

# Chief Tahgee Elementary Academy #483



## **COVID-19**

# Safe Return to In-person Instruction

Effective August 1, 2021 - June 30, 2022

Revised: August, 2021

## Introduction

Chief Tahgee Elementary Academy (CTEA) successfully reopened for the entirety of the 2020-2021 school year with an extensive plan that included three phases of restrictions following state and local health plan requirements. With those requirements no longer in place, the following plan is based on what we learned throughout the previous school year. While recognizing our fundamental responsibility to ensure the safety of our students, staff, and community we also believe that it is in the best interest of our students to keep our schools open and continue instruction and learning in as normal of manner as possible.

With guidance from the Southeastern Idaho Public Health, the CDC, Idaho State Department of Education and the Shoshone-Bannock Tribes' Covid-19 Response Team, CTEA will follow the three phases below to protect staff and students:

<p><b>Green Phase</b> (low community transmission) :</p> <ul style="list-style-type: none"><li>• Normal operations with additional safety measures and prevention strategies, including mandatory face coverings indoors.</li></ul>
<p><b>Yellow Phase</b> (substantial community transmission) :</p> <ul style="list-style-type: none"><li>• Normal operations with increased communication and prevention strategies, including contact tracing for exposures at school through the Shoshone-Bannock Tribes' Covid-19 response team.</li></ul>
<p><b>Red Phase</b> (high community transmission) :</p> <ul style="list-style-type: none"><li>• Required restrictions and prevention strategies including quarantine periods for individuals without current immunity.</li></ul>

## Guiding Principles

1. CTEA staff are required to wear masks and/or shields. Students must also wear masks and/or shields when indoors. CTEA will provide face masks for each student and staff member.
2. **CTEA will take reasonable and rational precautions to protect the health and safety of our staff and students.** Precautionary measures to protect students' health must be balanced against their potentially disruptive or obstructive impact on student learning.
3. **CTEA will collaborate with our local public health officials** to make decisions in the face of a pandemic with community transmission numbers.
4. **CTEA will use official health agency information to make decisions.** Guidance from the CDC and state public health departments will be reviewed in collaboration with our local Tribal Health Department to identify appropriate steps and to evaluate the viability and necessity of recommended strategies. Information from non-official sources may provide additional insights; however, our decisions will be based on information from official public health agencies. All other sources of information will be carefully selected to ensure our decisions are based on research-based evidence.

5. **CTEA believes that students learn best through direct instruction from highly effective and affective teachers.** We will continue to provide learning for students in-person unless we cannot keep schools open due to operational barriers such as staff absenteeism. Teachers will be provided with dedicated time for collaboration and students will be provided with additional help and support if they are struggling. To the extent practical, teachers will strive to continue instruction and learning online for those students who are quarantined due to COVID.

## CDC Guidance for Opening Schools

The CDC issued updated guidance for K-12 schools effective July 9, 2021. This guidance states that schools should consider the following variables to make decisions about implementing COVID-19 prevention strategies<sup>1</sup>:

- Level of community transmission of COVID-19.
- COVID-19 vaccination coverage in the community and among students, teachers, and staff.
- Use of a frequent SARS-CoV-2 screening testing program for students, teachers, and staff who are not fully vaccinated. Testing provides an important layer of prevention, *particularly in areas with substantial to high community transmission levels.*
- COVID-19 outbreaks or increasing trends in the school or surrounding community.
- Ages of children served by K-12 schools and the associated social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.

### Prevention Strategies

The CDC identified the following possible strategies for K-12 schools to mitigate the risk of outbreaks in schools:

● <a href="#">Universal and correct wearing of masks</a>	All phases
● <a href="#">Modifying facilities to allow for physical distancing</a> <ul style="list-style-type: none"> <li>○ Including use of cohorts/podding</li> </ul>	All phases
● <a href="#">Handwashing and respiratory etiquette</a>	All phases
● <a href="#">Cleaning and maintaining healthy facilities, including improving ventilation</a>	All phases
● <a href="#">Diagnostic and screening testing</a>	Yellow and red phases
● <a href="#">Promoting vaccination</a>	All phases
● <a href="#">Appropriate accommodations for children with disabilities with respect to the health and safety policies</a>	All phases

<sup>1</sup> <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

## CTEA #483 Three-Phase Plan

**Green Phase:** Normal operations with additional prevention strategies.

### Low transmission

- All staff and students are strongly encouraged to monitor their personal health daily.
- Universal face coverings indoors per Shoshone-Bannock Tribes.
- Anyone with symptoms of an infectious disease should stay home and seek medical counsel.
- Students and staff who test positive will be excluded from school until the contact tracer determined date.
- Students and staff are encouraged to receive the COVID vaccination.
- Teachers should encourage good hygiene practices including handwashing and respiratory etiquette.
- Teachers should sanitize desks and common surfaces daily or whenever there is a change in students.
- No restrictions on student activities.

**Yellow Phase:** Additional prevention strategies and communication.

### Substantial transmission

- All Green Phase strategies are required in the Yellow Phase.
- Teachers and staff will actively monitor students for symptoms using thermometers and physical cues.
- Non-immune students with unexplained symptoms of COVID will be sent home.
  - May return with a negative COVID test
- Contact tracing will be conducted and families will be notified of exposure at school.
- Non-immune staff and students who have been exposed to COVID will be asked to voluntarily quarantine for 7 days from exposure.

## **Red Phase: Mandatory prevention strategies and communication.**

### **High transmission**

- All Green and Yellow Phase strategies are required in the Red Phase.
- All staff and students are required to stay home with symptoms of an infectious disease and seek medical counsel or COVID test.
- Teachers and staff will actively monitor students for symptoms using thermometers and physical cues.
  - Non-immune staff and students with unexplained symptoms of COVID will be sent home but may return with a negative COVID test.
- Contact tracing will be conducted and families will be notified of exposure at school.
  - Exposed staff and students will be required to quarantine for 7 days, unless
    - They have current immunity from vaccination, recent infection, or antibody test, or
    - They were wearing appropriate face coverings during the time of exposure.
- COVID screening programs may be implemented.

## Diagnostic and Screening Testing

CTEA #483 does not employ a diagnostic screening and testing program. At this time, we do not believe that this is an essential strategy to maintain in person learning. Screening and testing is provided through IHS and Tribal Health as an option to families instead of quarantining following exposure at school.

## Vaccinations

Effective July 12, 2021, the CDC states the following regarding COVID vaccinations:

- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
- Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full operations.
- People who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated.
- In most settings, people who are fully vaccinated can safely resume activities they did before the pandemic.

## Learning and Instruction

**CTEA believes that students learn best through direct instruction from highly effective and affective teachers.** We will continue to provide learning for students in-person unless we cannot keep the schools open due to operational barriers such as staff absenteeism. Providing teachers with sufficient time to collaborate in teams has been an essential element of to our educational program. As such, every other Friday (please see blue days on school calendar) is collaboration and professional development time for teachers.

<sup>2</sup> Idaho Statute §39-4802 provides exemptions for state-required vaccinations.

<sup>3</sup> <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>

## Social and Emotional Learning and Support

CTEA #483 recognizes the need to effectively support students' and employees' social and emotional health. We believe that helping all students and staff to develop the essential competencies that every student and employee should develop "for academic success, school and civic engagement, health and wellness, and fulfilling careers." The Collaborative for Academic, Social, and Emotional Learning has identified five key SEL competencies that every student and staff member should develop.

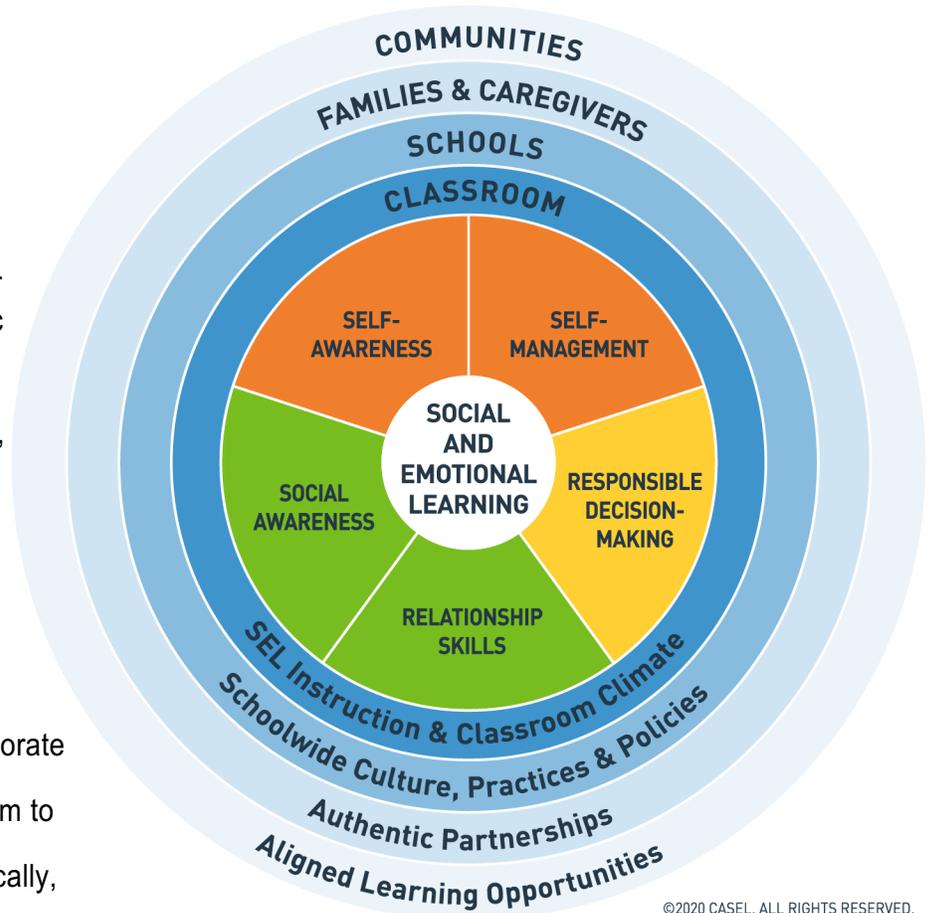
During the 2021-2022

School year, CTEA staff will incorporate

A Social Emotional (SEL) curriculum to

Support students and staff, specifically,

a trauma-informed curriculum to support safety, connection, and empowerment.



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## Nondiscrimination and Accommodations for Students with Disabilities

CTEA does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups.

Pursuant to the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), CTEA will not discriminate against students or employees with disabilities with respect to the health and safety policies in this plan. Accommodations for students and employees with disabilities may be requested for any provision of this plan. Employees should notify the Human Resources Department to request accommodations for disabilities or other medical conditions that may prevent them from complying with any provision of this plan.

Revised: 08/2021

## **Facilities Modifications**

Classrooms will be arranged to maximize physical distancing between students; however, it will not be possible to maintain three feet distance between students during instruction. Teachers will be asked to remove unnecessary furnishings and other large items to maximize the opportunity for physical distancing.

Approved: ~~A~~ugust 17, 2021

Leslie St. Clair, Chair

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## Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Having a Safe Return to In-Person Instruction and Continuity of Services Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 2, 2021. In addition, email this completed and signed plan checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov).

<b>LEA # and Name:</b> Chief Tahgee Elementary Academy
<b>DATE LEA's 2021-2022 Back-to-School Plan was approved by the CTEA Board of Directors:</b> August 17, 2021
<b>Website link to the LEA's Back-to-School Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist:</b> <a href="http://www.cteacademy.org">www.cteacademy.org</a> .

Table 1: Mitigation Strategies Information Required to be Included in LEA's Plan		
CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <i>current</i> Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy for each mitigation strategy)	
Universal and correct wearing of masks	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Handwashing and respiratory etiquette	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Diagnostic and screening testing	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Efforts to provide vaccinations to school communities	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Table 2: NARRATIVE Information Required to be Included in LEA's Plan		
Required Information	Does the LEA's <i>current</i> Back to School Plan include this NARRATIVE information?	
How the LEA is addressing and plans to address students' academic needs	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The process and timeline for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Assurances	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan and this checklist are publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

**By August 2, 2021, each LEA must publicly post its Back-to-School plan and the Safe Return to In-Person Instruction with the Continuity of Services Plan Checklist. LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan with meaningful stakeholder input no less frequently than every 6 months for the duration of the ARP ESSER grant, September 30, 2023.**

Check the box that fits your LEA's situation to determine the revision date for the Safe Return to In-Person Instruction and Continuity of Services Plan. **Only check one of the following boxes.**

1.

The LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) but the plan is missing some required elements as determined by one or more "No" responses in Table 1 or Table 2 or the Assurances section. The LEA must revise its plan to include all required elements no later than six months after it last reviewed its plan OR by November 24, 2021, whichever date is earlier. After that, review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. The revised plan must be published on the LEA's website.

2.

The LEA does not have a Back-to-School plan. By August 2, 2021, the LEA must develop a Safe Return to In-Person Instruction and Continuity of Services Plan and include all of the requirements identified in the Checklist. Email the URL where the plan is posted on the LEA's website by August 2, 2021 to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov). Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023.

3.

The LEA developed a Back-to-School plan either before or after ARP ESSER was enacted (March 11, 2021) and that plan was developed with meaningful stakeholder feedback and public input and includes all the required information as determined by all "Yes" responses in Table 1, and Table 2, and the Assurances section of this checklist. Post the Back-to-School plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist by August 2, 2021. Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. Post the revised plan on the LEA's website.

Director of School Programs: Joel F. Weaver	
Superintendent/Charter Administrator Signature:	Date: 8/17/2021
Leslie St. Clair, Chair	
Local Board of Trustees, President's Signature:	Date: 8/17/2021

**Email this completed and signed plan checklist to Lisa English at %  
[lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than August 2, 2021. %**