

**STATE BOARD OF EDUCATION
MAY 4, 2020**

SUBJECT

CARES Act Funding

REFERENCE

March – April 2020

The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.

April 27, 2020

The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.

BACKGROUND/DISCUSSION

The CARES Act establishes multiple funds dedicated to addressing impacts due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is disrupted to the postsecondary institutions. The Elementary and Secondary School Emergency Relief (ESSER) Fund allocates funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund is \$47,854,695. From this amount a minimum of \$43,069,226 (90%) must be distributed to the local education agencies (LEA) based on the LEA's proportional share of the states Part A, Title I funds. The distribution by to each LEA is provided in Attachment 4. Up to 10 percent (10%) of these funds, \$4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These emergency needs may be addressed through the use of grants or contracts." Prior to pulling down the funds from the Department of Education, states must submit a certification and agreement on their use no later than July 1, 2020. The certification document may be accessed here: <https://oese.ed.gov/files/2020/04/ESSERF-Certification-and-Agreement-2.pdf>. Acceptable uses of funds are identified in Appendix A (page 10 of the linked .pdf). States have one year from date of the federal award to award the funds. Attachment 4 identifies the amount of funding each LEA will receive based on the requirements for the distribution of 90% of these funds. These funds are distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Attachment 4 also shows the 2019-2020 LEA's mid-term average daily attendance (ADA). This allows the variance between the allocation and the size of the overall student body to be identified and is not used as a basis for distributing the 90% portion of the funds.

The second fund, the Governor's Emergency Education (GEER) Fund awards funds to the Governor's offices based on the states relative population of individuals aged 5 through 24 and the number of children counted under Section

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1124(c) of the Elementary and Secondary Education Act of 1965 (ESEA)(below the poverty level). Idaho's share of these funds is \$15,676,340. These funds may be used to address the needs of public and nonpublic schools, postsecondary institutions, and other education-related organizations. Specific fund requirements and the certification and agreement, including instructions on how to apply, are on the US Department of Education's website at <https://oese.ed.gov/offices/education-stabilization-fund/governorsemergency-education-relief-fund/>. The deadline for transmittal of the certification and agreement is no later than June 1, 2020.

The Board has discussed looking at the use of both Funds in a way that could leverage both funding sources to benefit Idaho's students and educational system, K-20. The Governor's K-12 Emergency Council was asked to provide input to the Board on priority uses of the funds, additionally, Board staff have worked with the Idaho Digital Learning Academy, Idaho Public Television, the postsecondary institutions, and the Governor's Office staff to identify recommendations on the use of these two funding streams. A list of K-12 initiatives are identified in Attachment 1. This document also identifies questions that would need to be answered prior to finalizing a decision on some, while others have a well-developed framework and cost estimate in place that the Board could act on immediately. The K-12 Emergency Council feedback placed an emphasis in providing equity in funding to all LEA's not just those LEA's with Title I programs. There was general consensus around providing funding to non-Title I schools and providing a minimum amount of funding to all schools. Additionally, this group placed emphasis on providing additional devices and connectivity to all students in their communities prior to other infrastructure uses. Due to the current challenges of providing distance or on-line instruction to all students, LEA's have identified the lack of connectivity at home as a significant issue. One solution with limited results has been the open access of wi-fi available in parking lots at schools, libraries, postsecondary education campuses and other public facilities. This has had limited success for families of students who struggle with being able to travel to these sites, particularly in rural areas where a parent may have to drive their students more than an hour round trip to access such locations.

The Idaho Public Television (IPTV) proposal (Attachment 2) would provide for the development of a K-3 Bootcamp and continuation of the grades 4 through 6 content provided by IPTV through the summer and a fall Direct Lesson Plan Project for grades K through 6. This modality allows parents and students access to content who may not have access, or reliable access, to the internet. The Idaho Digital Learning Academy (IDLA) proposal (Attachment 3) would provide for a reduction or elimination of course fees, provide elementary offerings in the summer and fall, and provide for a content catalog that the LEA's could access and use when providing their own on-line courses. IDLA's proposal would also leverage the content developed and provided through IPTV.

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IMPACT

Direction from the Board on which proposals they are interested in exploring further and which of the two funds the various initiatives should be assigned to will provide Board staff with direction on areas to focus on to gather additional information and the information needed to complete the two US Department of Education certification and agreement documents for accessing the funds.

Should the Board provide approval of the Idaho Digital Learning Academy and Idaho Public Television partnership the cost would be as follows:

IPTV - \$489,728

- K-3 Bootcamp and Continuation of 4-6 - \$248,240
- Fall Direct Lesson Plan Project K-6 - \$241,487

IDLA - \$3,408,800

- Reduce Course Fees - \$2,100,000; or
- Eliminate Course Fees - \$2,625,000
- Elementary Offering (summer and fall) - \$602,000
- Content Catalog - \$181,800

Additional proposals would be cost-out pending Board direction. Those proposals identified for use of the GEER funds will entail additional conversations and collaboration with the Governor's Office prior to moving forward.

STAFF COMMENTS AND RECOMMENDATIONS

In order for the Executive Director to move forward with the completion of the two Certification and Agreement documents necessary for pulling down the funds, staff need to know which types of proposals the Board is interested in moving forward with and which of the two funds they would like to use for the various types of proposals. Individual proposals could be assigned to each fund or the Board could identify a use and or amounts that future proposals must fall in for the individuals funds. An example would be to use one fund or a portion of one fund for direct grants to LEA's for specified uses while the other fund or portion of funds could be identified for use for systemwide purposes.

Monies from the GEER Fund may be used, within the limits of the fund, for elementary, secondary and postsecondary education purposes while monies from the ESSER Fund may only be used, within the limits of the fund, for elementary and secondary education purposes.

BOARD ACTION

I move to direct staff to move forward with the next steps for the following proposals through the funds identified...

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FUNDING PROPOSALS

Three Key Buckets of CARES K-12 Funds:

1. Governor's Emergency Education Relief (GEER) Fund (\$15.676 million) - K-20
2. Elementary and Secondary School Emergency Relief (ESSER) Fund – 90% Distributed based on Title I, Part A methodology (\$43.069 million) - K-12 Only – funds may only be used in areas identified in CARES Act
3. ESSER Fund – 10% for distribution by SEA (\$4.78 million) - K-12 Only – funds may only be used in areas identified in CARES Act

Potential Initiatives

- Grant program to facilitate remote learning (one-time funds)
 - Student/Teacher Devices
 - Student Connectivity
 - Learning management system/infrastructure (school)
 - Staff professional development
 - Remote learning strategies, development and use of curriculum, etc.
 - Student engagement and communication in remote learning environment.
- Questions:
 - How many devices are need by LEA, type, grade level?
 - What is the level of connectivity need within LEA (student or teacher working remotely)?
 - How many LEA's do not have a learning management system that is already being deployed/how many need an LMS?
 - What is the level of professional development need and type?
 - What could a streamlined request process look like?
 - What sideboards would be placed on use of funds?
 - What is the total amount that should be set aside for a grant program?
- Learning Management System (LMS) Acquisition (ongoing costs)
 - Statewide contract
 - Grants to individual schools
 - Professional development on use of LMS
- Questions:
 - How many LEA's do not have a learning management system that is already being deployed/how many need an LMS?
 - What are the cost (one-year, two-year, ongoing) – multi-year contract?
 - Is this sustainable long term/what are ongoing costs after stimulus funds are expended?

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ATTACHMENT 1

- Idaho Digital Learning Academy/Idaho Public Television (IPTV) Partnership (ongoing costs)
 - Reduction/elimination of school/course fees (\$2.1M to \$2.6M savings to LEAs/Reduced cost to LEAs)
 - Elementary Offerings
 - Summer Program – K-3 Literacy Focus
 - Fall Program – K-6 literacy and math, K-12 unified online platform eTutoring, eDays, Technical support (students and schools)
 - Content database for created curriculum for use by LEAs in their brick-and-mortar classes
 - K-3 Bootcamp and continuation of 4-6 through IPTV
 - Fall Direct Lesson Plan Project K-6 through IPTV
- Questions
 - Is this sustainable long term/what are ongoing costs after stimulus funds are expended?
- Distribution of money to non-Title I schools and/or minimum amount of funding to each LEA to respond to pandemic (one time funds)
 - Questions
 - What is the minimum amount an LEA should receive?
 - What methodology should be used (per student/flat minimum/LEA size range)?
 - Is there a minimum size of school or LEA size range (10 students, 50 students, 100 students, etc.)?
 - What is the maximum amount that should be used?
- Social Emotion Learning/Behavioral Health Support
 - Questions
 - How can schools support student's social emotional wellbeing?
 - What type of resources do schools need?

Decision Points

- Does the Board want to move forward with this initiative/planning for initiative?
- Which bucket of money should be used?
- Is there an amount that should be set aside for this initiative (grant program or items with unknown cost at this time)?

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ATTACHMENT 2

IdahoPTV Direct Lessons Project Proposal

5/1/2020

K-3 Bootcamp and Continuation of 4-6

Description	Amt	Qty	Hrs	Totals	Notes
Education Staffing					
IdahoPTV Education Coordinator	\$ 76,993	1		\$ 76,993	2 people, full time, 6 mths
IdahoPTV Education Specialist	\$ 64,754	0.5		\$ 32,377	Covers all coordination, rights work
K-3 Teacher Stipend 2 hrs, T-Th	\$ 2,500	6		\$ 15,000	
4-6 Teacher Stipend 3 hrs, T-Th	\$ 2,500	6		\$ 15,000	
Production Staffing					
Editors (8 weeks per)					
K-3 Grade	\$ 31.74		320	\$ 10,157	
4-6 Grade	\$ 31.74		320	\$ 10,157	
Production Manager	\$ 40.72		80	\$ 3,258	
Digital Media Coordinatord	\$ 28.79		100	\$ 2,879	
Communication Specialist	\$ 31.05		400	\$ 12,420	
Operational Expenses					
Copyright Payments				\$ 25,000	PBS LearningMedia, other teach assets
Marketing				\$ 25,000	Statewide ad buys-digital, print
IdahoPTV on-air promotion				\$ -	
Production Support/Post	\$ 25		800	\$ 20,000	Production support including edit, camera, graphics
Sub-total Estimate				\$ 248,240	

Fall Direct Lesson Plan Project K-6

Education Staffing					
IdahoPTV Education Coordinator	\$ 76,993				Covered in summer program
IdahoPTV Education Specialist	\$ 64,754	0.5		\$ 32,377	Additional for ongoing
K-3 Teacher Stipend 2 hrs, T-Th	\$ 2,500	12		\$ 30,000	Additional teachers, estimated for 14 wks
4-6 Teacher Stipend 3 hrs, T-Th	\$ 2,500	12		\$ 30,000	Additional teachers, estimated for 14 wks
Production Staffing					
Editors (16 weeks per)					
K-3 Grade	\$ 31.74		640	\$ 20,314	
4-6 Grade	\$ 31.74		640	\$ 20,314	
Production Manager	\$ 40.72		160	\$ 6,515	
Digital Media Coordinatord	\$ 28.79		200	\$ 5,758	
Communication Specialist	\$ 31.05		200	\$ 6,210	
Operational Expenses					
Copyright Payments				\$ 25,000	PBS LearningMedia, other teach assets
Marketing				\$ 25,000	Statewide ad buys-digital, print
IdahoPTV on-air promotion				\$ -	
Production Support/Post	\$ 25		1,600	\$ 40,000	Production support including edit, camera, graphics
Sub-total Estimate				\$ 241,487	
Total Estimate				\$ 489,728	

IDLA State Board Stimulus Program Proposals Overview

April 30, 2020

Reduced or Eliminated Fees

- **Key Points**

- Statewide support for equity and access.
- Provides opportunities to at risk individuals without placing an economic burden on districts and families during uncertain economic times.
- Supports remote learning opportunities to individuals unable to participate in traditional educational offerings
- Provides advanced offerings to gifted and talented students when many offerings are limited.
- Allows for greater access to Dual Credit, and AP courses.
- Allows greater access to remediation courses.
- Bridge the gap from remote teaching to online learning.
- Statewide Impact for opportunity and increased capacity.

- **Service Overview**

- Allows school districts and charters to continue to provide students with the needed courses for their achievement gap, credit recovery, graduation requirement, and preparation courses for career and college.
- Assist districts unable to fill teaching positions due to the teacher shortage, or COVID related issues.
- Students and districts continue to receive technical support.
- Students continue to receive eTutoring support.
- Maintains existing alignment to post-secondary programs.
- Maintains post-secondary student teacher IDLA job shadow program.
- Co-teacher option provides assistance in bridging the gap from remote teaching to online learning for districts as well as provides additional support needed for at-risk students. Builds capacity in district teachers by the professional development and team teaching model.

- **Stimulus Funding Request**

- Reduce fees to \$15 per enrollment: \$2,100,000
- Eliminate all course fees: \$2,625,000

- **Timelines**

- Summer 2020
 - Reduce or Eliminate fees for Summer School.

- Fall 2020
 - Reduce or Eliminate fees for Fall Semester.
- Spring 2021
 - Reduce or Eliminate fees for Spring Semester.

Elementary Offering

- **Key Points**

- **Summer Program**

- K-3 Literacy Focus
 - 5 week program starting after July 5th
 - Use IPTV resources and Idaho content
 - Curated and vetted resources.
 - Technical support for students and districts.
 - Collaborate with IPTV to develop resources.
 - Utilization of Idaho content and additional resources.

- **Fall Program**

- Statewide support for equity and access.
 - Districts have requested a K-12 unified online platform.
 - Aligned to Idaho Standards
 - Districts retain ADA funding
 - Consolidation of services provides efficiencies resulting in lower costs for school districts and the state.
 - Alternative for students who are unable to attend their brick-and-mortar school in the Fall and beyond.
 - eTutoring support for students to provide additional learning assistance and accommodate varied schedules.
 - Technical support for students and school districts.
 - Assist districts unable to fill teaching positions due to the teacher shortage, or COVID related issues.
 - Assist with COVID needs, medically homebound students, home schooled students, and school district and charter needs.

- **Service Overview**

- **Summer Program**

- Idaho Certified Teachers curate resources
 - Provide scope and sequence for students and parents to follow with access to the IPTV and curated resources.
 - Access to eTutoring with live teachers for students and parents.
 - Provide initial and final skills assessment
 - Synchronous story hour

- **Fall Program**

- Purchase K-6 literacy and math content, and align it to Idaho Standards.
 - Begin creating Idaho Standards aligned content.
 - Hire elementary teachers.
 - Train new and existing staff.

- Train parents.
- **Stimulus Funding Request**
 - 1 FTE Program Manager
 - 1 FTE Early Childhood Teacher/Content Developer
 - 1 FTE Grade 1-2 Teacher/Content Developer
 - 1 FTE Grade 3-4 Teacher/Content Developer
 - 1 FTE Grade 5-6 Teacher/Content Developer
 - .5 FTE Technical Support
 - .5 FTE Elementary Trainer
 - .17 FTE Program Developer
 - Software
 - Licensing
 - Total: \$602,000
- **Timelines**
 - Spring 2020
 - Hire staff.
 - Create teacher training program.
 - Creation of summer school offerings.
 - Begin software development for elementary courses.
 - Begin alignment of content with state standards, and build courses.
 - Summer 2020
 - Train teachers.
 - Offer summer program in July.
 - Fall 2020
 - Offer elementary courses.

Content Catalog

- **Key Points**
 - Standards based digital instructional content
 - All core subjects and most electives, grades 7-12
 - Long term cost savings for districts for textbooks
 - Long term assists districts in a digital transition
 - Long term assists districts with Mastery learning
- **Service Overview**
 - Idaho Content by Idaho Teachers created to Idaho Standards
 - Micro packages that allow semester long content when delivered together in sequence or individual remediation when leveraged at the package level.
 - Training and Support for adoption and implementation
 - Easily discoverable via search or navigation
 - Deployable within a District/Statewide LMS
- **Stimulus Funding Request**
 - 2 FTE to support integrations, develop searchability, maintain links, curate content, provide technical support, and expand offerings.
 - Licencing to support additional hosting costs and accessibility tools

- Total: \$181, 800
- **Timelines:**
 - Summer 2020
 - Content available to districts for summer programs
 - Fall 2020
 - Integrations into District/Statewide LMS
 - Searchability and Discovery improvements
 - Live and On Demand Training and Support

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ATTACHMENT 4

LEA #	LEA NAME	ESSERF FUNDS	MID-TERM ADA
			2019-2020
001	BOISE INDEPENDENT DISTRICT	\$3,811,016	23,795.25
131	NAMPA SCHOOL DISTRICT	\$3,416,433	13,103.31
002	JOINT SCHOOL DISTRICT NO. 2	\$3,077,921	38,244.98
025	POCATELLO DISTRICT	\$2,133,667	11,866.25
271	COEUR D'ALENE DISTRICT	\$1,707,009	10,300.58
091	IDAHO FALLS DISTRICT	\$1,653,915	9,666.26
132	CALDWELL DISTRICT	\$1,593,402	5,671.66
411	TWIN FALLS DISTRICT	\$1,501,635	9,145.81
093	BONNEVILLE JOINT DISTRICT	\$1,256,550	12,665.68
139	VALLIVUE SCHOOL DISTRICT	\$1,014,007	8,991.22
273	POST FALLS DISTRICT	\$950,378	5,831.42
003	KUNA JOINT DISTRICT	\$852,356	5,264.29
321	MADISON DISTRICT	\$823,620	5,144.80
272	LAKELAND DISTRICT	\$750,197	4,340.08
151	CASSIA COUNTY JOINT DISTRICT	\$733,384	5,179.43
261	JEROME JOINT DISTRICT	\$649,025	3,910.90
331	MINIDOKA COUNTY JOINT DISTRICT	\$635,566	4,041.35
193	MOUNTAIN HOME DISTRICT	\$634,093	3,693.93
340	LEWISTON INDEPENDENT DISTRICT	\$632,965	4,440.42
084	LAKE PEND OREILLE SCHOOL DISTRICT	\$569,411	3,507.58
251	JEFFERSON COUNTY JOINT DISTRICT	\$544,209	5,828.17
221	EMMETT INDEPENDENT DISTRICT	\$507,867	2,328.74
055	BLACKFOOT DISTRICT	\$470,330	3,620.37
452	IDAHO VIRTUAL ACADEMY, INC.	\$436,829	1,561.07
215	FREMONT COUNTY JOINT DISTRICT	\$420,016	2,087.12
083	WEST BONNER COUNTY DISTRICT	\$377,363	965.29
371	PAYETTE JOINT DISTRICT	\$359,851	1,307.54
101	BOUNDARY COUNTY DISTRICT	\$339,869	1,359.91
052	SNAKE RIVER DISTRICT	\$305,924	1,742.86
381	AMERICAN FALLS JOINT DISTRICT	\$295,740	1,484.04
134	MIDDLETON DISTRICT	\$294,818	3,818.95
281	MOSCOW DISTRICT	\$283,826	2,167.16
391	KELLOGG JOINT DISTRICT	\$263,751	1,000.03
304	KAMIAH JOINT DISTRICT	\$256,934	378.45
412	BUHL JOINT DISTRICT	\$256,537	1,204.72
370	HOMEDALE JOINT DISTRICT	\$241,813	1,166.21
061	BLAINE COUNTY DISTRICT	\$239,711	3,071.28
044	PLUMMER-WORLEY JOINT DISTRICT	\$234,767	330.85
231	GOODING JOINT DISTRICT	\$233,862	1,279.35
431	WEISER DISTRICT	\$228,402	1,454.76
363	MARSING JOINT DISTRICT	\$228,141	802.59
060	SHELLEY JOINT DISTRICT	\$212,384	2,227.36
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$206,121	1,142.97
401	TETON COUNTY DISTRICT	\$205,486	1,746.44
413	FILER DISTRICT	\$205,014	1,544.70
291	SALMON DISTRICT	\$204,107	723.98

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LEA #	LEA NAME	ESSERF FUNDS	MID-TERM ADA
			2019-2020
201	PRESTON JOINT DISTRICT	\$193,373	2,229.60
133	WILDER DISTRICT	\$179,304	489.55
373	FRUITLAND DISTRICT	\$171,504	1,588.15
171	OROFINO JOINT DISTRICT	\$170,660	1,204.31
021	MARSH VALLEY JOINT DISTRICT	\$164,944	1,193.73
372	NEW PLYMOUTH DISTRICT	\$158,799	922.33
137	PARMA DISTRICT	\$154,825	1,003.18
232	WENDELL DISTRICT	\$154,597	1,055.37
457	INSPIRE ACADEMICS, INC.	\$151,334	929.79
341	LAPWAI DISTRICT	\$148,984	475.51
033	BEAR LAKE COUNTY DISTRICT	\$148,863	1,119.80
414	KIMBERLY DISTRICT	\$140,008	1,997.89
322	SUGAR-SALEM JOINT DISTRICT	\$138,650	1,538.50
422	CASCADE DISTRICT	\$138,143	190.40
058	ABERDEEN DISTRICT	\$133,779	679.53
041	ST MARIES JOINT DISTRICT	\$132,661	905.97
393	WALLACE DISTRICT	\$113,867	457.60
351	ONEIDA COUNTY DISTRICT	\$111,509	3,251.25
466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	\$108,971	437.42
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	\$104,914	1,245.25
476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	\$101,940	459.10
481	HERITAGE COMMUNITY CHARTER SCHOOL, INC.	\$101,751	466.61
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$99,067	294.27
192	GLENNS FERRY JOINT DISTRICT	\$96,067	382.79
136	MELBA JOINT DISTRICT	\$95,517	833.76
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	\$95,135	289.49
475	THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER	\$91,540	950.93
312	SHOSHONE JOINT DISTRICT	\$84,997	456.95
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$83,412	533.86
071	GARDEN VALLEY DISTRICT	\$81,580	249.77
415	HANSEN DISTRICT	\$80,938	307.01
150	SODA SPRINGS JOINT DISTRICT	\$79,743	894.34
135	NOTUS DISTRICT	\$74,074	389.09
111	BUTTE COUNTY JOINT DISTRICT	\$73,190	385.92
253	WEST JEFFERSON DISTRICT	\$72,047	577.43
181	CHALLIS JOINT DISTRICT	\$71,332	299.96
262	VALLEY DISTRICT	\$69,366	564.72
513	PROJECT IMPACT STEM ACADEMY, INC.	\$66,645	202.18
242	COTTONWOOD JOINT DISTRICT	\$65,674	378.25
059	FIRTH DISTRICT	\$65,453	811.62
487	SANDPOINT CHARTER SCHOOL, INC.	\$63,521	290.77
233	HAGERMAN JOINT DISTRICT	\$61,530	295.87
463	VISION CHARTER SCHOOL, INC.	\$59,728	698.47
202	WEST SIDE JOINT DISTRICT	\$58,954	709.89
417	CASTLEFORD DISTRICT	\$56,067	317.83

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LEA #	LEA NAME	ESSERF FUNDS	MID-TERM ADA 2019-2020
496	GEM PREP: POCATELLO, LLC	\$55,254	305.89
460	THE ACADEMY, INC./Conner Academy	\$54,985	522.19
462	XAVIER CHARTER SCHOOL, INC.	\$53,567	698.84
148	GRACE JOINT DISTRICT	\$52,264	525.57
285	POTLATCH DISTRICT	\$50,738	445.88
455	COMPASS PUBLIC CHARTER SCHOOL, INC.	\$50,224	1,115.26
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	\$45,397	333.46
479	HERITAGE ACADEMY, INC.	\$45,259	125.71
274	KOOTENAI DISTRICT	\$43,667	130.84
392	MULLAN DISTRICT	\$43,504	96.39
468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	\$43,455	322.59
252	RIRIE JOINT DISTRICT	\$43,212	687.98
011	MEADOWS VALLEY DISTRICT	\$43,163	139.33
458	LIBERTY CHARTER SCHOOL, INC.	\$42,050	399.36
013	COUNCIL DISTRICT	\$41,942	248.54
073	HORSESHOE BEND SCHOOL DISTRICT	\$41,680	222.40
451	VICTORY CHARTER SCHOOL, INC.	\$41,458	386.36
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	\$41,244	358.79
316	RICHFIELD DISTRICT	\$39,585	201.32
465	NORTH VALLEY ACADEMY, INC.	\$39,546	218.86
497	PATHWAYS IN EDUCATION	\$39,169	272.11
432	CAMBRIDGE JOINT DISTRICT	\$38,746	118.25
072	BASIN SCHOOL DISTRICT	\$38,290	308.89
498	GEM PREP: MERIDIAN, INC.	\$38,114	369.73
464	WHITE PINE CHARTER SCHOOL, INC.	\$37,577	573.03
474	MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	\$36,696	242.08
495	FORRESTER ACADEMY, INC.	\$36,541	533.96
282	GENESEE JOINT DISTRICT	\$36,510	290.81
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	\$36,131	288.52
314	DIETRICH DISTRICT	\$33,691	191.76
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$33,446	262.93
418	MURTAUGH JOINT DISTRICT	\$33,018	346.66
473	THE VILLAGE CHARTER SCHOOL, INC.	\$30,948	321.29
243	SALMON RIVER JOINT SCHOOL DISTRICT	\$30,408	108.77
283	KENDRICK JOINT DISTRICT	\$29,207	232.50
234	BLISS JOINT DISTRICT	\$28,850	119.47
305	HIGHLAND JOINT DISTRICT	\$28,625	157.87
433	MIDVALE DISTRICT	\$27,455	101.56
287	TROY SCHOOL DISTRICT	\$25,667	273.07
161	CLARK COUNTY DISTRICT	\$25,201	110.68
342	CULDESAC JOINT DISTRICT	\$25,122	91.64
483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	\$25,088	80.45
482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	\$24,505	386.30
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	\$24,385	262.34
454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	\$24,361	233.28

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LEA #	LEA NAME	ESSERF FUNDS	MID-TERM ADA 2019-2020
182	MACKAY JOINT DISTRICT	\$24,122	205.20
528	FORGE INTERNATIONAL, LLC	\$24,008	241.21
288	WHITEPINE JOINT SCHOOL DISTRICT	\$22,087	222.46
523	ELEVATE ACADEMY INC.	\$21,516	285.58
488	SYRINGA MOUNTAIN SCHOOL, INC.	\$20,221	105.75
292	SOUTH LEMHI DISTRICT	\$19,749	98.79
382	ROCKLAND DISTRICT	\$18,425	166.33
302	NEZPERCE JOINT DISTRICT	\$18,071	146.18
121	CAMAS COUNTY DISTRICT	\$17,698	166.01
485	IDAHO STEM ACADEMY, INC.	\$17,451	110.36
149	NORTH GEM DISTRICT	\$16,800	148.85
472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	\$15,423	181.84
499	FUTURE PUBLIC SCHOOL, INC.	\$14,537	281.17
191	PRAIRIE ELEMENTARY DISTRICT	\$0	2.76
416	THREE CREEK JOINT ELEMENTARY	\$0	5.88
364	PLEASANT VALLEY ELEM DIST	\$0	6.48
383	ARBON ELEMENTARY DISTRICT	\$0	15.97
394	AVERY SCHOOL DISTRICT	\$0	24.14
092	SWAN VALLEY ELEMENTARY DIST	\$0	49.56
486	UPPER CARMEN PUBLIC CHARTER	\$0	54.40
531	FERN-WATERS PUBLIC CHARTER	\$0	56.03
489	IDAHO COLLEGE & CAREER	\$0	151.14
470	KOOTENAI BRIDGE ACADEMY	\$0	218.35
469	IDAHO VIRTUAL EDUCATION	\$0	221.99
534	GEM PREP - ONLINE (490)	\$0	360.50
453	IDAHO VIRTUAL HS - Richard McKenna	\$0	424.83
480	NORTH IDAHO STEM CHARTER ACADEMY	\$0	550.35
491	COEUR D ALENE CHARTER	\$0	657.81
493	NORTH STAR CHARTER DISTRICT	\$0	958.22

TOTAL FUNDS

\$43,069,232

555	CANYON-OWYHEE SPECIAL SERVICES AGENCY		116.24
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Minimum Distribution to LEA's \$43,069,226 (90% of \$47,854,695)

**STATE BOARD OF EDUCATION
MAY 4, 2020**

SUBJECT

Coronavirus Pandemic (COVID-19) Public School Re-entry Criteria

REFERENCE

March 23, 2020	Board approved a soft closure of all public schools in Idaho through April 20, 2020.
April 6, 2020	Board extended the public school soft closure through the remainder of the academic school year with the option of an earlier entry under certain criteria. Additional action included recommendations to the Governor on statutory provision suspensions, and waiver of the number of hours of instruction that make up a semester credit.
April 16, 2020	Board approved re-entry criteria following the soft closure of schools due to the coronavirus pandemic.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, and 33-512, Idaho Code.

BACKGROUND/DISCUSSION

At the March 23, 2020 Special Board meeting, the Board set a soft closure for all public schools in Idaho until April 20, 2020. The soft closure restricts schools from holding in-person classes in the buildings in alignment with Centers for Disease Control and Prevention (CDC) social distancing guidelines. The soft closure and subsequent guidelines posted on the Board website (<https://boardofed.idaho.gov/coronavirus-covid-19-resources/>) clarify distance learning expectations for the schools and additional operational areas designed to provide the schools with needed flexibility as they continue to educate Idaho students through this crisis, do their best to help students through the remainder of the school year and set them up to be able to continue their education in the fall. In addition to this information, the State Department of Education has a Frequently Asked Questions page that provides guidance in specific programmatic areas. Due to the continued developments of as a result of the coronavirus, during the April 6, 2020 Special Board meeting, the Board extended the soft closure through the end of the school year, including summer. This action included a provision that would allow school districts and charter schools who can meet criteria set by the Board in consultation with state public health officials to return to normal operation prior to the end of their local academic school year. At the April 16, 2020 Board meeting, the Board approved criteria for school districts to meet should they choose to resume teaching students in face-to-face classrooms.

On April 30, 2020 the Governor allowed the state “stay-home” order to expire and introduced Idaho Rebounds, a four-stage plan to safely reopen Idaho and Idaho’s economy. This four-staged plan focuses on testing and contact tracing, healthcare system capacity and protocols and strategies for limited the spread of the coronavirus. Until targeted, case-based interventions, an effective vaccine, or

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effective treatments are developed some level of community interventions will remain in place to slow the spread of the virus.

As noted at the April 16, 2020 Board meeting, as the pandemic evolves the re-entry criteria may be amended to adapt to the changing circumstances. Now that the state stay-home order has been lifted, amendments are proposed to the first two criteria of the Re-entry Criteria to provide additional clarification and alignment with the Rebound Idaho plan and how the infection curve is now being referenced.

The first criterion is being amended to clarify that a local education agency (LEA) could return to teaching groups of students in the school buildings if done within social/physical distancing guidelines signed off on by the public health district officials. The second criterion is being amended to change the reference to the infection curve and peak to align with the terminology now used to identify the decline of new infections. All amendments are identified in Attachment 1.

IMPACT

Board action will provide school districts and charter schools with clarification on how the re-entry criteria could be applied if they choose to return to classroom instruction prior to the start of the 2020-2021 academic year.

ATTACHMENTS

Attachment 1 – State Board of Education Re-entry Criteria - Amended

Attachment 2 – Community Health District School Guidance

STAFF COMMENTS AND RECOMMENDATIONS

The proposed criteria would allow school districts and charter schools to return to in-person instruction prior to the start of their 2020-2021 academic year based on their local conditions, should they so choose. An example of a school district that might want to take advantage of this flexibility would be a school district located in a county that has had no community spread or no confirmed cases of COVID-19. In order to be provided this flexibility, the school district would need to meet the State Board's minimum re-entry criteria, have approval of the local school board, and approval of their cleaning and physical distancing protocol by the local public health district. These minimum criteria are based on: (1) the removal of any state and local social distancing restrictions, (2) the school(s) being able to meet any social distancing criteria that may be in place at the time, (3) the peak of the state infection curve having passed, approval by the local public health district, and (4) having proper cleaning and sanitation protocol in place. Provided in attachment 2 is the combined Southwest District Health and Central District Health's School Guidance document, which is an example of what a school district or charter school would need to work through with their local district health officials.

Staff recommends adoption of the amended re-entry criteria.

**STATE BOARD OF EDUCATION
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BOARD ACTION

I move to approve the student re-entry minimum criteria has amended in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



School District and Charter School Re-entry Criteria (Return from Soft-Closure)

(amended May 4, 2020)

Pursuant Article IX, Section 2, of the Idaho constitution the general supervision of the state educational institutions and public school system of the state of Idaho, shall be vested in a State Board of Education. Further, Section 33-116, Idaho Code, specifically states: All school districts in Idaho, including specially chartered school districts, shall be under the supervision and control of the state Board. This document is the Idaho State Board of Education minimum re-entry criteria for school districts and charter schools (local education agencies) to return to normal operations (in-person classroom instruction). In order to move from soft closure operations to normal operations for staff and students, school districts and charter schools shall consider relevant local factors to their situation in addition to meeting the minimum re-entry criteria established by the Idaho State Board of Education. This minimum re-entry criteria document was completed in consultation with state and local public health officials. Social Physical distancing criteria are based on the Centers for Disease Control and Prevention (CDC) and state health authority guidelines.

Idaho State Board of Education Minimum Re-entry Criteria:

1. No statewide ~~or local social distancing restrictions, including~~ stay-home orders ~~or extensive closures of businesses~~ are in place and schools have a physical distancing plan in place that has been approved by the local health district (the term "restrictions" reference mandatory requirements while "guidance" is suggested behaviors).
 - a. Exceptions to the soft closure ~~should~~ may continue to be considered by local education agencies for staff and student needs, on a case by case basis, as determined at the local level (e.g. small groups of students that can be distanced in a way that meets the ~~social~~ physical distancing criteria for the purpose of proctoring exams or working one-on-one with special education students, as long as the school district or charter school has sufficient capacity to maintain hygiene and sanitation). These exceptions may continue at the local school boards discretion even if the local school board does not choose to return to in-person instruction for all students prior to the start of their 2020-2021 academic school year.
2. The ~~peak of the state infection curve has passed~~ statewide reopening criteria have been met as defined at rebound.idaho.gov., ~~as determined by the State Department of Health and Welfare, and a minimum of 14 days have passed from the identified. In those instances where local community spread has occurred, the local infection curve will be evaluated for determining the 14 consecutive days.~~ School districts and charter schools located in ~~counties~~ communities that have experienced no community spread ~~at the time~~

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ATTACHMENT 1

~~state restrictions are lifted~~ may ~~have the 14 consecutive days criteria waived with~~ consider returning to in-person instruction within the physical distancing guidelines and approval by the local public health district.

3. Approval by the local public health district, after review of school district and charter school cleaning, ~~and~~ disinfection, and physical distancing protocols. The processes for determining local health district approval will be identified at the local level through coordination between the LEA and the local health district.
4. Re-entry plan approved by the local board of trustees identifying minimum school protocols (see list below).

Required Minimum School Protocols

- a. Cleaning and disinfection protocols.
- b. Identify and plan for vulnerable staff and students with a special emphasis on people over age 60 and those who are medically vulnerable.
- c. Identify and plan for staff duties which require close contact.
- d. Absenteeism plan for staff and students whose parents do not feel comfortable returning their student to school and for students who show symptoms of the coronavirus.
- e. Communications plan for informing parents and staff of the school district and charter school response plans, protocols, and policies to manage the impact of the coronavirus.
- f. Verify point of contact for each school district and charter school for effective communication and collaboration with the local public health officials.
- g. Reopening plans are reviewed in consultation with local public health officials.

5. Any school planning to reopen, must have a plan in place for immediate closures should a student or faculty be diagnosed with COVID-19. This closure plan must be approved by the local public health district.

These re-entry criteria are subject to change in order to adapt to changing circumstances. Additional criteria will be developed for a fall start of the school year, based on conditions at the time. These criteria apply to any instruction prior to the start of the 2020-2021 school year.



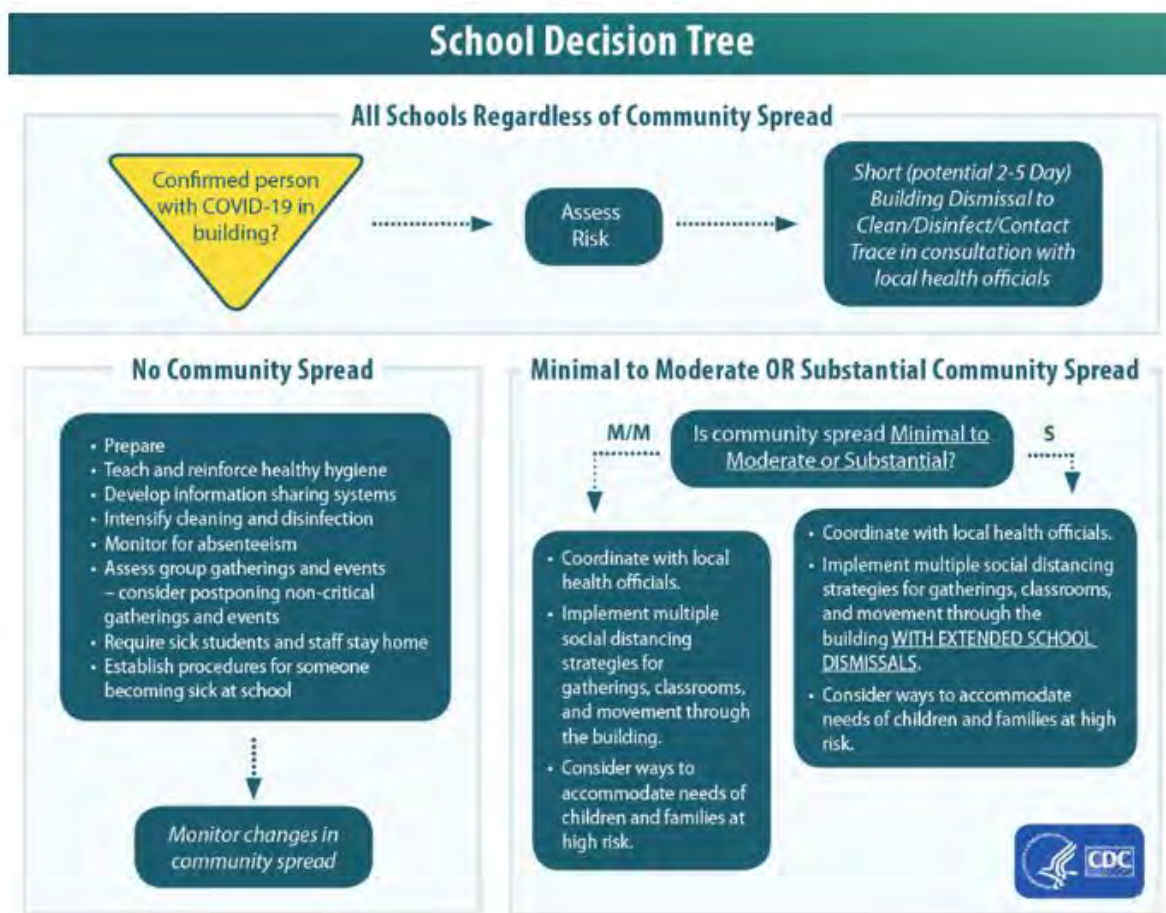
COVID-19 Guidance for Schools

This guidance uses the most up-to-date information available from the CDC and emerging best practices, thus subject to change.

Schools, working together with local public health districts, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies.

Guidance for schools is organized into five sections:

- Confirmed Case in School, Regardless of Community Transmission
- Category 1: No community transmission (preparedness phase)
- Category 2: When there is minimal to moderate community transmission
- Category 3: When there is substantial community transmission
- Communication and Guidance for School Staff and Parents



Confirmed Case in School, Regardless of Community Transmission

Any school in any community may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. The CDC recommends the following procedures:

- **First experience: Coordinate with your local public health department.**
 - Contact your local public health agency and we will work with administrators to determine a course of action
- **Dismiss students and most staff for 2-5 days.**
 - Initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
 - Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19.
 - During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, field trips, and sporting events).
 - Encourage and practice social distancing measures.
- **Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.**
 - Include messages to counter potential stigma and discrimination
 - Maintain confidentiality
 - Outline intended response efforts
- **Clean and disinfect thoroughly.**
 - Close off areas used by the individual with COVID-19 and wait as long as possible, up to 24 hours, before beginning cleaning and disinfecting. Open doors and windows if possible.
 - Clean all other areas, especially highly touched surfaces, such as doorknobs, lights, desks, phones, keyboards, faucets, sinks. Resource: [Cleaning and Disinfecting Your Facility](#)
- **Determine whether an extended school dismissal is needed after cleaning and disinfecting.**
 - Work with local health officials on whether staying open for staff while students stay home is advised, or re-instate telecommuting or other alternative work opportunities.
 - Administrators are not expected to make extended school dismissal decisions or determine when students and staff should return to schools on their own and should work in close collaboration and coordination with local health officials.
 - Students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.
- **Reinstate strategies to continue education and related supports to students as needed**

Category 1 No Community Spread

Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.

Review, update, and implement emergency operations plan and reinforce healthy hygiene practices.

- Include strategies (Non-pharmaceutical interventions, or NPI) to reduce the spread of a wide variety of infectious diseases, including social distancing and school dismissals that can be used to stop the spread.
- Emphasize everyday preventive actions for students and staff
 - [CDC Staying Home When Sick Flyer](#) / [What To Do If You're Sick](#)
 - [Spanish Version](#)
 - [CDC Avoid Spreading Germs At Work Flyer](#) / [Stop the Spread of Germs](#)
 - [Spanish Version](#) / [Spanish Version](#)
 - [CDC Handwashing Posters for Children and Teens](#)
 - [CDC Cover Your Cough Flyer](#)
 - [Spanish Version](#)

Intensify cleaning and disinfection efforts

- Enhance cleaning of high touch surfaces like door knobs, toilet handles, light switches, classroom and bathroom sink handles, countertops.
- Ensure that hand sanitizer, soap/paper towels and tissues are widely available in school facilities.

Monitor and plan for absenteeism

- Day-to-day reporting (absenteeism) and review for patterns for large increases.
- Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members, especially for those with common cold and flu symptoms, which are similar to COVID-19.

Assess group gatherings and events

- Review any planned events (e.g. assemblies, field days, athletic events) and determine if social distancing strategies can be put place. If not, consider cancelling or rescheduling.

Create and test communication plans for use within the school community.

- Strategies for communicating with staff, students, and their families, including sharing steps being taken to prepare, how information will be shared in the future.

Require sick students and staff to stay home. Establish procedures for students and staff sick at school.

- Sick staff and students should be sent home as soon as possible, and keep them separate and isolated from well students and staff until they can leave.
- **Schools are not expected to screen students or staff to identify cases of COVID-19.** If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps. Resource: Flyer - [Steps to help prevent the spread of COVID-19 if you are sick](#) / [Spanish Version](#)

Plan for when community spread occurs (non-pharmaceutical interventions or NPIs)

- [Personal NPIs](#) (e.g. stay home when sick, cover coughs, wash hands, etc.)
- [Community NPIs](#) (e.g. social distancing)
- [Environmental NPIs](#) (e.g. routine cleaning practices)

Category 2 Minimal to Moderate Community Transmission

Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.

If local health officials report there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

Coordinate with local health officials.

- This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.

Implement multiple social distancing strategies. Select strategies based on feasibility given the unique space and needs of the school:

- **Cancel field trips, assemblies, and other large gatherings.**
- **Cancel or modify classes where students are likely to be in very close contact.** In physical education or other close contact classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Avoid mixing students in common areas.**
 - Allow students to eat lunch and breakfast in their classrooms or stagger lunch.
 - Stagger recess times and/or separate recess areas by class.
 - Send a few students into the library to pick out books rather than going as a class.
 - Restrict hallway use through homeroom stays or staggered release of classes.
 - Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** Use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** If students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Consider alternative class size and structure.**
 - Create hybrid classrooms where students can attend virtually and in-person, reducing social contacts
 - Hold physical education and music classes outside and encourage students to spread out
 - Turn desks to face same direction and space at least 6 feet apart
 - Stagger days or instructional blocks of time (morning/afternoon)

- **Encourage cloth face coverings when practical while at school.**
 - Staff and students (and visitors and volunteers, if permitted) should be encouraged to wear cloth face coverings
 - Personal masks can be worn, or school can provide for those who do not have one but wish to wear one
- **Communicate with local public health districts to determine if screening employees and students daily for COVID-19 symptoms upon entry to the facility, including check for low-grade fever with no-touch thermometer**

Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19.

- Honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of those in their home.
- Staff who cannot be at school due to their own high-risk conditions can provide distance learning instruction to those students who are also unable to attend.
- The CDC lists underlying medical conditions that may increase the risk of serious COVID19 for people of any age:
 - **Blood disorders** (e.g., sickle cell disease or on blood thinners)
 - **Chronic kidney disease as defined by your doctor.** Patient has been told to avoid or reduce the dose of medications because kidney disease, or is under treatment for kidney disease, including receiving dialysis
 - **Chronic liver disease** as defined by your doctor. (e.g., cirrhosis, chronic hepatitis) Patient has been told to avoid or reduce the dose of medications because liver disease or is under treatment for liver disease.
 - **Compromised immune system** (immunosuppression) (e.g., seeing a doctor for cancer and treatment such as chemotherapy or radiation, received an organ or bone marrow transplant, taking high doses of corticosteroids or other immunosuppressant medications, HIV or AIDS) • Current or recent pregnancy in the last two weeks
 - **Endocrine disorders** (e.g., diabetes mellitus)
 - **Metabolic disorders** (such as inherited metabolic disorders and mitochondrial disorders)
 - **Heart disease** (such as congenital heart disease, congestive heart failure and coronary artery disease)
 - **Lung disease** including asthma or chronic obstructive pulmonary disease (chronic bronchitis or emphysema) or other chronic conditions associated with impaired lung function or that require home oxygen
 - **Neurological and neurologic and neurodevelopment conditions** [including disorders of the brain, spinal cord, peripheral nerve, and muscle such as cerebral palsy, epilepsy (seizure disorders), stroke, intellectual disability, moderate to severe developmental delay, muscular dystrophy, or spinal cord injury]
 - Resource: [CDC Mitigation Strategies - Appendix A](#)

Category 3 Substantial Community Transmission

Large scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials.

- If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools.

Consider extended school dismissals.

- In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community.
- During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

Communication and Guidance for Parents and Staff

My child attends a school where a COVID-19 case has been confirmed. What should I do?

- **Guidance from local public health districts may be given on a case-by-case basis.** Transmission takes place with close contact (shared a classroom, was seated next to the person for at least 10 minutes), and there is a chance your student was not exposed (in another wing of the school). Some examples of guidance may include:
 - Monitor for signs and symptoms – [Symptom Self Checker](#) / [Spanish Version](#) or the [COVID-19 Screen Tool](#)
- If a student or staff is medium or high-risk reference:
 - [Who should self-quarantine after potential COVID-19 exposure.](#)
 - Encourage good hygiene – stop handshaking, clean hands at the door and at regular intervals, avoid touching your face and cover coughs and sneezes.
 - Stay home if you are sick or have a sick family member in your home.
 - If recommended by the CDC, wear a face covering, but keep in mind this may cause an increase in touching the eyes, nose, and mouth.
- The CDC does not recommend testing for people who do not have symptoms

What is considered a “close contact”?

- The CDC defines it as *a person that has been within 6 feet of the infected person for a prolonged period of time (about 10 minutes).*

When can a student or staff member discontinue home isolation?

- Persons who have tested positive for COVID-19 or who have not been tested and were directed to care for themselves at home may discontinue home isolation under the following conditions:
 - At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and**
 - improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**,
 - At least 7 days have passed *since symptoms first appeared*.

What should I include in my message to our school community of a confirmed case that has been in our school?*

*Public Health Districts will work to identify, notify, and monitor close contacts of confirmed COVID-19 cases in school settings in accordance with CDC guidance. **This is not an expectation of the school or the district.**

- Possible dates of exposure
- Remind employees that there is current community spread of COVID-19. Advise them to watch for signs and symptoms which develop within 2 – 14 days of exposure.
- Remind employees how to best protect themselves from COVID-19 and the importance of staying home if they are sick.
- Let your employees know what your establishment is doing as a result of exposure (e.g. closing, cleaning)
- Remind your employees of the establishment’s illness policy.
- Where to find reputable sources and information for COVID-19
 - [Centers for Disease Control and Prevention](#)
 - [Central District Health](#) or [Southwest District Health](#)
 - [Governor’s Coronavirus Website](#)

Resource: [CDC FAQs](#)



COVID-19 Guidance for Schools

School Re-Opening Criteria for Spring/Summer 2020

This guidance uses the most up-to-date information available from the CDC and emerging best practices, thus subject to change.

Local public health districts support schools in resuming normal operations based on their community needs and COVID-19 community spread. Below is a checklist of criteria*, and once met local public health districts will provide a letter of endorsement to re-open. Meeting all these criteria will prepare schools for the array of circumstances they may encounter.

*SBoE = aligns with, and meets, State Board of Education criteria

Category 1: No Community Spread

- ☐ Review, update, and implement emergency operations plans
- ☐ Reinforce healthy hygiene practices
- ☐ Intensified cleaning disinfection protocols and practices are in place (SBoE)
- ☐ Monitor and plan for absenteeism (and plan for students/parents who do not feel comfortable returning to school) (SBoE)
- ☐ Review group gatherings and events, and determine if social distancing strategies can be put in place
- ☐ Communications plan for informing parents and staff of the school district and charter school response plans, protocols, and policies to manage the impact of the coronavirus. (SBoE)
- ☐ Revised student/staff illness policies – require them to stay home when ill, procedure for when they become sick at school, and parent/guardian responsibility for immediate pick-up from school when notified
- ☐ Verify point of contact for each school district and charter school for effective communication and collaboration with local public health officials (SBoE)
- ☐ Prepare for your first confirmed COVID-19 case in school, including short-term closures for students and staffs (2-5 days) and cancellation of all group events and activities
 - o Draft communication messages regarding dismissal decisions and possible COVID-19 exposure
 - o Work with local public health to determine whether extended school dismissal is needed after cleaning and disinfecting

Category 2: Minimal to Moderate Community Transmission

- ☐ Coordinate with local health officials
- ☐ Identify social distancing strategies based on feasibility of space and needs of the school, including staff duties which require close contact and mitigation strategies to use (SBoE)
- ☐ Encourage students, staff, and visitors wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one
- ☐ Communicate with local public health districts to determine if screening employees and students daily for COVID-19 symptoms upon entry to the facility, including check for low-grade fever with no-touch thermometer
- ☐ Identify and plan for vulnerable staff and students with a special emphasis on people over age 60 and those who are medically vulnerable (SBoE)

Category 3: Substantial Community Transmission

- ☐ Continue coordination with local health officials
- ☐ Consider extended school dismissals and reinstate continuity of teaching and learning plans

School Guidance (COVID-19) v1.0 • April 29, 2020

Adapted from the Centers for Disease Control