PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

LEWIS-CLARK STATE COLLEGE

SUBJECT
Lewis-Clark State College – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3

BACKGROUND/DISCUSSION
This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT
This institutional annual report serves to provide a state of the College update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

ATTACHMENTS
Attachment 1 – Lewis-Clark State College Draft Annual Report
Attachment 2 – Lewis-Clark State College Program Prioritization Annual Update

STAFF COMMENTS AND RECOMMENDATIONS
Lewis-Clark State College's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION
This item is for informational purposes only.
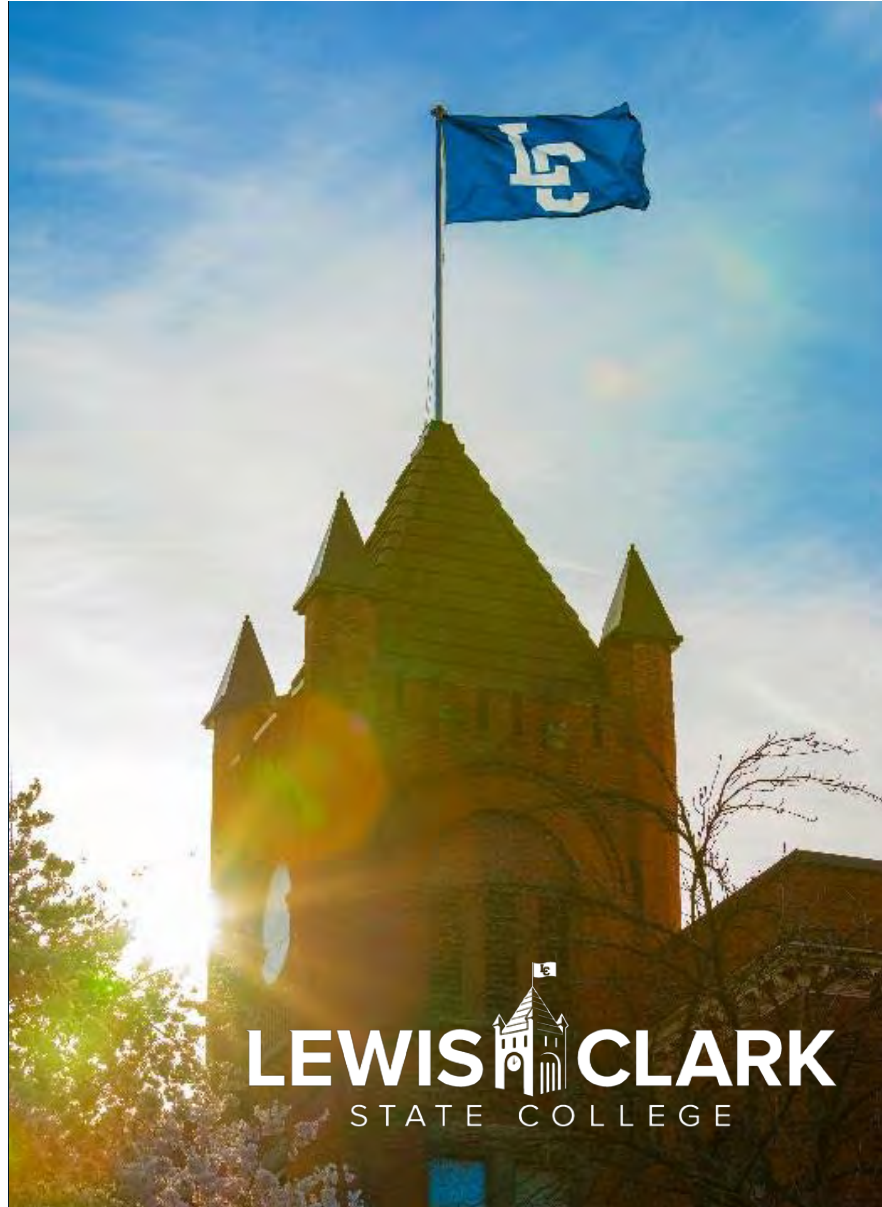
LC State SBOE Annual Progress Report

OCTOBER 2020

President Cynthia Pemberton

LC State

Proudly serving students and Idaho since 1893

- Who we are

- Who we serve

- Where we're going &
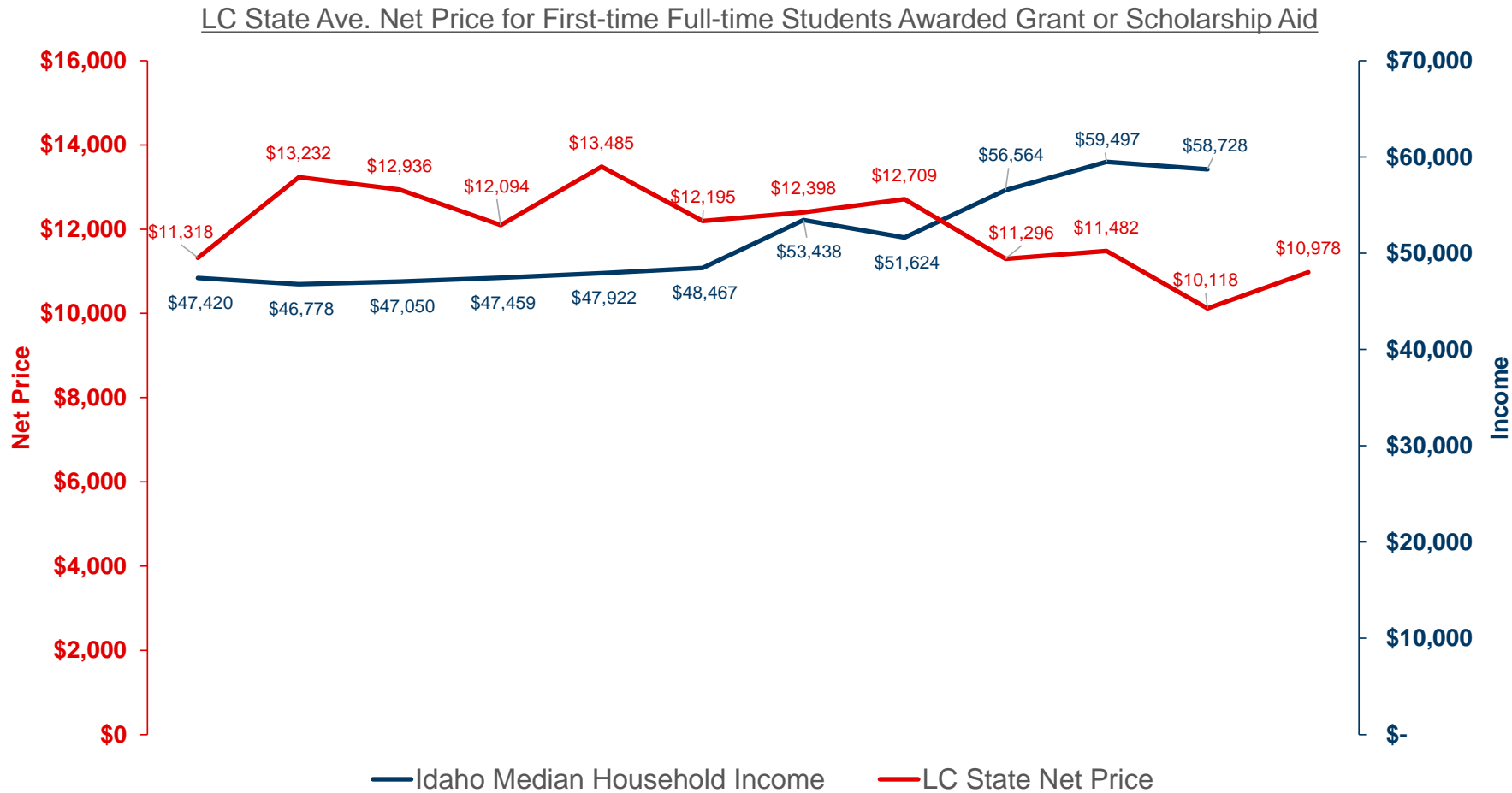 How we'll get there…

Who we are: *Access & Affordability*

Idaho's small college (private school) experience at a public school price

- **Accessible and Affordable** ($6,982 per year)
- **Best ROI for Idaho** (SBOE "The Facts, 2019")

	LC State	Four-year Avg. (excluding LC)
State Appropriation	$17.6M	$93.9M
Degrees Produced	973	3,110
Appropriated Dollars Per Degree	**$18K**	$32K

- **GED to bachelor's**, and (perhaps soon) beyond…
  - Articulations and degree paths both directions (co-admit/co-enrollment)
- **Connecting Learning to Life** – LC State students Do More
  - 98% CTE / 97% "academic" post-graduation placement rates (job/career, grad school, military or other continuing education programs)

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Access & Affordability…

LC State Ave. Net Price for First-time Full-time Students Awarded Grant or Scholarship Aid
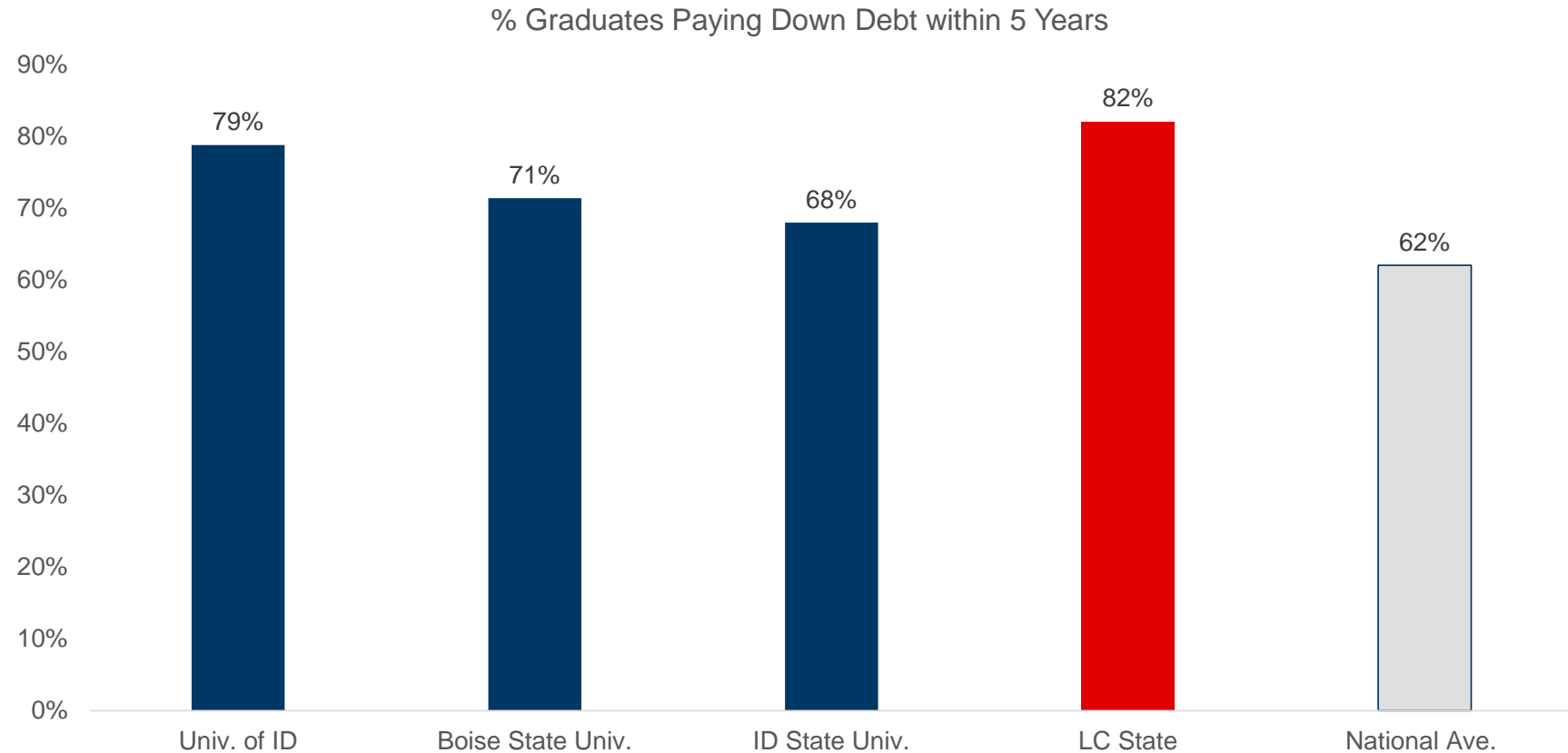
Who we serve

Student Body

82% Idaho residents
- Students from nearly every county
- Native Students: 92
- Veterans: 111 ("Military Friendly School" designation)

76% first generation

45% Pell eligible (First-time/full-time undergrads, overall student % = higher)

65% of employed graduates remained in Idaho
- Over 23,000 individuals in the current LC valley workforce have received some form of educational and/or training at LC State (LC State Economic Impact Study)

Where we're going & How we'll get there…

Presidential Priorities

1. Enrollment/Conversion & Retention
2. Responsiveness & Sustainability
3. Communication & Connection

PP #1: Enrollment/Conversion & Retention
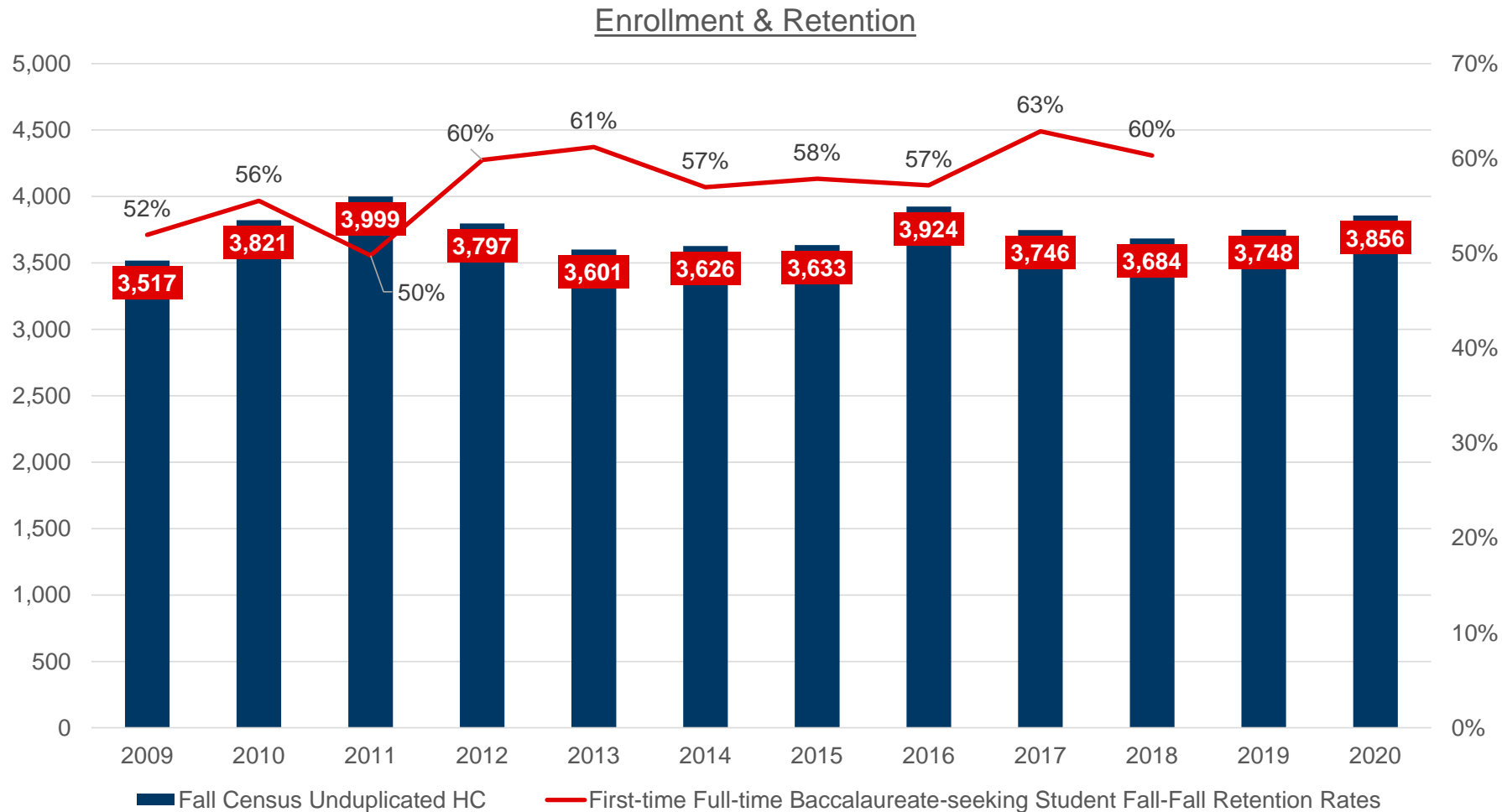
What we're doing about it...

PRE-COVID-19 efficiencies & synergies

COVID-19 challenges & opportunities

- Investing in instructional & student support
  - Bulk of approx. $1.6M (CARES **institutional,** CFAC, GEER, SIP...) invested in instructional & student support

- Expanding instructional modality adaptations & options

- Adapting instructional calendar (fall/spr)

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PP #1: Enrollment/Conversion & Retention

What we're doing about it… pre-COVID & beyond

Efficiencies & Synergies (next slide org chart…)

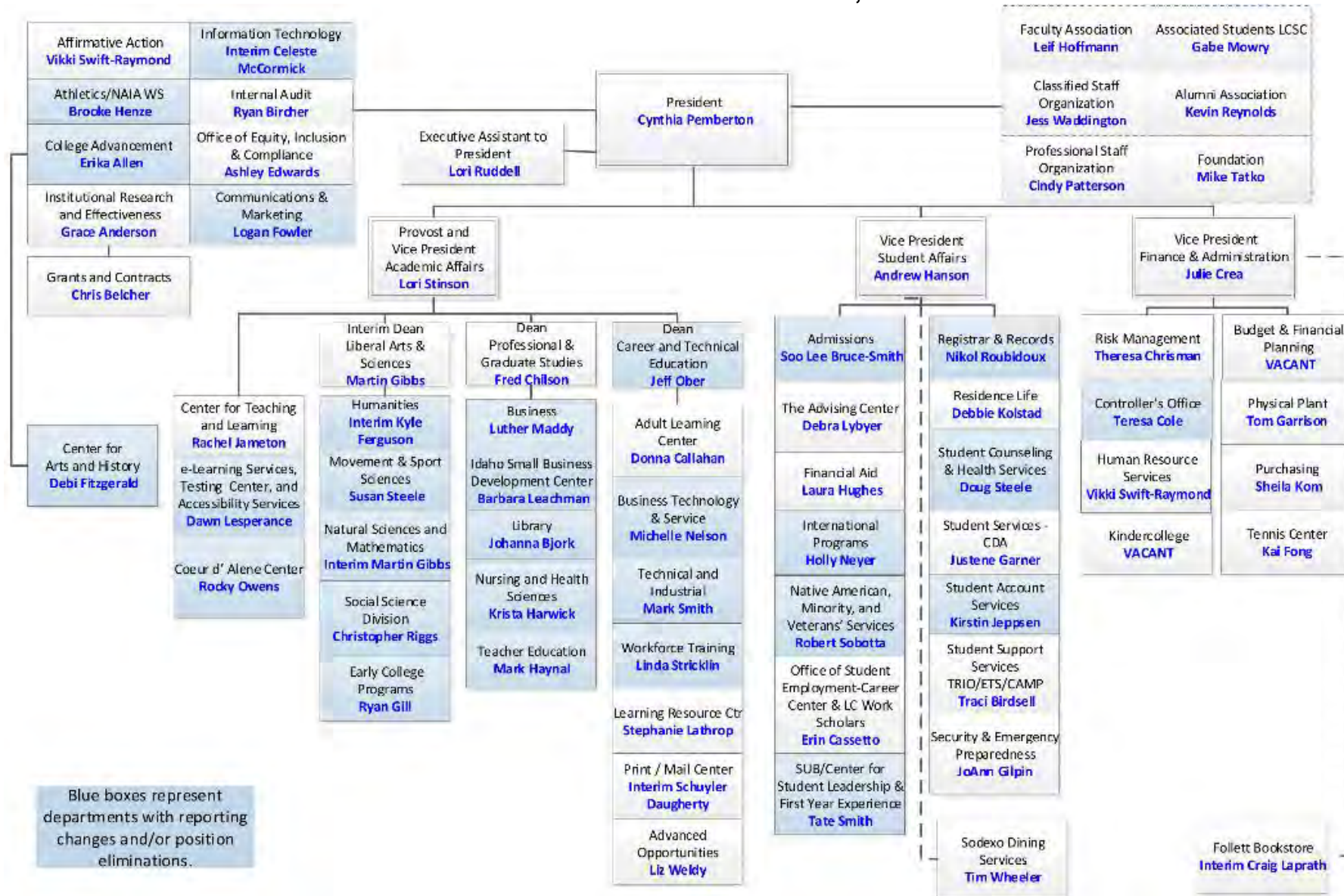- Capturing and realizing efficiencies, synergies and new ways of being: Orientation/Convocation, Center for Student Leadership/Engagement, Warrior OneStop; CTE & Professional Studies (e.g., business/accounting), Intramurals & Athletics; Outdoor Program & Movement and Sport Sciences…
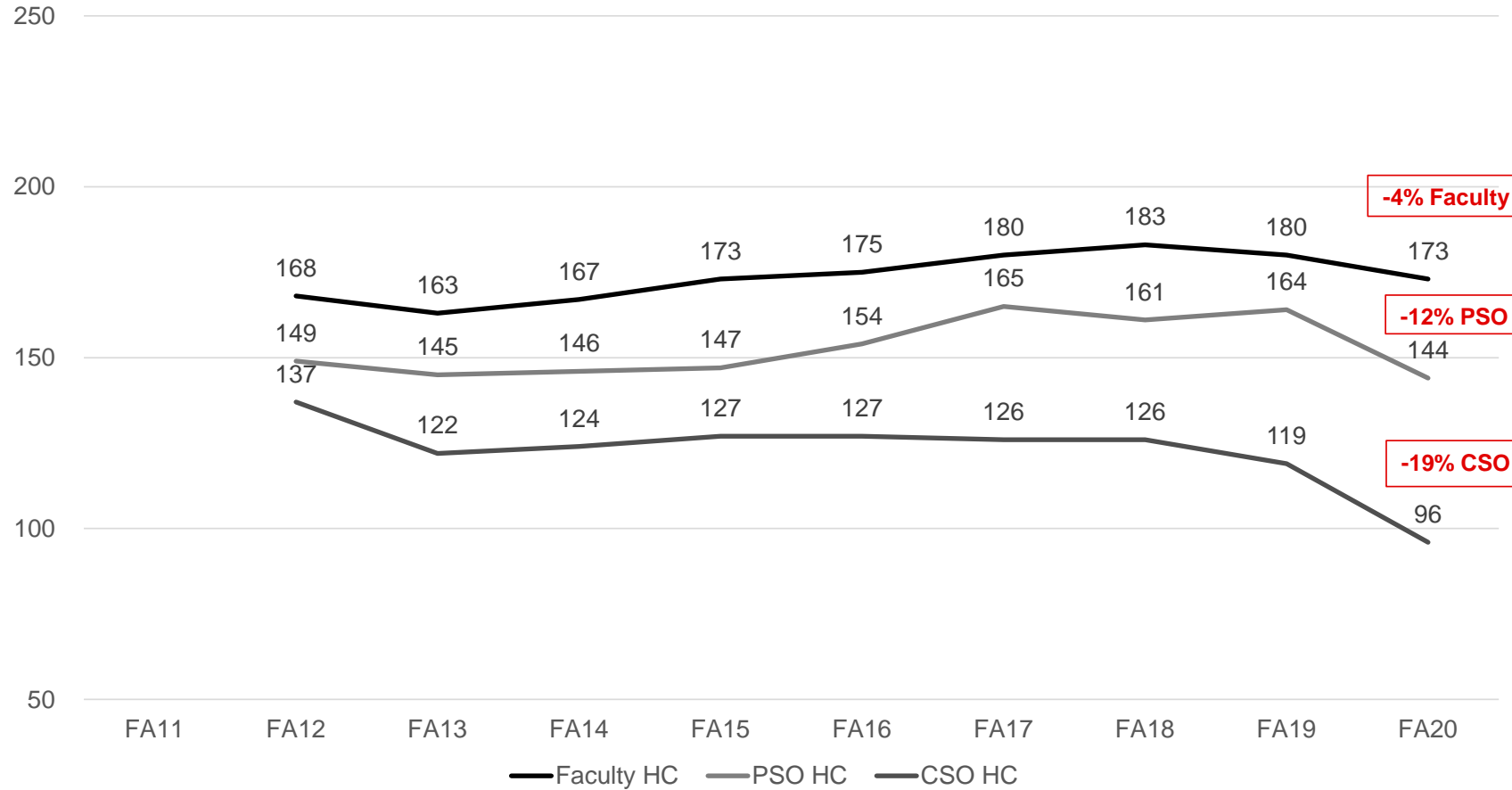
Affirmative Action
Vikki Swift-Raymond

Information Technology
Interim Celeste McCormick

Athletics/NAIA WS
Brooke Henze

Internal Audit
Ryan Bircher

College Advancement
Erika Allen

Office of Equity, Inclusion & Compliance
Ashley Edwards

Institutional Research and Effectiveness
Grace Anderson

Communications & Marketing
Logan Fowler

Grants and Contracts
Chris Belcher

Executive Assistant to President
Lori Ruddell

President
Cynthia Pemberton

Faculty Association
Leif Hoffmann

Associated Students LCSC
Gabe Mowry

Classified Staff Organization
Jess Waddington

Alumni Association
Kevin Reynolds

Professional Staff Organization
Cindy Patterson

Foundation
Mike Tatko

Center for Arts and History
Debi Fitzgerald

Provost and Vice President Academic Affairs
Lori Stinson

Vice President Student Affairs
Andrew Hanson

Vice President Finance & Administration
Julie Crea

Center for Teaching and Learning
Rachel Jameton

e-Learning Services, Testing Center, and Accessibility Services
Dawn Lesperance

Coeur d' Alene Center
Rocky Owens

Interim Dean Liberal Arts & Sciences
Martin Gibbs

Humanities
Interim Kyle Ferguson

Movement & Sport Sciences
Susan Steele

Natural Sciences and Mathematics
Interim Martin Gibbs

Social Science Division
Christopher Riggs

Early College Programs
Ryan Gill

Dean Professional & Graduate Studies
Fred Chilson

Business
Luther Maddy

Idaho Small Business Development Center
Barbara Leachman

Library
Johanna Bjork

Nursing and Health Sciences
Krista Harwick

Teacher Education
Mark Haynal

Dean Career and Technical Education
Jeff Ober

Adult Learning Center
Donna Callahan

Business Technology & Service
Michelle Nelson

Technical and Industrial
Mark Smith

Workforce Training
Linda Stricklin

Learning Resource Ctr
Stephanie Lathrop

Print / Mail Center
Interim Schuyler Daugherty

Advanced Opportunities
Liz Weldy

Admissions
Soo Lee Bruce-Smith

The Advising Center
Debra Lybyer

Financial Aid
Laura Hughes

International Programs
Holly Neyer

Native American, Minority, and Veterans' Services
Robert Sobotta

Office of Student Employment-Career Center & LC Work Scholars
Erin Cassetto

SUB/Center for Student Leadership & First Year Experience
Tate Smith

Registrar & Records
Nikol Roubidoux

Residence Life
Debbie Kolstad

Student Counseling & Health Services
Doug Steele

Student Services - CDA
Justene Garner

Student Account Services
Kirstin Jeppsen

Student Support Services TRIO/ETS/CAMP
Traci Birdsell

Security & Emergency Preparedness
JoAnn Gilpin

Sodexo Dining Services
Tim Wheeler

Risk Management
Theresa Chrisman

Controller's Office
Teresa Cole

Human Resource Services
Vikki Swift-Raymond

Kindercollege
VACANT

Budget & Financial Planning
VACANT

Physical Plant
Tom Garrison

Purchasing
Sheila Kom

Tennis Center
Kai Fong

Follett Bookstore
Interim Craig Laprath

Blue boxes represent departments with reporting changes and/or position eliminations.

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LC State Employee Headcounts

PP #1: Enrollment/Conversion & Retention

What we're doing about it… *Online Idaho*

- Serving **Idaho students** as Idaho's bachelor's degree online education leader.

Online Degree-seeking Students
who are Idaho Residents

Institution	Percentage
LC State	90%
ID State Univ.	85%
Boise State Univ.	51%
Univ. of ID	84%

30% 40% 50% 60% 70% 80% 90% 100%

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PP #1: Enrollment/Conversion & Retention

What we're doing about it…

Continued Focus Serving and Supporting Students – Every single day, Every single Way – Working to produce better outcomes…
- Steadfast commitment to ongoing Complete College America, Veterans services and Adult Learner initiatives, Academic Coaching – Lifecycle advising, Career Services, etc.

Connecting Learning to Life: 100% of LC State degree programs (Internship, Practica, Research, etc.)…and now…tangible, trackable, stackable co-curricular connections…

PP #1: Enrollment/Conversion & Retention (VP Hanson)

Not just business as usual…

- High school and community college visits and events
- SAT/ACT name purchasing
- College and high school fairs, Idaho Application Week programs, and financial aid sessions
- Regional employer visits
- Printed publications, website, social media, texting, phone calls, emails, and traditional letters

Virtual response to an increasingly virtual world

Relational Recruiting

- Multi-level/campus community outreach messaging and connected correspondence

Partnerships and Pathways

- Transfer processes
- Co-admit/co-enrollment

Education outreach and up-reach

- Adult Learner initiative matures…

Connecting Learning to Life

- Micro credentials, co-curricular engagement, college to career/work preparedness…

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PP #1: Enrollment/Conversion & Retention

Connecting Learning to Life: Co-Curricular Portfolio

▪ Adding a tangible value to the "college experience"

▪ Value added to any degree or certificate earned at LC State

▪ Two leading initiatives for tracking and incentivizing experiential learning opportunities

outside of the classroom:

    ▪ LC State Do More App - Powered By Presence

    ▪ LC State Leadership Credential - SkillStack

PP #1: Enrollment/Conversion & Retention

Co-Curricular Portfolio

LC State Do More App – Powered by Presence

▪ Creates a digital co-curricular transcript for every LC State Student

▪ Tracking five competencies with a total of 20 skills

PP #1: Enrollment/Conversion & Retention

Co-Curricular Portfolio

LC State Leadership Development Credential – via SkillStack

- Third state institution to offer micro-credential

- Credential made up of four other digital badges

Exploring Leadership

One Semester
1-3 hours per week

Leadership Expansion
(Must Complete Exploring Leadership Requirements)

Two Semesters
2-4 hours per week

Leader for Life
(Must Complete Leadership Expansion Requirements)

One Year
2-4 hours per week

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PP #2: Responsiveness & Sustainability

Serving our Mission – Degree Relevance, Responsiveness & Value

- Successful Leaders, Engaged Citizens, Lifelong Learners
- Program Performance / Provost Stinson

Institutional/Organization Sustainability – Viability

- Not just surviving – positioning ourselves to thrive
- Financial stability and scaffolding for ongoing evolution, growth and resiliency…
    - Reductions / reallocations (see Institutional Report)
    - Diversifying revenue streams / VP Crea
        - Monetizing auxiliaries
        - Growing Grant opportunities
- **Debt free status and friend-raising/fundraising**

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PP #2: Responsiveness & Sustainability (Provost Stinson)

Program Performance Process (SBOE Program Prioritization)

- Instructional programs
- Faculty/staff workgroup
    - Focus on program quality, student success, program impact data
- 2020 Criteria (**clearly linked to Strategic Plan and SBOE goals and metrics**)
    - Enrollment, completion, efficiency (context)
- 43 programs quintiled

Program Performance Plans

- Stretch or sustainable enrollment targets (new spaces and growth opportunities)
- Program efficiency (review internal and external resources: needs vs. reallocation)
- Industry need
- Realignment / restructure

PP #2: Responsiveness & Sustainability (Provost Stinson)

Outcome Possibilities

- Program closures, mergers & marriages
- Capitalize on CTE & Academic offerings

Moving Forward – not business as usual…

- Opportunities
  - Streamline programs
  - Niche programs
  - Expanded offerings (graduate program possibilities)
- Expanded partnerships & synergies
  - Articulation agreements / degree pathways & pipelines
  - Dental Hygiene (example)

PP #2: Responsiveness & Sustainability (VP Crea)

Diversifying Revenue, Modeling for the Future

- **Financial Pressures**
  - Pre & Post COVID-19
- **Diversifying Revenue – not business as usual…**
  - Monetizing Auxiliaries
  - Grant Opportunities
  - Fundraising

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Schweitzer Career & Technical Education Center

Budget

Career & Technical Education Building	$21,500,000
Infrastructure	$1,172,819
FF&E (Furniture, Fixtures & Equipment)	<u>$4,284,112</u>
→ *Includes Program Equipment: $3,042,800*	$26,956,931*

Revenues

2017 State of Idaho Funding	$10,000,000
Grants & Fundraising	$7,592,062
2020 Permanent Bldg. Fund Allocation	<u>$2,500,000</u>
	$20,092,062

Net Cost Remaining as of Oct. 1, 2020   **$6,864,869**

*Total project cost is an estimate based on mid-construction costs
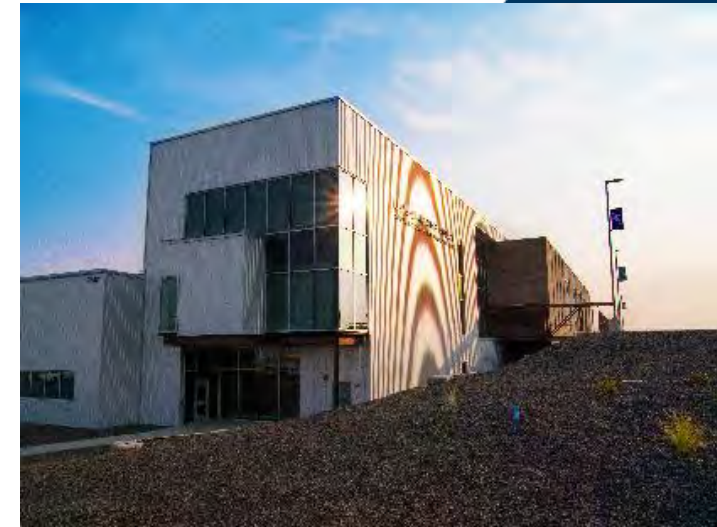
PP #3: Communication & Connection

Guided by our Mission and Strategic Plan, Lewis-Clark State College is fully committed to expanding access to higher education and ensuring success for all of our students. We believe that fostering inclusion throughout campus culture and processes is vital for the success of our students, our institution, Idaho higher education, and humanity more broadly.

> **The core of what we value and do serves the greater good – the betterment of humanity.**
> **Now more than ever we and our best work – our best selves, are needed.**

Campus Community
- President's Commission on College Diversity
- Faculty/staff ongoing professional development options and opportunities
- All Campus Meetings, Tuesday's at Two, Ask & Answer, Monday Message, Video Messages….
- Walk-abouts (Fall 2020 = HVAC, Music Theory, Political Science…)
- Employee surveys, faculty surveys, all student surveys

Foundation & Alumni Boards
ASLCSC
Tribe Advisory Councils

LC Valley/Region/State (e.g., Valley Vision, SJRMC, LC Valley Civic Group)

Coeur d'Alene, Orofino, Grangeville, Moscow-GED

It's not bragging if it's true…

STUDENT Athletes

- ▪ LC State athletic accomplishments well known
- ▪ Student-athlete Academic Accomplishments highlighted here…

LC State Sport	Multiyear APR Rate (N)	2018-2019 APR Rate (N)	OBF Multiyear Grad Rate	OBF 2018-2019 Grad Rate
Baseball	989 (86)	1000 (30)	97%	100%
Men's Basketball	942 (32)	1000 (15)	100%	100%
Men's Cross Country	873 (32)	964 (14)	100%	100%
Men's Golf	1000 (18)	1000 (6)	100%	100%
Men's Tennis	1000 (22)	1000 (8)	100%	100%
Men's Track	991 (59)	1000 (24)	97%	100%
Volleyball	678 (38)	633 (15)	95%	100%
Women's Basketball	954 (24)	1000 (12)	100%	100%
Women's Cross Country	830 (36)	1000 (12)	94%	100%
Women's Golf	1000 (19)	1000 (9)	100%	100%
Women's Tennis	971 (19)	929 (7)	100%	100%

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It's not bragging if it's true…

Ranked #4 in the West - among public regional colleges in the West by U.S. News and World Report (2021 Best Colleges)

LC State CDA: #1 bachelor's degree producing institution in CDA, offering 19 degrees

Making an Impact…numbers worth remembering!
- **Dual Credit –** 1,247 students from 20 high schools completed Dual Credit/Early College coursework through LC State in FY20.
- **Workforce Training –** 2,893 students served in FY20 with a completion rate of 95%.
- **SBDC** – 420 clients served in FY20, for a total of 2,047 consulting hours.

Over 23,000 individuals in Nez Perce and Asotin Counties have received some form of educational training at LC State (2019/2020 Economic Impact Study).

There is no such thing as "business as usual"

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Thank You
President Pemberton

CTE VIDEO TO BE INSERTED

Program Performance

In 2014, LC State engaged in program prioritization where instructional and non-instructional programs were considered and quintiled together. For the next five years, the prioritization results were used to refine institutional processes, merge programs, reconfigure campus units, and reassign vacant staff and faculty positions.

In academic year 2016-2017, the process at LC State was renamed *Program Performance* (PP), instructional and non-instructional programs were separated from one another, and teams with campus-wide representation were tasked to develop separate prioritization processes. Each group created criteria and indicators upon which quintiles could be built. These criteria were included in the annual unit/ program assessment processes.

Instructional Programs

The Instructional Programs PP work group identified three (3) criteria and eight (8) indicators, with the option for programs to add a unique indicator. Over the next three years, data were gathered and reviewed by Divisions, and indicators and their definitions were refined.

In spring 2020, three (3) years of data for each indicator were reviewed to determine which reliably could be used to determine quintiles. At the same time, LC State faced serious budget reductions, in part due to the COVID-19 pandemic, which necessitated a focus on program costs. In alignment with State Board of Education policy, the following criteria/ indicators were used to prioritize instructional programs and place them into quintiles: Program costs, Program Completions, and Program Enrollments.

A total of 43 instructional programs (academic and career & technical) were evaluated and placed into quintiles. Each quintile is defined and assigned a list of required follow-up actions.

Required Action/ Work Plan. Each instructional program is to complete the following actions in the coming year (AY20-21), in lieu of completing a Unit Assessment Report (UAR). Division reports and work plans will be reviewed by Division Chairs, Deans and the Provost.

> **Quintile 1**. Sustainable [aligns with the college's role and mission; through efficient and effective use of resources has potential for growth and/ or to consistently maintain capacity].
>
> - Develop stretch enrollment targets for next three (3) years
> - Develop action steps to maintain or increase enrollments to meet stretch targets
> - Continuously monitor effectiveness of program through annual UAR
>
> **Quintile 2**. Sustainable with minor modifications [aligns with the college's role and mission; minor modifications required for sustainability and growth].
>
> - Develop stretch enrollment targets for next three (3) years
> - Develop action steps to maintain or increase enrollments to meet stretch targets
> - Identify resources needed to implement action steps to meet enrollment targets
> - Continuously monitor efficiency and effectiveness of program

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Quintile 3. Sustainable with modifications [aligns with the college's role and mission; imbalance between enrollments, completions and overall program costs limits sustainability and growth].

- Develop sustainability enrollment targets for next three (3) years
- Develop aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal and external resources needed to implement action steps to meet enrollment targets
- Identify mechanisms to increase program efficiency

Quintile 4. Sustainable with major modifications [aligns with the college's role and mission; imbalance between enrollments, completions, and overall program costs threatens sustainability].

- Develop sustainability enrollment targets for next three (3) years
- Develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal resources that can be reallocated to implement action steps and meet enrollment targets
- Identify steps to immediately increase program efficiency

Quintile 5. Not sustainable [may not be aligned with the college's role and mission; imbalance between enrollments, completions, and overall program costs requires reconfiguration, consolidation, or elimination].

- Conduct a full program review at all credential levels, including an examination of local and regional industry need, of similar programs offered in the region, of past recruitment practices, reasons students leave the program, employment status and work field/ location of graduates, opportunities to merge with other LC State programs (CTE and/ or Academic), course scheduling opportunities to support increased enrollments, and other critical elements determined by faculty, Division Chair and instructional Dean.
- Based on program review:
  - develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
  - consider program merger or phasing out, when appropriate
- Identify opportunities for resource allocation to increase program sustainability.

Sustainability definition: Ratio of enrollments, completion rates, and Student Credit Hour (SCH) costs indicate that the program is successful with current resource allocations.

Non-Instructional Programs

In the coming year, the non-instructional programs performance process will be reevaluated and implemented.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT
> Idaho Division of Vocational Rehabilitation State Board of Education Annual Report

REFERENCE

October 2019	Board received annual progress report from the Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
> This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.
>
> Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

IMPACT
> To inform the Board of IDVR's progress.

ATTACHMENTS
> Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

STAFF COMMENTS AND RECOMMENDATIONS
> The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with three major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program, Extended Employment Services (EES), and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).
>
> Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that impose significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program is a way to self-sufficiency, and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

Extended Employment Services (EES): The EES program provides skill development in a non-integrated setting, or long term on-the-job supports in community competitive employment for individuals with the most significant disabilities, which include developmental disabilities, traumatic brain injuries, specific learning disabilities, and mental illnesses. The program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without ongoing support.

Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

BOARD ACTION

This item is for informational purposes only.

State Board of Education Presentation
October 2020

Idaho Division of Vocational Rehabilitation

1920   2020

VR IDAHO

IDVR PROGRAM STRUCTURE

Council for the Deaf & Hard of Hearing (CDHH)

Extended Employment Services (EES)

(VR)

SFY 2022 BUDGET

Extended Employment Services
$3,591,000
13%

Council for the Deaf and Hard of Hearing
$386,700
1%

Vocational Rehabilitation
$24,484,900
86%
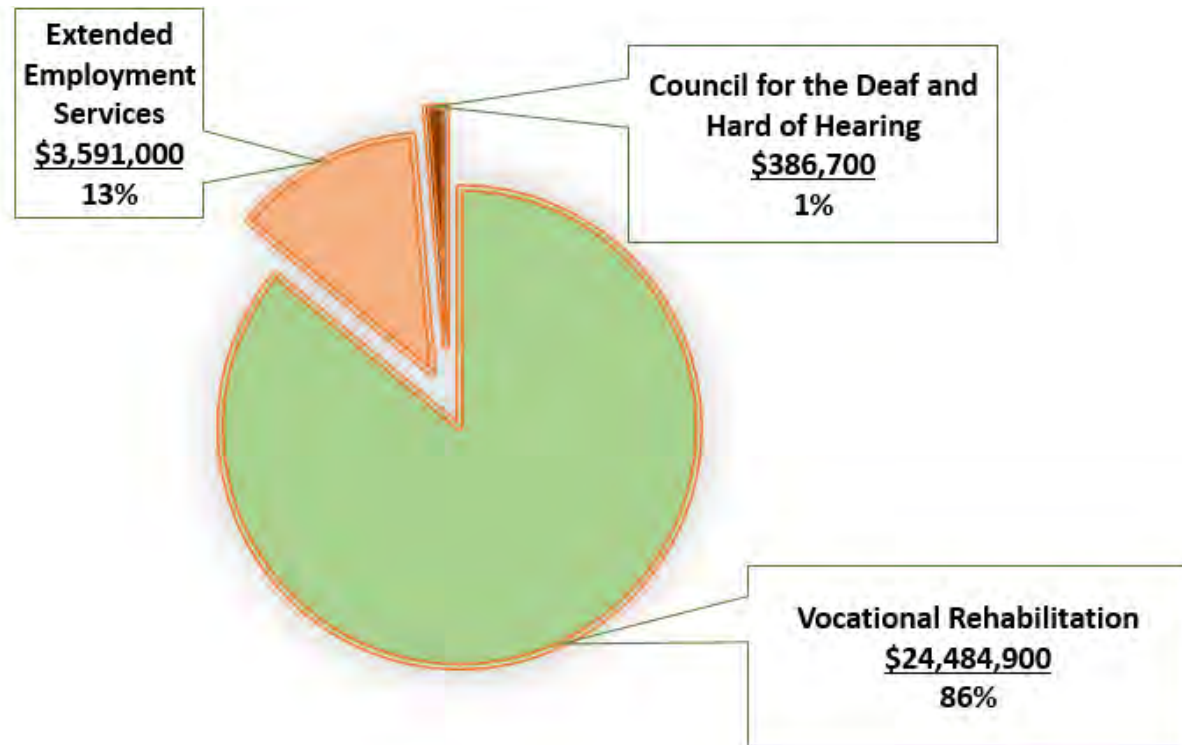
COUNCIL FOR THE DEAF AND HARD OF HEARING
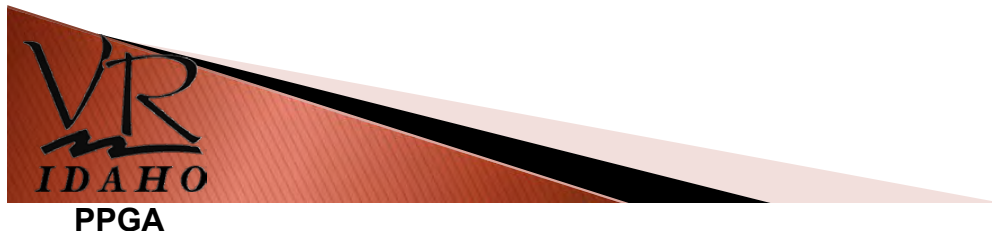
EXTENDED EMPLOYMENT SERVICES
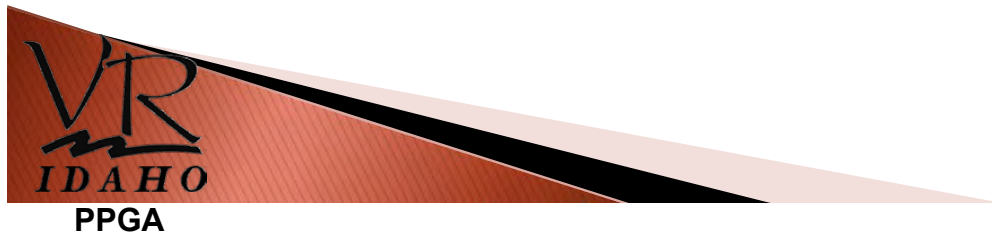
EES – Legislation

➡ **Senate Bill No. 1330 enacted into law during the 65th Legislature, 2nd Regular Sessions 2020**

➡
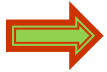
➡ **Negotiated Rulemaking, Spring 2020**
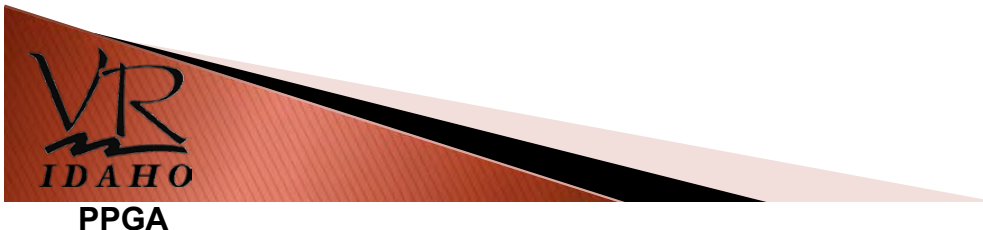
EES – Individuals Served (per year)

EES Totals	2017			2018			2019			2020		
	WS	SE	n/a	WS	SE	n/a	WS	SE	n/a	WS	SE	n/a
# Made Eligible		109			117			74			51	
# People Served	329	396	113	332	392	95	318	372	74	284	339	82
Total # Served		838			817			764			705	

WS = Work Services
SE = Supported Employment
n/a = EES Eligible, Working with VR

7

EES – Appropriation & Reversion

	Appropriation	Reversion
2017	$4,444,000.45	$492,456.57
2018	$4,752,636.49	$866,169.09
2019	$4,832,300.00	$1,006,338.88
2020	$4,267,500.00	$1,141,475.79

VENDOR PAYMENTS
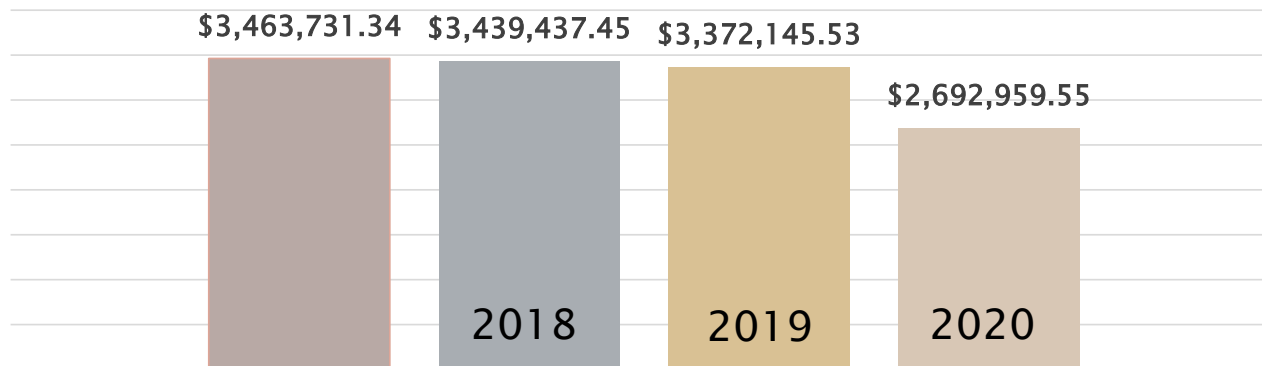
VOCATIONAL REHABILITATION
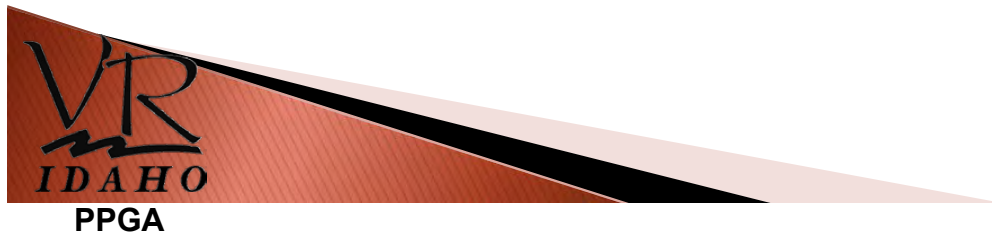
IDVR

VISION

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.
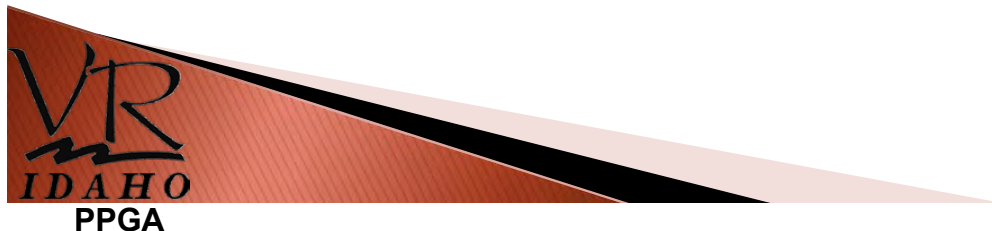
ORGANIZATIONAL STRUCTURE

U. S. Department of Education

⬇

Office of Special Education & Rehabilitative Services (OSERS)

⬇

Rehabilitation Services Administration (RSA)

⬇

State Board of Education (SBOE)

⬇

Division of Vocational Rehabilitation

12

VR DELIVERY SYSTEM

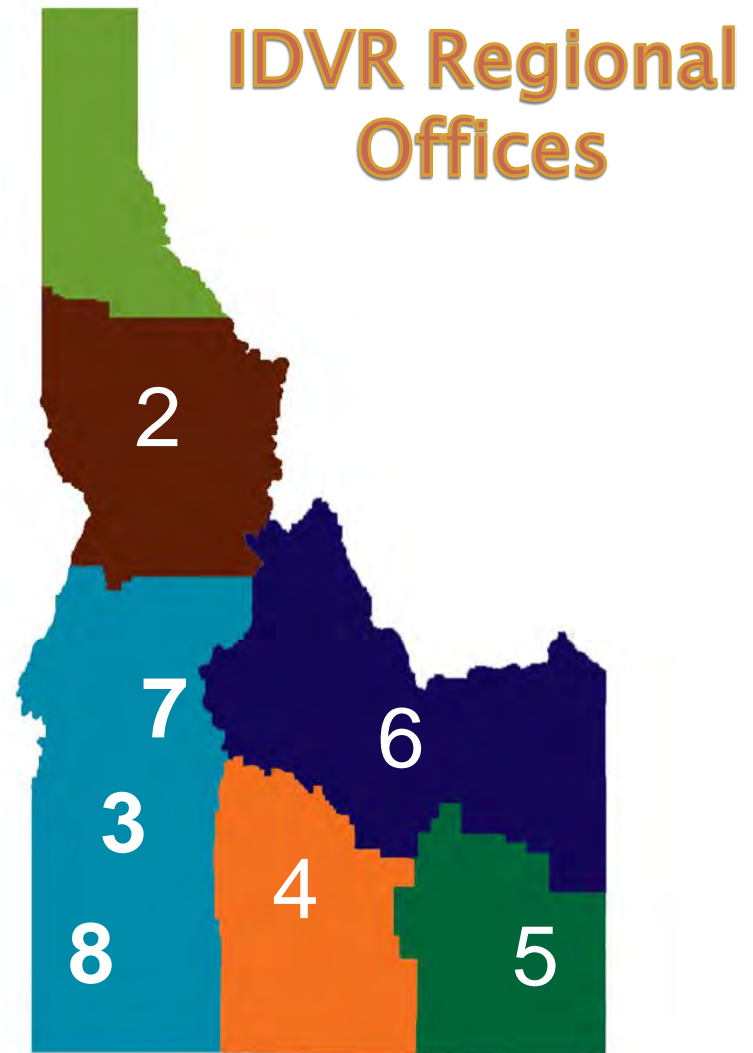## Individualized Service

⬇

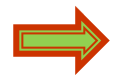## Employer Resource

⬇

Competitive Applicants

⬇

Region 1 Coeur d'Alene

Region 2 Lewiston

Region 4 Twin Falls

Region 5 Pocatello

Region 6 Idaho Falls

Region 7 Treasure Valley West

Region 3 Treasure Valley Central

Region 8 Treasure Valley East

IDVR Regional Offices

VR 2021 INITIATIVES

➡ Counselor for the Deaf
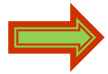
➡ Community Rehabilitation
Program (CRP) Manager

➡ Benefits Counseling
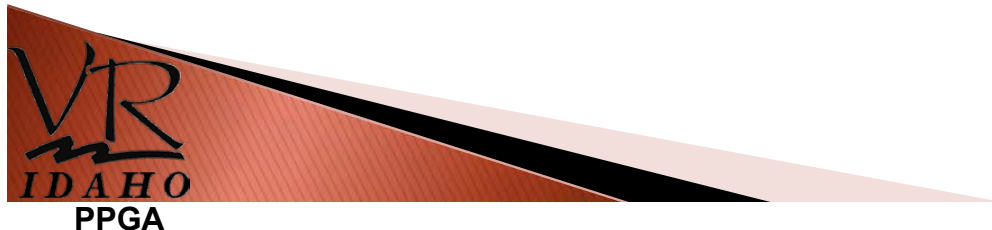
VR ACCOMPLISHMENTS

⇒ **5,896** individuals served

⇒ Over **800** employed working an average of 29 hours work week

$13.88	SY20
$12.05	SY16
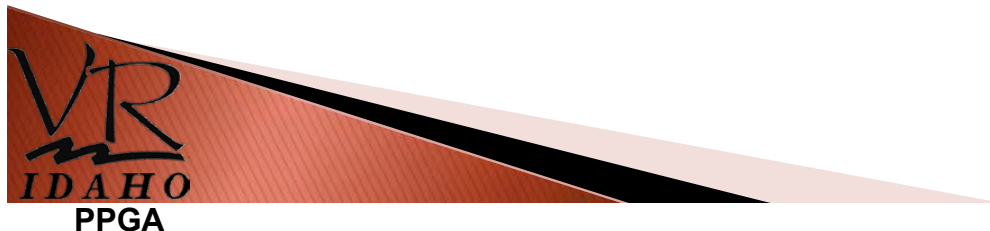
POST SECONDARY EDUCATION & TRAINING

220

Four-year Students

11

GRADUATE STUDENTS

194

Occupations / Vocational Training

17

Truck Driving Students

NOTABLE OCCUPATIONS

OCCUPATIONS	WAGE PER HOUR
Education Administrators	$54.09
Computer and Information Research Scientists	$40.39
Postsecondary Teachers	$35.58
Human Resources Assistants	$35.27
Registered Nurses	$34.41
Real Estate Sales Agents	$33.01

ACROSS INDUSTRY WAGES

OCCUPATIONS	WAGE PER HOUR
Computer Support Specialists	$26.03
Heavy and Tractor–Trailer Truck Drivers	$18.59
Installation, Maintenance, and Repair Workers	$17.74
Office and Administrative Support Occupations	$16.62
Healthcare Support Workers	$16.06
Welders, Cutters, Solderers, and Brazers	$14.78
Helpers--Production Workers	$10.46
Personal Care and Service Occupations	$ 9.39

Education & VR Working Together

Pre-Employment Transition Services

Pre–ETS

Pre-Employment Transition Services

Pre–ETS | Pre-Employment Transition Services

STEM Action Center Extern:
Amber McVey

"As an educator, I feel knowing about and working with Vocational Rehabilitation is vital."
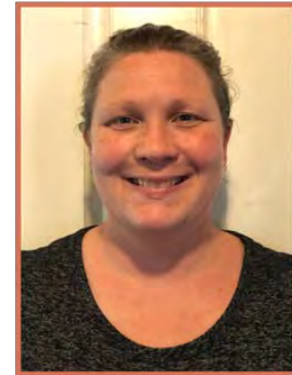
"Knowing about the services Vocational Rehabilitation has to offer is a huge piece of the educational puzzle we work with. These services help us offer students better access to jobs and knowledge that will help them serve their community and fill their own needs, building their capacity for independence as they access support."

Pre–ETS | Pre-Employment Transition Services

IDVR and ISU Virtual Academy NExT
(New Exciting Transitions)

Pre–ETS	Pre-Employment Transition Services

Collaboration efforts for Transition Institute 2019 include:

➢ Idaho Division of Vocational Rehabilitation
➢ State Department of Education
➢ Boise State University
➢ Idaho Parents Unlimited
➢ Idaho Council of Developmental Disabilities
➢ Idaho Commission for Blind and Visual Impairments
➢ Idaho Department of Labor, Idaho Assistive Technology Project
➢ School Districts: Nampa, Idaho Falls, and Lake Pend Oreille

BUSINESS ENGAGEMENT

IDVR assists Idaho businesses in
hiring and retaining
qualified employees

CHALLENGES

PPGA   **TAB 2 Page 26**
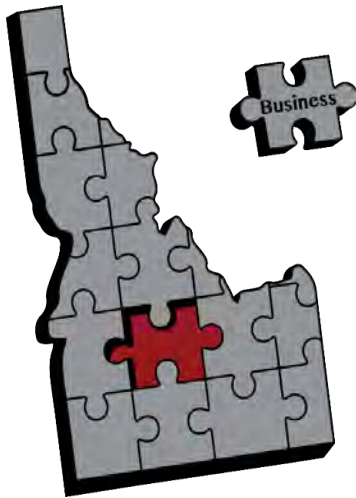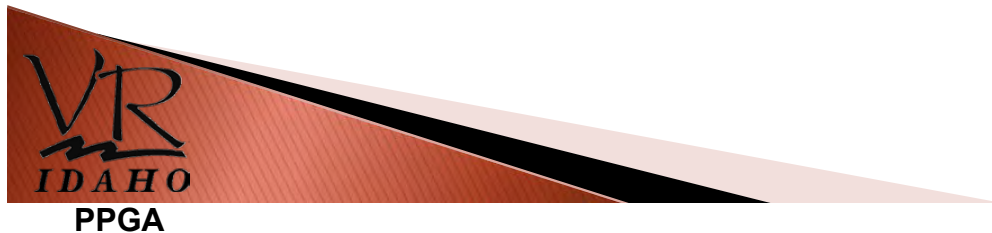
SUCCESSES
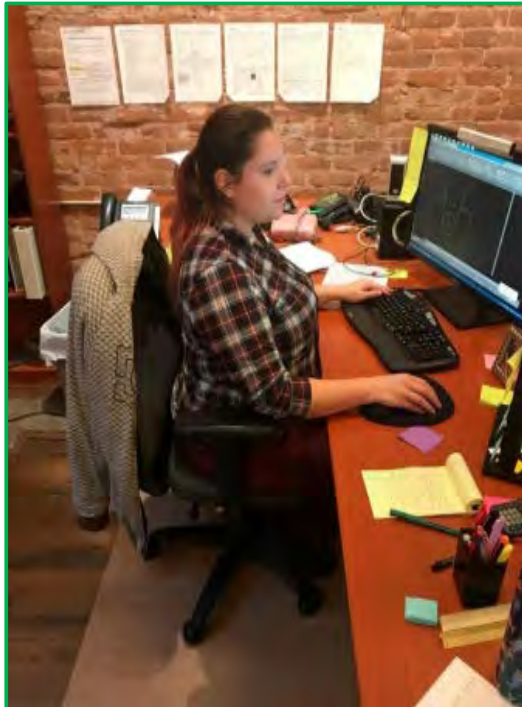
Benny is a **Drafter** for TD&H Engineering

She earned her **Associate of Applied Science in Engineering Technology** [Lewis Clark State College]

Hourly Wage: **$16.00**
Weekly Hours: **18–25**
Lewiston, Idaho

Randy, Self-Employed Pawn Shop Owner

QUESTIONS?

SUBJECT
> Amendment to Board Policy I.T. Title IX and Board Policy III.P. Students – First Reading

REFERENCE

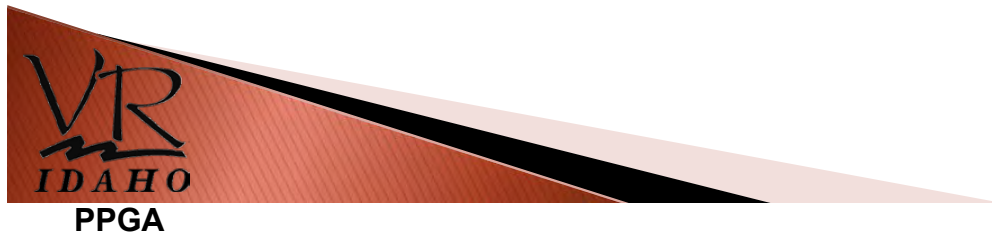|	
April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P. limiting appeals related to Title IX claims to procedural appeals.
February 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.
June 2017	Board approved first reading of proposed changes to Board Policies I.T. and III.P. providing clarification to the procedural appeals process at the request of Boise State University.
August 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, Section I.T.
> Idaho State Board of Education Governing Policies & Procedures, Section III.P.
> 20 U.S.C. § 1681 (Title IX)
> 34 C.F.R. Part 106
> 85 Federal Register 30026

BACKGROUND/DISCUSSION
> On May 19, 2020, the U.S. Department of Education published in the Federal Register final rules implementing Title IX's prohibition on discrimination on the basis of sex as they relate to an institution's obligation to respond to reports of sexual harassment. The final rules went into effect on August 14, 2020. Per the notice published in the Federal Register, "The final regulations specify how recipients of Federal financial assistance covered by Title IX, including elementary and secondary schools as well as postsecondary institutions, (hereinafter collectively referred to as "recipients" or "schools"), must respond to allegations of sexual harassment consistent with Title IX's prohibition against sex discrimination. These regulations are intended to effectuate Title IX's prohibition against sex discrimination by requiring recipients to address sexual harassment as a form of sex discrimination in education programs or activities. The final regulations obligate recipients to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment

promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims."

After a review of the Board's existing policies relating to Title IX, attorneys for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College determined that two Board policies need to be amended to remain consistent with Title IX regulations and guidance from the U.S. Department of Education and to not conflict with the new regulations. The attorneys for all four institutions have reviewed and support the proposed amendments.

IMPACT

The proposed amendments, if adopted, will bring Board policy into compliance with the new Title IX Regulations.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.T. – Title IX
Attachment 2 – Proposed Amendments to Board Policy III.P – Students

STAFF COMMENTS AND RECOMMENDATIONS

The amendments to Board Policy I.T. Title IX, and III.P. Students were developed through a collaboration between the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College and submitted by the institutions. The amendments to Board Policy I.T. and III.P.2 in bring them into alignment with the recent federal rules promulgated regarding Title IX and sexual harassment.

In addition to the amendments to bring Board Policy I.T. into alignment with the new Title IX regulations, the institutions have proposed an additional amendment to Policy I.T. which would prevent students from appealing matters involving Title IX to the Board under Board Policy III.P.19.

Board Policy III.P.19 details the process for students to seek a review of institution decisions regarding student complaints/grievances by the Board's executive director. Matters are only reviewed if the student has exhausted the institution's complaint/grievance resolution policies and filed the appeal with the Board office within 30 days of the institution's final decision. The executive director considers student complaints and grievances under Board Policy III.P.19 and has the discretion to refer matters to the Board for further consideration.

Board Policy III.P.19.a.iii currently restricts student appeals involving institution code of conduction violations to claims that the institution failed to follow its own policies resulting in a denial of due process to the student. "Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures

resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony."

In addition to aligning Policy I.T. with the recently promulgated federal rules, the institutions' proposed amendment would remove a student's ability to request a review of allegations that an institution failed to follow its policies in student code of conduct cases involving sexual harassment. Currently, a handful of these cases are filed with the Board office every year. The only issue under consideration is whether an institution followed its own policies in investigating and taking disciplinary action for a code of conduct violation. While these appeals can be time intensive, this process allows for a route for a student to ask the Board for redress in cases where the student believes that the institution failed to follow its own policies. Institution general counsel believe that if sexual harassment appeals are considered under Board Policy III.P.19 that Board staff should receive the same training that their hearing officers will receive.

Proposed amendments to I.T. would deny students the right to appeal to the Board under Board Policy III.P.19. It is a policy decision for the Board as to whether the Board wants students to continue to have the limited appeal rights afforded under Board Policy III.P.19 in code of conduct violations involving sexual harassment.

BOARD ACTION

I move to approve the first reading of the amendments to Board Policy I.T. Title IX, as provided in Attachment 1, and Board Policy III.P. Students, as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: T. Title IX   ~~August 2017~~December 2020

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

    Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. ~~Sec.~~ Part 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of discrimination on the basis of sex, including sexual harassment~~,~~ as defined in 34 C.F.R. § 106.30, and retaliation, as defined in 34 C.F.R. § 106.71.~~including sexual violence and gender-based harassment.~~

    ~~Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.~~

    This Policy is intended to supplement, not duplicate, the Title IX regulations in 34 CFR Part 106 addressing allegations of sexual harassment. ~~guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence.~~ Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies.

    Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from the U.S. Department of Education's Office of Civil Rights (OCR). Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving allegations of sexual harassment~~ed violations of Title IX~~.

3. Notification of institution Title IX policy and resources.

Notification of an institution's Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting allegations of sexual harassment~~Title IX violations~~ or discrimination on the basis of sex
- supportive measures~~accommodations and services~~ available for complainants and respondents in cases in which the institution has actual knowledge of a report of sexual harassment
- the investigation and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators.

   Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination on the basis of sex, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement supportive measures~~accommodations~~ during an investigation to restore or preserve equal access to the institution's education program or activity, protect the safety of all parties or the institution's educational environment, or deter sexual harassment. ~~so that the complainant does not suffer additional effects of the sexual discrimination or violence.~~

   Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence.

   Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating allegations of sexual harassment~~Title IX complaints~~.

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of allegations of sexual harassmentTitle IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

Institutions shall also comply with the training requirements in 34 C.F.R. § 106.45(b)(1)(iii).

7. Investigation and resolution of allegations of sexual harassmentTitle IX violations

An institution's response to allegations of sexual harassment shall in all respects comply with the requirements of 34 C.F.R. Part 106. An institution's policy shall require the decision maker to use a preponderance of the evidence standard in determining whether the respondent committed the alleged sexual harassment take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. Once an institution has completed its investigation report, both the complainant and the respondent shall be given an opportunity to review the report and to provide a written response to it within a

~~reasonable amount of time. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.~~

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. ~~An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.~~

8. Disciplinary Actions

    If a<u>ny person</u> ~~student~~ is found to have <u>committed an act of sexual harassment (as defined in 34 C.F.R. § 106.30) in violation of an institution's policy</u> ~~violated an institution's Title IX policy~~, disciplinary action shall be imposed in accordance with the institution's ~~student code of conduct~~ <u>policy for resolving allegations of sexual harassment</u>. If ~~the~~<u>a</u> student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. ~~If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.~~

9. <u>Appeals</u>

    <u>Notwithstanding any other policy to the contrary, all decisions regarding allegations of sexual harassment (as defined in 34 C.F.R. § 106.30) rest solely with the institution and are not appealable to the Board, regardless of the complainant's or respondent's status as an employee, student, or other affiliation with the institution.</u>

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS   **December ~~2017~~2020**

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

   a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.

   b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.

   c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

   d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.

   e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

   a. Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

   b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30(a).~~means an un-welcomed sexual~~

~~advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:~~

   ~~i.   submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;~~

   ~~ii. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or~~

   ~~iii. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.~~

c. Each institution must develop and make public procedures providing for the prompt <u>response, in a manner that is not deliberately indifferent, to allegations of sexual harassment in the institution's education programs or activities of which the institution has actual knowledge. Each institution's policies and procedures must comply with the regulations in 34 C.F.R. Part 106.</u>~~, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.~~

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (*See also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

> Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

   a. Undergraduate Student

   For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

   i. Student Body Officers and Appointees

   For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

   ii. Editors

   Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

   b. Graduate Student

   For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

   a. Transfer of Delinquent National Direct Student Loans. (*See* Section V, Subsection P)

   b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

    a. Establishment
    Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

    b. Refund of Fees
    Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

    a. Restrictions

    No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

    b. Policies and Procedures

    Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

    c. Graduate Assistants

    Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

    Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12.   Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

Students are responsible for making arrangements for coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and among the local communities within which institutions conduct operations.

   a. Health Insurance Coverage Offered through the Institution

     Each institution, at the discretion of its chief executive officer, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) should comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the chief executive officer's discretion, to make student participation in such plans either optional or mandatory.

   b. Mandatory Student Health Insurance

     Each institution, at the discretion of its chief executive officer, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

   c. Other Medical Support Services and Fees

     Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

   d. Financial aid considerations

     Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered

a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

17. Student Vaccine Informational Materials

Each institution shall provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information shall include, at a minimum:

  a. symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults;

  b. current recommendations by the United States Centers for Disease Control and Prevention on Category A and B vaccines;

  c. information regarding where the vaccinations can be received; and

  d. the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

18. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

  a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

  b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

19. Student Complaints/Grievances.

  a. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has

established the following procedure for review of institution decisions regarding student complaints/grievances:

i. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.

ii. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a student's attendance at the institution, except as set for under paragraph iii. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.

iii. Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.

iv. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

v. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

vi.   The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

vii. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

b. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

SUBJECT

Amendment to Board Policy, Section I.O. – Data Management Council – Second Reading

REFERENCE

August 2011	Board approved the first reading of new Policy Board Policy I.O. Data Management Council, establishing the Data Management Council.
October 2011	Board approved the second reading of Board Policy I.O. Data Management Council.
August 2013	Board approved first reading of amendments to Board Policy I.O. removing a Board member as a member of the Council and adding additional student privacy language.
October 2013	Board approved second reading of the amendments to Board Policy I.O. Data Management Council.
February 2015	Board approved first reading of Board Policy I.O. Data Management Council establishing the representative from the Office of the State Board of Education as the chair to the Council.
April 2015	Board approved second reading of Board Policy I.O. Data Management Council.
August 2020	Board approved first ready of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding on at-large position.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.O.
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are currently 12 seats on the Council. The Council membership is made up of one (1) representative from the Office of the State Board of Education, three (3) representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution; one representative who serves as the registrar at an Idaho public postsecondary institution; two (2) from the State Department of Education; three (3) representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district; one (1) representative from the Division of Career Technical Education; and one (1) representative from the Department of Labor.

The two State Department of Education representatives on the Council were employees working on the K-12 portion of the SLDS, ISEE. With the transition of the ISEE to the Board Office, these staff are now staff from the Office of the State Board of Education and are no longer representatives of the State Department of Education. In order to assure there remains representation for the K-12 portion of the SLDS and representation from the State Department of Education, the Data Management Council is recommending the Council membership be amended to increase the number of representatives from the Board Office to two, reduce the representatives from the Department of Education to one, and to add an at-large position.

IMPACT
The proposed amendments would allow for continuity of focus for the committee.

ATTACHMENTS
Attachment 1 – Proposed Policy Amendment – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS
Attachment 1 shows the amendments recommended by the Data Management Council. The change in membership to two positions representing the Board Office and one representative of the Department of Education will maintain representation on the council of the postsecondary and K-12 portion of the SLDS at the state agency level, adding an additional at-large position will allow the Board to appoint a member to the council from any representative group that is identified that would be beneficial to the management of the SLDS.

There were no comments received and no changes made to the proposed amendments between the first and second reading.

BOARD ACTION
I move to approve the second reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: O. Data Management Council   ~~April 2015~~October 2020

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities
    In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

    a. Data Standards and Quality
        i.   Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
        ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

    b. Access and Security
        i.   Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
        ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.

iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.

c. Change Management and Prioritization
   i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.

d. Training and Communication
   i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
   ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership
The membership of the Council shall consist of:

a. ~~One~~ Two representatives from the Office of the State Board of Education.

b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.

d. ~~Two~~ One representatives from the State Department of Education.

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.

f. One representative from the Division of Career Technical Education.

g. One representative from the Department of Labor.

h. One at-large member

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

One of ~~T~~the representatives from the Office of the State Board of Education shall serve as the Chair.

3. Nominating Process

The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment
   i. Council members shall solicit nominations from all constituency groups.
   ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
   iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
> Board Policy IV.E. Division of Career Technical Education – Occupational Specialist Endorsements – Second Reading

REFERENCE

August 28, 2019	Board approved the first reading of proposed amendments to Board Policy IV.E adding three new sections of policy: secondary career technical program approval, allowable uses for added-cost funds, and formalizing occupational specialist certificate endorsements.
October 17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading pf proposed amendments to Board Policy IV.E.4.a.clairifying state programs administered by the Division.

APPLICABLE STATUTE, RULE, OR POLICY
> Sections 33-105, and 33-2202, Idaho Code
> Chapter 49, Title 33, Idaho Code
> State Board of Education Governing Policies and Procedures IV.E.

BACKGROUND/DISCUSSION
> The Division of Career Technical Education (Division) provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately $78M in state and federal funds for Idaho's career technical education programs

> The Fire Service Training program was first established in 1967 by the Idaho Legislature as a program within the Division. This program maintains centralized student training records, supports a coordinated statewide, multi-agency training and testing calendar, and supports leadership and curriculum development of fire services through the six technical colleges with Fire Service Technology degree programs. The management of this program, along with the funding, was transferred to the former Eastern Idaho Technical College at the request of the Board in 2014. At the time, the move was designed to help streamline processes and tie more directly to the technical programs being offered while still maintaining

oversight of the program due to the governance relationship between the technical college, the Division, and the Board as the Board for Career Technical Education in Idaho.

The proposed amendment to Board Policy IV.E. would clarify in Board policy the Division's function in administering statewide programs pursuant to section 4.a. and managing established statewide programs like the Fire Service Training program.

IMPACT

This agenda item clarifies the Division of Career Technical Education's role in oversight and responsibility for Fire Service Training in Idaho.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Fire Service Training program has existed based on legislative appropriation and has not previously been formally established in Board policy or state law. As the Board for Career Technical Education and pursuant Section 33-105, Idaho Code, the Board has the authority "to make rules for its own government and the government of its executive departments and offices," which includes the Division.

With the transition of Eastern Idaho Technical College to the College of Eastern Idaho, the management of this statewide program at the college is no longer a good fit. The Division has been in conversation with the College of Eastern Idaho, fire marshals around the state, and other stakeholder groups of this program and is requesting the program be moved back to the Division.

In addition to the Fire Service Training program, the Idaho Skills Training Advantage for Riders (STAR) program (established pursuant to Section 33-4902, Idaho Code) is managed by the Division. This program was established in 1994 and like the Fire Service Training program, maintains program specific accreditation and provides services statewide.

No comments were received between the first and second reading of the policy and no additional amendments are being proposed. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: E. Division of Career Technical Education   ~~April 2020~~October 2020

1. Purpose.

   The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

   The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions
   a. Concentrator means a secondary student enrolled in a capstone course.

   b. Local Education Agencies means a public school district or charter school, including specially chartered districts.

   c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

   d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

   e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal ~~legislation~~regulation, Fire Service Training and STAR Motorcycle Safety Program.

b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

    i.   Agriculture, Food & Natural Resources;
    ii.   Business & Marketing;
    iii.   Engineering & Technology Education;
    iv.   Family & Consumer Sciences and Human Services;
    v.   Health Professions and Public Safety; and
    vi.   Trades & Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

    i.   Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
    ii.   Offer a program that is three or more semesters (or the equivalent) in length.
    iii.   Demonstrate a strong career/workplace readiness skills alignment.
    iv.   Participate in a related Career Technical Student Organization.
    v.   Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

 i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
 ii. Offer a program that is three or more semesters (or the equivalent) in length.
 iii. Demonstrate a strong career/workplace readiness skills alignment.
 iv. Participate in a related Career Technical Student Organization.
 v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 vi. Require the Workplace Readiness Assessment as part of the program.
 vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
 x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
 xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.

e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

 The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education

funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

   1) Meeting minutes that reflect recommendations from the local technical advisory committee
   2) Alignment with one of four approved cluster program areas
   3) Provides basic workplace readiness skills
   4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
   5) Representation on the technical advisory committee in alignment with the program area industry
   6) Realistic, applied learning, provided through lab and industry-related activities
   7) Facilities to accommodate the program with equipment and space
   8) Agreement with the Statement of Assurances, as defined in the application

ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of the approved pathway programs established by the Division
3) Provide basic workplace readiness skills
4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
6) Technical advisory committee that includes representatives from the identified occupational pathway
7) Realistic, applied learning, provided through lab and industry-related activities
8) Work-based learning opportunities
9) Regional need for the program, established through labor market data
10) Alignment with Board-approved program standards
11) Alignment to related postsecondary program
12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i.   Instructional and Program Promotion Materials and Supplies

   1) Single copy reference materials, including single-user electronic reference materials
   2) Consumable student lab and classroom manuals
   3) Consumable materials and supplies that support the instructional program
   4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
   5) Web-based licensed products to support program instruction and management
   6) Materials and supplies used in CTE program promotion

ii.   Equipment

   1) Equipment costing $500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
   2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii.   Salaries

   1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
   2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
   3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv.   Contracts

   1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
   2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v.   Travel and Professional Expenses

1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi.   Added-Cost Funds may not be used for:

1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
2) Technology related to general instructional delivery (e.g., projectors, cell phones)
3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
4) Fundraising equipment and supplies
5) Equipment not related to program instruction
6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
7) Salaries and benefits to replace furlough days
8) Salaries and benefits for district pre-service and/or in-service days
9) Salaries and benefits for substitutes
10) Contracted salaries or benefits to provide the basic instructional program
11) Fees to obtain or renew teaching credentials and/or professional licenses
12) Tuition and transcripted credits, including professional development credits
13) Individual student travel fees and expenses

8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. In addition to a certificate, each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C

i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.

ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.

iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.

iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.

v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.

vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.

vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements;

asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

ix.   Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

x.   Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

xi.   Automotive Maintenance & Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

xii.   Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

xiii.   Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

xiv.   Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.

xv.   Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding

(GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

xvi. Child Development & Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.

xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

b. Endorsements D-N
   i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health;

infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.

iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.

iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.

v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.

vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.

vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on

the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.

x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.

xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.

xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

xiv.   Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

xv.   Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

xvi.   Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.

xvii.   Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.

xviii.   Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

xix.   Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.

xx.   Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license, and be approved as a

certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W
i.   Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
v.   Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
vii. Programming & Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation;

repetition; programming classes;, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.

viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.

ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

xi. Work-Based Learning (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

i. Agricultural Business Management (6-12)
ii. Agricultural Power Machinery (6-12)
iii. Agricultural Production (6-12)
iv. Animal Health and Veterinary Science (6-12)
v. Aquaculture (6-12)
vi. Business Management/Finance (6-12)
vii. Child Development Care and Guidance (6-12)
viii. Culinary Arts (6-12)
ix. Dietitian (6-12)
x. Farm and Ranch Management (6-12)
xi. Fashion and Interiors (6-12)
xii. Food Service (6-12)
xiii. Forestry (6-12)
xiv. Horticulture (6-12)
xv. Information/Communication Technology (6-12)

    xvi.   Microcomputer Applications (6-12)
    xvii.   Natural Resource Management (6-12)
    xviii. Orientation to Health Professions (6-12)

9. Postsecondary Programs

   a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

     i.   College of Western Idaho (Nampa)
     ii.   College of Southern Idaho (Twin Falls)
     iii. College of Eastern Idaho (Idaho Falls)
     iv. Idaho State University College of Technology (Pocatello)
     v.   Lewis-Clark State College (Lewiston)
     vi. North Idaho College (Coeur d'Alene)

   b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

11. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

12. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

    i.   Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
    ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
    iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
    iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
    v.   Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
    vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
    vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

    The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

    The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

    The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

    The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process
    Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the

Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:
  i.   The extent to which the proposal meets regional demand
  ii.   Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
  iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
  iv.   Impact potential
  v.   Degree of employer commitment
  vi.   The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
  vii. the anticipated administrative costs
  viii. any special populations that may benefit from the proposed education or training
  ix.   sustainability of the program

Preference will be given to proposals that include:
  i.   Multiple employers
  ii.   Higher number of impacted workers
  iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds
The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:
  i.   Facility improvement/expansion
  ii.   Facility leasing
  iii. Curriculum development
  iv.   Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
  v.   Staff development
  vi.   Operating expenses
  vii. Equipment and supplies
  viii. Travel related to the project
  ix.   Approved administrative costs, as outlined in the application

Funds may not be used for:
  i.   Real property
  ii.   indirect costs
  iii. the cost of transcribing credits
  iv.   tuition and fees
  v.   materials and equipment normally owned by a student or employee for use in the program or training

f. Performance Measures and Reporting Requirements
    In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:
    i.   Number of affected workers
    ii.   Number of enrolled or participating students
    iii. Placement rate of training completers
    iv.   Average wages and any wage differential
    v.   Industry match
    vi.   If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
    vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

SUBJECT
　　IDAPA 08.02.03.105 – Graduation Requirements – Senior Project

REFERENCE

February 2017	Board approved proposed amendments to Section 33-512, Idaho code be submitted to the legislature for consideration. Amendments would allow the Board to waive a portion of the required instructional hours in the case of a state or county emergency when all schools in a school district are impacted be extended closures and when school districts provide assurances that only the minimum hours were being requested for waiver.
March 23, 2020	Board approved a waiver of the college entrance exam and senior project graduation requirements for student graduating in 2020.

APPLICABLE STATUTE, RULE, OR POLICY
　　Section 33-105 and 33-1612, Idaho Code
　　Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION
　　Pursuant to IDAPA 08.02.03.105, students must complete a senior project as part of the minimum state graduation requirements. The intent of the senior project is to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. The senior project may be a multi-year or single term project and may be done individually or as a group. At the discretion of the school district or charter school the senior project may also be accomplished through pre-internship or school to work internship program. At a minimum, the senior project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. School district across the state implement this requirement in a variety of ways. In some instances the senior project is a multi-year comprehensive experience presented before a panel of judges while in other schools it has been implemented as a research project that is one of the assignment in the senior English course.

　　When the pandemic hit Idaho in March and school buildings closed to help stop the spread of the Coronavirus, many schools did not have time or the bandwidth to adjust their senior project requirements in a way that would allow graduating students to finish their projects by the end of the school year. To provide schools and students some relief during these unprecedented times the Board waived the state requirement for the senior project for those graduating students and left it up to the school districts and charter school to decide if they wanted to maintain the requirement.

IMPACT

Waiver of the senior project requirement for students graduating at the end of the current school year will remove the requirement as a minimum state requirement while still allowing schools who want to maintain it to still require it.

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.01.007 authorizes the Board to waive education rules not required by state or federal law. This authorization grants the Board the authority to provide school districts and charter schools with added flexibility to respond to unforeseen circumstances. Waivers approved by the Board are time limited. As Idaho moves through this time of uncertainty and shifts from emergency response into recovery, it is important to provide for some continuity and stability for Idaho students so that they are not negatively impacted long term in their educational opportunities when they do graduate. Following the Board's waiver of the graduation requirement for students graduating in 2020, school districts and charter schools were encouraged to amend their senior projects in a way that would allow students to complete the projects during the school year even with disruption caused by the pandemic.

BOARD ACTION

I move to waive IDAPA 08.02.03.105.04 senior project for students graduating at the end of the 2020-2021 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT
Idaho Back to School Framework

REFERENCE

March 23, 2020	Idaho State Board of Education (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.
May 4, 2020	Board approved minimum requirements for school districts and charter school to bring students back on campus after the soft closure.
July 9, 2020	Board approved the Idaho Back to School Framework.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-116, and 33-512, Idaho Code

BACKGROUND/DISCUSSION
In mid-April the Governor's K-12 Emergency Council identified the need for a workgroup to be established to start planning for the fall and students' return to school. Two workgroups were formed: Public School Reopening Workgroup and Digital Divide Workgroup. Both workgroups convened in early June, and include Board members Critchfield, Clark and Liebich, legislators, Department of Education staff, school district and charter school administrators, operations staff, business and industry representatives and local health officials. President Critchfield chaired the Public Schools Reopening Workgroup and Board member Liebich chaired the Digital Divide Workgroup. Due to the broad range of instructional and operational issues that needed to be covered, the workgroups broke up into smaller groups that focused on each of these more specific areas with the help of additional subject matter experts. The Public School Reopening Workgroup developed a framework for school districts and charter schools to use in planning for the 2020-2021 school year. The Board approved the framework at the July 9, 2020 Special Board meeting.

At the time the Idaho Back to School Framework was developed, it incorporated three categories of risk level: Category 1 – Green, Category 2 – Yellow, and Category 3 – Red. These categories, and their descriptions, were developed jointly by the local health districts and incorporated into the framework with the intention of providing alignment between the work being done by the health

districts and the plans being developed by the school districts and charter schools. As the pandemic has progressed, the local health districts have independently developed metrics for identifying risk levels in the communities that make up their districts. Of the seven health districts, six ultimately adopted four risk levels rather than the original three risk levels identified in July, with Central District Health being the only local health district that still uses three category levels. The four categories now used by the majority of the districts are: green, yellow, orange, and red. Yellow and orange categories in the four level plans align with Category 2 – Yellow in three levels identified in the Back to School Framework.

The proposed amendments to the framework being considered at this time would add a new orange category to provide better alignment with the identification levels being used in the majority of the local health districts. Additionally, a fourth category allows for the levels of risk in a local community to be more specific.

IMPACT

Approval of the additional risk level and amendments to the Idaho Back to School Framework will allow for the school district and charter schools' response plans to be better aligned with the majority of the local health districts' risk levels.

ATTACHMENTS

Attachment 1 – Idaho Back to School Framework - Amended
Attachment 2 – Central District Health Risk Levels
Attachment 3 – North Central District Health Risk Levels
Attachment 4 – Panhandle District Health Risk Levels
Attachment 5 – South Central District Health Risk Level
Attachment 6 – Southeastern District Health Risk Levels
Attachment 7 – Southwest District Health Risk Levels

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governing boards in developing district and charter school response plans. The response plans were intended to identify how schools would respond to the pandemic in advance for each of the risk levels and help assure schools fulfill Idaho's constitutional obligation for a free, uniform, and thorough public education system that provides quality instruction to all students throughout the year so that students grow and progress through the education continuum during these extraordinary times.

In July, when the Back to School Framework was developed it was recognized communities could move between risk levels as the pandemic progressed and that transmission rates between communities could vary greatly. Additionally, the impact of infection levels may result in different categories of risk depending on the medical facilities available in the community. It was also recognized, at that time, that much about the pandemic was unknown and it was likely that the framework

as well as local level response plans may need to be amended as the pandemic and the school year progressed.

The proposed amendments to the framework include:

1. Page 7 – Changed Category 3 (Substantial Community Transmission) to Category 4 (Critical Community Transmission) and added new Category 3 (High Community Transmission)
2. Page 8 – Amended graphic to include changes to Category 3 and 4. Used descriptor for Category 2 with the addition of the word "accelerated" to indicate a higher level than category 2's descriptor. This is consistent with the existing practice to identify yellow and orange on the regional health district plans as corresponding to Category 2, yellow, on the Board's framework.
3. Page 10 through 31 - amended the existing category 3 to align with the changes made on pages 7 and 8 and added a new category 3 three indicating the response is and continuation of category 2 with accelerated levels of mitigation.

Staff recommends adoption of the amended framework provided in Attachment 1.

BOARD ACTION

I move to adopt the Idaho Back to School Framework as provided in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO
BACK TO SCHOOL
FRAMEWORK 2020

Disclaimer: The Idaho Back to School Framework provides expectations, guidelines and best practices to ensure a safe and successful 2020-2021 school year. This document is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

Multiple state plans and reference documents were used to develop the Idaho Back to School Framework.

LETTER FROM THE GOVERNOR   July 9, 2020 | **2**

DEAR IDAHO SCHOOL LEADERS, EDUCATORS, SCHOOL STAFF, AND PARENTS,

The last several months have presented extraordinary challenges for Idaho students, parents, educators, and staff.

I'm sincerely thankful to our educators and school staff for continuing to serve our youngest citizens. The rapid closure of schools in the spring demonstrated the importance of Idaho's public school system to our families, communities, and larger economy.

I expect all our school buildings to safely reopen in the fall for in-person instruction. Despite incredible advances in digital learning, you can never replace the value and impact of in-person interaction with a professional, dedicated teacher.

The Idaho Constitution outlines our duty to establish a thorough and uniform system of education. The COVID-19 pandemic has tested our ability to meet this obligation.

The Idaho Back to School Framework outlines the expectations, support for local governance and decision-making, and guidance and best practices on the key operational components for safe reopening in the fall.

The 2020-2021 school year certainly will not look the same as in previous years. However, we must prioritize the opening of school buildings for in-person instruction and prepare schools to offer different kinds of learning in order to deliver a seamless learning continuum for all Idaho students.

For that to happen, local leadership will be paramount.

Leadership and courage across Idaho's K-12 system — elected trustees, administrators, building leaders, and all staff — is the critical ingredient in navigating the operational and health challenges schools will face in the coming months.

Before COVID-19, many Idaho students faced a significant achievement gap and ongoing risks to their mental and social well-being. The pandemic has exacerbated this gap and poses a potential ongoing disruption to our state's momentum on many different fronts — from early literacy and college and career readiness, to addressing our students' overall well-being.

My goal has always been to make Idaho the place where our children and grandchildren choose to stay, and for the ones who have left to choose to return. Reopening schools for in-person learning in the fall is the foundation of our students' success and helps us achieve that goal.

Sincerely,

Brad Little
Governor of Idaho

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INTRODUCTION

The Governor's Office, State Board of Education, and State Department of Education, with guidance from the Idaho Department of Health and Welfare and Idaho's seven local public health districts contributed to the Idaho Back to School Framework. A committee of K-12 education stakeholders convened by the Governor and the State Board of Education developed the framework.

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and the successful completion of the 2020-2021 school year, delivering on our state's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times.

School districts and charter schools will use this framework to help guide their response based on their local community's situation.

It is expected students will return to school buildings in the fall.

This document presents several strategies and considerations to establish expectations and provide guidance to school districts and charter schools (e.g. local educational agencies) in preparing for and conducting a successful 2020-2021 school year. As the situation is continually evolving, this guidance will likely change, be amended, or augmented as conditions change. Many local education agencies have been coordinating with local public health authorities to develop operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that local education agencies adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements.

Local contingency plans are only effective through a collaborative effort by all community stakeholders. Schools and communities working together with students and families can meet the state's responsibility to provide instruction that moves students through the education continuum while keeping students and families safe under the "new normal" of conducting school operations. The guidelines and best practices are not designed to be overly prescriptive, but seek to provide local education agencies with a framework for decision making as they develop a district contingency plan, using local community health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, education stakeholders, and best practices. Some local education agencies will not be able to address or implement all the strategies outlined in the framework, and circumstances may dictate that some districts alter strategies as the health situation in their area changes. Each local education agency should use this document as a guide, consulting with school district or charter school legal counsel and relevant stakeholders to determine which procedures fit their circumstances.

ROLES AND RESPONSIBILITIES

	Roles and Responsibilities:	Authority Includes:
LOCAL BOARDS OF TRUSTEES/BOARD OF DIRECTORS	Provide uniform and thorough instruction to all students which progresses them through the education continuum. Ensure the health and safety of their staff and students. Develop plans and procedures for responding to the pandemic while providing student instruction.	Idaho Code, 33-512
LOCAL HEALTH DISTRICT	Identify category of transmission level within a community using scientifically-driven metrics. Advise local education agencies on operation and health safety plans and procedures.	Idaho Code, 39-414 Idaho Code, 39-415 Idaho Code, 33-512(7)
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	Distribute funding to school districts and charter schools. Provide resources to school districts and charter schools, and implement the education laws and policies of the State Board of Education.	Idaho Code, 33-125
STATE BOARD OF EDUCATION	Provide governance and oversight of Idaho public education K-20. Set minimum standards and expectations for student instruction and student outcomes. Set guidelines for public schools to respond to the pandemic.	Idaho Constitution, Article IX, Section 2 Idaho Code, 33-116
DEPARTMENT OF HEALTH AND WELFARE	Set statewide health and safety standards to promote and protect the health and safety of Idahoans. Protect the public from the spread of infectious and communicable diseases.	Idaho Code, 56-1003(7) Idaho Code, 33-512(7)
GOVERNOR	Exercise executive authority to uphold the state constitution and meet the state's obligations to students. Protect the health and safety of Idahoans. Facilitate an environment for a strong economic recovery.	Idaho Constitution, Article IV, Section 5 Idaho Code, 46-601(2) Idaho Code, 46-1008

ROLES AND RESPONSIBILITIES

Responsibility and Expectations

Every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services.

In order to meet this responsibility, schools must be prepared to implement a variety of learning modalities to serve all students. While not all students may be taught, using the same learning modalities, all students must be educated in a way that results in the similar learning outcomes. It is the responsibility of the local education agency to tailor the educational opportunities during this time in a way that meets the individual student's needs while keeping students and staff safe, based on local levels of disease transmission and state and local restrictions that may be in place at any given time.

Planning and Preparation

With advice from the local public health district, each local education agency should develop a plan that outlines how it will respond to the three identified categories of disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. Local education agencies will need to be nimble and be prepared to move between categories throughout the school year as local circumstances dictate.

Blended Learning

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

WHAT THIS FRAMEWORK IS AND IS NOT

What this framework is:	What this framework is not:
A document that outlines statewide expectations for the fall start of school, particularly in delivering learning and services to students.	A document that provides legal advice.
A document that clarifies the governance structure of K-12 education.	An exhaustive blueprint on every action for operations and delivering blended learning.
A document that provides guidance and best practices on the many different school operational issues, informed by school leaders and staff.	The creation of any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

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IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
Category 1 No Community Transmission	**Traditional**	School buildings open
Category 2 Minimal to Moderate Community Transmission	**Traditional**	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings · Targeted Closure · Short-term Closure (1 to 4 weeks) · Mid-term Closure (4 to 6 weeks
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 3 High Community Transmission	**Hybrid/Blended**	School buildings open Limited/Staggered Use of School Buildings · Targeted Closure · Short-term Closure (1 to 4 weeks) · Mid-term Closure (4 to 6 weeks
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 4 Critical Community Transmission	**Full Distance/Remote Learning**	School Buildings Closed for Extended Period of Time (longer than 6 weeks) Minimal Use of School Building - Limited in-person instruction for special education and special needs populations

FRAMEWORK FOR DECISION MAKING

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: High Community Transmission	Category 4: Critical Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Accelerated widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	School buildings open but option of limited/ staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure. School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.

> Regardless of the risk level, everyone is asked to: stay home if you are sick, maintain physical distancing as appropriate to the situation, wear face coverings in public when physical distancing is not possible, and wash hands frequently.

Category (level) of transmission within a community where a school is located in will be identified by the local public health district using metrics and criteria established in the Idaho Rebounds plan for opening. These definitions are based on the definitions provided by the local public health districts and the State Department of Health and Welfare, these definitions with supporting guidance may be found at https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf

Confirmed Case in School Building

A confirmed case or contact within a school may require different procedures based on the individual case dynamics in consultation with local public health officials. Schools should be ready to respond to cases within the school community regardless of the level of community spread. If an infected person has been in a school building, any school in any community may need to implement short-term closure procedures regardless of the level of community spread. The response to an infected individual in a school building will be dealt with on a case-by-case base and schools will need to consult with their local public health district to identify the best course of action. Local education agencies are encouraged to work with their local public health district in advance to develop a response protocol for confirmed cases in a school building. This response protocol would be outside of the response protocol a local education agency develops in response to the level of community transmission (e.g. Category 1, Category 2, and Category 3).

See https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf

- Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.
- Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:
  - o Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.
  - o A short-term dismissal of students and most staff for 1-2 days.
  - o Extended school dismissal.
- Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.
- Clean and disinfect thoroughly.
- Reinstate strategies to continue education and related supports to students as needed.

FRAMEWORK FOR DECISION-MAKING

A local education agency may move up or down through the categories of transmission. As a local education agency moves up through the categories of transmission, the guidance from the proceeding category is built upon and includes the lower category. The areas identified in the table below are not mandated responses; rather they are a compilation of suggested areas of consideration and best practices.

Preventative Measures

Category 1
No Community Transmission

Information/Education

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf).
- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).
- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).
    o Utilize stakeholders in development of plans.
    o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.
- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings
- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

Facilities

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.
- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Take steps to ensure all water systems and features are safe.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

FRAMEWORK FOR DECISION-MAKING

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Preventative Measures (continued)

Category 2
Minimal to Moderate
Community
Transmission

Staff and Students

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily symptom checking. (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.

- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)

- Establish a protocol for screening students who are not able to articulate symptoms.

- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.

- Isolate and send home students and staff that show symptoms (see CDC guidelines).

- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.

- Establish a protocol for screening visitors and volunteers.

- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.

- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.

- Maintain privacy and confidentiality.

Facilities

- Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.

Category 3
High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical
Community
Transmission

Continue coordination with local health officials.

FRAMEWORK FOR DECISION-MAKING

Testing

Category 1 No Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 2 Minimal to Moderate Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.

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Personal Protective Equipment (PPE) - (See Definition of PPE)

Category 1
No Community Transmission

Staff and Students
- Develop a plan for staff, student and parent training and use of personal protective equipment with guidance from the local health district.
- Identify sources and availability of personal protective equipment.
- Educate and give direction on cleaning cloth face coverings.
- When teaching students school routines at the beginning of the school year, include routines for wearing cloth face coverings, washing hands, using hand sanitizer and physical distancing.

Facilities
- Establish and maintain hand hygiene stations in key locations in school buildings.

Equipment
- Use of sneeze guards at appropriate locations.
- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

Facemasks/Shields/Coverings
- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields recommended but not required for staff/students.
- Provide masks/face shields and other appropriate PPE to staff.
- Consider additional protection for medically vulnerable staff and students as well as students with special needs.

Category 2
Minimal to Moderate Community Transmission

Staff and Students
- Educate and give direction on cleaning cloth face coverings. Educate students, staff and visitors on the proper and safe way to use face coverings and other personal protective equipment (PPE).

Equipment
- Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources.

Facemasks/Coverings
- Recommend students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one.
- When physical distancing cannot take place, further reinforce the use of face coverings.

Category 3
High Community Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical Community Transmission

Staff and Students
- If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

- If districts allow individual staff and/ or student tutoring / conference sessions, all staff and students should be screened.

FRAMEWORK FOR DECISION-MAKING

Family Considerations

Category 1
No Community
Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.

- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.

- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

Category 2
Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.

- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:

  o Use the master schedule to balance class numbers as much as possible — remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).

  o Limit physical interaction through partner or group work.

  o Establish distance between the teacher's desk/board and students' desks.

  o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces — as weather permits) for social distancing.

  o Consider targeted distance/ remote learning.

  o Consider A/B schedules.

  o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.

  o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.

  o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.

  o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

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Family Considerations (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Make considerations for family support for packets being sent home or online instructions for economically disadvantaged and English language learner student families. Provide resources and instruction on how to use platforms and navigate software. Use of bilingual instructional paraprofessionals to work with family and students on packets or navigating the online program.	· Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

FRAMEWORK FOR DECISION-MAKING

Staffing Considerations

Category 1
No Community Transmission
	· Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
	
	· Understand vulnerable staff may be defined based on CDC definitions or per physician documentation.
	
	· Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
	
	· Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
	
	· Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
		· Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
		
		· Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
		
		· Adhere to state and federal employment law and extended leave allowances.
		
		· Encourage open lines of communication between vulnerable staff and supervisors.
		
		· Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
		
		  o The district ADA accommodation process.
		
		  o District policies, procedures and protocols for requesting flexible leave options.
		
		  o Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.
		
		· Encourage use of district Employee Assistance Program if available.

Category 2 Minimal to Moderate Community Transmission	· Implement telework policy for vulnerable staff.	· Establish a process for regular check-ins with the supervisor for vulnerable staff.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Implement telework policy for all staff. · Reduce onsite work to essential job functions only.	· If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

FRAMEWORK FOR DECISION-MAKING

Communications

Category 1
No Community
Transmission

All

· Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean "no school/instruction."

· Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.

· Establish communication plans for each category of transmission, including on site infection. Answer the following questions:

  o What increases the chance of school closures?

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

  o What is considered a "close contact"?

  o When can a student or staff member discontinue home isolation?

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

Parents and Students

· Communicate with parents and students the types of blended learning that will be available for their students.

· Communicate with parents and students where to find training and resources on how to support their student's instruction and use devices or access blended and distance learning opportunities.

· Ensure all contact information for families is current.

· Create a centralized communication team for the dissemination of district/school wide information.

· Use multiple channels for communication.

· Make sure information is easy to find on your website.

· Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

Community/State

· Coordinate with the local health district and Idaho Rebounds plan on the dissemination of information and use of consistent terminology. (See local health district guidance: COVID-19 Guidance for Schools)

FRAMEWORK FOR DECISION-MAKING

Communications (continued)

	School Personnel	Parents and Students
Category 2 Minimal to Moderate Community Transmission	· Communicate with school personnel expectations for telework and on-site work options.	· Communicate with parents what can be expected for continued instruction and available student services. · Communicate with parents and students how school sites will transition between onsite instruction and distance instruction. · Communicate with parents and students where information regarding the level of communication in the school community can be found, where student assignments and instructions may be found, and who to contact when they have questions about student assignments. · Communicate with parents and students on how they can support their student's instruction. · Communicate in the language of the family.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	**All** · Maintain open lines of communication between staff, students and parents. · Communicate timelines for assessing and transitioning between pandemic response levels.	

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Professional Development

Category 1
No Community Transmission
	· Implement student, parent and staff education prior to the start of the school year before student attendance (http://www.sde.idaho.gov/re-opening/index.html).
	· Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies.
	· Deliver identified professional development as applicable to the staff position (classified and certificated).
		· Identify staff needs for professional development related to:
		  o Reducing Transmission
		  o Delivering Blended Learning
		  o Using Technology
		  o Connecting with Students Remotely
		  o Identifying Students At-Risk
		  o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)
		  o Parent Support of Student Learning at Home.

Category 2 Minimal to Moderate Community Transmission	· Periodically revisit educational training needs for staff, students, and parents. · Implement ongoing professional development plans.	· Continue to reassess areas of needed professional development.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Continue with implementation of professional development.	· Maintain open lines of communication between staff, students and parents.

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Student Assessment

Category 1
No Community
Transmission

- Implement standard operating procedures for the administration of assessments.
- Develop a plan for assessing student blended and remote learning modalities.
- Assess students' current level of understanding and identify remediation areas due to spring instructional interruption.
- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Test security/administration.
- Procedures should be emphasized for reliable results.
- See Assessment guidance and consideration on Resource Site (http:/www.sde.idaho.gov/re-opening/index.html).

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- Administer the WIDA ACCESS 2.0 using the typical administration protocols.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http:/www.sde.idaho.gov/re-opening/index.html).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

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Student Assessment (continued)

Category 2 Minimal to Moderate Community Transmission	· All assessments should be administered at the student's current grade level. · Emphasize formative assessment. · Assessments should be administered in person as appropriate. · Test security/administration procedures should be emphasized for reliable results. · Check remote administration guidance for each assessment for specifics. **Kindergarten Considerations** · Administer a uniform Kindergarten readiness screener of the district's choice in small groups.	**English Language Proficiency Assessment** · WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020. English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http:/www.sde.idaho.gov/re-opening/index.html). · Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Check remote administration guidance for each assessment for specifics. · Provide clear guidance to families and students on how they access the assessment, what the results mean, and any administration safeguards added. **Kindergarten Considerations** · Administer a uniform Kindergarten readiness screener of the district's choice in small groups.	**English Language Proficiency Assessment** · WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020. English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http:/www.sde.idaho.gov/re-opening/index.html). · Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

FRAMEWORK FOR DECISION-MAKING

Instruction

Category 1 No Community Transmission	· Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.	· Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 2 Minimal to Moderate Community Transmission	· Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. · Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation. · Connect with every student/family.	· Communicate in the language of the family. · Ensure equitable access to resources for all students and families. · Provide instructional support to parents for virtual learning. · Encourage consistent and routine virtual learning practices at home. · Allow for individualization in work completion. · Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.	· Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

FRAMEWORK FOR DECISION-MAKING

Social Emotional Learning: Strategies at the School Level

Category 1
No Community Transmission

- Assume that all students are in need
- Define social emotional goals for the school as a whole, including behavior expectations.
- Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.
- Coordinate SEL programs to align with the school's overall goals.

- Prepare staff to teach SEL skills through modeling and integrated instruction.
- Ensure that each student has one caring adult who checks in with him/her regularly.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.

Category 2
Minimal to Moderate Community Transmission

Implement plans developed in Category 1.

Category 3
High Community Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical Community Transmission

- Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.

- Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.
- Parent/student check in to make sure all students are connecting.

FRAMEWORK FOR DECISION-MAKING

Student Learning

Category 1
No Community
Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- Implement standard operating procedures while taking preventative measures.
  - o Recommended cleaning and sanitizing procedures.
  - o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.
- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website (http:/www.sde.idaho.gov/re-opening/index.html)
- Identify essential standards/concepts/skills by grade-level.
  - o Identify interventions
  - o Identify enrichments

- Target interventions and supports
  - o Provide additional instructional supports to:
    - Students at risk of not graduating on time
    - Students with disabilities
    - Students who struggled in the prior distance/remote learning environments
    - Students who are English Learners
    - Students identified by teachers and parents as being behind academically
  - o Address learning loss with extended learning opportunities
- Before/after school programs
- Saturday school
- Prepare for potential future distance/remote learning by increasing current blended learning
  - o Develop a digital learning plan
  - o Integrate virtual learning practices
  - o Digitizing lessons
- Require a certain number of online assignments for each grading period
- If not embedded in the current curriculum, practice using online resources.

FRAMEWORK FOR DECISION-MAKING   July 9, 2020 | 24

Student Learning (continued)

Category 2
Minimal to Moderate
Community
Transmission

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

  o Schools can offer their own online courses/programs.

- Utilize courses through a distance learning plan.

- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.

- Consider using clear masks for early phonics instruction and speech interventions.

- Implement district or school-wide distance/remote learning plan.

- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).

- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.

- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.

- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.

- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.

- Communicate clearly and compassionately with families about concerns about the student.

Student Learning (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Implement a robust distance learning plan that: o Provides continued instruction and advances students as applicable to their student needs o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students o See additional guidance and considerations on trauma-sensitive teaching on Resources website (http://www.sde.idaho.gov/re-opening/index.html)	· Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points o Include elements for families and for rigor o Provide clear instructions and answer keys o Individualize · Help families with sample schedules and expectations. · Watch for students who are disengaged in/from the virtual setting. · Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

FRAMEWORK FOR DECISION-MAKING

At-Risk Populations

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1
No Community Transmission

Student Considerations

· Students at risk may need explicit instructions and practice on physical distancing and sanitation using additional clear visual information.

· Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.

· Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.

· Identify compensatory services for students with disabilities.

· Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.

· Provide targeted interventions and support to students at risk based on academic testing in the fall.

· Provide additional instructional supports to:

   o Students at risk of not graduating on time

   o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)

· Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.

School Considerations

· Implement standard operating procedures while taking preventative measures such as:

   o Providing hand sanitizer for students and staff

   o Conducting cleaning of classrooms and high-touch surfaces each day

   o Limiting physical interaction through partner or group work

· Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.

· Conduct meetings with teachers to identify where students are academically.

FRAMEWORK FOR DECISION-MAKING

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1
No Community Transmission

- Discuss the shared experience:
  o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
  o Helping Children Cope with Changes
  o Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points

Category 2
Minimal to Moderate Community Transmission

Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.

- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

FRAMEWORK FOR DECISION-MAKING

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	**Student Consideration** · Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning) · Connect students with wraparound services with support from case managers. · Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk. · See additional guidance and considerations on implementing social emotional learning on Resources Site (https://www.sde.idaho.gov/re-opening/index.html)	**School Considerations** · Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc. · Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

FRAMEWORK FOR DECISION-MAKING

Food Service

Category 1
No Community
Transmission

- Implement standard operating procedures while taking preventative measures such as:
  - o Provide hand sanitizer for students and staff.
  - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
  - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.

- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

Category 2
Minimal to Moderate
Community
Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter e cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.

- Alternative Serving Models:
  - o Serving meals in classrooms
    - Use disposable supplies
  - o Serving meals in cafeterias with:
    - Spaced serving lines (marked on floors)
    - Spaced seating (utilize outdoor space as practicable and appropriate)
    - Consider facing all students in one direction.
    - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

FRAMEWORK FOR DECISION-MAKING

Food Service (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 **Critical** Community Transmission	· Practice established social distancing protocols to the greatest extent practicable. · Provide PPE to participating staff. · Reduce contact with congregated feeding waiver if allowed.	· Reduce contact by delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver. · Distribute instructional materials and menus along with meals. · Suggest using transportation for meals to deliver to students while school is closed.

FRAMEWORK FOR DECISION-MAKING	July 9, 2020 | **31**

Transportation

Category 1 No Community Transmission	· Implement standard operating procedures while taking preventative measures such as: 　o Provide hand sanitizer for students and bus drivers. 　o Encourage bus drivers and students to wear face masks/ coverings.	o Limit field trips to areas with no community transmission. o Clean and disinfect frequently touched surfaces on the bus at least daily. o Space students by family groups on buses. o Air out and deep clean buses when not in use.
Category 2 Minimal to Moderate Community Transmission	· Provide and recommend hand sanitizer for students and bus drivers. · Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks. · Work with contractors as applicable to establish bus driver requirements. · Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).	· Eliminate field trips. · Clean and disinfect frequently touched surfaces on the bus at least daily. · Establish protocols for bus stops, loading/unloading of children from different households. · See CDC Guidance: What Bus Operators Need to Know.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Limit transportation of small groups of students from same family that need to come to school facilities to receive services. · Sanitize buses between groups of students.	· Use buses to deliver meals and instructional material to students and families. · Schedule delivery/pick-up in ways that reduce contact to the number of students and families. · Deliver weekly to a limited number of families each day of the week.

Student Athletic Events

· Follow the Idaho High School Activities Association guidelines for sporting events and practices.

DEFINITIONS

At-Risk Students

Idaho defines at-risk students as (Section 33-1001(3), Idaho Code):

A student in grades 6 through 12 who:

   a) Meets at least three (3) of the following criteria:

   i. Has repeated at least one (1) grade;

   ii. Has absenteeism greater than ten percent (10%) during the preceding semester;

   iii. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

   iv. Has failed one (1) or more academic subjects in the past year;

   v. Is below proficient, based on local criteria, standardized tests, or both;

   vi. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion;

or

   vii. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment;

or

   b) Meets any of the following criteria:

   i. Has documented substance abuse or a pattern of substance abuse;

   ii. Is pregnant or a parent;

   iii. Is an emancipated youth or unaccompanied youth;

   iv. Is a previous dropout;

   v. Has a serious personal, emotional, or medical issue or issues;

   vi. Has a court or agency referral; or

   vii. Demonstrates behavior detrimental to the student's academic progress.

As used in this document, at-risk means students who meet the definition above, regardless of grade and includes:

- Students supported with an Individualized Education plan or 504 plan
- Students with English Learner needs
- Migrant Students
- Students receiving Title I services
- Students receiving Tier 2 social and emotional services
- Students with fragile medical needs
- Students not on track to graduate on time
- Students without devices or at home connectivity
- Native American Students
- Medically vulnerable students

DEFINITIONS   July 9, 2020 | 33

Course Schedules - A/B schedules

- Alternating Days: students would be divided into two groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/Wednesday and Group B Students --Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable

- Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable

- Half Days: AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals

- Targeted Distance/Remote Learning

- Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.

- Student Cohort: group of students who attend the same group of courses and are scheduled in a way that they do not share courses with student in different cohorts.

Distance Learning

Distance learning is a method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

Hybrid Instruction

Hybrid instruction provides instruction through a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

Medically Vulnerable

Medically vulnerable students and staff are individuals who are susceptible to the severe form of COVID-19 and include individuals over the age of 60, individuals with weakened immune systems due to chronic illness or medications, (including autoimmune disease or transplants), individuals with serious long-term health conditions including diabetes, heart disease, emphysema and moderate asthma.

Online Learning

Online learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. Online learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an online environment.

Personal Protective Equipment (PPE)

Personal Protective Equipment are special coverings designed to protect personnel from exposure to or contact with infectious agents. These include gloves, facemasks/face coverings, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, lab coat).

DEFINITIONS

Remote Learning

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

Social Emotional Learning

Social emotional learning (SEL) is about the conditions for learning and the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (casel.org). A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing support.

Trauma Sensitive Teaching

Teaching strategies consider the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting. Adopting a trauma sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

RESOURCES

Additional resources, tools, and examples to help schools develop and implement their plans may be found on the State Department of Education website at http://www.sde.idaho.gov/re-opening/index.html.

These resources have been identified through the collaboration of education stakeholders working to develop this guidance and include state specific information around assessments, best practices, and state and national health information. This site will be updated and expanded as additional resources are identified.

This resource also includes specific information around Trauma-Sensitive Teaching, Social Emotional Learning, and Assessments that builds on and expands the references in this document. The resource site also includes general guidance that has been developed by this group in areas of Health Screening at Entry to Facilities, Reducing Transmission, and Transporting Students.

COVID-19 | LEVELS OF COMMUNITY SPREAD FOR SCHOOLS

Central District Health | Ada | Boise | Elmore | Valley

CDH uses a two-week average of daily COVID-19 cases calculated per 100,000 people in a given county. The categories are weekly assessments of community spread and are updated on Mondays. For counties with fewer than 25,000 people, case rate thresholds have been adjusted because small changes in reported cases can greatly impact rates.

They are recommendations only; final decisions are made by local school boards. If category designations are adjusted, then schools and families should expect transition time as changes may or may not be immediate.

Private and charter schools should use the category based on the address of their facility and associated school district boundary. Corresponding data is updated every Monday by noon on CDH's Tableau Page. See the respective county tab for related data.

CATEGORY 1
GREEN

ADA & ELMORE COUNTIES
CASE RATE OF 3.0 OR LESS

BOISE & VALLEY COUNTIES
CASE RATE OF 5.0 OR LESS

➤ **LEVEL OF OPERATION**
School buildings open with physical distancing and sanitation

CATEGORY 2
YELLOW

ADA & ELMORE COUNTIES
CASE RATE GREATER THAN 3.0 BUT LESS THAN 20.0

BOISE & VALLEY COUNTIES
CASE RATE GREATER THAN 5.0 BUT LESS THAN 30.0

➤ **LEVEL OF OPERATION**
School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation

CATEGORY 3
RED

ADA & ELMORE COUNTIES
CASE RATE OF 20.0 OR GREATER

BOISE & VALLEY COUNTIES
CASE RATE OF 30.0 OR GREATER

➤ **LEVEL OF OPERATION**
Minimal use of school buildings and limited in-person instruction unless otherwise recommended by Central District Health

2019 Census Bureau population estimates:
Ada Co: 481,587 | Elmore Co: 27,511
Boise Co: 7,831 | Valley Co: 11,392

➤ **Case Rate Calculation Example:**
If 80 cases were reported over 14 days in Elmore County
1. Calculate Average Cases Per Day: 80 cases ÷14 days = 5.71 average cases per day
2. Convert to Case Rate: 5.71 ÷ 27,511 (Elmore Co Population) = 0.0002075 cases per person in county
3. Convert Case Rate to per 100,000: 0.0002075 x 100,000= 20.75 cases per 100,000 population
   = 20.75 for the 2-week average rate / Red Category

CENTRAL DISTRICT HEALTH
cdh.idaho.gov/covid
COVID-19 Call Center: 208-321-2222 – Open M-F 8:30 am – 4:30 pm

revised 10/19/2020

COVID-19 | LEVELS OF COMMUNITY SPREAD FOR SCHOOLS

Central District Health | Ada | Boise | Elmore | Valley

Possible Differences for Rural Communities
CDH recognizes the potential for community spread differences within its rural counties of Boise, Elmore, and Valley, and the role that geographic distance might play in a community's risk. For instance, Basin School District and Horseshoe Bend School District are both located in Boise County, but are approximately 30 miles apart and an hour's drive. Because of the significant geographic distance, it is possible that two school districts within the same county could, at times, be in different risk categories. CDH will work directly with the school districts and independent schools if this situation arises.

⚙️Resources

- **CDH COVID-19 Directory Page:** cdh.idaho.gov/covid
- **Latest Local Information, Data & Links:** cdh.idaho.gov/dac-coronavirus
- **Direct Link to CDH Tableau Data Site:** https://public.tableau.com/profile/central.district.health#!/vizhome/CDHCOVID-19/CDHCOVID-19Information
- **CDH COVID-19 Schools page:** cdh.idaho.gov/dac-coronavirus-schools
- **CDH COVID-19 Call Center:** 208-321-2222 - Open M-F 8:30 am - 4:30 pm; Closed on holidays

CENTRAL DISTRICT HEALTH

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by the Board of Public Health – Idaho North Central District (PH-INCD). The plan is applicable to all counties within PH-INCD region: Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties.

This document establishes the criteria PH-INCD will use to monitor COVID-19 disease trends and resources. The established criteria and related outputs will inform the PH-INCD Board of Health and guide decisions to assess risk levels and for moving between stages, placing or removing restrictions, or providing recommendations to local jurisdictions to place or remove restrictions.

Public Health – Idaho North Central District aims to mitigate the rapid spread of COVID-19 in order to protect the health and wellbeing of residents in the district, and to prevent overwhelming first responders, the healthcare system, and personal protective equipment (PPE) supplies in our region. Idaho Code 39-414(2) outlines that Idaho's public health districts shall "do all things required for the preservation and protection of the public health and preventative health…." Furthermore, it is the desire of the PH-INCD Board of Health to minimize the impact to local economies as much as possible while still protecting public health.

The PH-INCD Board of Health and Director will be responsible for the implementation of this plan and will collaborate with local elected officials within the region. It is important to note that local elected officials have the authority to implement their own measures, which may be more OR less restrictive than those included in this plan, to do what they deem necessary to protect the health of the residents they serve.

THIS PLAN IS SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE.

This plan will not be in effect indefinitely; however, it is not possible to determine an end date at this time. The risk assessment and mitigation strategies included in this plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, other mitigating factors currently not known are identified, OR until the plan is modified or rescinded by the Board of Health.

WHAT TO KNOW ABOUT PH-INCD's COVID-19 RISK LEVELS:
 The risk levels may be applied at the town, city, county, geographic, or regional level.
- Different areas of PH-INCD's region may be at different risk levels. Risk levels can increase or decrease. Metrics will be evaluated and reviewed every 14 days to determine the ability to move to a lower risk level or advance to the next.
- In ALL risk levels, the preventive measures outlined in the Minimal Risk Level should be followed. Precautions associated with each lower risk level continue to apply to higher risk levels. Always prepare for the next risk level.
- In addition to metrics determining exposure risk, public health officials will closely monitor and may take into consideration for movement to a different risk level the following:
    - Input from hospital partners
    - Trends in COVID-19 testing, including positivity rate and turn-around time of test results
    - Supplies of Personal Protective Equipment (PPE) for healthcare providers/first responders
    - Epidemiological investigation capacity
    - COVID-related hospitalizations and deaths
    - Syndromic surveillance of emergency department visits with COVID-like symptoms
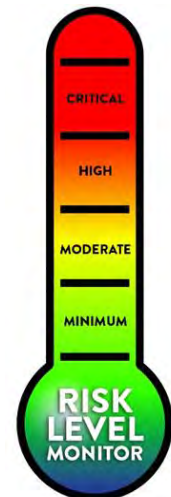
COVID-19 Hotline
208-799-3100 or Toll Free 866-736-6632

CLEARWATER - IDAHO - LATAH - LEWIS - NEZ PERCE - IdahoPublicHealth.com

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MINIMAL **MINIMAL RISK**	**NEW DAILY CASES < 1 PER 10,000 POPULATION (7 DAY AVERAGE)** Lewis ……………1 Clearwater ……1 Idaho …………..2 Latah……………4 Nez Perce………4 **AND** **NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS** Daily hospitalizations District-Wide 0 to 5 **AND** **TEST RESULTS REPORTING IN 1-4 DAYS**	**At the GREEN level, communities are on track for containment as long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing sufficient to control spikes and outbreaks.** PH-INCD will educate, inform, and share messages with stakeholders and the public throughout all levels. **REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ENCOURAGED TO DO THE FOLLOWING:** • Stay home if you are sick • Maintain physical distance of at least 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public that fully cover the nose and mouth when physical distancing is not possible or is difficult to maintain, including when outdoors at social events or gatherings • Wash hands frequently for at least 20 seconds or use hand sanitizer • Vulnerable populations (older adults, individuals with underlying health conditions) take extra precautions • Carefully monitor your health

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE **MODERATE RISK**	**NEW DAILY CONFIRMED CASES BETWEEN 1.0 TO 2.5/10,000 POPULATION (7 DAY AVERAGE)** *New cases by county to reach above rates:* Lewis County………………………1 - 2 Clearwater County……………..1 - 2 Idaho County……………………2 - 4 Latah County…………………….4 - 10 Nez Perce County………………4 - 10 **AND** **NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS** Daily hospitalizations District-Wide 5 to 10 **AND** **TEST RESULTS REPORTING IN 5-9 DAYS**	**IN ADDITION TO CONTINUATION OF ALL EVERYDAY PREVENTATIVE MEASURES, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:** • Support municipality efforts to require the wearing of face coverings while in public • Encourage event coordinators to limit events and social gatherings to no more than 50 people • Encourage vulnerable populations (older adults, individuals with underlying health conditions) to take extra precautions • Congregate living facilities (long term care, nursing homes, correctional facilities, etc.) to implement strict health policies for staff and visitors to avoid potential outbreaks • Schools should implement YELLOW phase of Return to School Plan

CLEARWATER - IDAHO - LATAH - LEWIS - NEZ PERCE - IdahoPublicHealth.com

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

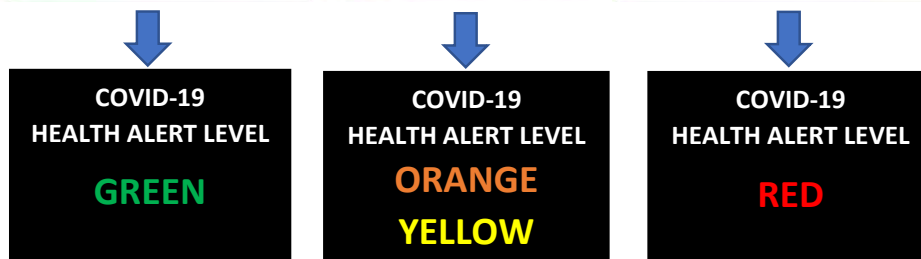| RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH **HIGH RISK**	**NEW DAILY CONFIRMED CASES BETWEEN 2.5 TO 5 /10,000 POPULATION (7 DAY AVERAGE)** ***New cases by county to reach above rate:*** Lewis County........................2 - 4 Clearwater County..............2 - 4 Idaho County......................4 - 8 Latah County...................10 - 20 Nez Perce County..........10 - 20 **AND** **NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS** Daily hospitalizations District-Wide 10 or more **AND** **MAJORITY OF COVID-19 TEST RESULTS TAKE LONGER THAN 10 DAYS** **AND** **OUTBREAK(S) OCCURRING AT:** • Hospitals/Healthcare Providers/ Emergency Medical Services • Critical Infrastructure Services (Fire, Law Enforcement, Utilities, etc.) • Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) • Schools/Institutions of Higher Learning • Mass Gatherings/Events that limit public health's ability to conduct contact tracing	**IN ADDITION TO CONTINUATION OF ALL EVERYDAY PREVENTATIVE MEASURES, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:** • Board of Health may consider requiring wearing of face coverings when in public • Limit gatherings to no more than 10 people • Encourage vulnerable populations (older adults, individuals with underlying health conditions) to self-isolate • Recommend congregate living facilities close to visitors and extra precautions implemented for employees • Recommend businesses implement delivery/curb-side services as much as possible • Schools should implement YELLOW/RED Phase of Return to School plan

CLEARWATER - IDAHO - LATAH - LEWIS - NEZ PERCE - IdahoPublicHealth.com

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
CRITICAL **CRITICAL RISK**	NEW DAILY CONFIRMED CASES >5/10,000 POPULATION (7 DAY AVERAGE) AND HOSPITAL CAPACITY, INCLUDING ICU, CONSISTENTLY AT SURGE CAPACITY CANNOT BE MAINTAINED OR CRISIS STANDARDS OF CARE IMPLEMENTED	Stay-At-Home Order may be issued Schools should remain in RED phase of Return to School plan Required wearing of face coverings No mass gatherings

Idaho Back to School Framework

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: Substantial Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure.

COVID-19 HEALTH ALERT LEVEL **GREEN**	COVID-19 HEALTH ALERT LEVEL **ORANGE** **YELLOW**	COVID-19 HEALTH ALERT LEVEL **RED**

CLEARWATER - IDAHO - LATAH - LEWIS - NEZ PERCE - IdahoPublicHealth.com

REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

DEFINITIONS

CRISIS STANDARDS OF CARE:
Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed. Plan can be found on the Idaho Department of Health and Welfare's website.

MEDICAL SURGE CAPACITY:
Medical surge capacity refers to the ability to evaluate and care for a markedly increased volume of patients— one that challenges or exceeds normal operating capacity. The surge requirements may extend beyond direct patient care to include such tasks as extensive laboratory studies or epidemiological investigations.

TIMELINE FOR MEASUREMENTS

Data to support the corresponding Health Risk Level and any related mitigation strategies will be updated on our website daily.

Health Risk Levels will be made based on the prior two weeks starting on a Sunday and ending on a Saturday. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.

MOVEMENT BETWEEN RISK LEVELS

Determinations to move to a more restrictive risk level may be made mid-stage if any of the criteria below are met:
- Crisis standards of care are implemented.
- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity.
- Reported cases exceed > 5 daily new cases per 10,000 people in a defined population (e.g., town, city, or county) or if new case rate adversely impacts PH-INCD's ability to respond.

REFERENCES

Key Metrics for COVID Suppression: A framework for policy makers and the public. July 1, 2020.
Essential information for states and counties to publicly report

SOURCES OF DATA

- Daily Cases Data provided by PH-INCD
- Lab Test Data provided by PH-INCD
- Hospitalizations Data provided by Idaho Department of Health & Welfare

Risk Level colors are determined based upon a stratified weighted average of the data.

CLEARWATER - IDAHO - LATAH - LEWIS - NEZ PERCE - IdahoPublicHealth.com

Panhandle Health District
Healthy People in Healthy Communities

Public Health
Prevent. Promote. Protect.
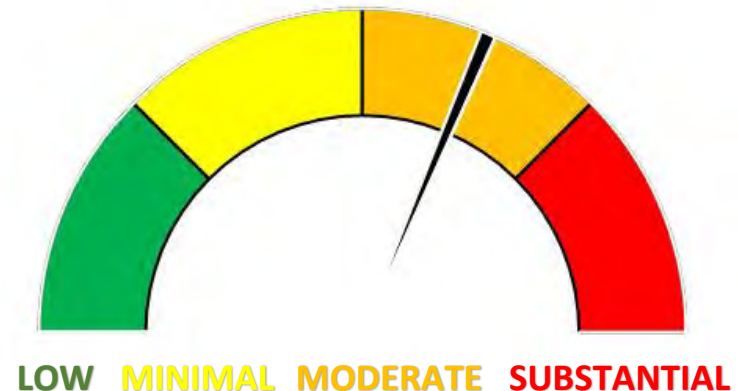**Panhandle Health District**

COVID-19 COUNTY RISK LEVELS

This document establishes the criteria PHD will use to monitor COVID-19 disease trends and resources. The established criteria will inform PHD, our Board of Health, and local jurisdictions.

WHAT TO KNOW ABOUT PHD'S COVID-19 RISK LEVELS:

- The risk levels may be applied at a county or regional level.
- **Different parts of PHD's region may be at different risk levels.**
- In addition to those metrics determining exposure risk, public health officials will also be closely monitoring and taking into consideration the following:
    - Input from our hospital partners
    - Trends in COVID-19 testing, including positivity rate and turnaround time of test results
    - Supplies of Personal Protective Equipment for healthcare providers/first responders
    - Epidemiologic investigation capacity
    - COVID-related hospitalizations & deaths

LOW   **MINIMAL**   **MODERATE**   **SUBSTANTIAL**

BENEWAH | BONNER | BOUNDARY | KOOTENAI | SHOSHONE
COVID-19 HOTLINE 877-415-5225

RISK LEVEL	METRICS MONITORED
LOW RISK	1. NEW Daily cases 7 day rolling average < 1 per 100,000* 2. Testing positivity rate < 5% 3. Regional Hospital Bed occupancy 75-90%
RISK LEVEL	METRICS MONITORED
MINIMAL RISK	1. NEW Daily cases 7 day rolling average 1-15 per 100,000* 2. Testing positivity rate 5-8 % 3. Regional Hospital Bed occupancy 75-90% with staffing and resource shortages
RISK LEVEL	METRICS MONITORED
MODERATE RISK	1. NEW Daily cases 7 day rolling average 16-30 per 100,000* 2. Testing positivity rate 8.1-20% 3. Regional Hospital Bed occupancy >90% with staffing and resource shortages 4. Medical surgery capacity still available 5. Significant outbreaks occurring at • Hospitals/Healthcare providers/EMS • Critical infrastructure services (fire. Law enforcement, utilities, • Solid waste etc) • Congregate living facilities (LTCF's, correction facilities etc)

BENEWAH | BONNER | BOUNDARY | KOOTENAI | SHOSHONE
COVID-19 HOTLINE 877-415-5225

RISK LEVEL	METRICS MONITORED
	• Schools, churches, mass gatherings.
SUBSTANTIAL RISK	1. NEW Daily cases 7 day rolling average >30 per 100,000* 2. Testing positivity rate >20% 3. Hospital capacity, including ICU, consistently at or above 100% and surge capacity cannot be maintained OR Crisis Standards of Care Implemented

*It is customary to use rates per 100,000 population for things like case of a disease or deaths. That way we ensure we are comparing apples to apples when looking at data. A basic measure of disease frequency is a rate, which takes into account the number of cases or deaths and the population size. For example, if a cancer incidence rate is 500 per 100,000, it means that 500 new cases of cancer were diagnosed for every 100,000 people. The cases we are reporting and using in our metrics are individuals who primarily reside in the counties we serve.

South Central
Public Health District
Prevent. Promote. Protect.

COVID-19 REGIONAL RISK LEVEL PLAN

EFFECTIVE DATE: 8/5/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by South Central Public Health District (SCPHD). The plan is applicable to all counties within SCPHD's region: Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

This document establishes the criteria SCPHD will use to monitor COVID-19 disease trends and resources. The established criteria and related outputs will inform the SCPHD Board of Health and guide decisions to assess risk levels and for moving between stages, placing or removing restrictions, or providing recommendations to local jurisdictions to place or remove restrictions.

South Central Public Health District aims to mitigate the rapid spread of COVID-19 in order to protect the health and wellbeing of residents in the district, and to prevent overwhelming first responders, the healthcare system, and personal protective equipment (PPE) supplies in our region. Idaho Code 39-414(2) outlines that Idaho's public health districts shall "do all things required for the preservation and protection of the public health and preventative health…." Furthermore, it is desire of the SCPHD Board of Health to minimize the impact to local economies as much as possible while still protecting public health.

The SCPHD Board of Health and Director will be responsible for the implementation of this plan and will collaborate with local elected officials within the region. It is important to note that local elected officials have the authority to implement their own measures, which may be more OR less restrictive than those included in this plan, to do what they deem necessary to protect the health of the residents they serve.

THIS PLAN IS SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE

This plan will not be in effect indefinitely; however, it is not possible to determine an end date at this time. The risk assessment and mitigation strategies included in this plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, other mitigating factors currently not known are identified, OR until the plan is modified or rescinded by the Board of Health.

WHAT TO KNOW ABOUT SCPHD's COVID-19 RISK LEVELS:

- The risk levels may be applied at the town, city, county, geographic, or regional level.
- **Different areas of SCPHD's region may be at different risk levels.** Risk levels can increase or decrease.
- In ALL risk levels, the preventive measures outlined in the Minimal Risk Level should be followed. *Always prepare for the next risk level.*
- In addition to metrics determining exposure risk, public health officials will closely monitor and may take into consideration for movement to a different risk level the following:

  - Input from hospital partners
  - Trends in COVID-19 testing, including positivity rate and turn-around time of test results
  - Supplies of Personal Protective Equipment (PPE) for healthcare providers/first responders
  - Epidemiological investigation capacity
  - COVID-related hospitalizations and deaths
  - Syndromic surveillance of emergency department visits with COVID-like symptoms

COVID-19 HOTLINE • 208-737-1138 • www.phd5.idaho.gov

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MINIMAL **MINIMAL RISK**	1. NEW DAILY CASES < 1 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSITIVE RATE < 5% 3. HOSPITAL CAPACITY FOR CARE IS NORMAL	At the green level, communities are on track for containment as long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing sufficient to control spikes and outbreaks. SCPHD will educate, inform, and share messages with stakeholders and the public throughout all levels. **REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ENCOURAGED TO DO THE FOLLOWING:** • Stay home if you are sick • Maintain physical distance of at least 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public that fully cover the nose and mouth when physical distancing is not possible or is difficult to maintain • Wash hands frequently for at least 20 seconds or use hand sanitizer • Vulnerable populations (older adults, individuals with underlying health conditions) take extra precautions • Carefully monitor your health
RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES

MODERATE
 	
MODERATE RISK
	1. NEW DAILY CASES IS BETWEEN 1 to 2.5 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE)
	
	2. COVID-19 TESTING POSITIVE RATE IS BETWEEN 5% TO 10%
	
	OR
	
	3. HOSPITAL CAPACITY FOR CARE IS IMPACTED (MEDICAL SURGE CAPACITY STILL AVAILABLE)
	  • BED CAPACITY REACHES 80%
	  • STAFFING AND RESOURCE SHORTAGES
		AT YELLOW LEVELS, THERE MAY BE SPORADIC IMPORTED CASES, AN UPTICK IN CLOSE CONTACT TRANSMISSION, OR ISOLATED CLUSTER OUTBREAKS. SCPHD <u>OR</u> COMMUNITIES *MAY* INSTITUTE SOME OR ALL OF THE FOLLOWING:
		
		• Increase education, information sharing, and messaging
		• Limitations on mass gatherings (recommend 1 person per 64 sq. ft. of space) or limit to 150 people if appropriate physical distancing can be maintained
		• Required face coverings in public settings
		• Extra precautions for vulnerable populations (older adults, individuals with underlying health conditions)
		• Teleworking where possible and feasible with business operations
		• Minimize of non-essential travel
		• Strict policies for staff and visitors to avoid potential outbreaks in congregate living facilities (long-term care, nursing homes, correctional facilities, etc.)
		• Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH **HIGH RISK**	1. NEW CASES DAILY IS BETWEEN 2.5 to 5 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSITIVE RATE IS BETWEEN 11% to 20% **AND/OR** 3. HOSPITAL CAPACITY FOR CARE IS IMPACTED (MEDICAL SURGE CAPACITY STILL AVAILABLE) • BED CAPACITY REACHES 85% • SIGNIFICANT STAFFING AND RESOURCE SHORTAGES **OR** 4. SIGNIFICANT OUTBREAK(S) OCCURRING AT: • Hospitals/Healthcare Providers/EMS • Critical Infrastructure Services (fire, law enforcement, utilities, solid waste etc.) • Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) • Schools/institutions of higher learning • Mass gatherings/events that limit public health's ability to conduct contact tracing	AT ORANGE LEVELS, COMMUNITY SPREAD HAS ACCELERATED. SCPHD <u>OR</u> COMMUNITIES *MAY* INSTITUTE SOME OR ALL OF THE FOLLOWING: • Increase education, information sharing, and messaging • Required use of face coverings • Limitations of mass gatherings (recommend 1 person per 64 sq. ft. of space) or limit to 50 people if appropriate physical distancing can be maintained • Limited travel/visitors to the region as well as travel within the state to areas with high rates of spread (encourage 14-day self-quarantine) • Self-isolation of vulnerable populations (older adults, individuals with underlying health conditions) • Teleworking for those who are able • Extra precautions for employees of congregate living facilities (long-term care, nursing homes, correctional facilities, etc.) and close facility to visitors • Delivery/curb-side service for businesses, including food establishments • Closures of bars and nightclubs • Reduced occupancy in places of business and public buildings • Virtual services for place of worship where possible • Discontinuation youth and adult sports/activities in which physical distancing is not possible • Industry-specific measures/restrictions/closures • Schools should implement strategies in response to these guidelines and those of the Idaho Back to School Framework 2020
CRITICAL **CRITICAL RISK**	1. NEW CASES DAILY > 5/10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSTIVE RATE > 20% **AND/OR** 3. HOSPITAL CAPACITY FOR CARE IS SEVERLY IMPACTED (MEDICAL SURGE CAPACITY CANNOT BE MAINTAINED) • BED AND ICU CAPACITY REACHES 90% • MAJOR STAFFING AND RESOURCE SHORTAGES **OR** 4. CRISIS STANDARDS OF CARE IMPLEMENTED	At the red level, communities have reached a tipping point for uncontrolled spread and cities, counties, and/or SCPHD *may* institute all or some of the following: • Stay-At-Home Order issued • Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020 • Required use of face coverings • No mass gatherings • Business closures, including food establishment dining rooms and industry-specific restrictions • Continued closure of bars and nightclubs • Continued industry-specific measures/restrictions/closures • Prohibited visitation to long-term care facilities • Travel advisories as needed ▪ **14-day self-quarantine** for people entering from an area inside or outside Idaho with widespread ongoing transmission

DEFINITIONS

CRISIS STANDARDS OF CARE:

Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed.

Plan can be found on the Idaho Department of Health and Welfare's website.

MEDICAL SURGE CAPACITY:

Medical surge capacity refers to the ability to evaluate and care for a markedly increased volume of patients—one that challenges or exceeds normal operating capacity. The surge requirements may extend beyond direct patient care to include such tasks as extensive laboratory studies or epidemiological investigations.

Source

TIMELINE FOR MEASUREMENTS

Data to support the corresponding Health Risk Level and any related mitigation strategies will be posted each Thursday by 5 pm.

Health Risk Levels will be made on Thursdays based on the prior two weeks starting on a Sunday and ending on a Saturday. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.

MOVEMENT BETWEEN RISK LEVELS

Determinations to move to a more restrictive risk level may be made mid-stage if any of the criteria below are met:

- Crisis standards of care are implemented

- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity

- Reported cases exceed **> 5 daily new cases** per 10,000 people in a defined population (e.g., town, city, or county) or if new case rate adversely impacts SCPHD's ability to respond.

REFERENCES

- Key Metrics for COVID Suppression: A framework for policy makers and the public. July 1, 2020.
- Essential information for states and counties to publicly report

COVID-19 HOTLINE • 208-737-1138 • www.phd5.idaho.gov

COVID-19 REGIONAL RESPONSE PLAN

EFFECTIVE DATE: 7/24/2020 • ISSUED: 7/24/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by the board of Southeastern Idaho Public Health (SIPH). The plan is applicable to the counties within SIPH's region, which includes the following: Bannock, Bear Lake, Bingham, Butte, Caribou, Franklin, Oneida, and Power.

The ultimate goal of this plan is to ensure during the COVID-19 pandemic that healthcare capacity is maintained for ALL patients needing care—not just COVID patients. Furthermore, we want to minimize the impact to our economy as much as possible while still **protecting public health.** SIPH's Board of Health and Director will be responsible for the implementation of this plan, but will be in close communication and collaboration with elected officials of local jurisdictions within the region. It is important to note that local elected officials have the authority to implement their own measures, which can be more restrictive than those included in this plan, to do what they feel is necessary to protect the public health of the residents within their jurisdictions.

THIS PLAN IS A FLUID DOCUMENT & SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE.

This plan will not be in effect indefinitely; however, it is not possible to determine the exact length of time it will be needed. The risk assessment and mitigation strategies included in the plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, or other mitigating factors currently not known are identified.

WHAT TO KNOW ABOUT SIPH'S COVID-19 RISK LEVELS:

- The risk levels may be applied at a town, city, county, geographic, or regional level.

- **Different parts of SIPH's region may be at** different risk levels. Risk levels can increase or decrease. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.

- In general, the risk levels are cumulative. For example, the Minimal Risk level is the baseline. Always prepare for the next risk level.

- In addition to those metrics determining exposure risk, public health officials also will be closely monitoring and take into consideration for movement to a different risk level the following:

  o Input from our healthcare partners prior to data being available for decision-making
  o Trends in positive cases of COVID-19, including positivity rate of testing, and turnaround time of test results
  o Supplies of Personal Protective Equipment for healthcare providers/first responders
  o Effectiveness of Contact Tracing
  o COVID-related hospitalizations & deaths
  o Healthcare provider (emergency departments, urgent care centers, a sampling of primary care providers) visits with COVID-like symptoms.

COVID-19 HOTLINE 208.234.5875 • siphidaho.org

Southeastern Idaho Public Health | SIPH

COVID-19 REGIONAL RESPONSE PLAN Issued 7/24/2020

RISK LEVEL	MITIGATION STRATEGIES
MINIMAL RISK	REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ASKED TO DO THE FOLLOWING: • Stay home if you are sick • Maintain physical distance of 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public when physical distancing is not possible • Wash hands frequently for at least 20 seconds or use hand sanitizer • Large gatherings asked to implement: physical distancing, use of face coverings by staff and participants, increased sanitization measures, and increased personal hygiene measures (handwashing/hand sanitizing). • Carefully monitor your health (refer to https://www.cdc.gov/coronavirus/2019-nCoV/index.html for more info) In addition, schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020 (https://www.sde.idaho.gov/re-opening/).

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE RISK	1. Rate of Active Cases > 10/10,000 population, sustained for 3 days *Approximate active cases by county to reach above rate:* • Bannock: 88 • Bear Lake: 6 • Bingham: 47 • Butte: 3 • Caribou: 7 • Franklin: 14 • Oneida: 5 • Power: 8 **(Idaho's current ICU admission rate** is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 4 ICU admissions every 10 days in Southeastern Idaho.) **AND/OR** 2. **Hospitals'** ICU bed capacity reaches 90% 2-3 times per week (surge capacity still available)	IN ADDITION TO THE CONTINUATION OF ALL MITIGATION STRATEGIES FROM THE MINIMAL RISK LEVEL, THE FOLLOWING RECOMMENDATIONS WILL BE MADE: • Strongly recommend and advise the use of face coverings when in public • Limit events and social gatherings to no more than 150 people • Vulnerable populations (elderly, individuals with underlying health conditions) take extra precautions • Telework where possible and feasible with business operations • Minimize non-essential travel • Congregate living facilities (long term care, nursing homes, correctional facilities, etc.) to implement strict health policies for staff and visitors to avoid potential outbreaks • Schools should implement plans in response to these guidelines and those of the Idaho Back to School Framework 2020

Southeastern Idaho Public Health

COVID-19 REGIONAL RESPONSE PLAN Issued 7/24/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH RISK	1. Rate of Active Cases > 20/10,000 population, sustained for 3 days *Approximate active cases by county to reach above rate:* • Bannock: 176 • Bear Lake: 12 • Bingham: 94 • Butte: 5 • Caribou: 14 • Franklin: 28 • Oneida: 9 • Power: 15 *(Idaho's current ICU admission rate is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 7 ICU admissions every 10 days in Southeastern Idaho.)* **AND/OR** 2. Outbreak(s) Occurring at: • Hospitals/Healthcare Providers/ Emergency Medical Services • Critical Infrastructure Services (Fire, Law Enforcement, Utilities, etc.) • Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) • Schools/Institutions of Higher Learning • **Mass Gatherings/events that limit public health's** ability to conduct contact tracing **AND/OR** 3. **Hospitals'** TOTAL bed capacity is reaching 90% 2-3 times per week (surge capacity still available)	IN ADDITION TO CONTINUATION OF ALL MITIGATION STRATEGIES FROM MINIMAL RISK LEVEL, THE FOLLOWING RECOMMENDATIONS WILL BE MADE: • Strongly recommend and advise face coverings when in public • Limit gatherings to no more than 50 people • Encourage vulnerable populations (elderly, individuals with underlying health conditions) to self-isolate • Strongly encourage telework for those that are able • Limiting travel/visitors to the region as well as travel within the State to areas with high rates of spread • Congregate living facilities close to visitors and extra precautions implemented for employees • Hospitals suspend scheduled, non-essential surgeries • Businesses implement delivery/curb-side services as much as possible • Places of worship implement virtual services where possible • Discontinue youth and adult sports/activities in which physical distancing is not possible • Consider industry-specific measures/restrictions • Schools should implement plans in response to these guidelines and those of Idaho Back to School Framework 2020 *NOTE: Any or all of these strategies may be implemented.*

Southeastern Idaho Public Health SIPH

COVID-19 REGIONAL RESPONSE PLAN Issued 7/24/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
CRITICAL RISK	1. Hospital capacity, including ICU, consistently at or above 100% and surge capacity cannot be maintained 2. Crisis Standards of Care Implemented	Stay-At-Home Order Issued; may include any or all of the following: • Limitations on mass gatherings • Requirements for face coverings • Limit participation in high-risk activities • Business closures • Limit or prohibit visitation to long-term care facilities • Travel advisories/requirements Schools should implement plans in response to these guidelines

COVID-19 Regional Response Plan Terms & Definitions

ACTIVE CASES

Active cases is the total number of cases currently monitored by SIPH. Any cases that have resolved and been released from monitoring are not included in this number. SIPH will look at this number over a three-day period because one day may be an outlier, and **longer than three days may negatively impact SIPH's ability to conduct contact tracing.**

SURGE CAPACITY

Hospitals have a number of beds that they typically operate with under normal circumstances. When necessary due to a higher than normal volume of patients, they have the ability to add surge beds/equipment/staffing.

CRISIS STANDARDS OF CARE

Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed.

COVID-19 Health Alert Levels:

Interim Criteria for Determining Health Alert Levels and Movement between Health Alert Levels

GOAL

Southwest District Health (SWDH) aims to:

Mitigate the rapid spread of COVID-19 disease and related morbidity and mortality by:

- Reducing or maintaining the the basic reproduction number of the virus (R0) to well below 1.0. The R0 is the expected number of cases directly generated by one case in a population susceptible to infection.
- Preventing first responders, healthcare workers, and healthcare systems from being overwhelmed by surges.
- Maintaining personal protective equipment (PPE) supplies for our region.

DETERMINING HEALTH ALERT LEVELS

QUANTITATIVE DATA

Syndromic

- Emergency room utilization by individuals with COVID-like illness

- Number of persons under monitoring (these are people who have been exposed to COVID-19, but to date have not developed symptoms)

Epidemiologic

- Confirmed and probable new daily cases per 10,000 population (seven-day rolling average)

- Number of congregate care facilities with COVID-19 cases currently under investigation, monitoring, or testing

- Preliminary case fatality ratio attributed to COVID-19 and mortality rate of individuals infected with COVID-19

- Percent of new COVID-19 cases traced to a known source

This document was updated 08/25/2020 this document contains interim criteria for determining health levels guidance using available to-date information and is subject to change per emerging guidance.
Page 1 of 9

- Average follow up time for new COVID-19 investigations

- Percent of individuals diagnosed with COVID-19 who were symptomatic

Healthcare

- Hospitalization rate of individuals with COVID-19

- Positive Test Ratio (number of positive tests / number of tests administered)Number of healthcare workers sick with COVID-19; number of workers not working due to illness and quarantine

QUALITATIVE DATA

Healthcare: Concerns raised by organizations (e.g., long-term care facilities, hospitals, or first responders) regarding COVID-19 observations and trends, ability or capacity to respond, and/or ability to secure necessary PPE or other medical resources.

Local Elected Officials: Concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being and community vitality.

Epidemiologic: Descriptive data on incidence of new cases, cluster outbreaks, and levels of community transmission within defined geographic areas (e.g., city, sub-region, county).

Educators: Close contacts, cases and cluster outbreaks associated with schools and/or school-related-activities.

This document was updated 08/25/2020 this document contains interim criteria for determining health levels guidance using available to-date information and is subject to change per emerging guidance.
Page 2 of 9

PPGA   **TAB 7 Page 2**

GEOGRAPHIC BOUNDARIES

Health Alert Levels will be established for each county. The current rate per 10,000 population will also be established using zip code or census tract data. Southwest District Health includes:

- Adams County
- Canyon County
- Gem County
- Owyhee County
- Payette County
- Washington County

COVID-19 HEALTH ALERT LEVELS

COVID-19 Health Alert Levels are intended to be an education tool to inform the public of activities that increase risk for exposure to disease and to communicate what the risk for exposure is in the local community (i.e., hot spots) across the six-county region. Criteria for assigning a health alert level to a specific geographic area (e.g., zip code, census tract or county) are described on pages 4-5.

This document was updated 08/25/2020 this document contains interim criteria for determining health levels guidance using available to-date information and is subject to change per emerging guidance.
Page 3 of 9

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020   ATTACHEMENT 7

COVID-19 METRICS TO INFORM SWDH HEALTH ALERT LEVELS

Indicator	Gray	Yellow	Orange	Red
Number of new cases (confirmed and probable): Newly daily cases per 10,000 population*	<1 daily new cases per 10,000 pop. OR Number of new cases occur sporadically (>14 days apart)	1 – 2.5 daily new cases per 10,000 pop. OR Number of new cases occur sporadically.	2.5 – 5 daily new cases per 10,000 pop. OR Number of new cases occur < 14 days apart	> 5 daily new cases per 10,000 pop. OR Number of new cases occur < 7 days apart.
Hospitalization Rate of individuals with COVID-19*	<5% of individuals with COVID-19 are hospitalized	<10% of individuals with COVID-19 are hospitalized	10-15% of individuals with COVID-19 are hospitalized	>15% of individuals with COVID-19 are hospitalized
Emergency department (ED) utilization by individuals with COVID-like illness	No reported ED utilization data from the population, OR sporadic visits (>14 days apart), AND visits are imported or associated with an exposure within a household	Low-volume visits (day(s) between visits or <5 visits/day), OR visits are imported or associated with an exposure within a household or shared living space	Elevated ED visits (daily visits or <10 visits/day)	Elevated ED visits (daily visits or >10 visits/day)
Preliminary case fatality ratio attributed to COVID-19 and mortality rate of individuals infected with COVID-19*	<0.5% of COVID-19 cases result in death.	>0.5% of COVID-19 cases result in death.	>1% of COVID-19 cases result in death.	>2% of COVID-19 cases result in death.
Number of congregate care facilities with COVID-19 cases currently under investigation, monitoring, or testing. (*Congregate Care Facilities include LTCFs, correctional institutions, foster homes, treatment facilities*).	No long-term care facilities have cases under investigation, monitoring, or testing OR A case is imported, but no additional cases are reported within the facility following 14 days since last exposure	No long-term care facilities have cases under investigation, monitoring, or testing OR A case is imported, but no additional cases are reported within the facility following 14 days since last exposure	One or more long-term care facilities have a case(s) under investigation, monitoring, or testing OR Disease transmission is occurring within a facility but contained to one area/unit/hall	One or more long-term care facilities have a case(s) under investigation, monitoring, or testing OR Uncontained disease transmission is occurring within a facility
Number of healthcare workers sick with COVID-19*	No reported cases in healthcare workers, OR confirmed imported case in a healthcare worker, OR healthcare worker was exposed to a household member that imported the disease	< 1 reported case/day in healthcare workers	< 2 reported cases/day in healthcare workers	> 2 reported cases/day in healthcare workers, OR consideration being given to implement Crisis Standards of care due to healthcare worker shortage

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Indicator	Gray	Yellow	Orange	Red
Percent of new COVID-19 cases traced to a known source*	90% of cases traced to a known source	<85% of cases traced to a known source	<75% of cases traced to a known source	<70% of cases traced to a known source
Average follow up time for new COVID-19 investigations	<8 hours (within the same business day)	<8 hours (within the same business day)	24 hours (on average)	>24 hours (on average)
Percent of individuals diagnosed with COVID-19 that were symptomatic	80%	>80%	>85%	>90%
Positive test ratio (number of positive tests / number of tests administered)*	<5%	5-8%	8-10%	>10%
Healthcare industry input*	No concerns raised by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources.	Minor concerns raised by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources.	Elevated concern by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources	Healthcare industry (e.g., long-term care facilities, hospitals, or first responders) are enacting Crisis Standards of Care (or) are unable to respond or secure necessary PPE or other medical resources
Local elected official input	No concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.	Minor concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality	Elevated concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.	Extreme concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.
Epidemiologists' input*	descriptive data indicate limited risk of importing COVID-19 to a specific geographic area or sporadic cases are identified with no clusters reported.	descriptive data indicate sporadic imported cases, occasional close contact transmission, and/or single or isolated cluster outbreaks. Citizens are actively taking precautions to mitigate the spread of COVID-19	Descriptive data indicate sporadic community spread, occurring at lesser rates. Some cluster outbreaks occur in workplace or in essential social settings (grocery stores, within households, etc.).	Descriptive data indicate sustained community spread and/or widespread outbreaks. Large social events resulting in cluster outbreaks are reported.
Educator's Input	No schools have cases under investigation or monitoring	No schools have cases under investigation or monitoring OR a case is imported, but no additional cases are reported within the facility following 14 days since last exposure.	One or more schools have a case(s) under investigation or monitoring OR recommended safety measure and PPE are not being utilized	One or more schools have a case(s) under investigation or monitoring OR one or more schools has uncontained COVID-19 transmission.

* Indicates a primary metric used to determine a health alert level. Other secondary metrics are taken into consideration when assigning a health alert level.
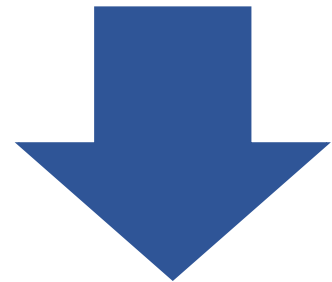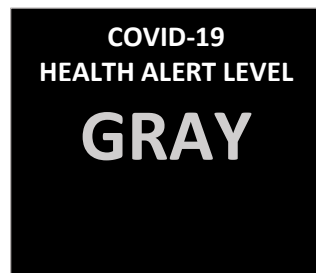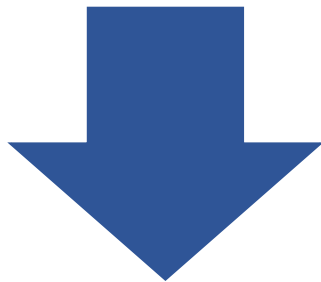
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CROSSWALK FOR SCHOOLS

Idaho Back to School Framework has identified three categories for determining transmission risk (table below). To assist schools located in the six-county region, Southwest District Health has cross-walked the *Idaho Back to School Framework* with the COVID-19 Health Alert Level advisory system.

"Identify Level of Transmission Risk"			
	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: Substantial Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure.

COVID-19
HEALTH ALERT LEVEL
GRAY

COVID-19
HEALTH ALERT LEVELS
YELLOW
ORANGE

COVID-19
HEALTH ALERT LEVEL
RED

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MOVEMENT BETWEEN HEALTH ALERT LEVELS

The *Movement Between Health Alert Levels* is used in conjunction with *Determining Health Alert Levels.* Southwest District Health will use these data points to establish Health Alert Levels, determine when to move from one Health Alert Level to another, and provide information, guidance, and recommendations to the residents and businesses of the six-county region.

CRITERIA FOR MOVING BETWEEN LEVELS

Epidemiology:
- New confirmed case trend: using calculated new daily cases per 10,000 population (seven-day rolling average); + trend direction and rate (stratified by census tract and county)
- Estimated death trend: New daily deaths per 10,000 population *100 (assuming benchmark 1-1.5% case fatality rate) (seven-day rolling average); + trend direction and rate (stratified by census tract and county)
- New daily hospitalizations per 10,000 population (seven-day rolling average); + trend direction and rate (stratified by census tract and county)

Response Capacity:
- Testing, tracing, and monitoring (TTM)
- Use of other non-pharmaceutical interventions (e.g., social/physical distancing, face covers)
- Therapeutic capacity (e.g., hospital beds, ICU beds, ventilators, healthcare workforce)
- Protection capacity (capacity to identify and meet the needs of vulnerable populations (e.g., homeless, elderly, first responders))
- Disease surveillance capacity (e.g., funding and staffing for epidemiologists, contract tracers, and health monitors)

TIMELINE FOR MEASUREMENTS

Data will be posted to the SWDH Tableau Dashboard each Monday through Friday, by 5pm (MST).

Health Alert Level assessments will be made on Wednesdays based on the prior two weeks' data (assessing 7-day averages of quantitative data points), starting on a Sunday and ending on a Saturday. At least two full weeks will be spent in a Health Alert Level before determinations to move to a lower less severe level (e.g., from High to Medium).

DETERMINATIONS TO MOVE TO A HIGHER ALERT LEVEL MAY BE MADE AT ANY TIME IF ANY OF THE CRITERIA BELOW ARE MET:

- Crisis standards of care are implemented
- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity
- Epidemiologic evidence of a new or emerging significant risk to the public's health

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These COVID levels (see table below) provide a roadmap that helps decision-makers and community members know where they are and what mitigation strategies may be appropriate based on their community's level of disease spread. The gray level aligns with the CDC's low incidence plateau threshold. The levels communicate the intensity of effort needed for control of COVID at varying levels of community spread. In addition to paying attention to the levels, decision-makers should pay close attention to direction of trend and rate of change. While jurisdictions may plateau in yellow, in the orange level viral spread tends to have more velocity.

COVID Health Alert Level	Corresponding Community Mitigation Strategies
Red (High) >5 daily new cases per 10,000 people*	At the red level, communities have reached a tipping point for uncontrolled spread. Southwest District Health *may* institute: • education, information, and messages, AND/OR • recommendations for use of face coverings, AND/OR • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for remote work when available, AND/OR • recommendations to vulnerable populations to limit participation in high-risk for exposure activities like some team sports or activities requiring close contact (e.g., football, basketball, dancing, choir), attending events where physical distancing cannot be maintained (e.g., general admission concerts and other public entertainment events), family or social gatherings that bring people together from different households, AND/OR • recommendations limited visitation to long term care and correctional facilities.
Orange (Medium) 2.5-5 daily new cases per 10,000 people*	At orange levels, community spread has accelerated. Southwest District Health *may* institute: • education, information, and messages, AND/OR • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for use of face coverings, AND/OR • recommendations to vulnerable populations to limit participation in high-risk for exposure activities like some team sports or activities requiring close contact (e.g., football, basketball, dancing, choir), attending events where physical distancing cannot be maintained (e.g., general admission concerts and other public entertainment events), family or social gatherings that bring people together from different households.
Yellow (Low) 1-2.5 daily new cases per 10,000 people*	At yellow levels, there may be sporadic imported cases, uptick in close contact transmission, or isolated cluster outbreaks. Southwest District Health *may* institute: • education, information, and messages • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for use of face coverings.
Gray (Routine) <1 daily new cases per 10,000 people*	At the gray level, communities are on track for containment so long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing, sufficient to control spikes and outbreaks. Viral testing should be used both for symptomatic and asymptomatic individuals, with the latter needed to detect cases flowing from exposure, and to routinely screen for infections in congregate settings and other critical context scenarios (e.g., elective surgery, hospital admission without symptoms suggestive of COVID-19, etc.), or as requirements of disease surveillance programs.

* The 7-day daily average incidence of new case range will be used along with other data thresholds to make decisions when considering moving between health alert levels and will not be used as a single indicator/cutoff/trigger to move to a higher or lower level.

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REFERENCES

An Approach for Monitoring and Evaluating Community Mitigation Strategies for COVID-19. CDC. June 20, 2020. https://www.cdc.gov/coronavirus/2019-ncov/php/monitoring-evaluating-community-mitigation-strategies.html

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