

**2020**  
**2021**

U.S. Department of the Interior  
**Bureau of Indian Education**



U.S. Department of the Interior  
**Indian Affairs**



*Return to Learn!*

**BIE REOPENING PLAN**  
**2020-2021 SCHOOL YEAR**

## MESSAGE FROM DIRECTOR DEARMAN

The Bureau of Indian Education (BIE) has been actively planning and preparing for the start of 2020-2021, school year for several months. As you know and have experienced, it has been challenging and incredibly complex. As we look to the start of the school year with new health protocols, physical distancing and more, we will continue to strive for excellence while maintaining a safe and healthy environment for our students and staff. I am pleased to share with you the BIE School Reopening Plan, *Return to Learn!* In developing this in-person instruction guidance, we have taken into account the many perspectives tribal leaders, parents, our staff, unions, professional associations, and other stakeholders have shared with us through consultations, survey responses and other outreach efforts. Furthermore, we brought together a strategic team with experts from the Department of Defense Education Activity, Indian Health Service, and tribal leadership to ensure we had access to a broad range of expertise in putting together this plan. We pulled resources from within the Department of the Interior (Department) and Indian Affairs enterprises to support this overall effort. Working with these strategic teams we examined the options for teaching and learning in a COVID-19 pandemic environment through the lens of equity and excellence, the Strategic Direction, as well as prioritizing the health and safety of our students and staff members. All of us in the BIE take the immense responsibility of educating and creating opportunities for every student seriously. The Department, Indian Affairs, and BIE leadership stand ready to work alongside the tribes, communities and staff to meet the daily needs of our students and families. Our students depend on us. I am confident that we will join together to address the unique challenges. Thank you for your continued support and collaboration as we work together on behalf of the students and families we serve. Together, we are stronger and more capable of meeting the needs of our students and their educational pursuits with excellence.



TONY L. DEARMAN

**DIRECTOR BUREAU OF INDIAN EDUCATION**

## INTRODUCTION

The BIE reopening plan, *Return to Learn!* provides BIE leaders and school personnel with general guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread. The guidance specifically pertains to Bureau-operated schools and residential settings. However, we recommend tribally-controlled schools operated pursuant to a grant under the Tribally Controlled Schools Act of 1988 (25 U.S.C. § 2501, et seq.) or pursuant to a contract under the Indian Self-Determination and Education Assistance Act (25 U.S.C. § 5301, et seq.) take the recommendations included as guidance to inform their general operations in preparation for opening and to prepare each school's learning environment for the 2020-2021 school year. Tribally-controlled school grantees that may wish to deviate from this guidance, or decide not to reopen, should consult immediately with BIE leaders to ensure the school grantee does not risk violating the terms of its grant.

BIE schools, like all other schools, are high traffic and contact zones. The BIE schools must change in-school operational and educational practices to reduce student and staff contact and to minimize the risk of spread through the use of commonly used areas, equipment, and materials. School leaders will work with their local health authorities, tribes, school boards, states, and other entities to implement school-specific plans for reducing COVID-19 related risks. Where needed, schools will solicit the assistance and guidance of BIE leaders to overcome obstacles toward achieving this goal. BIE school leaders are also encouraged to work with local public schools, as they routinely do, to continue to strengthen the relationships, advance communication and provide support for the safe and equitable education for Indian students in all schools.

We acknowledge that the guidelines and protocols in this reopening plan may need tailoring to meet each school's circumstances. Therefore, each school, in coordination with their Associate Deputy Directors (ADDs) and tribal leaders, will have the flexibility to implement the guidelines and protocols in a manner that best meets the health and safety needs of students and staff while minimizing disruption on teaching and learning. Responses and solutions to the circumstances at each school should reflect innovation, flexibility, and respect for tribal traditions, aligned with CDC/BIE guidance in providing a high-quality instructional program. Decisions will reflect the BIE mission, the Strategic Direction, priorities and core values. Actions will be guided by a strong focus on hygiene and prevention, striving to earn the trust and confidence of our students, parents/guardians, employees, and tribal communities in BIE's ability to protect students and staff.

As questions arise with interpreting the guidance, developing appropriate mitigation strategies, or seeking exceptions to the guidance, please route them through the appropriate ADD to be elevated as necessary. Thank you for your continued support and collaboration as we work together to *Return to Learn!*



## GOALS

### GOALS FOR REOPENING SCHOOLS



Ensure the safety and wellness of students and staff



Deliver high-quality instruction to students, regardless of delivery mode



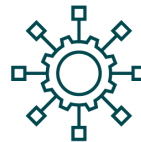
Provide equity for all students



Optimize use of resources



Engage tribal community and stakeholders in planning and implementation



Provide guidance and resources to support teaching and learning in a COVID-19 environment



**COMMUNICATE, COMMUNICATE, COMMUNICATE!**



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# **BIE REOPENING PLAN 2020 - 2021 SCHOOL YEAR**

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## **KEY CONSIDERATIONS FOR ADMINISTRATORS**

## **KEY CONSIDERATIONS FOR ADMINISTRATORS**

It is critical that all administrators:

- Engage and encourage everyone in the school and the community to practice preventative behaviors. Preventive behaviors are the most important actions that will support schools' safe reopening and will help them stay open for in-person instruction.
- Implement multiple mitigation strategies (e.g., physical distancing, cloth face coverings, hand hygiene).
- Communicate, educate, and reinforce appropriate hygiene and physical distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Integrate mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling participation in activities where physical distancing is not feasible).
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Make decisions in coordination with local health authorities, tribes, states, and local communities.
- Repurpose unused or underutilized school spaces to increase classroom space and facilitate physical distancing, including outside spaces, where feasible.
- Coordinate with local health authorities to develop a proactive plan for when a student or staff member tests positive for COVID-19.
- Educate parents and guardians on the importance of prescreening for, and responding to, the symptoms of COVID-19 at home.
- Develop ongoing channels of communication with tribes and local authorities.



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# **GENERAL SCHOOL HEALTH & SAFETY GUIDELINES**

## **GENERAL SCHOOL HEALTH & SAFETY GUIDELINES**

### **PERSONAL PROTECTIVE BEHAVIORS IN SCHOOLS**

- Place hand sanitizer stations at the entrance of the buildings. Use hand sanitizer products throughout the school facility with 60% alcohol or greater (touchless dispensers if possible). Ensure proper monitoring of student use.
- Supply bathrooms and classroom sinks designated for handwashing with soap, warm water, and disposable towels (or air dryer systems).
- Schedule handwashing for lower elementary students throughout the school day.
- Prohibit student sharing of pencils, pens, and other school supplies.
- Do not allow students to share lockers or cubbies.
- Remove items from the classroom or hallways that are frequently touched but are not easily cleaned on a daily basis.
- Prohibit students from bringing personal items to school from home, e.g., fuzzy toys and blankets, except for earbuds or headsets for use during computer-adaptive testing and bottled water.
- Encourage students to bring bottled water to reduce or eliminate water fountain use during the school day.
- Educate students on viruses, mode of transmission, signs of illness, protective measures, how to wear face coverings, and appropriate social skills encouraging minimal physical contact. The public health authority and teacher should partner to develop and deliver this learning as part of the standard start of school practice.

### **PROTECTIVE BARRIERS**

- Generally, physical distancing, face coverings, furniture configuration, and other appropriate measures are encouraged by the CDC to combat the spread of COVID-19. In situations where a school cannot use the encouraged health and safety measures, a physical barrier may be considered.
- The use of physical barriers in a school, such as Plexiglass, acrylic, or plastic shields as a method of prevention against virus spread, requires an evaluation of the area under consideration as outlined below to ensure all administrative and engineering controls have been considered and approval has been obtained before the purchase and installation of the barrier.



- Schools should contact the Safety Officer to schedule an evaluation. After considering the assessment results, the Safety Officer or Facility Manager will make the determination if a physical barrier is required.
- Barriers must be adequately sanitized and maintained. Schools should also consult with the BIE Facilities Division to determine the best configuration and placement of the barrier.

## **DRINKING FOUNTAINS**

- Staff and students are expected to bring their own bottled water to minimize contact with water fountains. School will maintain a supply of bottled water if students or staff forget to bring them to school.
- Drinking directly from fountain faucets is prohibited. Only the refilling of water bottles/containers is permitted.
- Signage will be placed near all drinking fountain locations warning students/staff that drinking directly from water fountains is prohibited.
- In accordance with CDC recommendations, custodial staff will clean and sanitize drinking fountains daily.
- While the risk of COVID-19 transmission utilizing this method is considered low by CDC, it is recommended that hand sanitizer be placed near drinking fountains to reduce the spread of germs through high touch surfaces.

## **ADMINISTRATIVE CONTROLS FOR CONSIDERATION**

- Provide markers on the floor to demonstrate physical distancing requirements (between people, desks, etc.).
- Place markers on the hallway floors to designate traffic flows to facilitate physical distancing when transitioning in the building.
- Limit visitor access to all locations of the school campus and ensure all visitors are aware of face covering and physical distancing requirements.
- Limit the number of visitors permitted in the school front office at one time.
- Alter schedules, stagger breaks after instructional time, recess and lunch periods to reduce student mixing and to reduce class size. Recess is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers, and physical distancing is maintained to the maximum extent possible.



## CLOTH FACE COVERINGS

To maximize the in-school attendance of students and school staff members, BIE strongly encourages all personnel on a BIE school campus to wear a face covering, including when on BIE buses and at school bus stops. Where a tribal government or local health authority has issued rules or regulations for face coverings, students and school staff should conform to such requirements. Face covering are particularly important when physical distancing cannot be achieved. BIE has ordered face coverings for each BIE employee and student with an additional supply available in each school for contingency requirements.

The CDC ascertains that when used consistently and correctly, cloth face coverings are important to help slow the spread of COVID-19. Per CDC guidance, cloth face coverings should not be worn by anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Appropriate use of cloth face coverings may be challenging for some students, teachers, and staff, including:

- Younger students, such as those in early elementary school.
- Students, teachers, and staff with severe asthma or other breathing difficulties.
- Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.

In such situations, a modified face covering may be procured to meet the specific needs of students with disabilities and specified health conditions. Schools should consider the need for modified face coverings for teachers, school psychologists, and related service providers serving students with disabilities and facilitating evaluations.

Consider use of clear face coverings that cover the nose and wrap securely around the face. Clear face coverings should be determined not to cause any breathing difficulties or over heating for the wearer.

Teachers and staff who may consider using clear face coverings include:

- Those who interact with students or staff who are deaf or hard of hearing, per Individuals with Disabilities Education Act (IDEA).
- Teachers of young students learning to read.
- Teachers of students qualifying for English Language Proficiency (ELP) services.
- Teachers of students with Individualized Education Programs (IEP) and Individualized Accommodation Plans (IAP).

CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings. Some students and staff may choose to use a face shield when sustained close contact with others is required. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

Parents and guardians are asked to bring individual concerns regarding face coverings to school leaders. It is recommended that schools develop a response team, which may include families, educators, and healthcare providers to create individual plans to accommodate the use of modified face coverings by students and staff in order to safely protect students and school staff.

School leadership and staff should be prepared to address potential negative consequences of the potential use of face coverings. The CDC notes that stigma or bullying may arise among students due to wearing or not wearing cloth face covering. For more information and strategies for schools on cloth face coverings, please refer to the CDC's guidance on cloth face coverings.

## **HANDWASHING & HAND SANITIZER**

The CDC recommends washing hands with soap and water whenever possible because handwashing reduces the amounts of all types of germs on hands. If soap and water are not available, using hand sanitizer with at least 60% alcohol can help individuals avoid getting sick and spreading germs to others. Children with sensitive skin conditions may be adversely affected from the use of hand sanitizers, so alternatives should be considered including more frequent handwashing.

Hand sanitizer use by young children requires close adult supervision. Alcohol-based hand sanitizers can cause alcohol poisoning if ingested. Hand sanitizer should be fully evaporated prior to eating or working near an open flame.

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# **SCHOOL CLEANING GUIDELINES**



## SCHOOL CLEANING GUIDELINES

BIE will prioritize providing a safe and clean environment based upon CDC guidance. Custodial personnel will work to prevent or slow the spread of infectious diseases in BIE facilities. These duties include but are not limited to the following: emptying trash, sweeping, mopping floors, and cleaning and disinfecting classrooms and common areas.

Occupants of the buildings also play an integral role by staying home when they are sick; wearing face coverings as strongly encouraged by BIE, and conforming to tribal government or local health authority rules or regulations for face coverings; washing hands frequently; promptly throwing away trash; and, wiping down commonly used items. This combined effort from custodians and occupants will establish a culture of health and safety inside the schools.

School leaders will conduct regular walk-throughs of school sites to ensure safety measures are being practiced, including in hallways, cafeterias and food service areas, classrooms, and playgrounds. In instances where safety measures are not being followed appropriately, school leaders will ensure additional training is provided and/or a corrective action plan is put in place.

### CLEANING BY THE CUSTODIAL STAFF

Custodians will provide routine environmental cleaning of surfaces (e.g., floors, counters, desks, walls, and windows) that removes germs, dirt, and impurities. This process does not necessarily eliminate germs, but it lowers their numbers and the risk of spreading infection by removing them.

Custodians will disinfect frequently touched surfaces and objects with cleaners certified for use in schools and according to the manufacturer's recommendations on the label to kill germs. Daily disinfected surfaces and objects include but are not limited to: sinks, faucets, toilets, urinals, showers, countertops, lunch room tables, entry doors and hardware, drinking fountains, light switches, automatic door control buttons, exterior surface of lockers, and classroom tables and counters.

Custodians will promptly clean and disinfect surfaces and objects that are visibly soiled with bodily fluids, and any waste that is generated is handled using biomedical waste disposal procedures. In all cases of cleaning and disinfecting, disposable cleaning supplies are placed in the trash immediately after use, and regular emptying of the trash occurs.

If a building occupant tests positive for COVID-19, the facilities manager will be required to provide (or coordinate the provision of) additional cleaning and disinfecting of the areas where the occupant was traced.

The CDC recommends normal routine cleaning of outdoor areas and playgrounds but does not require disinfection. The CDC also recommends washing hands before and after playground use, or even to discontinue playground use. The Facilities Division will arrange for the cleaning of the exterior playgrounds before schools reopen as an added measure during this time.

## **CLEANING BY SCHOOL PERSONNEL (TEACHERS, STAFF, AIDES, VOLUNTEERS)**

Per standard pre-COVID-19 pandemic practices, school personnel should ensure the cleaning and disinfecting of commonly touched surfaces and objects before or after each use.

Examples of surfaces and objects include laptops, Chromebooks, digital devices, mobile electronics, keyboards, phones, lab equipment, physical education equipment, and sports equipment.

Custodians will disinfect desks daily outside of school hours. Additionally, school staff, not students, will ensure that student spaces are cleaned appropriately using safe disinfectant products in accordance with CDC guidance at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/clean-disinfect-hygiene.html>. In this situation, appropriate supplies (e.g., disinfecting wipes) must be provided by the school at school expense. The BIE Safety Officer has provided a list of EPA-recommended products that can be used for disinfection. A frequently updated list of products can be searched by company name, product name, ingredient, and other pertinent criteria online at List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19).

## **PROTOCOL FOR CLEANING CLASSROOMS AND HIGH-TOUCH AREAS & MATERIALS**

Teachers, staff, and aides will ensure classroom surfaces and objects are disinfected throughout the school day, especially between periods of student use, i.e., reserve minutes at the end of each class to allow time for cleaning by appropriate personnel.

- Disinfectant wipes, fragrance-free baby wipes, alcohol wipes, paper towels with soap and water, or micro-fiber cloths are common materials for cleaning classroom surfaces.
- Manipulatives, if required, should be cleaned between uses. Single use, disposable, or multiple individually bagged sets of manipulatives should be used when available.
- Maximize the use of curricular digital resources and ensure proper quarantine procedures for paper texts prior to redistribution. The Northeast Document Conservation Center (NEDCC) provides recommendations for quarantine of books and other collection items which varies by material. Guidance can be found at 3.5 Disinfecting Books and Other Materials.
- Establish rules for shared appliances and a routine cleaning schedule to ensure the cleanliness of refrigerators, coffee pots, and microwaves is maintained.



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# **COVID-19-RELATED HYGIENIC SUPPLY REQUIREMENTS**

## COVID-19-RELATED HYGIENIC SUPPLY REQUIREMENTS

In order to provide a safe, hygienic school environment, each BIE school will have a sufficient quantity of approved hand sanitizer, liquid hand soap, and disinfectant wipes available at all times throughout a school facility, and during school parents and guardians events. Schools will procure and maintain these supplies and associated materials in accordance with the below guidance.

### HAND SANITIZER FORMULA

Three sources identify a dime size portion of hand sanitizer should be used. This equals 1/4 teaspoon which is 1.5mL. Estimating eight applications a day per person = 12mL(.41 fl oz)/day/person. Calculation: 8x a Day for 175 Instructional Days. Please note there are 191 teacher days.

NUMBER OF INDIVIDUALS	AMOUNT OF SANITIZER PER DAY	AMOUNT OF SANITIZER PER MONTH (17 DAYS AVG.)	AMOUNT OF SANITIZER PER YEAR (175 INSTRUCTIONAL DAYS)
200	2,400 mL (81 fl oz)	40,800mL (1,380 fl oz)	420,000mL (14,202 fl oz)
300	3,600mL (122 fl oz)	61,200mL (2,069 fl oz)	630,000mL (21,303 fl oz)
400	4,800mL (162 fl oz)	81,600mL (2,759 fl oz)	840,000mL (28,404 fl oz)
500	6,000mL (203 fl oz)	102,000mL (3,449 fl oz)	1,050,000mL (35,505 fl oz)
600	7,200mL (243 fl oz)	122,400mL (4,139 fl oz)	1,260,000mL (42,606 fl oz)
700	8,400mL (284 fl oz)	142,800mL (4,829 fl oz)	1,470,000mL (49,707 fl oz)

### LIQUID HAND SOAP FORMULA

Depending on the dispenser, the average amount of liquid hand soap dispensed per pump is .4-.7 milliliters (mL). Estimating .5mL per pump and two pumps per wash at eight hand washes equates to 8 mL (.27 fluid ounces) of liquid hand soap) per person per day. This is a high estimate and can be reduced by half. Calculation: 8x a Day for 175 Instructional Days. Please note, there are 191 teacher days.

NUMBER OF INDIVIDUALS	AMOUNT OF SOAP PER DAY	AMOUNT OF SOAP PER MONTH (17 DAYS AVG.)	AMOUNT OF SOAP PER YEAR (175 INSTRUCTIONAL DAYS)
200	1,600 mL (41 fl oz)	27,200mL (920 fl oz)	280,000mL (9,468 fl oz)
300	2,400mL (81 fl oz)	40,800mL (1,380 fl oz)	420,000mL (14,202 fl oz)
400	3,200mL (108 fl oz)	54,400mL (1,839 fl oz)	560,000mL (18,936 fl oz)
500	4,000mL (135 fl oz)	68,000mL (2,299 fl oz)	700,000mL (23,670 fl oz)
600	4,800mL (162 fl oz)	81,600mL (2,759 fl oz)	840,000mL (28,404 fl oz)
700	5,600mL (189 fl oz)	95,200mL (3,219 fl oz)	980,000mL (33,138 fl oz)

## **HAND SANITIZER FORMULA**

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## **SAFE STORAGE OF HAND SANITIZER**

Storing hand sanitizer in a classroom or office is a violation of National Fire Protection Association (NFPA) 30: Flammable and Combustible Liquids Code and is strictly prohibited. BIE storage requirements are aligned with NFPA 101: Life Safety Code and NFPA 30 and include the requirement to store hand sanitizer in a liquid storage cabinet marked “flammable”.

Automated hand sanitizer dispensers require batteries that have to be frequently replaced. Schools must account for the cost, replacement, safe storage, and disposal of batteries. Safe storage and accountability of hand sanitizer and batteries are required to maintain sufficient inventory. In addition, schools must ensure all hand sanitizer in use complies with U.S. Food & Drug Administration updates on safe and methanol-free hand sanitizer at FDA Updates Hand Sanitizer with Methanol.

For support ensuring compliance with safe and locked storage requirements, please contact the appropriate Safety Officer.

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# **PRESCREENING AND RETURN TO SCHOOL PROTOCOL FOR SCHOOL STAFF MEMBERS & STUDENTS**



## **PRESCREENING AND RETURN TO SCHOOL PROTOCOL FOR SCHOOL STAFF MEMBERS & STUDENTS**

BIE encourages employees, parents/guardians of enrolled students to perform the below prescreening protocol at home within two hours of arriving at school or a school event. Although the CDC does not currently recommend conducting universal symptom screening at school, students should not attend school when they are sick. Home symptom screenings rely on students and their parents/guardians, or caregivers initially identifying when the student may have signs and symptoms of illness and to take action (such as staying home).

### **PRESCREENING PROTOCOL**

The BIE School Prescreening Protocol relies on the physical distancing screening method in CDC's supplemental Guidance for Child Care Programs that Remain Open (Example 1). The protocol requires the following measures:

- Ask parents/guardians, or caregivers to please conduct a temperature check and inspect for symptoms associated with COVID-19 based on CDC guidance (e.g., fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea).
- If experiencing the above symptoms, the student should remain home until he/she is fever-free with a reduction in symptoms for at least 24 hours without the use of fever-reducing medication.
- Individuals with signs or symptoms consistent with COVID-19 should follow CDC guidance.
- Staff members who experience the above symptoms and must leave the workplace should contact their supervisor(s) to determine available and appropriate leave options, such as sick leave or annual leave.

**CDC SAMPLE DAILY SCREENING CHECKLIST**

The Sample Daily Screening Checklist is provided to assist parents in recognizing the possible symptoms of COVID-19 and understand a student and or family’s close contact and potential exposure. It is intended for in-home use, and we recommend it be reviewed daily before sending children to school.

**SECTION 1: SYMPTOMS**

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student’s ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with fever

**SECTION 2: CLOSE CONTACT OR POTENTIAL EXPOSURE**

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the CDC Community Mitigation Framework
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Live in areas of high community transmission (as described in the CDC Community Mitigation Framework while the school remains open)

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# **BIE REOPENING PLAN 2020 - 2021 SCHOOL YEAR**

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# **SCHOOL HEALTH SURVEILLANCE PROTOCOL**

## **SCHOOL HEALTH SURVEILLANCE PROTOCOL**

The BIE school health surveillance protocols are established to guard against COVID-19 spread in a BIE school facility.

### **STUDENT PROTOCOL**

When a student develops or presents with any symptoms of illness consistent with COVID-19 (e.g., fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea):

- The student's teacher will contact the designated school authority who will inform the parent/guardian that the student needs to be picked up as soon as practical for possible referral to a healthcare provider for assessment.
- The designated school authority will wear appropriate personal protective equipment (PPE), provide the student with a clean face covering and relocate the student to an isolated area away from other students. In taking such action, the school authority will preserve the student's privacy to the extent possible.
- The designated school authority will confidentially notify the school leader that a student with COVID-19 symptoms is in the school.
- The designated school authority will close off the space used for isolation after the student departs. The space will only be reopened after proper cleaning and disinfecting.
- The designated school authority will notify the teacher and school counselor that the student is leaving school with the parent or guardian. The teacher will coordinate lessons as needed.
- The school leader will direct the cleaning/disinfection of high-touch surfaces, focusing on areas where the student is known to have been and items they have touched (e.g., individual desk, cot, recently used manipulatives, shared equipment).
- When a school identifies a significant increase in absences due to illness with COVID-19-like symptoms, the school leader is responsible for reporting the information to the local health authority and the ADD. The ADD will report it to the Director BIE.

### **SCHOOL STAFF MEMBER PROTOCOL**

Schools must follow this protocol when a staff member develops or presents with any symptoms of illness consistent with COVID-19 (e.g., fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea).





- The staff member is strongly encouraged to remain in an isolated area while the staff member awaits pickup or until he/she is able to leave the school on his/her own.
- Anyone who comes in contact with the symptomatic staff member will use PPE, practice physical distancing, and provide the staff member with a mask.
- The symptomatic staff member will notify the school leader that he or she presents with COVID-19 symptoms.
- The school will close off the space used for isolation after the symptomatic person departs. The space will be reopened only after proper cleaning and disinfecting.
- The school leader will direct the cleaning and disinfecting of high-touch surfaces, focusing on areas where the person is known to have been and items they have touched (e.g., individual desk, cot, shared equipment).
- If the symptomatic staff member is confirmed to have COVID-19, the staff member will follow the CDC guidelines for persons exhibiting symptoms of COVID-19.

*Note: It is important that students and staff who are unwell and being sent home are picked up within 30 to 60 minutes, if possible. All communications regarding possible COVID-19 cases should comply with applicable laws and regulations to adequately address student and staff privacy concerns.*

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# **PROTOCOL FOR HANDLING A CONFIRMED CASE OF COVID-19 IN SCHOOL**



## **PROTOCOL FOR HANDLING A CONFIRMED CASE OF COVID-19 IN SCHOOL**

- Before the start of the school year, the school leader should coordinate in advance with the Education Program Administrator (EPA) to identify the appropriate local health authority point of contact who will provide immediate support to BIE in the event of a school positive COVID-19 case.
- When a confirmed COVID-19 case arises in a BIE school, the school should follow CDC guidance. As the CDC gathers more information about COVID-19, the CDC may update its guidance based on the most current understanding of COVID-19. Therefore, it is important to regularly consult CDC guidance to keep up to date on relevant guidance. In the meantime, please consult the guidance below, which reflects CDC guidance at the time of the publication of these guidelines.
- Any school in any community might need to implement short-term closure procedures if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
  - Coordinate with local health authority. Once learning of a COVID-19 case in someone who has been in the school, the school leader will immediately notify local health authorities and provide the ADD an early alert by email without using any personal protected information. The ADD will, in turn, provide an early alert to the BIA Emergency Management Team. These authorities will help administrators determine a course of action for their child care programs or schools.
  - Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health authorities to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health authorities to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
  - Local health authorities' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
  - During school dismissals, also cancel extracurricular group activities, school-based after-school programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
  - Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

- Communicate with staff, parents/guardians, and students. Coordinate with local health authorities to communicate dismissal decisions and the possible COVID-19 exposure.
  - This communication to the school community should align with the communication plan in the school's emergency operations plan.
  - Plan to include messages to counter potential stigma and discrimination.
  - In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Clean and disinfect thoroughly.
  - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
  - If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
  - For disinfection, most common EPA-registered household disinfectants should be effective.
  - A list of products that are EPA-approved for use against the virus that causes COVID-19 is available here: (<https://bit.ly/2E1VLCk>). Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
  - Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
    - ✓ 5 tablespoons (1/3 cup) bleach per gallon of water or
    - ✓ 4 teaspoons bleach per quart of room temperature water

- Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.
- Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.
  - During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health authorities.
  - Child care and school administrators should work in close collaboration and coordination with local health authorities to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health authorities. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
  - Administrators should seek guidance from local health authorities to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health authorities to determine when to return to school.
- Implement strategies to continue education and related supports for students.
  - Ensure continuity of education.
  - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
  - Determine in consultation with school district authorities or other relevant state or local partners:

- ✓ If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding.
  - ✓ How to convert face-to-face lessons into online lessons and how to train teachers to do so.
  - ✓ How to triage technical issues if faced with limited IT support and staff.
  - ✓ How to encourage appropriate adult supervision while children are using distance learning approaches.
  - ✓ How to deal with the potential lack of students' access to computers and the Internet at home.
- Ensure continuity of meal programs.
    - Consider ways to distribute food to students.
    - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery. Consider alternatives for providing essential medical and social services for students.
  - Consider alternatives for providing essential medical and social services for students.
    - Continue providing necessary services for children with special healthcare needs, or work with the state Title V Children and Youth with Special Health Care Needs (CYSHCN) Program.
  - If school administrators, in accordance with CDC guidance, determine that it is necessary to close a school, teachers and other school key staff members will depart with their assigned laptop computer and other essential materials.

While a school is closed, the school facility will be thoroughly cleaned and disinfected in accordance with CDC guidance.

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>



- The school leader will coordinate with BIE leadership regarding communications to staff, parents and guardians, students, and other school stakeholders. Messages should reinforce local health authority precautions by communicating risks about COVID-19 and its spread, counter stigmatizing beliefs and behaviors, provide contact information for local behavioral health support, and protect the confidentiality of personal health information.

*Note: Additional reporting requirements may accompany this document at a future date. Any further updates will appear in electronic format in the section at the end of this document titled, "Appendices".*

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# **POST-ILLNESS RETURN TO SCHOOL PROTOCOL**



## **POST-ILLNESS RETURN TO SCHOOL PROTOCOL**

Once a student or staff member is identified with COVID-19 symptoms, the student/staff member may return if they satisfy the CDC's guidelines as specified below.

### **INDIVIDUALS WITH POSITIVE TEST RESULTS OR SYMPTOMS CONSISTENT WITH COVID-19**

Persons who have not received a test proving or disproving the presence of COVID-19, but experience symptoms, and persons who experienced symptoms and tested positive for COVID-19 may return if each of the following three conditions are met:

- 10 days since symptoms first appeared, **and**
- 24 hours with no fever without the use of fever-reducing medications, **and**
- Other symptoms of COVID-19 are improving\*

\*Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation

### **TESTED POSITIVE WITH NO SYMPTOMS**

If you continue to have no symptoms, CDC recommends you can be with others after 10 days have passed since you had a positive viral test for COVID-19. Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

If you develop symptoms after testing positive, follow the guidance above for *"I think or know I had COVID-19, and I had symptoms."*

*Note: Siblings and household members who had close contact with someone with COVID-19 must stay home for 14 days after exposure, based on the time it takes to develop illness, and will be provided with classroom work to be completed at home.*



## **CDC RETURN TO SCHOOL GUIDANCE**

CDC strongly encourages local health authorities to work with local school systems to develop a strategy to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, territorial, and local health authorities and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate.

Schools should not require testing results as a part of return to school policies. Questions regarding return to school should be jointly decided in consultation with parents and guardians, school personnel, and the student's healthcare provider. Students who are excluded from school should be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

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# **HIGHER RISK PERSONNEL GUIDELINES**



## **HIGHER RISK PERSONNEL GUIDELINES**

### **HIGHER RISK SCHOOL STAFF MEMBERS**

BIE employees who are at a higher risk for severe illness from COVID-19 will follow the Indian Affairs Adaptive Operations Recovery Plan procedures to request appropriate HR flexibilities. (See page 10 of the Indian Affairs Adaptive Operations Recovery Plan).

- Employees with concerns about high risk should discuss any requirements that may impact the employee's duty status with their supervisor. Employees may wish to speak with a supervisor employee to determine eligibility for leave under the Family First Coronavirus Response Act (FFCRA), leave eligibility taken for Family Medical Leave Act (FMLA), or other flexibilities permitted by the DOI and BIE guidance. Supervisors should contact their worksite's respective HR Employee & Labor Relations Specialist for further guidance.

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# **BIE SCHOOL GENERAL OPENING GUIDELINES**

## **BIE SCHOOL GENERAL OPENING GUIDELINES**

### **EDUCATIONAL OPTIONS**

BIE will offer three educational options for families and students in School Year (SY) 2020/2021, as follows:

1. BIE schools will operate in-person schools on a regular full-time schedule to the maximum extent possible.
  - To be ready to open and safely perform in-school educational activities, schools will have a range of options for scheduling students, e.g., full-time attendance, rotational schedule with reduced class sizes and reduced number of students in the building.
  - Local school leaders will make scheduling decisions in coordination with tribes, states and local health authorities, and others as appropriate.
2. BIE schools will offer a distance Learning Management System (LMS) for:
  - Students with health vulnerabilities related to COVID-19.
  - All students when a COVID-19 spread leads to a closure of schools. For anticipated closures of five days or less, there is no requirement to switch to full-time distance learning.
3. BIE schools will offer an alternative education program as determined by each school leader for students without the capability to connect to distance learning instruction.

### **OFF-RESERVATION BOARDING SCHOOLS AND DORMITORIES**

Off-Reservation Boarding Schools and peripheral dormitories, including Bureau-operated residential facilities, will only provide day-instruction. This will avoid students traveling outside the commuting area. BIE will provide those enrolled students impacted by this change a distance learning option to continue their education.

- Students enrolled in the 2020-2021 school year will be provided an LMS to continue distance learning or an alternative educational program for students who are unable to connect to an LMS for distance learning.
- Current residential staff who would normally support 24-hour services at Off-Reservation Boarding Schools and Dormitories will continue to work at BIE facilities. Their roles and responsibilities may be modified to support day school operations.

- Planning for the reopening of residential settings should begin as soon as possible as local conditions warrant.
- In deciding when to return to the residential setting, local school leaders will consult and coordinate with local health authorities and tribal leaders.
- Local school leaders will also coordinate with local state authorities and tribal nations to determine the feasibility of transporting students back to the residential settings.

## **GENERAL GUIDANCE**

Centers for Disease Control and Prevention (CDC) guidance should be implemented throughout BIE.

- BIE school students are strongly encouraged to wear face coverings in all areas of a school and on the school bus, and conform to tribal government or local health authority rules or regulations for face coverings. BIE school staff are strongly encouraged to wear face coverings in accordance with the May 19, 2020 Indian Affairs COVID-19 Adaptive Operations Recovery Plan, and conform to tribal government and local health authority rules or regulations for face coverings.
- Consistent use of cloth face coverings is most important when students, teachers, and staff are indoors and when physical distancing of at least six feet is difficult to implement or maintain. Accordingly, wearing cloth face coverings is encouraged at bus stops and during off-campus school-parent and guardian activities.
- Schools will make available face coverings for students and staff while in school and attending school events.
- Schools will limit visitor access to the school campus to those supporting the educational program (e.g., parents/guardians, food service). All visitors are strongly encouraged to wear face coverings and conform to tribal government and local health authority rules or regulations for face coverings (unless otherwise indicated for health reasons), and adhere to physical distancing requirements. School leaders may deny access to the school campus if a face covering mandated pursuant to tribal government or local health authority rules or regulations, is not worn as well as if other safety and health guidelines are not followed.
- BIE schools will provide handwashing, hand sanitizing, and disinfectant supplies/materials in sufficient quantities to meet CDC guidelines and school sanitization and disinfectant requirements.
- BIE schools will provide appropriate Personal Protective Equipment (PPE) for required users, specifically those who come in close contact with students and staff suspected of having symptoms of COVID-19 and those cleaning/disinfecting schools (e.g., custodians).
- School custodians will clean and disinfect regularly throughout the school day and each evening.



- BIE schools will provide COVID-19 Health and Safety Guidelines and Protocols Orientation Training for all faculty, staff, substitutes, and students at the start of the school year and communicate the information to school volunteers, school boards, and parents/guardians before the school year begins. BIE will continue to update the protocols and provide additional training and or information throughout the school year as necessary and appropriate.
- BIE schools will follow Indian Affairs Adaptive Operations Recovery Plan procedures to identify and extend the appropriate HR flexibilities to higher risk employees. (See page 36).

*Note: BIE schools, like all other BIE facilities, should follow CDC guidelines and directives unless otherwise directed by BIE.*



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# **SCHOOL YEAR 2020-2021 INSTRUCTIONAL PLANNING GUIDELINES**

## **SCHOOL YEAR 2020-2021 INSTRUCTIONAL PLANNING GUIDELINES**

### **FULL-TIME IN-PERSON SCHOOL**

BIE plans to fully reopen schools for SY 2020/21.

- To the maximum extent possible, students will attend school full-time in a brick and mortar school setting with regular instruction from teachers.
- BIE has implemented comprehensive safety requirements and precautionary measures aligned with CDC and guidance to protect employees and students to the greatest extent possible.
- Although full-time attendance is the optimum, schools will have a range of options for scheduling students, e.g., full-time attendance, rotational schedule with reduced class sizes and reduced number of students in the buildings.
- Local decisions about scheduling students will be made in coordination with tribes, states and local health authorities.

### **TRANSITIONING TO DISTANCE LEARNING INSTRUCTION**

- In cases where schools must close, all students will engage in distance learning with their classroom teachers. (See Alternative Education Plan below for students who do not have the capability for distance learning).
- Schools will be prepared to open classes entirely online if health conditions prevent in-person schools from reopening.
- This option is also for those students who cannot attend the brick and mortar school for health-related reasons.
- For anticipated closures of five days or less, there is no requirement to switch to full-time distance learning. In this scenario, schools will make assignments and resources available for students.
- If a school is aware they will likely be closed for six days or more, schools must prepare to shift to distance learning within three days. Teachers will use existing curriculum resources and other approved resources aligned to the new BIE Standards Assessment and Accountability.

## **TRANSITIONING A STUDENT TO DISTANCE LEARNING FOR EXTENDED ABSENCES**

- If a student becomes ill and will miss more than 10 days of school, the school, in consultation with the student's parents and guardians, will determine if transitioning the student to distance learning instruction is the best option for a student.
- The school may register students and assist families in understanding their responsibility in supporting their child's education in this environment.
- The school registrar and school NASIS clerk will maintain a record of their attendance.

## **STUDENTS WITH DISABILITIES IN DISTANCE LEARNING**

- Schools must provide students with disabilities, including students with 504 Individualized Accommodation Plans (IAPs) plans, pursuant to the Rehabilitation Act of 1973 (Section 504), and students with Individualized Education Programs (IEP), pursuant to the Individuals with Disabilities Education Act (IDEA), with all the services identified in their IAPs and IEPs. Such instruction must be provided through in-person or structured distance learning, with an emphasis on providing in-person instruction, when possible, to this particularly vulnerable population of children.
- If at any time a school is uncertain whether it will be able to comply with a particular student's IEP or IAP, or otherwise meet its obligations under either IDEA or Section 504, it must immediately notify the Education Resource Center (ERC). The ERC will contact both Division of Performance and Accountability (DPA) and ADD.
- Distance learning is available to all students including those students with disabilities who are, or may be, eligible for either an IEP or IAP.
- Students with a disability may not be denied participation in distance learning because of their disability or because they may need services or because they may need services or accommodations which are typically delivered in person.
- For students seeking distance learning instruction who are or may be eligible for an IEP, their regularly assigned IEP team will convene to develop, review or revise, as necessary, their IEP to ensure that they receive a free and appropriate public education (FAPE).
- The IEP team will develop, implement, and administer the IEP in accordance with IDEA. Distance Learning will not affect any rights, substantive or procedural, guaranteed to a student or parent by the IDEA.
- The IEP team will determine the instruction, services, and/or accommodations necessary to provide a FAPE to a student receiving distance learning instruction.



- Working in concert with DPA, the IEP team will draw from all appropriate resources, both distance and in-person, to serve the student's needs. A student receiving distance learning instruction, for example, may also have access to related services such as physical, speech, and occupational therapies that may be available from the in-person school.
- The IEP team, in close collaboration with DPA, will also monitor the student's progress toward the goals and objectives of the IEP to make sure that the student is making meaningful educational progress.

## **504 IAPs FOR STUDENTS IN DISTANCE LEARNING**

- For students seeking distance learning instruction who are, or may be, eligible for an IAP, the regularly assigned Section 504-Team will convene to develop, review and revise, as necessary, the student's 504 IAP.
- The 504 Team will follow the policies and procedures outlined in the BIE Section 504 National Policy Memorandum and will work with the 504 Coordinator to provide the distance learning and/or physical accommodations necessary for a student with a disability to have access to BIE educational programs and services.

## **ELIGIBILITY FOR DISTANCE LEARNING**

- All families are eligible for distance learning option.
- Families will be asked to commit to supporting their child in the distance learning format.
- Families will be asked if their student needs a WiFi Jetpack and a laptop.
- Distance learning students may participate in the student meal program. Pick up options will be determined by individual schools.

## **DISTANCE LEARNING SCHOOL SUPERVISION**

- Teachers working in a distance learning format will report directly to their school leader.
- Teachers' duty location will normally be their school of record unless an alternative work location off-site is approved by their supervisor.
- Once permissible based on local conditions, teachers will maintain and return to their position at their school.

## **PARENTS AND GUARDIANS CHOOSING DISTANCE LEARNING**

- Schools should engage regularly and substantively with families in their primary language to ensure that they have accurate and up-to-date information to make informed decisions about whether an in-person or distance learning option is best for their children's return to school.

## **ALTERNATIVE EDUCATION PROGRAM**

School leaders must provide students an alternative education program for students who choose the distance learning option but who do not have the capability for distance learning instruction. The alternative plan should address the following components:

- **Curriculum.** Use oral, written, taped, other instructional materials that ensure students are on grade level.
- **Social-Emotional.** Instructional materials and opportunities that support the development of social and emotional skills, including access to school counselors and other professionals.
- **Nutrition.** Access to healthy meals that support nutritional requirements.
- **Physical Activity.** Opportunities that support regular physical activity for well-being.
- **Accountability.** Opportunities to assess student performance, gauge progress, and provide feedback to students and parents/guardians about student progress.
- **Contact.** Have at least weekly contact with students, e.g., phone calls if possible, to guide instruction, check for understanding, connect students to resources and professionals, provide feedback about student progress, and to discuss other instructional matters. *(Note: It is not acceptable to drop off an instructional package with minimal/no contact with the student and family).*

## **TECHNOLOGY TO SUPPORT THE INSTRUCTIONAL PROGRAM**

- A Technology Package with a Toolkit will be sent out separately from the *Return To Learn!* Reopening Plan.
- It will include guidance in such areas as: Future Technology Procurements, Instructions on Installation of Devices, Connectivity Instructions to enable Distance Learning and User Support.



## **ATTENDANCE PROCEDURES**

- Teachers will take daily attendance for students in schools operating in-person as outlined in the school level attendance policies.
- A category for distance learning attendance will be created in NASIS to account for students who are attending school remotely.
- Schools will take special effort to encourage families to keep sick students at home to reduce spread of illness.

## **GRADING PRINCIPLES**

No grading changes are anticipated for this school year. The most important aspect of grading is the feedback teachers provide students and parents/guardians about student progress in mastering the BIE standards.

- To ensure that students are not penalized for circumstances outside of their control, BIE schools may have made adjustments to grading for Quarter 4 of last school year.
- While no similar grading change is anticipated for this school year, this is an excellent opportunity for schools to examine grading practices that emphasize feedback, create multiple opportunities for improvement, and provide authentic performance-based assessments.
- This year may present challenges for students. Teachers and staff must be flexible and creative in assessing student performance and assigning student grades that are a reflection of student performance and not student circumstances.

## **ROLES AND RESPONSIBILITIES**

Following are expectations for each group:

### **CENTRAL OFFICE**

BIE Central Office through the Reopening Task Force will provide the following items and support before the start of the school year:

- A K-12 education school reopening plan providing College and Career Readiness Standard links so teachers can determine the essential standards and pacing of content, including:
  - Essential or priority learning in each content area and pacing of the content in the distance learning environment.



- Guidelines for relevant policies.
- Online assessment resources that are available for teacher use.
- Expectations for Special Education, including training on Family Educational Rights and Privacy Act (FERPA) and distance learning.
- Standardized performance-based assessments using BIE-approved curriculum resources to the greatest extent possible.
- A full list of distance teaching resources and access information, including a list of social-emotional and trauma informed strategies and resources and professional development opportunities.
- Self-paced professional learning modules provided throughout the year and developed with support from EPAs to support teacher implementation of distance education.
- Training on distance learning instructional learning tools available to teachers.
- Secure digital learning tools with comprehensive support.
- Secure IT help-desk support for students and teachers during regular and after-school hours.

## **EDUCATIONAL PROGRAM ADMINISTRATORS (EPA)**

Before the start of the school year and during the year, EPAs will:

- Communicate expectations for school leaders supporting and supervising teachers in the distance teaching environment, review lesson plans, and ensure teachers are regularly working with and providing feedback to students.
- Deliver training to school leaders that was developed in coordination with ADDs that prepares and supports them in being an effective instructional leader in the distance environment.
- Provide guidance to help school leaders understand what quality synchronous and asynchronous learning and effective feedback to teachers looks like.
- Support school leaders in analyzing data.
- Support school leaders as they guide teachers in differentiated learning for students.
- Support school leaders in overseeing high-quality rigorous instruction in the distance learning environment.

- Provide daily core instructional guidelines to minimize screen fatigue by adhering to best practices for distance learning instructional time frames for elementary, middle, and high school.

## **EDUCATION RESOURCE CENTER (ERC)**

At the start of the school year, each ERC will:

- Communicate expectations for teaching and learning in the distance teaching environment to include the number of synchronous interactions per week, asynchronous work, lesson plan posting, collaboration, and parent and guardian communications.
- EPAs working with School Improvement Education Specialists will develop exemplar lessons or teachers and support teacher collaborative teams with lesson development to the greatest extent possible.

## **SCHOOLS**

At the start of the school year, each school will:

- Update LMS for distance learning with the names of enrolled students and class schedules as well as meet any new course and curricular requirements that must be entered in the LMS.
- Provide a schedule for synchronous instruction and asynchronous work each day by subject to prepare students and families for a possible transition to the distance learning environment.
- Share expectations for teachers to provide regular and predictable opportunities for families and students to connect with them, as timely and specific feedback is critical for student learning.
- Identify student access and passwords to available online resources and curriculum materials.
- Use a plan to support and supervise teachers' instruction.
- Provide communication tools for parents and guardians (aligned with resources provided by BIE Central Office Communications) about the possibility of schools opening or transitioning in the distance environment, including:
  - Expectations for parents and guardians support of student learning, completion of assignments, and communication with teachers.
  - Expectations around screen time, synchronous, and asynchronous learning.





- School Leaders who directly supervise teachers will provide guidance and templates to use in lesson planning and collaborative planning sessions provided by ERC's Curriculum and Instruction Specialists:
  - Teacher lesson planning framework that highlights which tools are best to use.
  - LMS for teachers to work together and share lessons and resources. (This should be an asynchronous platform available for all teachers, which can support teachers in small schools that have fewer opportunities to collaborate with colleagues).
  - Instructional materials for use in the Alternative Education Program for students who do not have the capability for distance instruction.
  - Schools will provide a community-wide collaborative planning structure to ensure that collaborative planning among teachers continues in the distance environment.

## **TEACHERS**

At the start of the school year and throughout the year, teachers will:

- Use their school distance learning LMS from the beginning of the school year, and maintain use for in-person and distance learning tasks throughout the school year.
- Develop and maintain a plan for transitioning to long-term and short-term distance teaching and learning, including a schedule for live sessions.
- Develop and provide instructional material for the Alternative Education Plan for students not receiving in-person instruction and who do not have the capability to connect to distance learning instruction.
- Use BIE-adopted digital curricular materials regularly for student collaboration to ensure students are prepared for collaboration in a distance learning environment should conditions change.
- Collaborate regularly at scheduled times with colleagues to share teaching practices, engage in collaborative planning, reflect on instructional effectiveness, analyze student work and data, and develop assessments.
- Maintain regular, two-way communication with parents and guardians to ensure families are prepared for a potential transition to distance teaching and learning and are able to receive feedback and support.

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## **BIE ASSESSMENTS**

## **BIE ASSESSMENTS**

BIE schools will use interim diagnostic assessments to evaluate where students are in their learning progress, determine whether they are on track to master the content and grade-level standards, identify learning gaps and inform instructional practices. They enable teachers to provide student-centered, evidence-based instruction and interventions to address the needs of all students. The selection of an interim assessment is made at the local school level. An example of one type of computer adaptive interim assessment that is used by some BIE schools is the Northwest Education Assessment (NWEA). In addition, teacher-made interim assessments may be necessary to provide data to inform and support instructional needs if students are unable to access their school, computer-adaptive interim assessments. The interim assessments are designed from curriculum-based resources and include materials that are familiar to students and teachers.

### **ASSESSMENTS IN DISTANCE LEARNING**

If the local health conditions prevent in-person classes, students will engage in distance learning with a classroom teacher. In this case, students may continue to participate in select interim assessments and other curriculum-based assessments that are already available for distance learning.

Tests that are only administered via in-person testing mode will be cancelled until further notice. Parents/Guardians may contact their school leader or school test coordinator for more information.

### **ASSESSMENT YEAR-AT-A-GLANCE**

BIE is focused on continuing to provide options for students to participate in the BIE Standards, Assessments, and Accountability System (BIE-SAAS), which would also include summative assessments in SY 20/21. These options have been reviewed for considerations for test design, purpose, and implementation procedures as well as guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread.

Some of the guidelines for test administration on BIE-SAAS are listed below:

- Test coordinators will receive Test Administration Training via virtual training for summative assessments during the Fall of SY 20/21.
- Test coordinators will prepare testing sites in accordance with health and safety guidelines and directives. They will also prepare the necessary testing materials and equipment (e.g., laptop, writing tools, scratch papers, calculators, etc.) prior to the testing event. Although BIE school leaders will provide sanitary, individually packaged earbuds or headsets for students for the testing event, it is recommended that students use their own earbuds or headsets.



- Test administrators will wear cloth face coverings and maintain physical distancing during the testing event and will follow recommended CDC safety requirements. Test administrators should avoid touching their faces or eyes when handling testing materials (e.g., distribution, collection, and packing of secure testing booklets, manuals, testing tickets, etc.), and administrators should thoroughly wash hands after handling such materials.
- School leaders working with their local school test coordinator(s) should ensure additional testing staff members are available in case staff members cannot serve on testing day.

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# **SOCIAL EMOTIONAL LEARNING AND BEHAVIORAL HEALTH**



## **SOCIAL EMOTIONAL LEARNING AND BEHAVIORAL HEALTH**

### **BEHAVIORAL HEALTH NEEDS**

School administrators and teachers should anticipate that this fall's return to school may be challenging and complex. Many students have experienced anxiety, stress, uncertainty, illness, hunger, grief and loss, violence, abuse, neglect, and/or homelessness. Teachers may see surges of learning, behavioral, and emotional issues from students. To assist students as they transition into their new learning environments for this school year, social emotional wellness, behavioral health, and culturally responsive trauma-informed care plans should be incorporated into each school's reopening plan.

### **SOCIAL AND EMOTIONAL LEARNING**

Social and emotional learning (SEL) is the process in which students understand, recognize, and manage emotions, create and accomplish positive goals, understand and demonstrate empathy for others, develop and maintain positive and safe relationships, and foster decision-making skills.

Addressing any educational gaps students may have experienced as a result of the COVID-19 pandemic is critical. However, students may not be ready to participate in formal learning until they feel emotionally, physically, and psychologically safe.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed the SEL Roadmap for Reopening Schools which outlines various techniques schools can use to sharpen their social and emotional competencies and create supportive learning environments where all students can heal and thrive. CASEL has identified four SEL Critical Practices to assist schools with SEL reopening plans:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Schools can use this roadmap to build on current efforts around community-building, school climate improvement, student well-being and mental health, trauma-responsive learning environments, restorative practices, and social and emotional competency development.

## **BEHAVIORAL HEALTH**

BIE defines behavioral health (BH) as the emotions and behaviors relating to a student's mental well-being and their ability to function in everyday life. Examples of BH issues include substance use, psychological distress, self-harm, suicidal ideation and suicide attempts. Schools must have a specific plan for quickly assisting students who are dealing with BH issues or struggling with transitioning back to school.

The American School Counseling Association (ASCA) and National Association of School Psychologists (NASP) developed several school reentry considerations specific to BH which can assist schools with planning for addressing the unique BH needs of their students. Specific considerations that must be included in school reopening plans are:

- Strategies and identified supports for students and families for each phase of reopening.
- Plans outlining how teachers and residential staff can set up phone/video calls with students during distance learning time periods to do regular weekly check-ins.
- A formal BH referral plan for students who need targeted support and/or counseling services (especially students who are at higher risk for significant stress or trauma from COVID-19).
- A comprehensive referral contact list for behavioral health services in your local area.

School Leaders, Teachers, and Residential Staff should also:

- Not assume that the home is a safe place for some students.
- Realize students in need may not voluntarily disclose their distress or want to talk immediately. Weekly check-ins (as outlined above) can provide a safe space for students to share concerns.
- Consider the impact of face coverings on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics.
- Acknowledge the potential loss experienced by students who cannot participate in various activities that contribute to their development and sense of self (e.g., sports, performances, traveling).
- Be prepared to handle issues related to grief and loss. Please reference the CDC's and NASP's resource pages for detailed information regarding grief and loss.

Bureau-operated schools should continue to follow the Suspected Child Abuse and Neglect (SCAN) protocol and Critical Incident Reporting (CIR) policy. Tribally-controlled schools are encouraged to adopt a SCAN protocol and CIR Policy.

## **TRAUMA – INFORMED PRACTICES**

The National Child Traumatic Stress Network (NCTSN) states that traumatic experiences can initiate strong emotions and physical reactions that can persist long after the event. Children may feel terror, helplessness, or fear, as well as physiological reactions such as heart pounding, vomiting, or loss of bowel or bladder control. Children who experience an inability to protect themselves or who lacked protection from others to avoid the consequences of the traumatic experience may also feel overwhelmed by the intensity of physical and emotional responses.

Schools should recognize the potential for higher rates of certain adverse childhood experiences (ACES) and/or stressors during the COVID-19 pandemic that may put students at higher risk of trauma. These may include:

- Parental/guardian substance use and abuse.
- Exposure to domestic violence.
- Child neglect and/or abuse.
- Homelessness.
- Financial/food/occupational/housing insecurity.
- Mental health issues or exacerbation of underlying issues.
- Family separation.
- Grief and loss (either personal or affecting the entire school community).
- Recognize stigma that may occur as a result of COVID-19, including:
  - Those who became sick or tested positive for COVID-19.
  - Those who have a family member who became sick or tested positive for COVID-19.
  - Those with allergies or respiratory illnesses that may result in coughing or sneezing.

Schools should use guidance from the NCTSN's Trauma-Informed School Strategies during COVID-19 to incorporate a trauma-informed approach to help children feel safe, supported, and ready to learn.



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# **SCHOOL MEAL PROGRAM GUIDELINES**

## **SCHOOL MEAL PROGRAM GUIDELINES**

School cafeterias are a location where face coverings cannot be used to mitigate the six-foot physical distancing requirement. This issue creates significant challenges for school administrators, who should work with the EPAs, BIE School Operations, and safety staff, for suitable school-specific mitigation strategies.

- Schools should consider having students eat their meals in small, controlled settings, e.g., classrooms, rather than cafeterias.
- Students are strongly encouraged to wear face coverings in the cafeteria or food service area and conform to tribal government or local health authority rules or regulations for face coverings, except when eating.
- All persons in the cafeteria or food service area will maintain physical distancing while in the serving line and throughout the table seating area.
- Cafeteria and food service workers are strongly encouraged to wear face coverings, and conform to tribal government or local health authority rules or regulations for face coverings. They may be required to wear appropriate personal protective equipment at all times while in the cafeteria or food service area.
- The return of unopened food or drinks is prohibited.
- Tray counters and condiment areas will be sanitized between serving periods.
- Cafeteria flavor stations should be removed and replaced with single use packets (e.g., no ketchup bottles).
- During meal times it will be especially important to encourage excellent handwashing hygiene and consistent physical distancing precautions, along with modified scheduling and delivery service models to reduce large gatherings.
- Mealtime in cafeteria or food service area:
  - Stagger mealtimes to minimize the number of individuals dining inside at one time and keep six feet apart.
  - Require students to wash hands thoroughly prior to mealtimes.
  - Restrict mixing student groups during mealtimes.
  - Determine if markings for spacing and flow through hallways, cafeterias or meal service areas, and open seating areas are required; and if so, install.



- Food Delivery Models:
  - Avoid traditional cafeteria or meal service area line model, if feasible.
  - Create pre-order format which students can select in the morning or that parents/guardians can select online.
  - Coordinate food and nutrition service operations with teachers and school leaders to determine logistics, packaging, transport, and food safety for student meals in the classroom.
  - Wherever feasible, encourage bag lunches from home.
  - For those who cannot bring lunches from home, use grab-and-go model for breakfast, lunch, and/or other meals served.
  - Pre-plate each meal to avoid multiple people using the same utensils.
  - Consider serving meals outside or in an alternative indoor area(s) to maximize physical distancing as weather permits.
- Custodial Staff:
  - Clean and disinfect surfaces between groups in the cafeteria or food service area when used.

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# **BUS TRANSPORTATION GUIDELINES**



## **BUS TRANSPORTATION GUIDELINES**

- At bus stops, students are encouraged to maintain six-foot physical distancing and strongly encouraged to wear face coverings, and conform to tribal government or local health authority rules or regulations for face coverings.
- On the bus, students are strongly encouraged to wear face coverings, and conform to tribal government or local health authority rules or regulations on face coverings.
- To the extent possible, modify bus seating with one child per row seated next to a window on each side skipping every other row. An exception may be made for family members who live in the same household to sit next to each other. Unused seats must be taped off.
- Drivers must carry extra BIE provided face coverings for student use as required.
- School administrators should contact their EPA if they want to request a waiver for transportation mileage.

Physical distancing on buses, while challenging, can be accomplished through a lower head count each day and through students taking alternative modes of transportation.

### **DRIVER**

- Maintain a distance of six feet from passengers.
- Practice proper handwashing hygiene.
- Cloth face coverings are highly encouraged, and should conform to tribal government or local health authority rules or regulations for face coverings.

### **STUDENTS**

- Cloth face coverings are strongly encouraged on buses, and should conform to tribal government or local health authority rules or regulations on face coverings.
- Face coverings are strongly encouraged when physical distancing is difficult.
- Cloth face coverings are not recommended for anyone having trouble breathing, unconscious, incapacitated, or unable to remove the covering without assistance.



## **SEATING**

- Create physical distance between children on school buses (for example, seating one child per seat every other row) where possible.
- Take measures to encourage physical distancing on buses. Such measures may include use of physical partitions or visual cues (for example, floor decals, colored tape, or signs to indicate to passengers where they should not sit or stand near the bus operator).

## **WAITING FOR THE BUS**

- Encourage students to wait in family groups; parents/guardians are encouraged to wait with their children when feasible.
- Ask non-family groups to stay six feet apart.

## **ENTERING OR DEPARTING THE BUS**

- Direct students to enter through the back of the bus one at a time if the bus design allows.
- Avoid crowding when waiting to enter or depart the bus. Request students to remain in their seats until the student before them is several rows in front of them or exiting the bus.

## **SANITATION**

- School leaders will designate a school official to clean and disinfect frequently touched surfaces after each route. Such school official may include a bus driver, contractor support, or custodian personnel.

## **VENTILATION**

- When possible, open windows to increase ventilation.

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# **EXTRACURRICULAR CLUBS, ACTIVITIES, AND SPORTS GUIDELINES**



## **EXTRACURRICULAR CLUBS, ACTIVITIES, AND SPORTS GUIDELINES**

During periods of full-time distance learning instruction, no athletics or activities are permitted. Once schools return to in-person instruction, and CDC and BIE permit extracurricular clubs, activities and or sports, the following guidelines apply:

- Any equipment, such as weight benches, athletic pads, etc., that has holes with exposed foam should be covered and disinfected after each use/person. If equipment cannot be thoroughly disinfected, it should not be used.
- Indoor practices and activities may occur if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times. The total number of attendees, including participants, coaches, etc., shall not exceed 30% of the occupancy load of the room in which the activity is being held or 50 persons, whichever is less. No spectators will be allowed during practices.
- Outdoor practices and activities are allowable if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times. The total number of attendees, including participants, coaches, etc., shall not exceed 50% of the occupancy load of the venue or 50 persons, whichever is less.
- Workouts should be conducted in “pods” of students/coaches with the same 5-10 students/coaches working out together weekly to limit overall exposure. Smaller pods can be utilized for weight training.
- Physical education classes should be conducted outside with at least six feet between students to the extent possible. If outside practice is not possible, physical education classes may be held in the gym and/or classrooms with at least six feet between students to the extent possible.
- The National Federation of State High School Associations (NFHS) recommends that cloth face coverings be worn by students. Cloth face coverings are not recommended for anyone having trouble breathing, unconscious, incapacitated, or unable to remove the covering without assistance. Exceptions are swimming, distance running, or other high intensity aerobic activity. Cloth face coverings should also be used when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room, and in the athletic training room.
- One-piece plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or others.
- Shower use should not be allowed at schools. Athletes are encouraged to shower and change clothing immediately upon returning home. If locker rooms or meeting rooms are used, there must be a minimum distance of six feet between each individual at all times.





- There should be no shared athletic or physical education equipment (e.g., towels, clothing, shoes, or sports specific equipment) between students. Equipment should be cleaned after every use. Students should bring their own bottled water for their personal use.
- There should be no shared musical equipment (e.g., drumsticks, mallets, mouthpieces, reeds, bows, instruments, etc.) between students. Percussion equipment (e.g., timpani, marimba, etc.) that is struck with an implement (e.g., sticks/mallets) can be shared, but physical contact should be avoided.
- Before musical instruments are issued or reissued, they should be cleaned, and mouthpieces should be sprayed with a germicide for wind instruments (e.g., mouthpiece spray).
- Singing should occur outdoors and/or in large, well-ventilated spaces with proper distancing of six feet.
- Face coverings are strongly encouraged for coaches, sports officials, and other non-participants at off-campus school functions, and should conform to tribal government and local health authority rules and regulations for face coverings.

School events and activities are important to creating a sense of normalcy for students and communities. Balancing this sense of normalcy with physical distancing can present a distinct challenge. Student needs, building configurations, local government regulations must all be considered when making decisions.

## **CANCELLATION AND SCHEDULING**

- Collaborate with local stakeholders to limit gatherings, events, and curricular and extra-curricular activities to those that can maintain physical distancing and support proper hand hygiene in accordance with CDC guidelines.
- Provide virtual activities that students can participate in at home
- Do not use equipment. Use floor/surface marking (floor tape, sidewalk chalk) to provide visual physical distancing cues.

## **SEATING**

- Space seating to at least six feet apart.

## **PARTICIPATION**

- Consider limiting non-essential visitors and volunteers.
- Restrict attendance of those from higher transmission areas.



## **FOOD**

- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.
- Avoid sharing foods and utensils.

## **LOCKER ROOMS, GYMS, AND INDOOR SPACES**

- Close communal use spaces if possible; otherwise stagger groups and disinfect between uses when appropriate.

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# **BIE SCHOOL CLOSURE GUIDANCE**



## **BIE SCHOOL CLOSURE GUIDANCE**

Guidance for closing BIE-funded schools is provided in BIE Memorandum, Subject: BIE-Funded School Closure Guidance, March 14, 2020, and Director Dearman's letter to school leaders on April 9, 2020. The key guidelines are highlighted below and apply in circumstances where the identified risk posed by COVID-19 creates a condition that may constitute an immediate hazard to health and safety.

### **BIE DIRECTOR**

- The BIE Director in consultation with local health authorities, tribal leaders, and BIE leadership, has the authority to close schools temporarily when a determination is made that there is an immediate hazard to health and safety.
- If temporary closure is warranted by the BIE Director, the BIE Director will issue a closure letter to the school administrator, school board, Tribe(s) and parents/guardians with an effective date of closure.
- BIE supports tribal leaders and local health authority decisions to close a school when they have determined that there is a risk posed by COVID-19 to the health and safety of the tribal community.

### **SCHOOL LEADERS**

- School leaders, in consultation with the local health authorities and tribal leaders, will make the initial assessment of whether a school closure is warranted and recommend the length of time of the closure based on the risk level within the specific community.
- The school leader will notify and provide the respective EPA of any written directives from a local public health office regarding closure of the school location and tribal leaders.
- In consultation with the local public health authority and BIE leadership, school leaders will determine readmission criteria after the school closure and provide information for completing the school year, and cancellation of extracurricular group activities and large-scale events.

### **TEACHERS**

- Will ensure the continuity of education for all students, during a closure including transitioning to a distance learning platform or other alternative educational program as determined by the local school leader.



## **COMMUNICATION**

- School leaders will use the communication protocol, including outreach to students, parents/guardians, teachers, staff, and the community, to notify parents/guardians, School Board members, community leaders and other stakeholders.
- The applicable ADD will contact the Tribal leader in the community served by the BIE school that might or will be closing.
- BIE Human Resources, School Operations Division, and school leaders will coordinate with appropriate school staff, contractors, and Federal partners to make appropriate notifications of personnel matters in Bureau-operated schools.
- If cases of COVID-19 have been identified among students or staff in on-campus community housing, the BIE will work with the local public health authority to take additional precautions.

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## **GLOSSARY OF TERMS**

## **GLOSSARY OF TERMS**

**504 INDIVIDUALIZED ACCOMMODATION PLANS:** Is a plan designed to the individual needs of the student with a disability with the goal of providing the student an opportunity equal to that of his or her peers to gain the same benefits of an education that is in an appropriate setting, in the least restrictive environment.

[https://www.bia.gov/sites/bia.gov/assets/public/raca/national\\_policy\\_memorandua/pdf/NPM-EDUC-33\\_Section-504\\_FINAL\\_Signed\\_Signed\\_IssueDate\\_508.pdf](https://www.bia.gov/sites/bia.gov/assets/public/raca/national_policy_memorandua/pdf/NPM-EDUC-33_Section-504_FINAL_Signed_Signed_IssueDate_508.pdf)

**AUTHENTIC ASSESSMENT:** An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

<http://jfmuller.faculty.noctrl.edu/>

**BIE DISTANCE SCHOOL OPTION:** A full-time distance learning option for students and families with health vulnerabilities related to COVID-19 or who are concerned about returning to an in-person school setting.

**CLEAN:** Using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces.

**CLOSE CONTACT:** For COVID-19, close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

**CLOTH FACE COVERINGS:** Coverings recommended by the CDC that fully cover the mouth and nose, fit snugly against the side of face intended to prevent the person wearing the covering from spreading respiratory droplets when talking, sneezing, or coughing.

**COMMUNITY MITIGATION FRAMEWORK:** a set of actions that people and communities can take to slow the spread of a new virus with pandemic potential based on the level of transmission within that community.

**DISINFECT:** Using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs.

**DISTANCE LEARNING:** Students receive the classroom curriculum from their assigned in-person teacher, through digital programs (e.g., when schools must shift from in-person setting to distance learning).

**FACE SHIELDS:** Face shields are personal protective equipment devices that are used by many workers (e.g., medical, dental, veterinary) for protection of the facial area and associated mucous membranes (eyes, nose, mouth) from splashes, sprays, and spatter of body fluids.

<https://www.ncbi.nlm.nih.gov/>

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE):** Has the definition as provided in the Individuals with Disabilities Education Act implementing regulations, 34, C.F.R. Section 300.17.

**FRAGRANCE FREE:** Fragrance materials or masking scents are not used in the product.

**HIGH-TOUCH SURFACE:** Surfaces that are handled frequently throughout the day by numerous people including doorknobs, light switches, countertops, desks, phones, keyboards, toilets, faucets, etc.

**HYBRID LEARNING:** Combines face-to-face and online teaching into one cohesive experience. Approximately half of the class sessions are on-campus, while the other half are online.

**INTERIM ASSESSMENT:** Interim assessments are given at different intervals throughout the school year. The terms “interim assessment” and “benchmark exam” are often used interchangeably. They are used to track student mastery and understand how to guide future instruction so students can be fully prepared for summative exams or state testing. <https://edulastic.com/>

**IN-PERSON INSTRUCTION:** Students are physically in the school building receiving instruction from their assigned teachers.

**LEARNING MANAGEMENT SYSTEM (LMS):** A Learning Management System (LMS) is a platform that helps instructors manage and organize educational materials online and conduct online courses. Learning management systems help streamline the learning process by providing a central location for accessing material online and developing content. LMS software is used by K-12 schools, higher education institutions, school districts, for example: Google Classroom. <https://www.trustradius.com/>

**MITIGATION:** Mitigation in schools focuses on actions schools and districts take to eliminate or reduce the loss of life, injuries, and property damage from an emergency event. <https://rems.ed.gov>

**PERSONAL PROTECTIVE EQUIPMENT (PPE):** Special coverings to protect health care personnel from exposure to or contact with infectious agents.

**PHYSICAL DISTANCING:** The practice of limiting face-to-face contact with others to reduce disease spread by staying at least 6 feet apart from other people, avoiding gathering in groups, and avoiding crowded places and mass gatherings.

**SANITIZE:** Lowering the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements by either cleaning or disinfecting surfaces.



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## ENDNOTES

## ENDNOTES

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*Return to Learn!*

# **BIE REOPENING PLAN 2020 - 2021 SCHOOL YEAR**



## **APPENDICES**

*A placeholder for additional guidance post distribution.*