades 4 and 5 in two different groups (A to L and M to Z) two days a week. The schedule will also need to include the adjusted school start and end time to allow for smaller numbers of students on each bus.

  ☐Schedule for Plan B - Strict Social Distancing is developed at each elementary school with additional classroom teachers and spaces identified.

- Teachers will post their lessons and learning activities on Seesaw, Google Classroom, Schoology, or LiFT (depending on their school) at the start of school, even when students are at school. Teachers will teach students how to use their learning platform to navigate the system, access / submit assignments and how to most effectively communicate with their teachers using the platform.

  ☑ Schedule summer professional learning for teachers in using Schoology, Google Classroom, and Seesaw

  ☐ Schedule fall professional learning for teachers in using Schoology, Google Classroom, and Seesaw.

- Teachers are encouraged to use a blended learning model for at least one lesson a week to ensure students maintain their skills to successfully participate in online learning opportunities. This should include occasional learning activities done online at home.

    ☑Individual school re-entry plans include directives for teachers to provide opportunities at the start of school for students to learn how to and participate in distance learning simulations.

- Identify and refer students that are new and do not have connectivity at home to the social workers to ensure students are connected as quickly as possible in preparation to pivot to plan B or C.

    ☐Individual school plans identify how social workers and teachers will identify students needing connectivity in the first month of school (2020-21). The inclusion of distance learning simulations in the classroom will help to identify students needing connectivity as well.

5.13 Classroom Management & Discipline

Regardless of the learning environment, district and school rules and policies apply.

5.14 Attendance

BCSD will take attendance as normal, following all Idaho guidance on attendance. However, the District will add the option of marking students' absences due to COVID-19. This would be the reason marked for a student absence if the student was presenting symptoms and contacting their healthcare provider for consultation, was diagnosed with COVID-19 or living in the same home as a person diagnosed with COVID-19.

Parents are expected to call the school if their child will be absent as normal. However, if it is related to COVID-19 they are encouraged to disclose that so the absence can be marked as such. This information will be shared with the school nurse and/or administrator who will consult with South Central Public Health for the appropriate follow up such as notifying parents, closing the school or a single classroom for deep cleaning, expected return date for the student, etc. This will also help the school know how to support the student and family rather than making daily phone calls about attendance.

Students who are living with someone that has tested positive for COVID-19 and are expected to stay home for a period of two to three weeks (determined by their healthcare provider) will be able to access the online platforms where teachers are posting lessons weekly (under all three plans) in order to continue learning and mastering new standards despite being away from school.

Tracking absences related to COVID will also allow the District to provide data to the State Department of Education on the number of absences due to COVID-19. This data can also serve as the basis of an application from the District for a waiver on attendance requirements related to District funding. This will be an issue for many schools in Idaho and the State Board of Education is expecting multiple Districts to submit requests for a waiver.

Year Long Distance Learning Options for Students

Parents of students with a documented medical condition that requires a child to be sheltered at home during this pandemic are asked to work with their child's principal on a case by case basis to make arrangements for distance learning.

Parents of students who feel more comfortable having their children participate in distance learning may ask their principal to enroll their child as a BCSD student in the Idaho Digital Learning Academy. This academy has limited courses available for younger students, especially elementary students, but it would allow students to master the priority standards in literacy and mathematics while staying at home. The District will not be asking classroom teachers to provide instruction under multiple plans (A - Reunited, B - Strict Social Distancing, and C - Distance Learning) simultaneously.

6 Health and Operational Logistics

6.1 Guidelines for Operations for Fall Re-Entry

Guiding principles for establishing building operational logistics for a fall re-entry to brick and mortar schools include:

1. Consideration of County or State Stay-Home orders.
2. Board of Trustees decisions and State Board of Education guidance
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Establishing practices to maintain health and prevent the spread of germs and disease as determined by the Center for Disease Control (CDC) and the Idaho Department of Health and Welfare.

6.2 Before School Starts

Ensure all students and staff have received communication about how to keep themselves and others healthy when coming to school including information on:

- Plan A - Reunited,
- Plan B - Strict Social Distancing, and
- Plan C - Distance Learning.

Plan B allows for social distancing in classrooms and buses by reducing the number of students in a classroom or on a bus at one time. All students in grades PreK to 12 will attend school in person 2 days a week and participate in online learning on the other three days.

Students whose last names start with A to L would attend school on Mondays and Wednesdays and learn from home online on Tuesday, Thursdays, and Fridays. Students whose last names start with M to Z will attend school in person on Tuesday and Thursday and learn from home on Monday, Wednesdays, and Fridays. Families with children with multiple last names will send their children to school on the days that correspond with the oldest child enrolled in BCSD's last name. This allows for all children in the family to attend school on the same days. Students are provided assignments to support learning on the days in which they do not report to school.

Fridays will be a day for teachers to provide interventions to individual students or in small groups. This will be done primarily online. However, older students who are capable of getting themselves to school for an hour or two of intervention, may receive such support at the school building. Also on Fridays, teachers should be provided time to work in professional learning communities with grade or content alike teachers to plan instruction and assessment for priority standards.

Teachers will be expected to work from their classrooms on Friday. Teachers with children of their own that are to be learning from home on this day, may bring their children to school on Fridays only. The children of teachers will have to remain in the teacher's classroom during the day and not visit other portions of the building.

Extracurricular activities and after school activities scheduled at school will be held for those students in attendance on those days only. While athletic teams will be able to hold practices, any competition with other teams will be extremely limited and in alignment with Board guidelines for athletic competitions.

Decisions on which plan (A - Reunited, B - Strict Social Distancing, or C - Distance Learning) to follow at specific times throughout the pandemic will be based on guidance from the Idaho Department of Health and Welfare and/or South Central Public Health District, CDC, the Idaho State Board of Education, and the Blaine County Board of Trustees.

☐ Parents know how they will receive communication on decisions and that maintaining updated contact information is critical to their ability to receive timely and updated information.

☐ Parents have received individualized communications informing/confirming with them what day their children would attend school if the District must operate under Plan B due to health orders.

☑ Systems are in place for notifying parents and staff regarding which plan the District is operating under at the current time as it is expected that the District will need to operate under different plans at different times depending on the health of the community.

- Ensure all staff have completed initial Health and Safety online training (Safe Practices for Schools, Symptoms of COVID-19, Proper Wearing of a Face Covering), signed, and submitted to their supervisor their attestation that they will stay home if exhibiting symptoms of COVID-19 and will use properly a Face Covering.

  ☐ Initial Health and Safety online training for all staff has been disseminated by Human Resources in order for staff to complete before returning to work for the 2020-21 school year.

- Entry doors and processes will be communicated by each school.

  ☐ Schools have sent welcome back to school communication to all parents which provides information on how students will enter and exit the school building and that building access will be limited to students and staff. (First and Second week of August)

- When to stay home/when entry will be denied Symptoms of COVID-19
- Restriction of non-students and staff from the building

  ☑ Signs regarding building entry posted on all school/building doors.

- How the school day will be structured to reduce the risk of spreading disease inside the school.

  ☑ Individual school plans contain schedules and protocols for minimizing the mixing of students and staff and limiting their movement within the building.

  ☐ Individual school schedules have been communicated to parents including the why and how.

- A face covering must be worn whenever people are in a community setting, especially in situations where they may be near people. Teach elementary students to wear a cloth face covering each day. Request and enforce the wearing of a cloth face covering with middle school and high school students and staff. Request and enforce all students to wear a cloth face covering at all times when on a school bus. Require parents and/or visitors to wear face covering when they come to the school. Face coverings must cover the nose and mouth.

Per the CDC, cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.

☑ Masks/Cloth Face Coverings have been ordered for students and staff.

☐ Parents have been informed that students will need to wear a cloth face covering on school buses and in school buildings.

- Bus Expectations: Follow Common Expectations for Bus Behavior (see below), sit in only your assigned seat, wear a cloth face covering at all times while on the bus.

☑Developed district wide bus behavior expectations.

Common Expectations for Bus Behavior

- Maintain a safe environment on the bus
  - Board the bus, take your assigned seat, and stay seated.
  - Keep hands and feet to yourself.
  - Keep all hands, feet, and objects inside the bus.
- Follow the direction of the bus driver at all times
  - Treat the bus driver and passengers just like you would your teacher and classmates.
- All school rules apply to riding the bus, including:
  - No eating on the bus. (This could cause other students to have an allergic reaction.)
  - Drink water only.
  - Use appropriate language.
  - Use earbuds or headphones if using a device that makes noise.

☐ Hire bus aides or assign paraprofessionals a morning or afternoon bus route for which they will serve as the bus aide to ensure safe practices are followed: all students remain in their assigned seats and cloth face coverings are worn at all times.

- Develop schedules and procedures to meet the guidelines listed below: As Staff and Students Return, During the School Day, Buses, Special Events, After the School Day.

☐ School start times and bus routes are established for when the District is operating under Plan A - Reunited and Plan B - Strict Social Distancing.

☐ Bus Routes with times are posted on the website.

- Social Distancing Required: As a contingency plan, develop a schedule that has half of the student body attend for the first part of the day and the second half for the second half of the day or on an Odd/Even Number (date) with half of the student body attending at a time. This includes bus schedules. Students would participate in distance learning during the half of the time that they were not physically present in school.

  ☑Developed District Wide Schedule for Plan B (only half of the students in school at one time to allow for greater social distancing.) See Three Plans for Learning in Section 3.

- Establish boundaries for limiting the spaces inside the school that parents and visitors access. Create barriers, signage, etc. to limit where non-students or staff may go. Use plexiglass shields (being built by Buildings and Grounds) to protect staff interacting with parents and visitors (i.e. receptionist, secretaries, bookkeepers, etc.)

  ☑ Plexiglas shields installed in all buildings.

  ☑ Do Not Enter - if Symptoms of COVID signs developed (English and Spanish) and displayed on District building doors.

  ☑ Developed District wide standard for Building Entry by non-student or staff members:
  - Entry into Building - parents/visitors allowed to enter the front office, required to wear masks, school principals have discretion to allow parents in other rooms for special circumstances, general visits to classroom, lunchroom, *etc.* by parents or visitors are not allowed.
  - School start and dismissal - may have students enter and exit from different doors depending on location in the building. Staff must attend to the door during these times.
  - Continue to keep outside doors closed and locked when not attended by a staff member

- Ensure the health station is well stocked with at least two digital thermometers, covers, masks, gloves, pillow covers, etc.

  ☑ Additional supplies ordered.

- Ensure each classroom, office, etc. has equipment to disinfect spaces throughout the day as the spaces are in use. Ensure cleaning equipment is kept out of reach of children.

  ☑ Supplies ordered.

- Safety supplies for front desk check in (masks, gloves) Safety supplies for staff (cloth mask, shields) and students (cloth face covering)
  - Teach and Reinforce Use of Cloth Face Coverings among staff and students, per CDC
  - BCSD will supply one face cloth for each student and staff member. Will inform parents that students must wear a cloth face covering.

    ☑ Initial supplies received (6,000 N95 masks, 4100 surgical masks)

    ☑ Additional supplies ordered.

    ☑ Cloth face coverings ordered.

    ☑ Shields (200 received, more on order). Recommend to use with a mask. When used without a mask so students can see the teacher's face, the teacher must maintain 6ft. distance from students.

    ☑ Desk shields ordered for secondary students and teachers.

- Ensure all heat pump filters and Energy Recovery Ventilator filters are changed before school begins.

  ☑ In process

- Check all bottle fillers, etc. to ensure water is safe after prolonged shutdown.

  ☑ In process

- Provide refresher training for custodial staff on safe and proper use of disinfectant.

  ☑ Initial training complete, more planned.

6.3 As Staff and Students Return

Post *Stop the Spread* posters (English and Spanish) on entry doors, at sign-in stations and on bathroom doors throughout the building.

☑ Signs printed and posted throughout the District.

Teach and reinforce with students washing hands and covering coughs and sneezes. Teach use of a tissue when needed then immediately dispose of in no touch trash can and wash or sanitize hands. Teach and help students remember to wear cloth face coverings.

☑ School nurses have developed protocols and are prepared to provide instruction to students and staff during return to school in August. (See Appendix C)

☐ Provide August training to students and staff

Post *Do Not Enter*/*Symptoms of COVID-19* posters (English and Spanish) on entry doors and at sign-in stations.

☑ Signs completed and distributed

Establish Staff and Visitor Sign in Stations (Maintain one entry into the building during business hours. May have separate entries for different grade levels at the start of school day, but only students in that wing/part of the building should use that door. May have a separate entry for PreK and K registration).

☑ Sign-in stations established

Establish separate sign-in sheets for staff and visitors. Sign in sheets include verification of no symptoms of COVID-19.

☑ Sign-in stations established with visitor sign in.

☐ Sign-in sheets pre-populated with staff names for each building/department are created for ease of use.

Establish a system for students to wash and/or sanitize their hands immediately upon entering the school.

☑ Building schedules include time for handwashing/sanitizing throughout the day and when changing classrooms/spaces.

☑ Hand sanitizer stations and wall units are on order.

☐ Install hand sanitizer stations and wall units.

Establish clear barriers/boundaries that only staff and students located in that area of the building may cross. Keep visitors/parents located outside or to a very limited area inside the school. If parents or visitors need to go beyond the entryway of the building, ask them to wash/disinfect their hands and mask up.

☑ District Wide Protocol: Parents/visitors will be allowed to enter the front office (Stage 3 and 4) area. They are required to wear masks; school principals have discretion to allow

parents in other rooms for *special circumstances*. In general, visits to the classroom, lunchroom, *etc.* by parents or visitors are not allowed.

Nurses train school staff in how to monitor their own health for sign-in verification purposes and how to monitor students for referral to the office for further screening.

☑ School nurses have developed protocols and are prepared to provide instruction to students and staff during return to school in August. (See Appendix C)

☐ Provide August training to students and staff

Nurses train appropriate staff on how to provide care to students or staff exhibiting symptoms: isolation room/area, masks for students and staff involved, gloves for staff providing care. Nurses notify SCPHD and student guardians of a possible case. Work with SCPHD to determine if other students and staff need to be notified of a possible case while maintaining confidentiality as required by ADA, HIPAA, and FERPA.

☑ School nurses have developed protocols and are prepared to provide instruction to students and staff during return to school in August.

☐ Provide August training to students and staff

Close off areas used by the student and/or staff exhibiting symptoms until thoroughly disinfected. Wait 24 hours to clean the area if possible.

Ensure outside fresh air intake units in each building are operating for maximum effectiveness and scheduled to operate throughout the day and past the end of the school day in order to provide clean air environments during the day and the next day.

☑ In process

Professional Development: Schedule District-wide and/or School Level professional development in smaller groups (i.e. one or two grade levels or departments at a time, etc.) in larger rooms where staff can physically distance. Disinfect tables and chairs after the session before the room is used by another group. Have staff work with the same small group on various activities during the session rather than mixing groups.

☑ Back to School Professional Development scheduled in smaller groups and/or large venues and/or outside to allow for social distancing.

☑ DLT meeting on June 1 was a field test of social distancing while conducting a group meeting/workshop.

☐ Communicate specifics for each workshop with participants before they attend in August.

☑ Online summer professional learning opportunities on Schoology, Google Classroom, SeeSaw, online pedagogy/instruction have been identified and information distributed to staff encouraging them to participate.

☐ Each building is developing individual plans for professional learning specific to their building.

6.4 COVID-19 Health Guidelines

CDC FAQ
CDC Guidelines

Student Arrival/Departure	Build in handwashing as an entry procedure at the beginning of the day and after returning to room from any activity.
Health Education Inservice training for all staff using CDC recommendations - Powerpoint Video/images for handwashing Video explaining wearing masks	School Nurses will develop a training for staff and students on the following topics: Good Hygiene Practices (Hand washing)- presentation and signs Wearing Masks - How & Why (NASN video good for K-5) At the beginning of the school year, the nurses will present to all staff and classes to share the presentations. 1. Stay home when you are sick. 2. Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash. Follow with hand hygiene. 3. Avoid touching your eyes, nose, and mouth. If you do, wash your hands afterwards. 4. Wash hands often with soap and water (20 seconds). 5. If you don't have soap, use hand sanitizer. 6. Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe. 7. Promote non contact methods of greeting. 8. Maintain 6 foot distance from others (2 arm lengths). 9. Wear a face mask. 10. Ensure all vaccines are up to date.

Screening Students/Staff	**Symptoms requiring isolation and parent notification screening (staff or student)** ● Fever over 100.4 ● Cough ● Shortness of breath or difficulty breathing **Symptoms requiring further screening** ● Chills ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea Screening Students: 1. School staff will monitor students for any of the symptoms listed above. 2. If a student exhibits any of these symptoms, they will immediately be sent to the office a. Student needs to continue to wear a mask. b. If a student is getting sent to the office for symptoms, Teacher will call/notify the office prior to sending, c. avoid sending students to office during passing periods 3. The health office staff (school nurse if available, secretary or other trained staff) will assess the student to determine medical need. If COVID 19 related symptoms are determined, the parent will be contacted for pickup. Refer to Health Office Screening Procedure. 4. Student(s) will be expected to remain at home until clearance criteria for return to school is met or cleared by South Central public health Department SCPH/or health care provider.HCP Screening Staff: 1. School administration will monitor staff for any of the symptoms listed above. 2. If a staff member exhibits any of these symptoms, they will immediately be asked to go home until clearance criteria for return to work is met.

	It is recommended by school nurses to have staff complete a symptom check-in each day upon reporting to work. Per Tamara Strong - staff sign-in sheet each day with initial indicating no COVID symptoms.
Return from Illness **(Check w/ HR)**	**Return to school from absence (staff or student)** 1. If staff or student was presenting with COVID-19 related symptoms, they are encouraged to follow up with a medical provider to determine diagnosis. 2. To return staff/students need: a. clearance note prior from a medical provider, OR b. Symptoms improve and he/she is fever-free without the use of medication for 24 hours AND at least 10 days since initial symptoms.
Out for Illness	If a student is going to be out for more than 10 days, a student could be eligible for homebound instruction with a doctors note.
At Risk Students/Staff **)**	Staff must have a doctor note releasing them to be at work/school. For students for which the school knows of medical conditions that increase their risk, the school nurse will contact the HCP to verify student participation in school and any necessary precautions. Per CDC: If you have children with underlying health conditions, talk to their parents about their risk. Follow children's Medical Action Plan (MAP) for underlying health conditions.
PPE/Supplies	Face shields are provided for all staff Face covering worn by students and staff Clear masks are available for Special Services Gowns Gloves
Health Office/Sick Space	**School Health Office** 1. In order to prevent potential exposure to infectious diseases, the Health Office will promote isolation and decreased office congestion. 2. Students presenting with symptoms related to COVID-19 will be masked and isolated into a separate health room other than the Health Office. Parents will be contacted for immediate pickup if student determined to have COVID related symptoms from screening. 3. Health Office will be disinfected after each visit.

	4. Appropriate PPE and proper hand hygiene needs to be used in Health Office when screening students. 5. Hand hygiene is required before and after each office encounter and after each intervention. 6. Masks/Face shields need to be used during assessment of students. 7. Consider wearing gowns. Wear a face shield and mask. 8. Schools are not expected to screen students or staff to identify cases of COVID-19. Students should be referred to their medical provider. In order to reduce the potential exposure of infectious disease, students do not need to visit the Health Office for the following: ● Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed. ● Minor headaches and/or fatigue - allow them to get snack/drink water first. If not better after 20 minutes, send to office. ● Mild stomach ache and/or nausea - allow to use the restroom, drink water, and have snack first. If not better after 20 minutes, send to office. ● Localized bug bite - if no allergy history and not spread over large area of skin, apply cool paper towel to area to help prevent scratching. ● Anxiety/stress/psychosocial issues - if not affecting breathing or medical health, try snack, redirection, or refer to counselor or social worker.
Classroom Materials **Need CDC guidelines to update**	Recommendation: 1. Each student have their own materials 2. Sanitize shared spaces/tools/toys after each use 3. etc.
Communicable disease monitoring	**Communicable disease monitoring** 1. Secretary/school nurse will record student symptoms in student health record in Skyward. 2. Secretaries and teachers will code attendance record as COVID in Skyward and ask parent/guardian questions regarding potential illness when called in - share this information with nurses 3. School nurse will follow up with SCPHD as appropriate a. Any information regarding anticipated student return date b. Recommendation for classroom, school, individual quarantining or closure

	c. Any recommendation for closure or quarantining of contacts need to be reported to Director of Special Programs or Superintendent

Appendix J: COVID-19 Screen Flowchart
Appendix K: COVID-19 Screening Questionnaire
Appendix L: COVID-19 Student Sent Home Note
Appendix M: COVID-19 Health Care Provider Return to School

6.5 Staff Health and Attendance at Work

The health of BCSD staff is critical to the functioning of the District. The District will do all within its power to protect the health of its employees. Protecting the health of our employees is a huge consideration in implementing the health and safety measures of: expecting all students and staff to wear cloth face coverings, frequent hand washing, and social distancing to the greatest extent possible.

As always, staff who are sick or exhibiting symptoms of COVID-19 are not to report to work during the period of time the employee is contagious. Additionally, staff who are caring for a household member who is sick or exhibiting signs of COVID-19 are not to report work during the period of time the household member is contagious. In either circumstance, the employee should report the illness to their supervisor and/or the Human Resources Department, so the District may take proper precautions to protect the health of others. See Communicable Diseases Policy.

Employees are also reminded that they may be asked to present a physician's statement when their physical well-being is in doubt. See Questionable Health Policy. If an employee is placed on a work restriction by a physician, the employee shall provide notice of the restriction to the Human Resources Department. The employee's supervisor, in consultation and coordination with Human Resources, shall be responsible to determine if the employee may be accommodated while still performing the functions of the job description. See Policy Examinations for Employees and Workplace Restrictions.

The Families First Coronavirus Response Act (FFCRA) is an expansion of the federal Family Medical Leave Act (FMLA) and provides employees:

- Up to 80 hours of expanded family and medical leave if the employee is unable to work because he/she is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis Employees who are ill or caring for an ill family member may use their sick leave for this absence; or,
- Up to 80 hours of expanded family and medical leave at two thirds the employee's regular rate of pay because the employee is unable to to work because of a bona fide

need to care for an individual subject to quarantine or care of care of a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19; or,

- Up to an additional 10 weeks of expanded family and medical leave at two thirds the employee's regular rate of pay where an employee is unable to work due to a bona fide need for leave to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19.
- See Sick Leave Policy.

If an employee has exhausted the 80 hours of family and medical leave, he/she may use additional forms of leave. An employee may also request leave without pay if all of his/her other appropriate forms of leave have been exhausted. See Leave Without Pay and Family and Medical Leave Act (FLMA).

The District will continue to strictly adhere to its Policy on Equal Employment Opportunities and Non-Discrimination when employees request accommodations due to concerns about contracting COVID. Attempts will be made to provide reasonable accommodations if the employee is otherwise able to perform the essential functions of the job. Employees may be asked to provide documentation from their medical provider. Employees without documented disabilities or current medical conditions are expected to be at work under Plan A, B, or C.

Staff with individual concerns or issues should speak privately with their supervisor and/or the Human Resources Department.

BCSD Human Resources Department Guidelines During COVID-19 Pandemic
Due to the COVID-19 Pandemic, BCSD Human Resources Department has established temporary emergency health and safety guidelines relating to staff and in alignment with guiding principles adopted by the Board of Trustees. These measures are in addition to all previously adopted Board Policies and Procedures and the 2020-21 Master Agreement.

Specifically: Principle 1. Healthy students and staff should be in school as much as possible; and, Principle 2. Our schools must be as safe as possible for students and staff.

A. Regarding Sick Leave Policies: To the extent feasible and permitted by law, including but not limited to, the Families First Coronavirus Response Act (FFCRA), BCSD shall ensure, in conjunction with the current 2020-21 Master Agreement and other applicable policies and procedures, that District sick leave policies are flexible and consistent with public health guidance and that employees are aware of these policies. (See BCSD Policies: 401.10 Communicable Diseases; 401.20 Questionable Health; 401.30 Examinations for Employees and Workplace Restrictions; 407.10 Leaves: Terms; 407.50 Sick Leave; and, 2020-21 Master Agreement - Article VIII - Leaves).

B. Regarding Notification of Staff if Co-Worker Tests Positive: To the extent permitted by law, including the Health Insurance Portability and Accountability Act (HIPAA), BCSD will establish a system to receive reports of positive COVID-19 tests by employees, both certified and classified; subcontractors or contract employees; and guest (substitute) employees present at any District facility.

In coordination and conjunction with the South Central Public Health District (SCPHD), employees who may have been exposed will be notified of discovery of their possible exposure, while keeping confidential the identity of the known to be infected with COVID-19 virus person in accordance with the requirements of the Americans with Disabilities Act (ADA), HIPAA, and other applicable Federal and Idaho laws and regulations.

C. Regarding Return to Work for Staff:

1. BCSD has developed protocols based on CDC Guidelines and input from SCPHD for "known" or "symptomatic" COVID-19 virus employees to return to work.

    a. For Return to Work protocols, some COVID-19 testing is considered a "medical examination". The District shall not require an employee to pay for the cost of COVID-19 testing for "return to work" determinations. The District shall not bear the cost of other testing for COVID-19 or other illnesses. (See BCSD Policies: 401.20 Questionable Health; 401.30 Examinations for Employees and Workplace Restrictions).

    b. For a staff member exhibiting symptoms requiring isolation and/or symptoms requiring screening (See COVID-19 Health Guidelines for Re-Entry), the staff member will contact his/her health care provider for further information, screening, or testing, to determine whether and when they may return to work.

D. Regarding Teleworking: On a case-by-case basis, BCSD may, under limited circumstances, permit an employee known to be infected or symptomatic (See COVID-19 Health Guidelines for Re-Entry) with COVID-19 virus to engage in teleworking or other form of work isolation (e.g., in a classroom or other area of a District building) that would not result in potentially exposing other employees to the COVID-19 virus. The determination to allow an employee to telework shall be made on a case-by-case basis, in conjunction with the Human Resources Department, the employee's supervisor, and the employee. Note: Not all positions lend themselves to teleworking situations. (See BCSD Policy: 401 Reasonable Workplace Accommodations to Qualified Individuals with Disabilities).

E. Regarding High Risk/At-Risk Health Conditions: The District's Human Resources Department shall develop a protocol for determining, on a case-by-case basis, and to the extent permitted by law, including ADA and HIPAA, whether an employees' individual risk factors warrant accommodation of a request to telework for a temporary period of time. The HR Department shall work in conjunction with the employee's supervisor and the employee when considering such a request. (See BCSD Policy: 401 Reasonable Workplace Accommodations to Qualified Individuals with Disabilities).

According to the Centers for Disease Control, employees of any age with the following conditions are at increased risk of severe illness from COVID-19:

- ❑ cancer
- ❑ chronic kidney disease;
- ❑ COPD (chronic obstructive pulmonary disease);

- ❑ immunocompromised state (weakened immune system) from solid organ transplant;
- ❑ obesity (body mass index [BMI] of 30 or higher);
- ❑ serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies;
- ❑ sickle cell disease;
- ❑ type 2 diabetes mellitus

Additionally, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- ❑ asthma (moderate-to-severe);
- ❑ cerebrovascular disease (affects blood vessels and blood supply to the brain);
- ❑ cystic fibrosis;
- ❑ hypertension or high blood pressure;
- ❑ immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines;
- ❑ neurologic conditions, such as dementia;
- ❑ liver disease;
- ❑ pregnancy;
- ❑ pulmonary fibrosis (having damaged or scarred lung tissues);
- ❑ smoking;
- ❑ thalassemia (a type of blood disorder);
- ❑ type 1 diabetes (mellitus; etc.).

F. <u>Non Discrimination Statement</u>:

The District prohibits discrimination against an employee for exercising rights under these guidelines.

1. No person shall in any way discriminate against an employee because the employee has exercised rights under the safety and health provisions of this standard.

2. No person shall in any way discriminate against an employee who voluntarily provides and wears their own personal protective equipment, including, but not limited to, a respirator, face shield, or gloves, or face covering, provided that the PPE does not create a greater hazard to the employee, or create a serious hazard for other employees.

3. No person shall in any way discriminate against an employee who raises a reasonable concern about infection control related to the SARS-CoV-2 virus and COVID-19 disease to the District or other employees.

G. Timeline:
The District has enacted these additional provisions as temporary, emergency measures due to the COVID-19 pandemic. These temporary and emergency measures are in effect through December 31, 2020, and/or until the FFCRA and related federal rules or laws are modified. The Board of Trustees shall be the arbiter of when these measures expire or are extended.

Appendix M: Return to Work Criteria

6.6 During the School Day

Establish clear expectations regarding the wearing of cloth face coverings and/or masks by students, staff, and visitors.

- A cloth face covering should be worn whenever people are in a community setting, especially in situations where they may be near people.
- Encourage and teach elementary students to wear a cloth face covering each day.
- Request and expect middle school and high school students and staff to wear a cloth face covering.
- Monitor and reinforce the wearing of cloth face coverings during passing periods. All teachers provide hall monitoring in secondary schools during passing periods to ensure students are wearing face coverings, moving quickly to their next class, and not congregating or loitering.
- Students sent to the health room will be masked.
- Ask and expect parents and/or visitors to wear masks when they come to the school.

  ☑ Per the CDC, cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. Schools should teach and reinforce the use of masks with students and staff. This guidance could be changed depending on the most recent guidance from the CDC. Decision confirmed at June 1, DLT meeting pending further guidance from the CDC.

  ☑ Face cloths ordered (one per student/staff member) and masks ordered for the health room and front desk visitors, *etc.*

  ☑ District Wide Protocol: Parents/visitors will be allowed to enter the front office (Stage 3 and 4) area. They are required to wear masks. School principals have discretion to allow parents in other rooms for *special circumstances*. In general visits to the classroom, lunchroom, *etc.* by parents or visitors are not allowed.

Establish a building wide schedule that limits the mixing of students and staff and provides for physical distancing and frequent hand cleaning. For example:

- Include in-building and class schedules specific times for hand washing/sanitizing including at least the beginning of the day, before lunch, after recess or being in another space outside of the regular classroom, after group work and at the end of the day.

- Include one grade level/or specific number of students at a time on the playground or in the lunchroom with a limited number of students per table. Be ready to move to lunch in the classroom if need be.

- Conduct Specials classes in the regular classroom frequently while rotating the grade levels that meet in the Specials classrooms to use the content specific equipment. (*e.g.* during September, only grade five meets in the Engineering Technology class while the rest of the students receive Engineering Technology instruction in their regular classroom.) AND/OR

- Rotate specials by grade level throughout the year so that special teachers are engaging with a limited number of classrooms at a time. (*e.g.*Engineering Technology provides a month of classes 5 days a week for grades 4 and 5 and those are the only specials for grades 4 and 5 that month. Then the next month Engineering Technology rotates to grades 2 and 3.)

- Determine how to operate the library while reducing the exposure of students to a larger number of students or staff.

- P.E. classes should be held outdoors if possible. Engage in activities that reduce contact. Disinfect equipment between each class period.

- Establish clear procedures for passing in hallways, i.e. which side of the hall to walk on, single file or only two abreast, etc. Stagger passing periods if possible to reduce the number of students in the hallway at one time.

- All staff must assist in monitoring hallways during passing periods to ensure students are staying within their assigned areas and passing in a safe manner.

- School assemblies should be limited to the number of students that can gather in the space with physical distancing.

- When food is offered, it should be pre-packed/plated or bagged for each child. Avoid use of buffet style serving and the sharing of food.

> ☑ Individual buildings have developed building wide schedules that limit the number of spaces a student enters in the school with such changes as students enter and exit the building through the door closest to their classroom, having one Specials Class (Art, Music, PE, Engineering Technology, Computer Science) every day for a three week unit (rather than a different one each day), recess

with fewer classes at a time, the option of meals in the classroom or expanded lunch serving times with limited number of students in the cafe at a time.

☑ Librarians have developed plans for library services in the classroom and prevention of the spread of germs as materials are checked out and returned. (See Library Proposal for Fall of 2020, Appendix O)

☑ WRHS is developing a 4x4 block schedule (quarter system) that will still allow students to earn the same number of or more credits per school year. However, new schedule will reduce the number of courses a student has at one time (and hopefully reduce stress) which also reduces the number of students a teacher has to support at one time (giving teachers a better possibility of providing extra support to those who need it) and reduces the spread of germs with less mixing of students and staff. Students will still have the same amount of instructional time for each course, just more compacted. For example, a class that currently is a yearlong course would be completed in one semester since students would have twice as much time for instruction in that class during one semester.

☑ WRMS is developing an A/B schedule that will reduce the number of classes a student has per day and reduces the spread of germs with less mixing of students and staff.

☑ Individual schools have developed plans for virtual building tools, online back to school nights, one grade level at a time back to school assemblies, etc.

☑ Breakfast and lunch will be served preplated/packed with no buffet lines. The extras or sharing table (where unused food may be shared with others) will be closed. Students will either be served in the classroom or with a limited number of students at a time in the lunchroom in order to allow for social distancing.

Arrange classrooms to provide for physical distancing and assigned work spaces. For example:

- Mark where each specific student will sit during circle time so that there is space between students and mixing of students is limited.
- Separate student chairs and desks as much as possible.
- Remove and store furniture that discourages social distancing such as couches, round tables where students sit directly across from each other, etc.
- Assign students to a team in which they work every day all day/or all class period for the quarter to limit mixing of students.

- Limit the number of times students move to different spaces within the classroom.

- Provide supplies to individual students or a small team to reduce the amount of common materials being shared by multiple students.

- Keep individual student's belongings separated from others' and in individually labeled containers, cubbies, or areas.

- Assign specific textbooks to each student and store in the student's individual space rather than sharing textbooks.

- Check out a specific Chromebook/device to each student (students may keep the Chromebook currently issued to them). Assign a specific charging location for that Chromebook. Students should use the same Chromebook/device each time they need such an item. (If learning needs to move to at-a-distance, students should be able to take their assigned Chromebook home.)

    ☑ Individual school plans address reducing movement of students and sharing of supplies. For example, in some schools teachers will move rooms while students stay in the same room. Students will be provided individual supplies rather than having a common area for obtaining markers, paper, etc.

    ☑ Chromebooks checked out to students are remaining checkout to the same student through next school year.

    ☑ Staff are measuring rooms and trying out different seating configurations.

    ☐ Arrange each room for best configuration for reducing the spread.

Establish a Building Schedule for Frequent Cleaning and Disinfecting. For example:

- Assign a student (member of a small team), if students are old enough to do this safely, the responsibility for disinfecting the work area at the end of class.

- Ensure cleaning supplies are safely stored away from students when not being used.

- Collaborate with the building custodian to schedule a time during the day for light switches, door handles, etc. to be disinfected while students are at lunch, recess, etc.

- When possible, disinfect equipment to be used by multiple students in between each use such as microscopes, calculators, drums, etc.

- At the end of each class period, disinfect equipment touched by multiple students such as basketballs, frisbees, soccer balls, etc.

☑ District Wide Request/Decision: table and desk tops will be cleaned by teachers and/or students, as appropriate, with materials provided by Buildings and Grounds. This frees up more time for custodial staff to clean frequently touched shared surfaces.

☑ Individual building schedules include a mid-morning and/or mid-afternoon cleaning of restrooms and common touch spaces (stair rails, door handles, etc.) to increase frequency of cleaning.

Establish ways to celebrate and greet each other at a distance. Teach students ways to celebrate and greet each other at a distance. For example:

- Jazz hands
- Air High Fives
- Clapping
- Thumbs Up
- Dance Party
- Ask students to create ways to celebrate and/or greet each other without physical contact.

Staff meetings should be scheduled in a way to allow for small groups and social distancing or virtually. Small numbers of teachers meeting in the same classroom for a Professional Learning Community, planning, lunch, etc. should practice social distancing and clean the desk or table at which they were sitting when the meeting is over.

☑ BLT meetings the week of May 26 to 28 and DLT meetings on June 1 were a field test of social distancing while conducting a group meeting/workshop.

☑ Multiple virtual staff meetings over the last quarter provided plenty of opportunities to learn to do planning together while separated from each other.

Establish attendance check procedures that encourage families to self-report symptoms or cases within the household. Support self-isolating in these circumstances.

☐ Create an absent code in Skyward that designates the absence due to COVID-19 for both students and staff.

☐ Communicate with parents regarding school absences - keep students home when exhibiting symptoms, report to school, can mark as COVID for increased attendance leniency. Students should also be kept home when another member of the family living in the same home has contracted COVID. The school will mark these absences as COVID related when informed. Students can access assignments from their classes posted online by their teachers in order to keep up with their learning.

6.7 Buses

- Bus drivers and aides must wear a mask/cloth face covering at all times while on the bus.

- Teach and reinforce bus behavior expectations each day from day one both on the bus and at school.

- Assign seats and require students to sit in their assigned seat for the entire route. (This allows for easier calculation of who is exposed to whom.)

- Require students to wear cloth face covering at all times while on the bus.

- Attempt to assign no more than two students per seat on the bus. (Dependent on being able to hire more drivers.) If possible, space students out with empty seats in between them.

- Clean and disinfect buses each morning and afternoon.

- For adequate social distancing on school buses the District would need approximately 36 bus drivers. In order to maintain routes as normal, the District will need 19 bus drivers. During the 2019-20 school year, the District had 18 bus drivers despite continuous efforts to hire additional drivers. Since it is very likely the district will not have enough drivers and buses to allow for greater social distancing Plan B includes only ½ of the students on any given day riding the buses. (See Appendix N Transportation Considerations During the COVID-19 Pandemic)

☑Developed district wide bus behavior expectations.

Common Expectations for Bus Behavior

- Maintain a safe environment on the bus
  - Board the bus, take your assigned seat, and stay seated.
  - Keep hands and feet to yourself.
  - Keep all hands, feet, and objects inside the bus.
- Follow the direction of the Bus Driver at all times
  - Treat the bus driver and passengers just like you would your teacher and classmates.
- All school rules apply to riding the bus, including:
  - No eating on the bus. (This could cause other students to have an allergic reaction.)
  - Drink water only.
  - Use appropriate language.
  - Use earbuds or headphones if using a device that makes noise.

☐ Developing student lists for each route to prepare seating chart stickers for day one use.

☐ Recruiting for bus drivers (Need a minimum of 19 to operate under plan A, ended the year with 16, several considering not returning.)

☐ Recruiting for bus aides (Need a minimum of 19 to operate under plan A. May need to assign paraprofessionals to routes to assist if not able to find aides. Determine July 28 if needed.)

☐ School start times and bus routes are established for when the District is operating under Plan A - Reunited and Plan B - Strict Social Distancing. It is expected that Plan B will require more staggered school start times.

☐ Provide professional development for bus drivers on managing student behavior, partnering with schools on expectations, safety requirements while in the pandemic, etc.

☐ Communicate with parents about bus expectations for behavior and cloth face covering wearing.

☐ Supply buses with masks for providing to students on day one if they do not have a cloth face covering when being picked up at the bus stop.

6.8 Special Events, After School Activities, and Sports

Back to School/Meet the Teacher Events - Host outside if possible with plenty of space for distancing or by virtual meeting. If the event must be inside the school, consider scheduling a few classes at a time or scheduling families by last name, etc. to keep the number of participants reduced throughout the school during the event.

☑ Individual building plans include virtual tours, meetings, outside events, etc. to ensure proper social distancing.

Conduct Parent-Teacher Conferences by phone or virtual meeting. Send home prior to conferences a specially marked envelope or packet of materials that you want to review with the parent and ask them to have it ready to review during the phone/virtual conference.

Student Performances and Athletic Events - Hold outside if possible or in a large venue with plenty of space for social distancing.

- Limit the number of students performing at the event.
- Limit the number of spectators physically present to allow for social distancing.

- A cloth face covering should be worn whenever people are in a community setting, especially in situations where they may be near people. Encourage students and staff to wear a mask/cloth face covering each day. Ask parents and/or visitors to wear masks when they come to the school. Cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.
- Consider providing virtual streaming for additional viewers.
- Follow IHSAA guidance for Safe Gatherings and Public Events.
- Under Plan B - Strict Social Distancing and Plan C - Distance Learning, extracurricular and athletic competitions and/or events will be cancelled. Teams/student groups may still practice drills and conduct strengthening exercises as long as it is only BCSD students participating, wearing cloth face coverings, and practicing physical distancing.
- Under Plan B - after school child care programs that have approved health plans for operating with Strict Social Distancing will be allowed to continue to use BCSD facilities.
- Under Plan B and C after school programs provided by partners will be discontinued except for child care programs (see above).

6.9 COVID-19 Resources

How Will Schools Look After COVID-19

Protocols for Daycare and Child Care

Protocols for Youth Organizations

DRAFT CDC Protocols for Re-Opening

Guidance on Use of Cloth Face Coverings - Idaho Department of Health and Welfare

Cloth Face Coverings - CDC

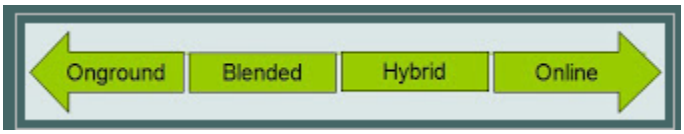
Considerations for Schools - CDC

COVID-19 Guidance for Schools (Idaho Department of Health and Welfare)

7 Appendices

7.1 Appendix A: Definitions

- **Flipped learning / flipped classroom.** There is a divide between the technology and face-to-face elements of the learning experience. A learner is asked to watch an eLearning video or participate in another online learning exercise BEFORE coming to class. In the classroom the new materials are explored at-length as they're applied in the classroom. (Teachers can choose to use this in Plan A, B, or C)



- **Blended learning.** Mix of online and face-to-face instruction. Both are used alongside each other in order to provide a comprehensive learning experience. In the case of blended learning, online materials do not take the place of face-to-face instruction; instead, the two modalities complement one another. They truly "blend" in order to create an enriched online training environment for the learner. The online learning component could be in the classroom or at home. (Use in Plan A to be prepared for Plan B or C)
- **Hybrid learning.** Very similar to Blended learning, but a significant amount of learning is online. (Plan B)
- **Distance/online learning.** Very similar to Blended learning, but there is no in-person instruction. Work is assigned and checked online. (Plan C)

Synchronous
Asynchronous

7.2 Appendix B: Converting to Learning at a Distance When Needed

Guiding Principles for Converting to Learning at a Distance

1. Consideration of County or State Stay-Home orders.
2. Board of Trustees Decisions and State Board of Education Guidance
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Conditions call for increased isolation to maintain health and prevent the spread of germs and disease.
5. All students mastering Idaho Content Standards and achieving at high levels is critical to the future of our county and our state. This high bar requires that all students remain engaged in learning for a minimum of the instructional time required by the State of Idaho (IC 33-512(1)(a).

In the Event of School Closure

When COVID-19 or other conditions require school closure for a period of time (other than the typical weather/snow day), the District will announce the closure under the guidance of the Superintendent with consultation with the Chairman of the Board. The closure could be school specific or district wide. If possible, the announcement will include a time period at which the closure will be reassessed for possible return to school or continuing the closure. The announcement would be pushed out in the same way that school closure for weather is announced.

If possible, this decision would be made with allowing one additional day of physical school attendance so that students can pick up Chromebooks and teachers can hand out books and other supplies students will need. All staff would report.

If one additional day of physical school attendance is not possible, the District will schedule a day for students and/or parents to pick up Chromebooks and supplies they will need at home. Teachers would work for one day, separated into their individual classrooms/offices and wearing masks, to package the students Chromebook (the one already checked out to the student for the year), a charger, books, paper, and other supplies the student might need. The school would distribute the materials according to a schedule that allows for a limited number of students/parents picking up materials at a time over the course of three days immediately following the teacher preparation day. Schools will have a schedule and logistics prepared ahead of time so that they can immediately push out a pick-up schedule to parents on the day of teacher preparation. All staff would be expected to report for the one day. On day two, only staff designated by Emergency Closure procedure and/or their supervisor would report and under the guidelines of wearing a mask, signing in and out of the building, and frequent hand washing/disinfecting or the wearing of gloves.

However, on all working days, all staff are expected to work their normal hours as per their job descriptions, either virtually or physically in accordance to social-distance guidelines. If staff are unable to be reached during these hours, they must use the appropriate leave request as approved by the employee's supervisor.

Connectivity: Students who lacked Internet connectivity during April and May of 2020, were provided support by the District and its partners to get connected. These arrangements included a year of connectivity in order to ensure students were ready overnight to switch to distance learning.

Social workers will need to connect with families new to the area or that move in order to ensure Internet connectivity is provided at their new place of residence or provide the support needed to get the student connected as soon as possible.

7.3 Appendix C: COVID-19 Health Guidelines for Re-Entry

CDC Guidelines

Student Arrival/Departure	Build in handwashing as an entry procedure at the beginning of the day and after returning to room from any activity.
Health Education Inservice training for all staff using CDC recommendations - Powerpoint Video/images for handwashing Video explaining wearing masks	School Nurses will develop a training for staff and students on the following topics: Good Hygiene Practices - presentation and signs Wearing Masks - How & Why (NASN video good for K-5) At the beginning of the school year, the nurses will present to all staff and classes to share the presentations. 1. Stay home when you are sick. 2. Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash. Follow with hand hygiene. 3. Avoid touching your eyes, nose, and mouth. If you do, wash your hands afterwards. 4. Wash hands often with soap and water (20 seconds). 5. If you don't have soap, use hand sanitizer. 6. Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe. 7. Promote non contact methods of greeting. 8. Maintain 6 foot distance from others (2 arm lengths). 9. Wear a face mask. 10. Ensure all vaccines are up to date.
Screening Students/Staff Things to follow up with: Checklist for Parents Checklist for Staff List for staff for screening students if concern of illness Flow chart	**Symptoms requiring absence (staff or student)** Any one of the following: ● Shortness of breath or difficulty breathing ● Cough ● Fever Or any two of the following symptoms: ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea Screening Students: 1. School staff will monitor students for any of the symptoms listed above.

	2. If a student exhibits any of these symptoms, they will immediately be sent to the office. 3. The health office staff (school nurse if available, secretary or other trained staff) will assess the student to determine medical need. If COVID 19 related symptoms are determined, the parent will be contacted for pickup. Student(s) will be expected to remain at home until clearance criteria for return to school is met. Screening Staff: 1. School administration will monitor staff for any of the symptoms listed above. 2. If a staff member exhibits any of these symptoms, they will immediately be asked to go home until clearance criteria for return to work is met. It is recommended by school nurses to have staff complete a symptom check-in each day upon reporting to work. This could be completed online.
Return from Illness **(Check w/ HR)**	**Return to school from absence (staff or student)** 1. If staff or students are presenting with COVID-19 related symptoms, they are encouraged to follow up with a medical provider to determine diagnosis. 2. To return. staff/students need: a. clearance note prior from a medical provider, OR b. 3 days with no symptoms, no fever and improved respiratory symptoms AND at least 10 days since initial symptoms. 3. Students and staff who are well but are taking care of or share a home with someone with a case of COVID19 should follow instructions from local health officials to determine when to return to school.
Out for Illness	
At Risk Students/Staff **(Check with HR)**	Staff must have a doctor note releasing them to be at work/school. For students for which the school knows of medical conditions that increase their risk, the school nurse will contact the medical provider to verify student participation in school and any necessary precautions. Per CDC: If you have children with underlying health conditions, talk to their parents about their risk. Follow children's care plans for underlying health conditions.

PPE/Supplies	Face shields provided for all staff Face masks worn by students and staff if within 6 foot Gowns
Health Office/Sick Space	**School Health Office** 1. In order to prevent potential exposure to infectious diseases, the Health Office will promote isolation and decreased office congestion. 2. Students presenting with symptoms related to COVID-19 will be masked and isolated into a separate health room other than the Health Office. Parents will be contacted for immediate pickup. 3. Health Office will be disinfected after each visit. 4. Appropriate PPE and proper hand hygiene needs to be used in Health Office when screening students. 5. Hand hygiene is required before and after each office encounter and after each intervention. 6. Masks need to be used during assessment of students. 7. Consider wearing gowns. Wear a face shield and mask. 8. Schools are not expected to screen students or staff to identify cases of COVID-19. Students should be referred to their medical provider. Students do not need to visit the Health Office for the following: ● Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed. ● Minor headaches and/or fatigue - allow them to get a snack/drink water first. If not better after 20 minutes, send to the office. ● Mild stomach ache and/or nausea - allow to use the restroom, drink water, and have a snack first. If not better after 20 minutes, send to the office. ● Localized bug bite - if no allergy history and not spread over a large area of skin, apply a cool paper towel to the area to help prevent scratching. ● Anxiety/stress/psychosocial issues - if not affecting breathing or medical health, try snack, redirection, calming technique or refer to counselor or social worker.
Classroom Materials **Need CDC guidelines to update**	Recommendation: 1. Each student have their own materials 2. Sanitize shared spaces/tools/toys after each use etc.
Communicable disease monitoring	**Communicable disease monitoring**

	1. Secretary/school nurse will record student symptoms in student health record in Skyward. 2. Secretaries and teachers will record symptoms when students are called in for sick days.

7.4 Appendix D: Roles and Responsibilities

Special Education Preschool Teacher	● Provide materials/lessons/links for home-based learning activities for all students aligned with Early Learning and Development standards and/or based on student needs ● Provide individual coaching and feedback to caregivers via phone and/or email weekly, providing additional materials and resources as needed.
Extended Resource Teacher	● Provide materials/lessons/links for home-based learning activities for all students aligned with student's individual goals and learning needs. ● Provide suggested activities that parents can facilitate in the home to support retention of skills. Suggest functional learning activities that students can practice at home with materials typically found in the home; money, time, measuring, menu's, newspapers, magazines, grocery lists, etc. to support ELA/Math skills. ● Provide individual coaching and feedback to students via phone, phone and/or virtual meeting a minimum of three times weekly, providing additional materials and resources as needed. Secondary (additional): ● Support/meet student secondary transition plan activities and goals.
Elementary Special Education Teacher	● Provide direct instruction for students via online platforms, email, virtual meetings based on IEP goals. ● Coach students in completing assigned activities via virtual meetings, phone and/or email. ● Provide consultation to other certified and non-certified staff. ● Keep parents informed of student learning goals and progress.

Secondary Special Education Teacher	● Provide direct instruction for students via online platforms, email, virtual meetings based on IEP goals. ● Coach students in completing assigned activities via virtual meetings, phone and/or email. ● Provide consultation to other certified and non-certified staff. ● Support/meet student secondary transition plan activities and goals. ● Keep parents informed of student learning goals and progress
SLP	● Check in with parents/students to discuss concerns regarding communication needs in the home setting as related to their IEP goals. ● Provide activities pertinent to IEP goals for each student digitally or collaborate with regular education teacher and other members of sped team as appropriate ● Assist the team with contacting family and/or student on a regular basis to check in and provide resources as needed ○ Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student. ○ Assist the team in providing appropriate supports including accommodations and modifications for the student to assist with accessing the regular curriculum as appropriate
OT/PT	● Provide materials where possible to support students, parents, teams in meeting individual student learning needs. ● Provide short segment for therapy implementation will be provided virtually each day the student(s) is typically scheduled for therapy (could be once per week, twice per week, etc). ○ Related service providers will provide activities pertinent to IEP goals for each student. Activities can be provided via paper copies or on-line. ○ Related services can be scheduled via technology platform. ○ Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student.
School Psychologist	● Collaborate with special education teachers to determine which students can have their eligibility completed at this time, and which students will have a written notice sent home extending the completion of the eligibility to when school resumes.

Paraprofessional	● Under the direction of the special education staff: ○ Meet with individual students via virtual platforms or phone to support them in completing work. ○ Communicate with assigned students and/or teachers regarding student needs or supports. ○ Lead instruction with assigned students as directed by special education teacher.

7.5 Appendix E: *I Can* Statements

IMPACTFUL LEARNING ENVIRONMENTS *FOR PRINCIPALS*		
Daily Operations and Instructional Content Delivery	*Computer and Internet Access*	*Communication and Support*
● Maintain and monitor weekly student check-in plan ● Instructional activities posted in school learning platforms (Seesaw, Google Classroom, Schoology, LiFT) ● Continued access and implementation of District curriculum maps and academic plans for standards-based instruction	● Provide Chromebook for students who need a device for at home learning ● Connect families who need support with internet to the appropriate district personnel	● Maintain weekly communication with families via Skyward Messenger ● Establish schedule of regular staff meetings and regular check-ins with staff ● Plan celebrations with staff, students and families

- I can access the instructional personnel expectations through the Distance Learning “I Can” Checklist for Teachers.
- I can gain access to each teacher’s Online Learning Platform (Google Classroom, Seesaw, Schoology, LiFT) and be added as a “teacher” (for full access).
- I can use Skyward Messenger to send out updates and information to students, parents and staff.
- I can monitor attendance and participation and ensure teachers frequently check-in with students.
- I can verify my teachers have updated their Emergency Lesson Plans for all three learning environments (Plans A, B and C).
- I can continue to monitor student progress using a virtual PLC process regularly.
- I can access the Google Meet platform for video conferencing and use Breakout rooms

- I can support the teachers in my building to develop and lead standards-based instructional lessons and assignments

IMPACTFUL LEARNING ENVIRONMENTS *FOR TEACHERS*		
Daily Operations	*Content Delivery*	*Instructional and Technical Support*
• Define clear student expectations and monitor student progress • Communicate and provide feedback to students and families • Specify and communicate regular office hours (daily, weekly) • Maintain and monitor weekly student check-in plan • Check email regularly and maintain a 24-hour email response time • Maintain professionalism in appearance, availability and communication	• Provide standards-based lessons and assignments aligned to priority standards • Instructional lessons and assignments posted to learning platform • Use a few instructional tools that align with the goal and functions of my teaching	• Continued access and implementation of district curriculum maps and academic plans for standards-based instruction

- I can create a link on my school website to direct students and parents to my Learning Platform (Seesaw, Google Classroom, Schoology, or LiFT)
- I can manage my class(es) in my Learning Platform following the district organization
    - Posting assignments
    - Providing feedback
    - Posting announcements
    - Calendaring events/assignments
    - Posting class videos
    - View student assignments
- I can access Language Line translation service to communicate with families that have a home language other than English
- I can access the Google Meet platform for video conferencing and use Breakout rooms
- I can ensure each of my students is enrolled in my learning platform and able to navigate the basics
- I can facilitate a weekly check-in plan and report to my administration any students who are not maintaining contact

- I can use Skyward Messenger to send out a weekly schedule and any updates to students and their families
- I can use district and department curriculum resources to help plan standards based lessons and activities
- I can create a dedicated work space that inspires learning (what's in your background matters)
- I can establish and use a daily routine, including beginning, ending and breaks (self-care)
- I can use a plan for my personal well-being, such as: connecting with others, managing stress, and recognizing compassion fatigue
- I can establish a classroom management plan for each of the learning environments
    - Expectations for synchronous learning (p. 31)
    - Organizational and procedural routines (p. 33)
    - Communication system with students and families
    - Organized use of platform (p. 37 and tech resources)
    - Procedures for student discussions
- I can maintain touchpoints with students during each of the learning environments (p.59)
- I can establish and maintain relationships with hard to reach students (p. 57)
- I can select instructional tools that align with the goal and functions of my teaching (p. 72)
- I can use a consistent and limited number of learning tools regardless of environment

IMPACTFUL LEARNING ENVIRONMENTS *FOR STUDENTS AND FAMILIES*		
Computer and Internet Access	*Distance Learning Format (Plans B & C)*	*Health and Safety*
• All students who have district provided computers will use that device while working at home and at school • Households that need support with internet access should contact their school for available resources	• Students will be provided digital lessons and instructional resources • Students and families will be expected to check-in with their teachers regularly • Teachers will hold office hours during the day and will respond to questions outside of office hours within 24 hours	• There will be food distribution services for students • Students and families with presenting symptoms should stay home • Notify the school of any confirmed illnesses to assist in tracking and reporting data to the health districts

Student

- I can establish and use a daily routine, including beginning, ending and breaks
- I can use a plan for my personal well-being, such as: connecting with others and managing stress
- I can create a space at home for working effectively
- I can access a Chromebook or computer
- I can access reliable internet from my Chromebook or computer
- I can use my designated learning platform (Seesaw, Google Classroom, Schoology, LiFT):
- I can find my classes in my designated learning platform and complete tasks in each of my courses
- I can access the virtual meetings for my classes
- I can connect with my teachers via chats, office hours and email
- I can find messages from my teachers
- I can contact my school if I have any questions or can't access my teachers' information
- I can use responsible digital citizenship

Families

- I have updated my contact information in Skyward (home and mailing address, phone, email address)
- I can ensure my child has access to reliable internet
- I can ensure my child has a dedicated workspace
- I can communicate with my child's teachers
- I can monitor the progress of my child's learning
- I can access information for food services if necessary

7.6 Appendix F: Online Platforms

This list utilized survey results for desired apps and for limiting the number of supported platforms. See Organizing Digital Lessons for Easy Navigation for guidelines on using the features within the Learning Platforms.

Chromebook	Initial Instructions
Communication tools	• Students: Within the **Learning Platform** as much as possible • Parents: **Email, phone, or text** (via **Skyward Messenger** as appropriate)
Learning Platform (also known as Learning Management System - LMS)	• Carey: **Google Classroom** (**Schoology** for some 9-12 teachers) • PK-2: **Seesaw** • 3-8: **Google Classroom** • WRHS: **Schoology** • SCHS: **LiFT**
Synchronous communication (small and large groups)	• **Google Meet, Schoology Conference**
Asynchronous communication	• Create and edit videos: **Google Meet**, **Loom** or **Screencastify** • Post videos: All videos should be assigned through the **Learning Platform** or *Announcement* • Add formative assessment to google slides: **Pear Deck** • Add quizzes to videos: **Edpuzzle**
Other tools	• **Teacher website** - State which Learning Platform on homepage • **Clever** • Quiz: **Kahoot, Quizizz, Socrative, Quizlet, Poll Everywhere** • Collaboration: **Padlet** & **Flipgrid**

7.7 Appendix H: Learning Platform Navigation Procedures

	Distance Learning Platform* *Each school / grade level will use one platform. SCHS uses LiFT.		
	Seesaw	**Google Classroom**	**Schoology**
TEACHERS			
Share Weekly Schedule with Parents	Send a weekly schedule through Skyward Message Center to parents on Monday mornings (big picture overview of what is expected that week)		
Get to Platform	Through ***Google Login*** button	https://classroom.google.com	https://bcsd61.schoology.com/
Post General Class Announcements (non-graded messages to students)	Use the ***Seesaw Inbox Message*** system and ***Seesaw Family***	Use ***Announcement***	Use ***Discussion***
Communicate Static Information (resources, not assignments)	Use ***Seesaw Inbox Message*** system on both ***Seesaw Class*** and ***Family*** and *Journal*	Use ***Materials***	Use ***Resources***
• Post Weekly Office Hours	Use the ***Seesaw Inbox Message*** system	Use ***Materials***	Use ***Resources***
Categorize Content by Unit or Week	Use ***Folders***	Use ***Topics***	Use ***Folders***
Post Lessons & Due Dates	Use ***Activities*** and I***nbox Message*** system	Use ***Assignment*** (adding a due date will also post the assignment to ***Google Calendar***)	Add ***Material***, Add ***Assignment*** (adding a due date will also post the assignment to ***Schoology Calendar***)
• Assign standard to lesson	The district can bulk input standards into Seesaw for Schools and teachers can tag the standards in activities.	Standards can be imported via Rubrics from Google Sheets or created manually	The district can bulk add standards in the Tools → School Management → Grade Settings → Learning Objectives
• Attach relevant	Use ***Activities***	Create ***Assignment***, click	Create Assignment, click

materials to the Lesson		the ***Add*** button	the ***Google Drive Assignments*** button or the ***Link*** button
• Schedule video conference	Attach ***Google Meet Link*** in an ***Activity Message*** system and as an ***Activity***	The ***Video Conference*** link is created when the class is set up The ***Google Meet*** link exists on the top of the class page Create an ungraded ***Assignment*** with a due date to remind students of conference times (this allows it to show on ***Google Calendar***, ***To Do*** list and ***Assignments***)	Use ***Conference*** button on the left hand side Click, ***Create New Conference*** (it will be shared with students)
• Use background image during video conference	This can be done in **Google Meet** via an extension. Will be native by start of school	This can be done in **Google Meet** via an extension. Will be native by start of school	This can not be done in a Schoology Conference.
• Use Interactive Whiteboard with students	Use built-in ***Whiteboard*** in ***Seesaw*** or ***Jamboard*** during Google Meet	Use ***Jamboard*** (integrated in platform)	Use ***Conferences***
• Create breakout rooms	Create groups by letting the small group know the meet time in an ***Activity*** or in the ***Inbox***.	This can be done in **Google Meet** via an extension. Will be native by start of school	In the Conference, under Users, Click the gear then click Create Breakout Room
• Provide recorded video conference	Attach recorded video into Seesaw, attach to their ***Personal Journa***l or as an ***Activity*** or as an ***Announcement*** in their ***Inbox***	Locate recorded video from ***Google Drive*** (Meet Recordings Folder) and attach to an ***Assignment*** or ***Announcement***	Locate recorded video from ***Google Drive*** (Meet Recordings Folder) and attach to ***Assignment*** or ***Discussions***
• Create asynchronous video	Use ***Google Meet Record*** function or ***Screencastify*** or the ***Built-in video*** in ***Seesaw***	Use ***Google Meet Record*** function	Use Schoology Conference Record button
• Integrate 3rd party tools into assignments	You can ***app smash*** apps into Seesaw, ***Clips***, ***Screencastify,***	You can link any third party tool into Google Classroom assignments.	You can link any third party tool into Schoology assignments.

(Flipgrid, Padlet, etc.)	***Jamboard, Flipgrid, etc.***		
Monitor Participation and Lesson Completion	See who has viewed every announcement (parent and student) using the ***Class App*** for students and ***Family App*** for parents. Seesaw also shows who has started a draft of the activity and shows who has turned in each assignment.	Use ***Classwork Tab*** and ***View Assignment***	Use ***Analytics*** button or Under ***Assignment***, use the ***In Progress*** button
Give Quiz within Platform	When students use the ***Record Button***, the teacher is able to hear and see the students' misconceptions to evaluate the student. They can also attach a ***Google Quiz***.	Create ***Quiz Assignment*** with optional ***Lock Down Mode***	Add ***Material***, Add ***Test/Quiz*** with optional ***Lock Down Browser***
Provide Feedback on Learning to Students	Using the ***Private Comments*** within the ***Activity***	Use ***Private Comments*** within ***Assignment***	Use ***Comments*** within ***Assignment***
Use plagiarism detection	You could put it into Google and check for originality. (otherwise NA)	Use ***Originality Reports***	Use ***Turnitin***
Assign Grades	The teacher can ***Assign Standards*** for each activity. Seesaw doesn't generate A,B,C grades, rather it shows which students have mastered a specific standard using 1-4 stars. The district can import the standards that they want the teachers to use.	***Grades*** tab in ***Google Classroom*** or within ***Assignment***	***Gradebook*** button or within ***Assignment***
Get Grades to Skyward	Teachers will put grades directly into Skyward	Teachers will put grades directly into Skyward	Teachers will put grades directly into Skyward

Use learning platform to support parent conferences	Teachers can use student journal entries to use as evidence during conferences	This can be done via Google Meet.	This can be done via Google Meet.
STUDENTS			
Get to Platform	***Clever*** or ***Login*** with ***Google***	https://classroom.google.com	https://bcsd61.schoology.com/
Find Weekly Assignments	Check the ***Activities Tab*** and ***Inbox Messaging*** tab	Check the ***Stream*** within each class or Go to, ***To Do*** in the ***Google Classroom Menu*** (the three bars) or Go to, ***Google Calendar***	Check the ***Materials*** section for each class
Find Announcements	***Inbox*** tab	Check the ***Stream*** within each class	Check the ***Materials*** section for each class
Find Lessons	***Activity*** tab	Check the ***Stream*** within each class or ***Classwork Tab*** for each class	Check the ***Materials*** section for each class
Find Schedule of Live Video Conferences	***Inbox*** tab and/or ***Activity***	Check the ***Stream*** within each class or ***Classwork Tab*** for each class (The **Google Meet** link exists on the top of the class page)	Click the ***Conferences*** button
• Use background image during video conference	This can be done in **Google Meet** via an extension. Will be native by start of school	This can be done in **Google Meet** via an extension. Will be native by start of school	This can not be done in a Schoology Conference.
• Use Interactive Whiteboard	Built-in, in each student's ***Journal***	https://jamboard.google.com/ and will be integrated into Google Classroom by school start.	Whiteboard is built into Schoology Conference.
Work offline	***Activities*** tab - assign work to be done offline. They can then take a photo and submit it within the	Files, websites, and materials will need to be downloaded for offline use.	Files, websites, and materials will need to be downloaded for offline use.

	Seesaw activity		
Submit Assignments		Use the Turn In button in the assignment	Use the Submit button in the assignment
• Submit Assignment	Submit using the ***Green Check Button***	Submit from within ***Assignment*** using ***Turn In*** button	Submit from within ***Assignment*** using ***Submit*** button
• Submit Video	Submit using the ***Green Check Button***	Can be done with external tools and inserted into Google Classroom	Can be done with external tools and inserted into Google Schoology
• Submit Attachments (from outside platform)	Within the ***Journal*** or ***Activity***, add an attachment, ***Green Check Button***	Within ***Assignment***, under ***Turn In*** button, select ***Add Attachment***	Within ***Assignment***, use ***Submit Assignment*** button on the right
Collaborate with Another Student via Video (without teacher)	***Google Hangout*** (otherwise NA)	***Google Meet*** or ***Google Hangouts***	***Google Meet*** or ***Google Hangouts***
Check Lesson Completion	Once turned in, students have the ability to edit their work. Once the student has started an activity it shows up as a draft until turned in with the ***Green Check Button***	***Upcoming*** on the left or ***Classwork Tab*** or **Grades Tab**	***Grades*** button to the left Or ***Upcoming*** section to the right
Take a Quiz in the Platform	A teacher can assign a ***Quiz*** as an ***Assignment***.	Under ***Stream*** or ***Classwork Tab*** (similar to other assignments)	Under ***Materials***
Receive Feedback	***Comments*** in ***Assignment***	**Comments** in ***Assignment***	**Comments** in ***Assignment***
Check Grades	Students can look at the skills that are assessed	Under ***Classwork Tab*****,** select ***View Your Work*** on top left	***Grades*** button on the left
PARENTS			
Find Weekly Schedule	Parents will have their own app called ***Seesaw Family***. Within the app, the teacher has the option of ***sending messages*** to	Parents can receive bi-weekly emails. Parents can also log in as the student and click the three lines on the upper left and click To-Do	Parents can use the Schoology app or login into the Schoology website.

	students only, family members only or both		
Get to Platform	Either through ***Seesaw Family*** on their device or through the ***Chrome Browser.***	Parents will log in as the student, or with the student. Navigate to https://classroom.google.com/	Parents can use the Schoology app or login into the Schoology website.
See calendar of assignments	***Seesaw Student*** in the ***Activities*** tab	Parents can receive bi-weekly emails. Parents can also log in as the student and click the three lines on the upper left and click To-Do	Parents see a Schoology dashboard when they log in. It includes courses, grades, assignments, and work completion status.
See lesson completion status	***Seesaw Student*** in the ***Journal*** tab	Parents can receive bi-weekly emails. Parents can also log in as the student and click the three lines on the upper left and click To-Do and then Done	Parents see a Schoology dashboard when they log in. It includes courses, grades, assignments, and work completion status.
See Grades	**NA**	Parents can receive bi-weekly emails. Parents can also log in as the student and click the three lines on the upper left and click To-Do and then Done	Parents see a Schoology dashboard when they log in. It includes courses, grades, assignments, and work completion status.

7.8 Appendix I: What is Flipped Learning? The Four Pillars of F-L-I-P™

What is Flipped Learning? The Four Pillars of FLIP, Flipped Learning Network, 2014

What is Flipped Learning?

While often defined simplistically as “school work at home and home work at school,” Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms.

To counter some of the misconceptions about this term, the governing board and key leaders of the Flipped Learning Network (FLN), all experienced Flipped Educators, have composed a formal definition of “Flipped Learning.” Explicitly defining the term may dispel some of the myths repeatedly promulgated by teachers, the media, and researchers.

These Flipped Learning leaders also distinguish between a Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice.

Definition of Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Citation: Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

Reproducible PDF can be found at www.flippedlearning.org/definition.

The Flipped Learning Network is a 501 (c) 3 with the mission of providing educators with the knowledge, skills, and resources to implement Flipped Learning successfully. The Four Pillars of F-L-I-P™ and the definition were written by the FLN's board members: Aaron Sams, Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, Ph.D., and Kari M. Arfstrom, Ph.D., executive director, with additional support from experienced Flipped Educators.

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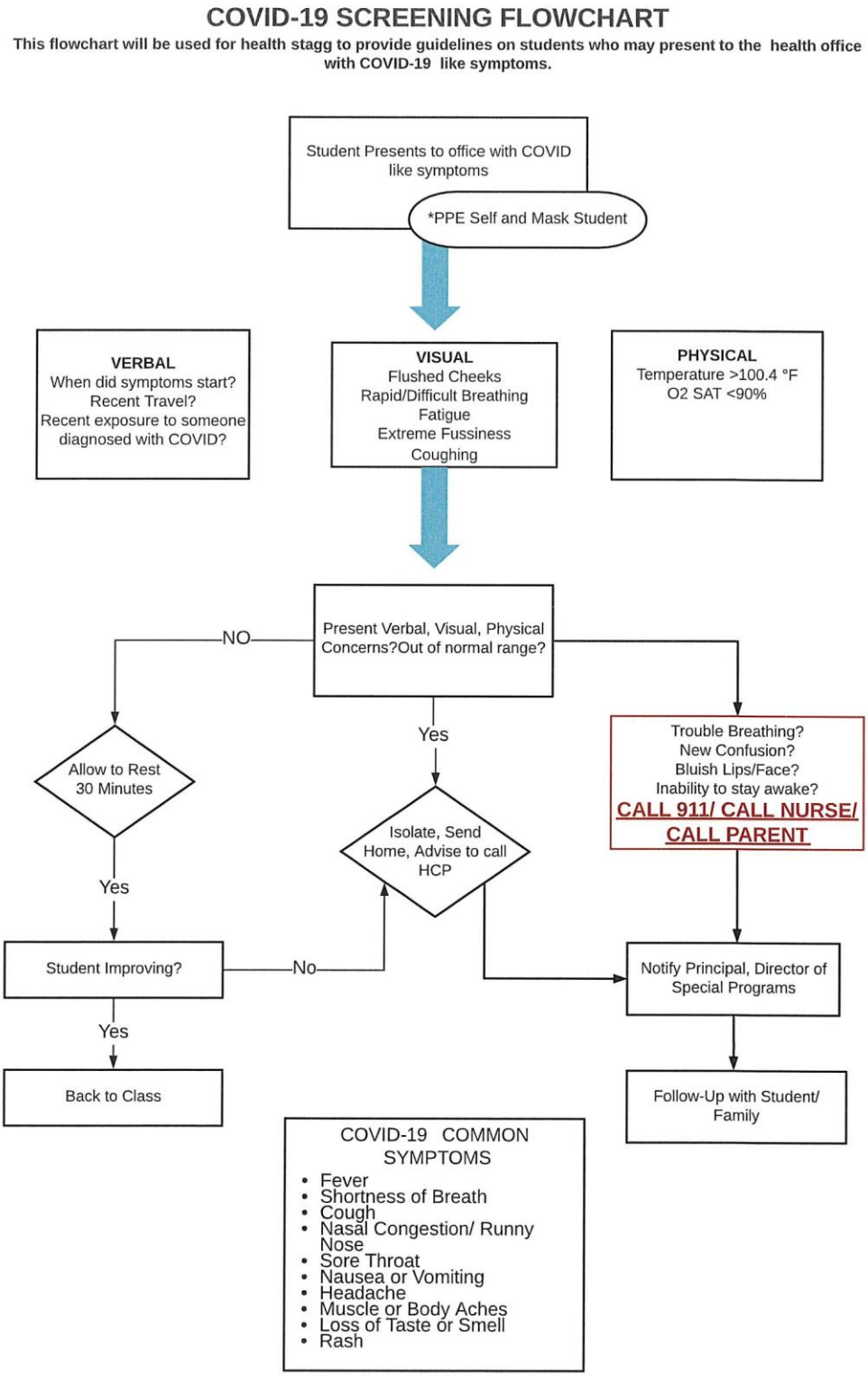
The Four Pillars of F-L-I-P™

F **Flexible Environment** Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.	❑ I establish spaces and time frames that permit students to interact and reflect on their learning as needed. ❑ I continually observe and monitor students to make adjustments as appropriate. ❑ I provide students with different ways to learn content and demonstrate mastery.
L **Learning Culture** In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.	❑ I give students opportunities to engage in meaningful activities without the teacher being central. ❑ I scaffold these activities and make them accessible to all students through differentiation and feedback.
I **Intentional Content** Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.	❑ I prioritize concepts used in direct instruction for learners to access on their own. ❑ I create and/or curate relevant content (typically videos) for my students. ❑ I differentiate to make content accessible and relevant to all students.
P **Professional Educator** The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.	❑ I make myself available to all students for individual, small group, and class feedback in real time as needed. ❑ I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction. ❑ I collaborate and reflect with other educators and take responsibility for transforming my practice.

7.9 Appendix J: COVID-19 Screening Flowchart



7.10 Appendix K: COVID Screening Questionnaire

SCHOOL HEALTH OFFICE
COVID-19 SCREENING QUESTIONNAIRE

Student Name: _____ DOB: _____ Date: _____

School: _____ Grade: _____ Nurse: _____

Student Vitals: Temp _____ O2 SAT _____ Heart Rate _____

Step 1: Symptoms	Do you have any of the following symptoms today:	
1. Fever (100.4 F or higher), or a sense of having a fever?	Yes	No
2. A new cough that you cannot attribute to another health condition?	Yes	No
3. A new shortness of breath that you cannot attribute to another health condition?	Yes	No
Step 2: Additional Symptoms Are you exhibiting 2 or more of the following symptoms? (Circle all that apply)	Yes	No
Chills Repeated shaking with chills Congestion or runny nose Diarrhea, Nausea or Vomiting Fatigue	Headache Muscle Pain New loss of taste or smell Skin Rash Sore Throat	
Step 3: Potential Exposure		
4. Has anyone living with you, or anyone you know been diagnosed with COVID-19, or tested for COVID-19 in the last 2 weeks?	Yes	No
5. Is anyone else who you live with feeling sick?	Yes	No
6. Have you, or anyone living with you, traveled outside of the state or traveled on an airplane within the last 2 weeks?	Yes	No

7. Have you, or anyone living with you attended any large gatherings within the last 2 weeks? (Dinners, Sporting Events, Concerts, Church Gatherings, Weddings, Family Gatherings)	Yes	No
8. Has there been a known outbreak at your family members place of work, or at the place of work of anyone living with you?	Yes	No
9. Do you have an underlying health condition which makes you more susceptible to COVID-19?	Yes	No

Process:

1. Health Office staff take student to isolated health room
    a. Ensure student continues wearing mask
    b. Have student wash hands with soap and water or sanitize
    c. Health Office staff washes/sanitizes hands and dons PPE as appropriate (gown, gloves, mask, protective eyewear)
    d. Conduct COVID-19 Screening Questionnaire
        i. If student has any one of the symptoms in **Step 1** they should be sent home, and asked to return when the return to school or healthcare criteria is met.
        ii. If the student has two of any of the symptoms in **Step2,** the student and/or parent should be asked the **Potential Exposure Questions in Step 3.**
        iii. Checking vitals - O2 SAT monitor, check temperature
        iv. **Call school nurse** if: O2 SAT <90 **OR** temp >100 **AND** Yes to any of the screening questions.
        v. School nurse advises next steps
            1. Call parent
            2. School nurse completes assessment with student
            3. Back to class
            4. Advise follow up with healthcare provider
        vi. Add student to Health Office log sheet
        vii. Log office visit information in Skyward
2. School Nurse completes nursing assessment and logs in Skyward
3. If student is sent home, Health Office staff complete:
    a. “Student Sent Home Note” & Top portion of “HCP Return to School Decision”
    b. Fax both to Healthcare Provider
    c. Send Copies Home with Parent to take to Healthcare Provider
4. Student is asked to remain at home until Return to School Criteria or Healthcare criteria is met.
5. Contact public health
6. Health Office staff remove PPE and discard in biohazard waste bin
7. Contact custodial team to disinfect room

8. Teacher and principal notified of outcome per email
    a. Student sent home
    b. Referred to health care provider
    c. Sent back to class
    d. Student anticipated return date: _____ (date or TBD if unknown)
9. School nurse follows up with family and healthcare provider/SCPHD

7.11 Appendix L: Student Sent Home Note

SCHOOL HEALTH OFFICE
Student Sent Home Note

Date: _____

Today _____ was sent home with the following symptoms: (Check all that apply)

- ❑ Cough
- ❑ Fever of _____
- ❑ Feeling feverish, (feeling cold or having chills)
- ❑ Shortness of breath, or difficulty breathing
- ❑ Fatigue
- ❑ Muscle or body aches
- ❑ Headache
- ❑ New loss of taste or smell
- ❑ Sore throat
- ❑ Congestion or runny nose
- ❑ Nausea or vomiting
- ❑ Diarrhea
- ❑ Rash
- ❑ Other _____

The student also met one of the following criteria:

- ❑ Lives with or associates with someone who has tested positive for COVID-19 in the last two weeks, OR who is waiting for testing results

- ❑ Lives with someone who is also currently sick
- ❑ Has traveled on an airplane, or traveled outside the state- or lives with someone who has- within the last two weeks
- ❑ Has attended, or lives with someone who has attended a large gathering within the last two weeks
- ❑ Works or lives with someone who works at a job where there has been an outbreak in the last two weeks.
- ❑ Has an underlying health condition which puts them at higher risk for COVID-19.

For these reasons, we are requesting that the following form be returned to school in order for the student to return to school.

Thank you so much for your help in keeping our school safe, healthy, and open!

_____	_____	_____
School Health Office Staff	School	Phone #

If you had symptoms and did not have a Covid-19 test		no fever for 24 hours (w/o use of medicine) **AND**
		other symptoms have improved **AND**
		10 days since first symptoms
If you had symptoms and had a negative Covid-19 test		no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		5 days since first symptoms
If you had symptoms and a positive Covid-19 test	If no follow-up test to determine contagion	no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		10 days since first symptoms
	If follow up test to determine contagion	no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		2 negative tests, at least 24 hours apart, or 10 days since first symptoms,whichever is longer
If you did not have symptoms, but had a positive Covid-19 test		10 days since first positive test **AND**
		continue to have no symptoms

In all cases, families should follow the guidance of their doctor and local health department. The decision to stop home isolation should be made in consultation with their healthcare provider and Idaho and local health departments. Some people might continue to shed the virus even after they recover.

7.12 Appendix M: Health Care Provider Return to School

SCHOOL HEALTH OFFICE
Health Care Provider Return to School Decision

Student Name: _____ DOB: _____ Date: _____

School: _____ Phone #: _____

Please fax completed form to: _____ Fax #: _____

To be completed by a healthcare provider, or their representative, and faxed to the appropriate school listed above.

Our school health office has talked with the parent/guardian of the above student. Please indicate your recommendation for the student's follow up and return to school.

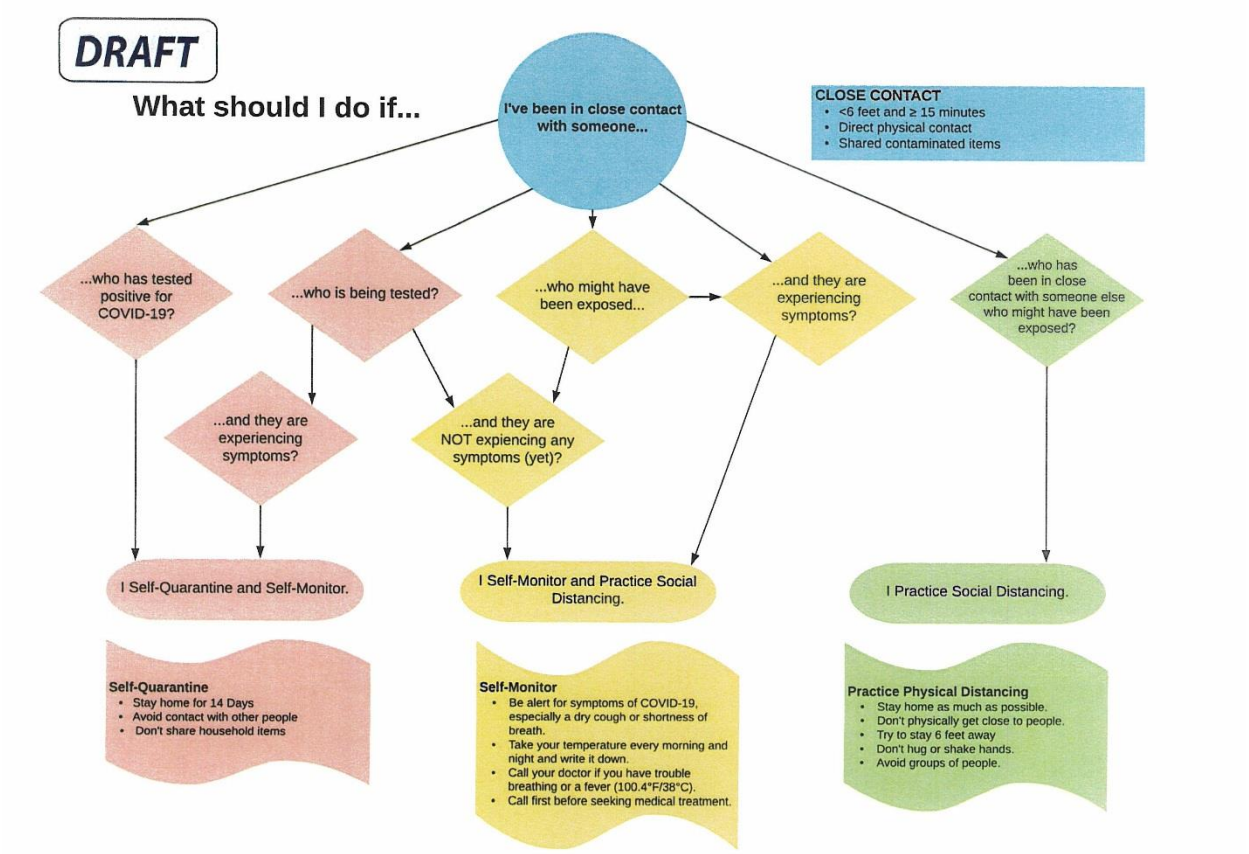
- ❑ We **ARE** recommending the student be tested for COVID-19 at this time.
- ❑ We **ARE NOT** recommending the student be tested for COVID-19 at this time.

Recommendation for return to school:

- ❑ Stay home until symptoms improve and he/she is fever-free without the use of medication for 24 hours, improved symptoms AND 10 days since onset of symptoms.
- ❑ Be tested. Remain home until test results are determined.
  If positive, follow the guidelines of South Central Public Health District.
  If negative, stay home until symptoms improve and he/she is fever-free without the use of medication for 24 hours, improved symptoms AND 10 days since onset of symptoms.
- ❑ Other: _____
  _____
  _____
- ❑ Please see attached form if our facility has its own documentation.

Signature of Health Care Provider: _____

7.13 Appendix N: COVID Exposure Flow Chart



What if I have symptoms? Call your health care provider.

7.14 Appendix O: Transportation Considerations During the COVID-19 Pandemic

1. Students and drivers must wear masks on the bus.

2. Assigned seats. No more than 2 students/seat.

3. To 'social distance' there would need to be at most 1 student per seat (22/bus) or 1 student every other seat (11/bus).

Using 2019-20 School Year Data – How Many Buses and Loops per Bus Would Be Needed for 1 Student/Seat While Still Providing Transportation to Students .5 Miles or Further from School?

2019-20 School Year Estimated Ridership Data							Buses/Loops Needed for Social Distancing
Route Location	# of Bus Drivers	# of Sub Drivers	# of Routes	# of Loops	# of Students / Bus Loop	Approximate # of Total Riders	# of Buses and Loops Needed for 1 student/seat
Carey	2		2	1	30-35	65	3 buses/ 1 loop
Wood River Valley	14		14	2 each (1 elementary and secondary/ route)	40	80	28 buses/ 2 loops each
Balmoral	1		1	3 (1 each: ES, MS, HS)	45	135	2 buses/ 3 loops each
Meadows	1		1	2	45	90	2 buses/ 2 loops each
Sub Total	18	3	18	34			35
Additional Route for HEM DI students to Alturas	1		1	1	22	22	1

Grand Total	19	3	19	35			36

Note: For the 2019-20 School Year, it was budgeted for 20 drivers/routes and 3 sub drivers. We were never able to increase beyond 18 routes for lack of drivers.

7.15 Appendix P: Library Proposal for Fall 2020

The BCSD librarians are proposing the following recommendations for library usage commencing in August 2020. Our suggestions are based on guidelines from the Center for Disease Control (CDC), the American Library Association (ALA), BCSD directives, and our local public libraries. We understand guidelines may change over the summer based on developing research and are prepared to refine this proposal as needed.

The following recommendations maximize safety for everyone in our community by limiting physical contact to materials and minimizing the number of students accessing the library space while maintaining learning opportunities:

- A browsing library is not appropriate at this time. We must plan to deliver library services without classes visiting our library spaces.
- We will provide library-on-a-cart for younger grades; librarians will visit classrooms to teach lessons and provide an appropriate selection of books that students can check out.
- Students will be able to check out more titles and keep them for a longer period of time, and so the need to return and exchange books frequently should be diminished.
- We will provide modified “curbside delivery” for older students (perhaps 5-8, 9-12) who can “shop” for titles using the library catalog and then books will be delivered to their classrooms. Librarians can provide in class instruction and/or videos to support library access and help students utilize the catalog to search for titles. Librarians may also need to develop a format to provide readers advisory service to assist students who are having trouble finding resources (this is typically done through one-on-one contact with the librarian).
- It may not be appropriate to open library computers for student use, especially if the majority of students have devices.
- Books will need to be quarantined for a period of at least 24 hours prior to being processed and made available for checkout.
- If students are allowed to visit the library individually or in small groups, it may be necessary to have sanitation stations at the library entrance. It may also be a good idea to have a designated station set up in order for students to browse the library catalog prior to entering the library. This station would need to be sanitized frequently.

When we return in August, we will reach out to the public libraries to see what successful practices they have utilized over the summer. We believe they will have good advice that we can incorporate into our school library practices. We will also plan to develop procedures that are more specific to the eventual “reopening” of our libraries for limited use when it is appropriate for larger numbers of students to enter the library.

In addition, we are working on a contingency plan in case school is remote again in the fall. In making this plan, we will assess the effectiveness of our recent efforts in providing library instruction and digital libraries, review best practices of other school libraries’ remote services, and create a protocol for safe access to print books for our students.

Maggie Shaughnessy, Samantha Archibald Mora, Susan Tabor Boesch,
Jamie Harding, Andi Anderson, Carla Scanlon, Patty Gilman

7.16 Appendix Q: Musical Arts Recommendation

Musical Arts Education Recommendations

Jul 30, 2020, 9:55 PM (5 days ago)

Hello Everyone,

The University of Colorado recently released preliminary aerosol study findings on various wind and brass instruments and singers. I believe after reading this study we can safely have band and choir class if we adhere to their recommendations. Here is a link to that study for your reference.

https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf?fbclid=IwAR2fku6BPB1uW4N6h4XwA6TSIMmvnZEnYXu1DBahmTJlrpinKzVU3G-cnC4

This second link are updated recommendations without the graphs and videos

https://www.nfhs.org/media/4029971/preliminary-recommendations-from-international-performing-arts-aerosol-study.pdf

Supplies that I will need to obtain are:

•Face masks with slits sewn into them for ease of transitioning from playing to talking for all woodwind and brasswind students except flute

•Bell coverings for all woodwind and brasswind students

•Sanitizer for woodwind and brasswind instruments

•Sanitizer for percussion instruments

•Puppy pads for brasswind instruments (water key)

•Gloves for percussion students that are playing a shared instrument

•Beginning Band instrument tryout kits for each student

Policy and procedures:

•All students must wear a mask during rehearsal and should not talk unless they are asked to

•Room set up should be divided into 6x6ft squares for every student except for trombone (6x9ft).

•Students should not share instruments for any reason except for percussion after the instrument is sanitized.

• Indoor rehearsals should be limited to 30 minutes followed by 20 minutes of time to clear the HVAC system.

Many of these recommendations cross between Orchestra, Band and Choir, in particular, the wearing of a mask at all times and maintaining proper physical distancing. Plexiglass shields over the face do little to prevent the spread of aerosol in an indoor space. They only prevent large droplets at a close distance. Plexiglass between sections of the class slow the clearing of air by the HVAC system. Choir and band should limit the amount of time rehearsing together indoors or limit the number of students rehearsing together in the same indoor space. Please let me know if you have any questions and I will continue to keep you updated on any new information.

Thank you—

7.17 Appendix R: Return to Work Criteria

HUMAN RESOURCES DEPARTMENT

COVID-19 Return to Work Criteria

If you had symptoms and did not have a Covid-19 test		no fever for 24 hours (w/o use of medicine) **AND**
		other symptoms have improved **AND**
		10 days since first symptoms
If you had symptoms and had a negative Covid-19 test		no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		5 days since first symptoms
If you had symptoms and a positive Covid-19 test	If no follow-up test to determine contagion	no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		10 days since first symptoms
	If follow up test to determine contagion	no fever for 24 hours (w/o use of medicine)**AND**
		other symptoms have improved **AND**
		2 negative tests, at least 24 hours apart, or 10 days since first symptoms,whichever is longer
If you did not have symptoms, but had a positive Covid-19 test		10 days since first positive test **AND**
		continue to have no symptoms

In all cases, staff should follow the guidance of their doctor and local health department. The decision to stop home isolation should be made in consultation with your healthcare provider and Idaho and local health departments. Some people, for example, those with conditions that weaken their immune system, might continue to shed the virus even after they recover.

Updated 08/03/2020 **Based on CDC Guidelines**

7.18 Appendix S: Monitoring the Effectiveness of the Re-Entry Plan

Monitoring student learning
Activate Incident Command Team for Weekly Monitoring of COVID absences, referrals, ADA, Staff attendance, County wide spread, etc.