



BROWNING PUBLIC SCHOOLS

Inspire, Achieve, Graduate

School Reopening 2020

Proposal to School Board



Table of Contents:

| | |
|--|-----|
| Letter from the Superintendent | 3 |
| Guiding Principles for Reopening | 5 |
| Community Voices: Survey Results | 7 |
| Return to School Guidance | 23 |
| Reopening Scenarios Timeline | 30 |
| Return to School: Instruction, Attendance, and Overall Expectations | 31 |
| Individual Schools, Departments, and Programs | 34 |
| KW-Vina Elementary School | 35 |
| Browning Elementary School | 49 |
| Napi Elementary School | 60 |
| Browning Middle School | 73 |
| Browning High School | 87 |
| Buffalo Hide Academy | 98 |
| Babb Elementary School | 108 |
| Colony Schools | 120 |
| Special Education Department | 121 |
| Technology | 126 |
| BNAS | 130 |
| Parent Community Outreach Program | 138 |
| Athletics / Activities | 159 |
| Food Service | 163 |

Letter from the Superintendent

Dear Parents and Guardians:

COVID-19 continues to affect nearly every aspect of how our families, businesses, and schools go about their daily work. Many of us at Browning School District #9 have been gathering the past few months to develop a plan for how our schools can provide a safe and secure setting for students to learn. The enclosed plan builds upon all that we learned last spring when, with your help, our teachers and students quickly moved to home-based instruction.

Browning School District serves students with transparency and accountability to ensure as many people as possible have a voice in the school's operations. The dialogue between school leaders and citizens has helped make sure our students learn in a manner that reflects the circumstances in our community. Our goal to resume instruction and operations at our schools relies on the following priorities: a healthy and safe setting for students, staff, and the community; helpful support of teachers and staff; and responsible financial and operational procedures. We intend to meet this goal by upholding these priorities.

This plan is the work of the board of trustees, administrative team, employees, parents, students, state and local health officials, and community members all collaborating to identify how instruction will be delivered to students; how gatherings and events will take place on school property if and when appropriate; how the health and safety of staff and students will be protected and preserved when schools are open; and how financial and operational functions of the school district will continue during this public health emergency. School leaders have considered all available options and perspectives to make decisions that reflect the circumstances in our community.

By listening to these voices, we have implemented measures throughout the District to promote a safe and healthy setting for learning, teaching, and working. Our District's plan relies on the practical application of scientific information to transform instruction, cleaning and disinfecting, transportation, food services, and activities.

We are confident these and other proactive measures outlined in the plan will meet our shared goal of returning to student learning in the school. While not our intention to revert to instruction away from the schools, the School District understands that even with our best prevention efforts, it is possible that there may be an outbreak of this highly contagious virus in our community. Therefore, to begin this school year we will start with **PHASE I/Scenario I: Distance Learning** for all students. The District has developed a dynamic home-based instruction/distance learning program for the first quarter of instruction beginning in August until the end of October.

The District will continue to work on our **Phase II/Scenario 2: Blended Learning Model** to slowly bring students back to school, hopefully beginning the 2nd quarter (beginning of November) by *implementing* physical distancing. Physical distancing will be implemented by reconfiguring classrooms and gathering spaces, developing school arrival and departure procedures including temperature checks; installed sanitizing stations, hygiene signs, barriers and other measures to assist with individual protection; and purchased material and supplies to implement all aspects of the plan. Further, the District will require students, visitors, staff, and teachers to wear a mask while in indoor campus environments.

Our School District remains committed to maintaining timely and relevant communications with staff, families and the community as this new school year begins. With your help, your students' enthusiasm, and our teachers' leadership, we'll meet this challenge and have a successful school year.

Sincerely,

Corrina Guardipee-Hall ED.S, Superintendent

Guiding Principles for Reopening

- **The health and wellness of our students, staff, and community:**

- The health and wellness of the BPS community remains our highest priority, and we will make every effort to provide teachers and students with pre-existing health conditions the ability to safely participate in school activities.
- The physical, social, and emotional needs of our students and educators are a district priority. We acknowledge that this past year has presented our students and teachers with unprecedented challenges, and we will focus on reducing anxiety due to COVID-19 as well as building a supportive community.

- **Ensure ALL students have a high quality learning experience:**

- Students' academic growth must be supported despite changes to the learning environment. BPS will continue to deliver a high-quality experience.
- As part of our commitment to equity, every student must be able to participate in learning, whether at home or in school. BPS will identify and respond to inequities and differences in opportunities among our student population.

- **ALL stakeholders are informed and know what to expect:**

- The plan is transparent and clear to all constituents. Guidelines for the current school year are accessible and easily understood by all members of our community.



Community Voices: Survey Results

BPS feels that it is essential that the “voice” of the students, staff and community be considered in any decisions that affect their educational and health needs. We are committed to encouraging and soliciting the voice of these stakeholders in ongoing decision making. Surveys were administered to students, staff, and community members regarding the upcoming school year and how to best approach the opening of schools. Below are the results of these surveys.

Results of Parent Surveys

(From Spring 2020 Distance Learning)

Question: Communication with my student(s)'s school:

| | | |
|-------------------|--------|----|
| Very Satisfied | 16.83% | 17 |
| Satisfied | 45.54% | 46 |
| Neutral | 28.71% | 29 |
| Dissatisfied | 8.91% | 9 |
| Very Dissatisfied | 0.00% | 0 |

Question: Communication with my student(s)'s teacher:

| | | |
|-------------------|--------|----|
| Very Satisfied | 26.47% | 27 |
| Satisfied | 40.20% | 41 |
| Neutral | 26.47% | 27 |
| Dissatisfied | 4.90% | 5 |
| Very Dissatisfied | 1.96% | 2 |

Question: Communication from BPS about Distance Learning:

| | | |
|-------------------|--------|----|
| Very Satisfied | 12.75% | 13 |
| Satisfied | 30.39% | 31 |
| Neutral | 35.29% | 36 |
| Dissatisfied | 17.65% | 18 |
| Very Dissatisfied | 3.92% | 4 |

Question: Quality of my student(s)'s Distance Learning Experience:

| | | |
|-------------------|--------|----|
| Very Satisfied | 14.71% | 15 |
| Satisfied | 33.33% | 34 |
| Neutral | 34.31% | 35 |
| Dissatisfied | 10.78% | 11 |
| Very Dissatisfied | 6.86% | 7 |

Question: My ability to track my student(s)'s learning progress:

| | | |
|-------------------|--------|----|
| Very Satisfied | 13.73% | 14 |
| Satisfied | 44.12% | 45 |
| Neutral | 19.61% | 20 |
| Dissatisfied | 16.67% | 17 |
| Very Dissatisfied | 5.88% | 6 |

Question: Access to Internet:

| | | |
|-------------------|--------|----|
| Very Satisfied | 47.06% | 48 |
| Satisfied | 25.49% | 26 |
| Neutral | 14.71% | 15 |
| Dissatisfied | 5.88% | 6 |
| Very Dissatisfied | 6.86% | 7 |

Question: Access to school counselors:

| | | |
|-------------------|--------|----|
| Very Satisfied | 9.80% | 10 |
| Satisfied | 17.65% | 18 |
| Neutral | 57.84% | 59 |
| Dissatisfied | 11.76% | 12 |
| Very Dissatisfied | 2.94% | 3 |

Question: Access to mental health support:

| | | |
|-------------------|--------|----|
| Very Satisfied | 6.86% | 7 |
| Satisfied | 21.57% | 22 |
| Neutral | 55.88% | 57 |
| Dissatisfied | 9.80% | 10 |
| Very Dissatisfied | 5.88% | 6 |

Question: Food distribution at school sites and on bus routes:

| | | |
|------------------------------------|--------|----|
| Very satisfied | 45.10% | 46 |
| Satisfied | 24.51% | 25 |
| Neither satisfied nor dissatisfied | 23.53% | 24 |
| Dissatisfied | 3.92% | 4 |
| Very dissatisfied | 2.94% | 3 |

Question: My level of stress due to my student(s)'s shift to Distance Learning:

| | | |
|-----------|--------|----|
| Very High | 14.71% | 15 |
| High | 23.53% | 24 |
| Neutral | 28.43% | 29 |
| Low | 15.69% | 16 |
| No Stress | 17.65% | 18 |

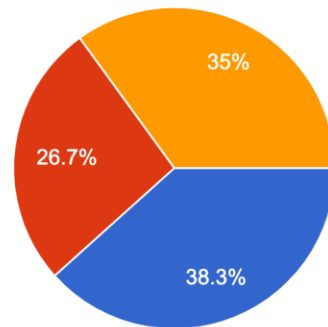
Question: My family's overall level of well-being right now:

| | | |
|-----------|--------|----|
| Very Good | 39.22% | 40 |
| Good | 48.04% | 49 |
| Neutral | 11.76% | 12 |
| Not Good | 0.98% | 1 |
| Very bad | 0.00% | 0 |

Results of Student Surveys

When schools reopen in the Fall of 2020, which option would you prefer?

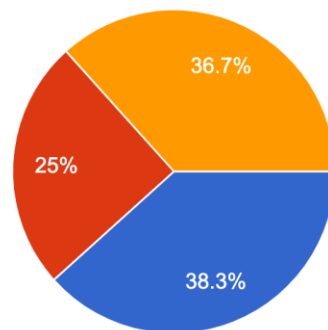
60 responses



- Full time to the regular school day and schedule
- A "blended option" of on-site learning and Distance learning
- Full on-line or "Distance Learning"

Which of the following statements best describes your overall feeling about returning to school?

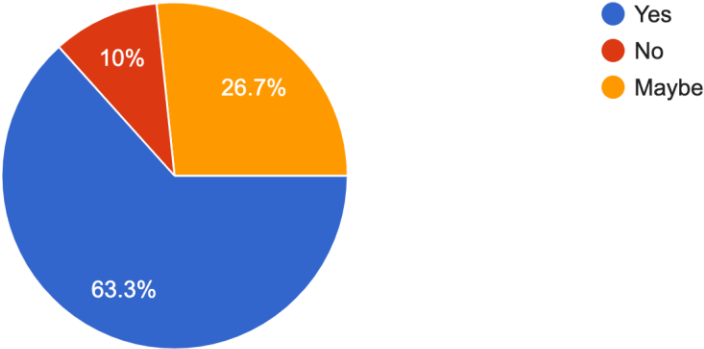
60 responses



- I am ready to return to regular school with a regular schedule
- I am nervous or have some anxiety but I would return if social distancing, hand-washing, face-covering guidelines and temperature checks are enforced.
- I would prefer online learning.

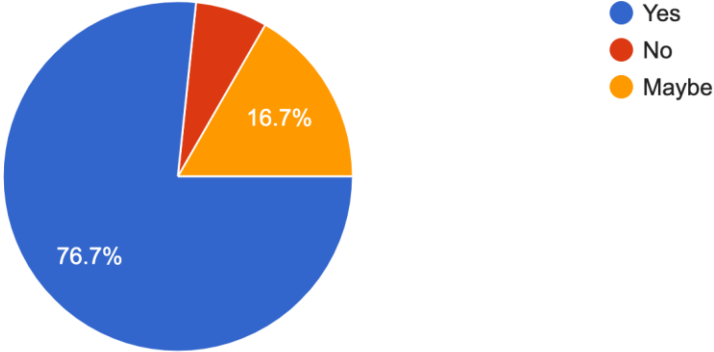
Are you ok with mandatory face masks for all students?

60 responses



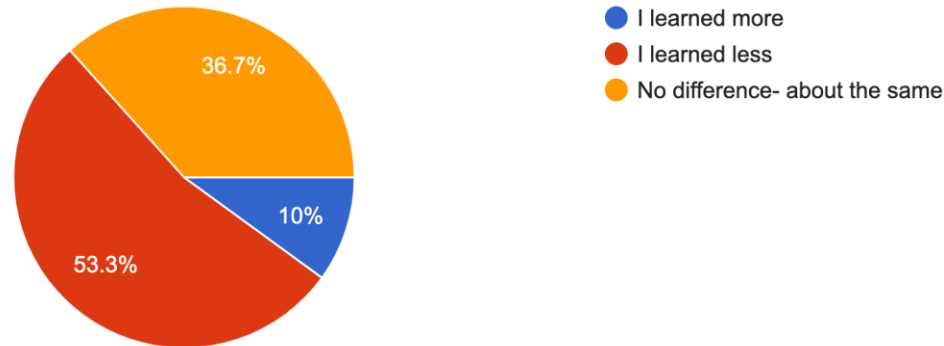
Would it be helpful if the school provided face-masks or other protective gear?

60 responses



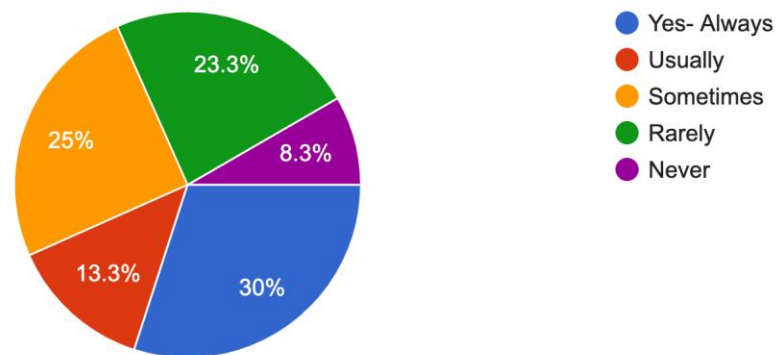
Considering your experience with distance learning during the Spring of 2020, do you feel that you learned MORE going online or less?

60 responses



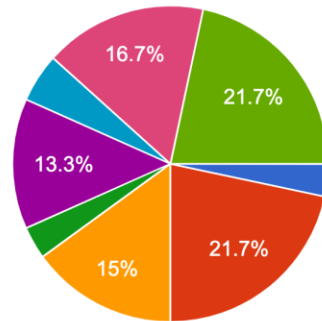
Did you feel you were able to get help when/ if you struggled with distance learning?

60 responses



What supports do you feel like Browning Schools could offer that would help during distance learning?

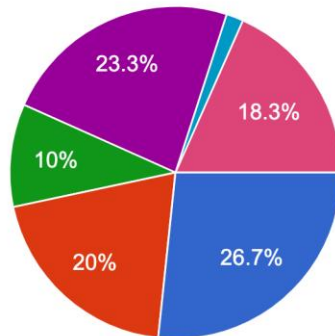
60 responses



- Counseling Support
- College Preparation
- Online learning support
- Tech support to help with Google classrooms and other learning platforms
- WI/FI or internet connectivity issues
- Social connectedness/ contact with staff or peers
- Academic Tutoring or support (In-pers...)
- None- Everything was fine

What was the biggest challenge with online-learning?

60 responses

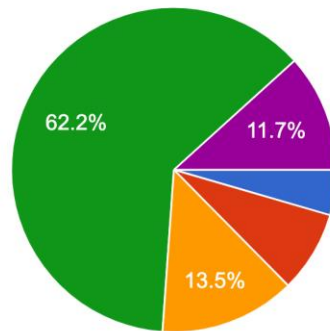


- I was not sure what I was supposed to do
- Problems with device or understanding the online platform
- Access to a device
- Reliable internet
- I had other responsibilities
- I didn't have a quiet place to study or do schoolwork
- I wasn't feeling well enough to concen...

Results of Staff Surveys

How do you feel about returning to school in August?

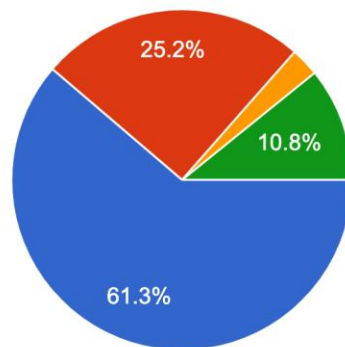
111 responses



- I am ready to get back to school
- I am anxious, but want students back in school
- Nuetral
- I am anxious and want to continue distance learning
- If we return to work I will have to take leave due to my own or family member's health

If school reopens, what model would you prefer for student learning?

111 responses



- Continue with distance learning
- A blended model with students doing distance learning some days, and in school on other days
- Students return to school as normal
- Other:

Results of Community Survey

Question 1: School is little over a month away and due to COVID-19, BPS would like to know if your children plan to attend full time in person, in a blended learning model or through distance learning.

| | | |
|--|--------|----|
| My children will attend full time in person. | 10.00% | 5 |
| My children will attend on a part time basis and I will make arrangements with administration. | 0.00% | 0 |
| My children will attend a blended learning model. I understand that this includes in person, on campus learning and distance learning. | 18.00% | 9 |
| My children will not attend | 0.00% | 0 |
| My children will engage in Distance Learning. I understand that this may mean that they will be required to attend online during live coursework the majority of the time. | 68.00% | 34 |
| Other (please specify) | 4.00% | 2 |

Question 2: Currently, the Blackfeet Tribe requires masks for all public indoor spaces. Due to this best practice, BPS will be requiring students and staff to wear a face covering in the fall. Please select all the below that apply.

| | | |
|---|--------|----|
| My children WILL wear a mask provided by OUR FAMILY | 40.00% | 20 |
| My children would prefer to wear a face shield provided by OUR FAMILY | 2.00% | 1 |
| My children will wear a mask or shield provided by the SCHOOL | 46.00% | 23 |
| My children will NOT come to school if a face covering requirement is in place | 10.00% | 5 |
| My children have health issues documented by a physician that make wearing a mask unsafe or otherwise. (You will be asked to provide documentation from your physician) | 0.00% | 0 |
| Other (please specify) | 14.00% | 7 |

Question 3: Understanding COVID 19 symptoms and knowing that being ultra- cautious is key to ensuring the safety of others in combating this new virus, the Center for Disease Control lists the following symptoms: 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; diarrhea. This understanding will require students with these

| | | |
|---|--------|----|
| If my child is home due to these symptoms, I would like them to attend via Distance Learning. | 72.00% | 36 |
| If my child is home for these symptoms, I will work with the school to pick up work and support my child in completing the work in a timely manner. | 32.00% | 16 |
| Other (please specify) | 12.00% | 6 |

symptoms to stay home. Please select all that apply.

Question 4: The internet became a critical tool for student learning after the school facilities closed in March. This allowed schools nationwide to continue the delivery of educational services. However, not ideal, Distance Learning may be a requirement for some or all students as we head into the 2020- 2021 school year. Please indicate what solution best fits your home environment.

| | | |
|---|--------|----|
| We have internet capacity and devices at home to partake in Distance Learning. | 42.00% | 21 |
| We do have the internet, but NOT the devices, and will need to check out a school chromebook or iPad for Distance Learning. | 40.00% | 20 |
| We do NOT have the internet at home to partake in Distance Learning and will need offline materials. | 12.00% | 6 |
| Other (please specify) | 6.00% | 3 |

Question 5: To ensure social distancing measures are met students will be required to wear face coverings on busses.

Please select all that apply.

| | | |
|---|--------|----|
| My children have not ridden the bus in the past. | 44.00% | 22 |
| My children will NOT ride the bus if face coverings are required. | 10.00% | 5 |
| My children WILL ride the bus and wear a face covering. | 32.00% | 16 |
| Other (please specify) | 20.00% | 10 |

Question 6: As we embark on this ever changing situation, how often would you like to be contacted with changes and

| | | |
|---------------------------|--------|----|
| Only when changes happen. | 66.00% | 33 |
| Monthly | 4.00% | 2 |
| Weekly | 26.00% | 13 |
| Other (please specify) | 4.00% | 2 |

updates to the BPS plan?

Question 7: If the Montana High School Association (MHSA) has athletics/sports/extra curricular activities for the 2020-2021 school year but Browning Public Schools is unable to offer any athletics/sports/extra curricular activities due to restrictions from COVID-19 what option below would apply to your personal situation?

| | | |
|--|--------|----|
| NOT ATTEND BPS and attend a school district where athletics/sports/extra curricular activities are being offered | 16.00% | 8 |
| ATTEND BPS and continue with the educational plan in place | 74.00% | 37 |
| Other (please specify) | 10.00% | 5 |

Return to School Guidance

It is the intention of Browning Public Schools to reopen our schools for in-person, face-to-face instruction for the 2020/21 school year. We will also be offering a Distance Learning option to all students for the entirety of the 2020-2021 school year. It is our intention to begin the 2020-2021 school year in Distance Learning for the entire 1st quarter. Our tentative plan is to begin the school year in Distance Learning, re-evaluate our plan in mid October, and then work with the BPS Board of Trustees to make the decision to continue with Distance Learning for the 2nd quarter of the school year or make the transition to a Blended Learning model that includes in-person instruction as well as online instruction. As we put together our plan for reopening our 10 school campuses, we want to share the guiding principles that inform our decisions:

- Our plan will be responsive to the physical & mental health and wellness of our students and staff.
- Our plan will be based on the COVID-19 outbreak conditions in Browning, the Blackfeet Indian Reservation and surrounding counties.
- Our plan will adhere to the guidelines and directives of the Governor, the Blackfeet Tribal Business Council, the Montana Office of Public Instruction, and the BPS Board of Trustees.
- Our plan relies on flexibility, adaptation, and collaboration from students, families, staff, and the Blackfeet Indian Reservation community.
- Buffalo Hide Academy, Babb Elementary, and the Hutterite Colonies have smaller student populations and will be able to host more students in a face to face instructional setting if they are approved to do so.
- **The changing nature of the COVID-19 virus will mean that our plan will change and adapt to new guidance. We will continue to provide updates to our plan for parents and families on a weekly, monthly, and as needed basis.**



Safety measures in place at all BPS school sites, office buildings, Warehouse, Transportation, and Maintenance Shop

- **Health Precautions:** We expect wellness procedures for adults and students to include temperature and symptom checks, wearing masks, frequent hand-washing/ hand sanitizer and disinfection of buildings and buses.



- **Classroom/ Workspace/ Bus Capacity:** We will strive to maintain six feet of distance from each other. In situations where this is not possible, we may have to limit the number of students and/or staff.
- **Student Movement:** We may need to minimize mixing of students within the building. We are looking at our daily school schedules and seeking to minimize the number of transition periods during the instructional day and group gatherings.
- **Student supplies and materials:** In every place it is possible, students will use individual, writing, reading, and technology tools. We hope to limit transmission that could occur from exchanging of materials or papers.
- **Prioritizing support for students:** Any of our face to face or online/distance learning options will also offer academic, food and nutrition, and mental health support for students identified by schools.
- **Large group activities like assemblies, dances, fun runs, etc:** Under Phase 2 guidelines, the current limitations on group sizes are 50 when social distancing is not possible. Given this guidance we will likely not host whole school large group activities. We will look for ways to offer modified experiences for students.
- **Sports, activities, and clubs:** We anticipate that our student access to sports, student activities, and clubs will include the same health precautions used during the school day. In addition, we may need to limit spectator access to competitions. High School sports are governed by the Montana High School Association (MHSA) and we will take guidance from them about competition schedules.
- **In Case of a Positive COVID-19 test:** If a student or staff member tests positive for COVID-19, it is likely we may need to close the school for a temporary period of time. Health officials will recommend the length of closure of that classroom and/or school based on the current status of the outbreak.

- **After-school and community programs:** We will not be able to host community programs in our schools in order to allow for the deep cleaning required to prepare for the start of the school year. We may not be able to host after-school clubs and after-school paid child care due to the need to deep clean our schools each night.

Scheduling Options

As we look ahead to the start of the next school year we are absolutely committed to making sure that it can be done safely and with the health and wellbeing of our community as the highest priority.

In all of our schools, we will offer face to face instructional scenarios for the 2020-21 school year. Scenario 2 and Scenario 3 of the BPS Reopening Plan provide opportunities for face to face instruction. Scenario 2 is a Blended Learning model that includes face to face instruction as well as Distance Learning. Scenario 2 is tentatively scheduled to begin the 2nd quarter, however, it is dependent on governing mandates and the status of COVID cases in our community. We also intend to provide a distance/online instructional scenario for those families that are not able to return to school due to health concerns.

We will also stick to our current calendar for the 2020-21 school year.

Due to the guidance for physical distancing on buses and in school spaces, we may need to explore alternate schedules for students. We may also have to reduce the capacity of buses and classrooms. We will be notifying families as soon as possible if we need to change the daily school schedule for any school.

We also realize that we will need support from our district child care partner to provide options for students when they are not in school. This will be necessary for all of our working parents - including our own staff.

We know that the ideal scenario is that health conditions continue to improve, and we are back in our buildings every day with all of our students.





Expected Timeline



The BPS Administration is tasked with developing scenarios for returning to school that are based on health guidelines, equity, learning goals, social-emotional learning needs, and community feedback. We will share the final recommendations with the school board on July 29, 2020. If approved then the final reopening plan will be shared with staff, students, parents, and the broader Browning & Blackfeet Indian Reservation community as soon as possible, but no later than August 1.

Leading up to that announcement, we are working to review staff and community feedback via surveys provided on the BPS district website, email, and the district Facebook page.

Background Information

BPS has developed 3 scenarios for reopening the schools that are in conjunction with the Office of Public Instruction, the State of Montana, and the Blackfeet Tribe. These scenarios are:

1. Scenario 1-Distance Learning only-Online or packet instruction
2. Scenario 2-Blended Learning-Combination of Distance Learning and in-person instruction in the school buildings
3. Scenario 3-Traditional Learning-In-person instruction in the buildings for all students

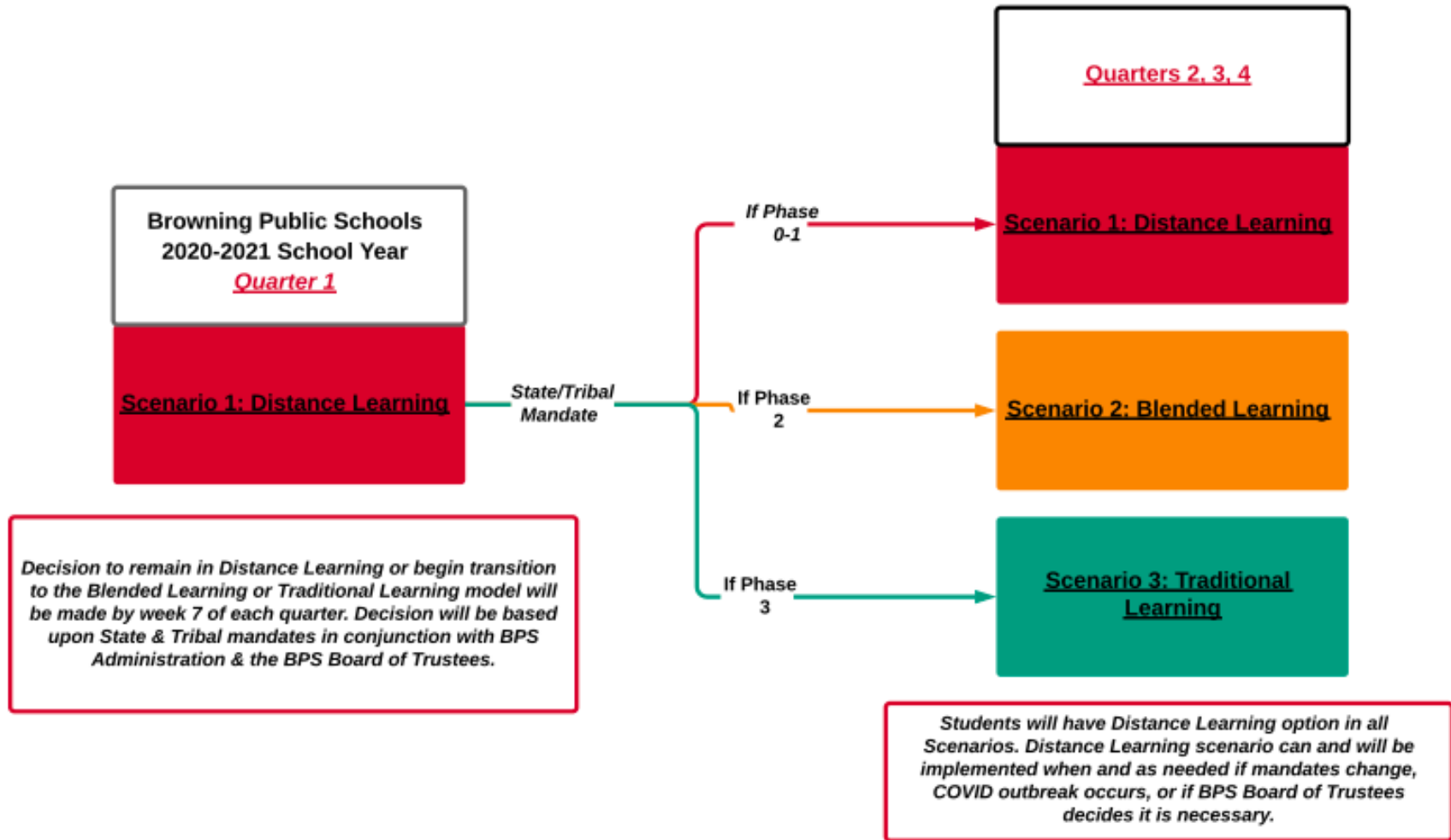
**The Distance Learning option will be available to all students for the entirety of the 2020-2021 school year in all scenarios.*

Our reopening scenarios coincide with the Phased reopening of the Blackfeet Tribe as follows:

1. Scenario 1 aligns with Phase 1 reopening mandates
2. Scenario 2 aligns with Phase 2 reopening mandates
3. Scenario 3 aligns with Phase 3 reopening mandates

BPS will take into consideration the current reopening Phase of the Blackfeet Tribe, however, all decisions on school reopening scenarios will be recommended by BPS Administration and approved by the BPS Board of Trustees.

Reopening Scenarios Timeline



Return to School: Instruction, Attendance, and Overall Expectations

| State or Tribal Health Directives | | Safety and Health Protocols* | On-site and/or Distance Learning |
|-----------------------------------|--|--|--|
| Scenario 1 | Tribal or State Stay at home order. <i>Phases 0-1 of mandates.</i> | <ul style="list-style-type: none"> • All school facilities are closed to the public • Temperature check at the door for staff • Building and teachers will be made available to students by appointment and approval of building principal for: <ul style="list-style-type: none"> • Academic support and Tutoring • Social//Emotional Counseling • College Preparation. Applications/FAFSA etc.. | <p><i>Distance Learning Model</i></p> <ul style="list-style-type: none"> • Full time distance learning • Staff will be required to be in the building unless medical paperwork completed • Distance Learning building schedule will be developed and staff will be expected to comply with plan i.e. lesson plan completion, digital platform/distance learning model implementation, PLC and prep meetings attendance • Synchronous and asynchronous learning daily • MHSA sanctioned extra-curricular activities only in HS • Grading will continue as in Spring 2020 |
| Scenario 2 | Modified local or state operations Limits on group size at 50, without social distancing, as per local or state order. <i>Phase 2 of mandates.</i> | <ul style="list-style-type: none"> • Health screening for students done at the building. Monitoring during the day. • Handwashing and steps to limit germ transmission are pro-actively taught and dedicated time throughout the day • Student groups will be kept together in static groups (AKA Cohort Groups) for contact | <p><i>Blended Learning Model</i></p> <ul style="list-style-type: none"> • Blended Model of on-site and distance learning for all students; there are two options developed for on-site learning, whereas, • Learning will occur two days per week on-site, with the remaining three days per week occurring distance learning, OR Learning will occur every day for all students with a shortened schedule**; the two options are, • Classes will be divided into two groups alphabetically, students with last names beginning A-L and M-Z, OR |

| | | | |
|--------------------------|--|---|--|
| | | <p>tracing and limiting germ transmission</p> <ul style="list-style-type: none"> • Frequent sanitizing of surfaces and bathrooms • Face coverings required for MS and HS when social distancing is not possible. Face coverings also used at K-5 when feasible and appropriate • No public visitors to schools | <p><i>Students will be divided into two groups geographically based upon pick up map developed by transportation and administration***. The first group will attend Mondays and Tuesdays on-site and the second group will attend Thursdays and Fridays on-site. (Keeping families together)</i></p> <ul style="list-style-type: none"> • <i>On-site learning will return to every day for all students, with a shortened day schedule.</i> • <i>Near to full capacity in schools with modified operations and school activities (modified lunch or recess to limit large grouping)</i> • <i>Modified school schedule, shortened day to allow for static groupings of students and limit mixing of students during the day.</i> • Families could choose 100% distance learning • No extra-curricular activities, OR • MHSA and NMSA sanctioned extra-curricular activities only in HS & MS • No extra-curricular activities for elementary unless approved by the Board of Trustees • In the event there is a confirmed case, either staff or student, there could be a short term school closure (2-5 days) for contact tracing |
| <p>Scenario 3</p> | <p>Return to normal local or state operations There may be limits on group size. <i>Phase 3 of mandates.</i></p> | <ul style="list-style-type: none"> • Handwashing and steps to limit germ transmission are pro-actively taught and dedicated time throughout the day | <p><i>Traditional School Model</i></p> <ul style="list-style-type: none"> • On-site learning will return to every day for all students, with a full schedule • Students will rotate through schedules and routines as normal • No restrictions on extra-curricular activities |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> • Frequent sanitizing of surfaces and bathrooms • Face coverings (TBD). • Visitors will be allowed | <ul style="list-style-type: none"> • 100% distance learning available to some students based on personalized learning plan |
|--|--|--|---|

*This represents an overview of protocols, there will be other mitigation strategies.

****Tentative on-site every day schedules under Scenario 2: PreK-5 8:25am-2pm; 6-8 8am-1:30pm; HS 10am-3:30pm**

***See attached pick up map for two days on-site per week and geographic cohort selection

Definitions:

Scenario 1: Distance Learning-Online learning with paper packet support if needed or requested and approved; off campus learning

Scenario 2: Blended Learning-Mixture of online learning and in person, in the classroom learning; on and off campus

Scenario 3: Traditional School Model-Learning on campus for all students; off campus Distance Learning for those students who meet the BPS COVID requirements

Individual Schools, Departments, and Programs

Information for Scenarios I and II

Browning Public Schools is a diverse and far-reaching district that is responsible for providing high-quality education to students in four elementary schools, one middle school, two high schools, and two colony schools. Because of this, each school has created additional procedures and expectations for Scenarios I, II, and III that are unique to the particular students and staff that populate these schools. Additionally, the many BPS programs and buildings have done the same. Below are the detailed guidelines and plans for each.

KW-Vina Elementary School

KW-Vina Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> -Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the staff entrance of each building each a.m. monitored by building secretary and school nurse -In the event of a confirmed case that area of the building will be deep cleaned and remain closed until contact tracing can be completed -Sanitizing of common/shared areas at end of each shift and throughout the workday -Deep cleaning at the end of workday |

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| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs. | <ul style="list-style-type: none"> -PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access -Paper packets provided for students without internet access -Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes -Utilize KW/Vina MTSS academic support flowchart to support academically at-risk students -Take Home Backpacks of technology and materials for instruction provided for each student -Classroom Teachers will utilize assignment submissions and progress monitoring data to measure academic growth for students and report to parents/guardians through the district adopted grade-level report card |
| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. | <ul style="list-style-type: none"> -All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure staff health and safety -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building |

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| | <ul style="list-style-type: none"> - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating on-line classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs. | |
| Administrators | | -Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties virtually, one-to-one, or in socially distanced small groups |
| Teachers | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | <ul style="list-style-type: none"> -Classroom Teachers & Specialists plan, prepare, and provide virtual instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music -Special Education providers will provide virtual instruction and on-site individual support for student identified at greatest risk, and conduct virtual IEP/ER meetings as needed |
| Counselors | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | <ul style="list-style-type: none"> -Counselors will coordinate Tier 1, 2, and 3 SEL/B supports via phone contact and virtual meetings -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support |

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| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | <ul style="list-style-type: none"> -ICs will provide individual, small group, and grade-level coaching virtually for all staff with continued documentation of coaching cycles via a coaching notebook -ICs will plan, prepare for, and provide virtual and small group PD for staff for content area, technology, and topics of staff need ensuring social-distancing and CDC guidelines -ICs will utilize Aimsweb to benchmark and progress monitor students to support MTSS at KWV -ICs and Principals will create an assessment schedule to gather benchmark data for students entering all grade levels, distribute learning materials, and provide technology support for new devices. This plan will ensure the health and safety of students, staff, and parent/guardian and comply with CDC and social-distancing guidelines -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs |
| <p>Special Education Protocols</p> | <p>Link to SPED Department Information</p> | <ul style="list-style-type: none"> -Accommodations and modifications in alignment with each student's IEP -Virtual and one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social- |

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| | | <p>distancing, wearing masks, and sanitizing</p> <ul style="list-style-type: none"> -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KVV students -Special Education Professionals will conduct virtual IEP and ER meetings for IEP Teams -In September, KW/Vina staff will coordinate with Special Services Staff to conduct Child Find for our young students to ensure our campus is supporting the identification of students with disabilities |
| <p>Classified Staff</p> | <p>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).</p> | <ul style="list-style-type: none"> -Paraprofessionals in coordination with the Assistant Principal and SEL/B Team will plan and provide virtual social skill lessons -Create videos for KW/Vina MBI BEAR expectations across school settings -Create/Copy at home packets for students who are unable to access virtual learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Coordinate services, supports, and provide T2 and 3 engagement with families for MTSS |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <ul style="list-style-type: none"> -Plan, provide, and create SEL/B Tier 2 instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Utilize the KW/Vina MTSS SEL/B Flowchart to support students via virtual access -Provide virtual and/or on-site Altacare services to students identified in need of Tier 3 SEL supports -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed |
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KW-Vina Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. <ul style="list-style-type: none"> - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the all students and staff upon entrance of each building each a.m. monitored by building secretary, paraprofessionals, and school nurse -Sanitizing of common/shared areas at end of each shift and throughout the workday -Nightly deep cleaning at the end of each school day -Classroom and area cleaning scheduled throughout the day |

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| <p>Curriculum</p> | | <ul style="list-style-type: none"> -2 days/week on-site instruction for cohorts of students at half capacity for each cohort -3-days of remote learning -PreK-Grade 1 digital learning platform for students with internet access -Paper packets provided for students without internet access -District adopted ELA and mathematics curriculum for all instruction -Take Home Toolboxes of materials for ELA and math instruction provided for students on remote learning days |
| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning | <ul style="list-style-type: none"> -All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure 4-days of on-site instruction -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building |

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| | <p>with temporary help.</p> <ul style="list-style-type: none"> - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. | |
| Administrators | - Instructional leaders will OBSERVE all teachers and provide feedback. | -Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties |
| Teachers | | <p>-Classroom Teachers & Specialists plan, prepare, and provide 4-days/2-Cohorts of student-instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music</p> <p>-Special Education providers will provide virtual instruction and on-site individual support for student identified at most risk</p> |
| Counselors | | -Counselors will coordinate Tier 1, 2, and 3 |

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| | | <p>SEL/B supports on-site and virtually</p> <ul style="list-style-type: none"> -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support and on-site small groups will be provide for each student cohort when they are on campus |
| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | <ul style="list-style-type: none"> -ICs will provide individual, small group, and grade-level coaching virtually/on-site for all staff -ICs will plan, prepare for, and provide PD for staff for content area, technology, and topics of staff need -ICs will create plans to gather and monitor student data to support MTSS at KWV -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs |
| <p>Special Education Protocols</p> | <p>Link to SPED Department Information</p> | <ul style="list-style-type: none"> -Accommodations and modifications in alignment with each student's IEP -Virtual and one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social-distancing, wearing masks, and sanitizing -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KWV students |

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| <p>Classified Staff</p> | <p>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).</p> | <ul style="list-style-type: none"> -Create/Copy at home packets for students who opt out of accessing on-site learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Resume regular duties/responsibilities when student cohorts are present on campus -Provide active supervision for students at recess, lunch, and transitioning between classrooms -Provide in class instructional support to the classroom teacher for individual and small groups |
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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | <ul style="list-style-type: none"> -Plan, provide, and create SEL/B Tier 2 in-person lessons and/or instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed -Conduct all regular duties as assigned |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Browning Elementary School

Browning Elementary School

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> - BES staff use 1 entrance on north side of building by room 200 - Temperature check starts at 7:30 am done by a teacher assistant <ul style="list-style-type: none"> - Log kept of temperature checks - Mark off floor and sidewalk for six feet markings. <p style="text-align: center;">Suspected COVID-19 Case</p> <p style="text-align: center;">Temperature Check Log-In</p> |
| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. <ul style="list-style-type: none"> - Packets and Google Classrooms will include material from district adopted curriculum. | <ul style="list-style-type: none"> - iPad agreement form in enrollment packet. - Wonders, Project Success, Science of Reading for ELA. <ul style="list-style-type: none"> - Eureka for synchronous learning. - Zearn will be used for asynchronous learning. |

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| | <ul style="list-style-type: none"> - Google Classes will utilize online curricular programs. | <ul style="list-style-type: none"> - DESSA for SEL. - Seesaw as digital classroom platform |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOU Link. | <p>1 TA will sit at Staff Entrance for Staff Check In. If staff member has symptoms they will let Principal & Assistant Principal know as soon as possible.</p> |
| Administrators | | <p>Administrators will be in the building daily. Weekly staff meetings and professional development</p> |
| Teachers | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | <ul style="list-style-type: none"> -Teachers will follow the suggested daily schedule. <p>Appointments will be set up via phone calls home/to school for addition student help. TA's will assist with the clothing closets and food pantry.</p> |

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| Counselors | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | Counselors will make contact with the high priority students both in person, by appointment and via phone calls. |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | Coaches responsibilities for COVID-19 |
| Special Education Protocols | Link to SPED Department Information | <ul style="list-style-type: none"> - Individual tutoring based on each students' needs - IEP Meetings through Google Meet - Packet based until iPads are distributed |
| Classified Staff | - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | TA's will work where assigned; checking in staff and students when entering building, helping deliver meals, etc. |
| Social-Emotional and Counseling Supports (for Scenarios I and II) | <ul style="list-style-type: none"> - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <ul style="list-style-type: none"> -DESSA-Weekly lesson with follow up -Check and Connect-Each staff member will have assigned students to connect with weekly -Check In/ Check Out as needed -Each counselor will be available daily and will schedule meeting for students needing services. |

Browning Elementary School

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. <ul style="list-style-type: none"> - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> - Temperature checks for staff in the same location as in Scenario 1. - Bus students get dropped off in the back with a temperature check. - Second grade gets dropped off at the main office doors with a temperature check. - Third grade gets dropped off at the North lobby with a temperature check. <ul style="list-style-type: none"> - BPS temperature logs - Social distancing markers will be placed outside and inside the building to guide students and staff of where to stand while in transition in high traffic areas. <p style="text-align: center;">Temperature Check Log In</p> |
| <p>Curriculum</p> | | <p>Focus will be on Math, ELA/Writing, & SEL.</p> <ul style="list-style-type: none"> - Teach students about handwashing, social |

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| | | distancing, covering cough |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement | <ul style="list-style-type: none"> - Accommodations will be provided for those staff who are at High Risk. - Those teachers will work with HR dept. - Staff who are not feeling well should immediately inform their supervisors. |

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| | <p>if needed).</p> <ul style="list-style-type: none"> - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. | |
| Administrators | - Instructional leaders will OBSERVE all teachers and provide feedback. | |
| Teachers | | <p>Teachers will be in the classroom utilizing Google Meets & Hangouts to 'meet' with other teachers.</p> <p>Specials Teachers will move to each classroom for their lessons.</p> <p>Bathroom breaks will be scheduled for each classroom.</p> <p>Only hard surface items will be allowed in the classroom (no stuffed toys, no couches, etc.)</p> |

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| | | <p>Desks will be 6 feet apart.</p> <p>During lunchtime the students will be divided into two groups-one group will eat while sitting 6 feet apart, the other group will be outside playing while social distancing.</p> |
| Counselors | | <ul style="list-style-type: none"> -Film short lessons or read alouds with SEL books, asking questions for the families to discuss. -Join into the Google Classroom or Seesaw as an additional teacher in order to have access to all of the students without having a class of their own. -Use Google meetings for meeting with the students and families. -Check in with at-risk students and medically fragile students and families -Meet with Tier 1 students at their scheduled times. -Call or home visits with students (virtually or by appointment) <ul style="list-style-type: none"> -DESSA -Continue the Backpack program as normal -Follow up on student 504 and special education referrals |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | <p><u>Coaches responsibilities for COVID-19</u></p> |

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| <p>Special Education Protocols</p> | <p>Link to SPED Department Information</p> | <ul style="list-style-type: none"> - Determine number of students and their qualifying disability. - Determine if disability places student at high risk category. - Team education plan to make reasonable accommodations. - All team members will be part of planning and decision making for qualifying student. - This includes parent, guardian, caretaker, and other necessary staff members. |
| <p>Classified Staff</p> | <p>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).</p> | <p>TA's will work where needed; helping deliver breakfast, monitoring lunches. TA's will assist with the clothing closet and food pantry.</p> |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | <p style="text-align: center;">The whole child is the focus.</p> <ul style="list-style-type: none"> -Building a community with the classroom. Teachers will give a Social and Emotional (5-8 minutes)learning assessment to measure the students social and emotional competence and development. -Teachers will teach 15 minute daily lessons that pertain to the 8 social and emotional CASELS: Optimistic Thinking, Self Awareness, Self Management, Social Awareness, Relationship Skills, Goal Directed Behavior, Personal Responsibility, and Decision Making. DESSA-Weekly lesson with follow up. Check and Connect-Each staff member will have assigned students to connect with weekly. Check In/ Check Out as needed. Each counselor will be available daily and will schedule meetings for students needing services. |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Napi Elementary School

Napi Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> - All staff enter through the front doors, one person at a time. -Staff will go to their own designated areas and clock in on their computers. No using the office time clock, to avoid a line at the office. -All teachers will be provided their own thermometer, and will check their own temperatures daily. They will email results to the school nurse. -All staff in the building will be required to wear a mask and practice social distance. -All staff will work in their classrooms with little to no transition from the classroom. -Deep cleaning done periodically throughout the day, entering, and leaving. -Napi staff will follow and practice all |

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| | | <p>precautions and recommendations from the CDC.</p> <p>-Staff will be required to use the restroom in their hallways.</p> |
| Curriculum | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <p>-4th grade students will begin the school year doing packets until we transition them into google classroom and teach them how to access email, classroom drive, and google meets.</p> <p>-5th grade will be learning in google classroom.</p> <p>https://docs.google.com/document/d/1SssW1zAdi1skOieBu30wvIvH9eLG2G4GQJDFpsxkW7Q/edit</p> |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA | <p>-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00</p> <p>-Staff with underlying health issues will be required to provide documentation to provide accommodations for the employee.</p> |

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| <p>Administrators</p> | <ul style="list-style-type: none"> -Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <p>Napi Administrators will be in the building daily. Administrators will be in all google classrooms daily.</p> <ul style="list-style-type: none"> -Home visits either by phone, mail, facebook, email, or virtual communication will be utilized. |
| <p>Teachers</p> | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. <ul style="list-style-type: none"> - Individual career and/or college prep available. | <p>Schedule for staff is provided with specific times of instructional teaching and accountability for all students.</p> <ul style="list-style-type: none"> -Teacher and support teacher will be available for group and individual support. -Napi will be having a discussion with staff in September to decide on what grading is best for our students. -All meetings will be virtual with google meets. |
| <p>Counselors</p> | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | <ul style="list-style-type: none"> -Counselor will have a DESSA classroom with our high risk students. -Students will be provided social emotional learning strategies to help them coop at this time. -Counselor will be doing home visits either by phone or virtual. -Counselor will meet with individual or small groups of students on Fridays from 8-3 to do DESSA lessons. |

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| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | <p>Instructional coaches will be invited to google meets and google classroom to provide assistance to teachers and students. Instructional coaches will create a google form so teachers will have feedback and ways to provide assistance if needed.</p> <ul style="list-style-type: none"> -IC's will support teachers by modeling or recording themselves. |
| <p>Special Education Protocols</p> | <p>Link to SPED Department Information</p> | <p>Special Educators and Pre Professionals will need to provide a schedule with the curriculum that they will be teaching their students along with accommodations that are required according to the student's individual IEPs.</p> <ul style="list-style-type: none"> -Meet students IEP minutes. -IEP meetings will be done by google meets. |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students.</p> <p>Certified teachers may ask classified staff to assist with individual student learning.</p> <ul style="list-style-type: none"> -Classified staff will be assisting the classroom teacher in all check and connect with students in need. -All meetings will be virtual on google meets. -Classified staff will help with student, staff, and community events such as Parking Lot BINGO, Drive-up Open House, monthly virtual family literacy nights. -Classified staff will assist in |

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| <p style="text-align: center;">Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <ul style="list-style-type: none"> -First two weeks will focus on Social Emotional learning first two weeks of school. -Drive up Open House--Meet your teacher <ul style="list-style-type: none"> -Universal Flyer -Virtual walkthrough of our school--welcome from teacher -Create group/individual meeting times to meet with tier 3 students. <ul style="list-style-type: none"> -Incentives for student participation -Staff Survey-input on what they need to feel safe for phase 2 -Teacher/Parent/student communication via phone, email, social media, virtual, or weekly newsletters. -Napi will utilize Family in Transition for our students in need. <ul style="list-style-type: none"> -DESSA Classroom will be utilized with a counselor. -Napi will continue to communicate by phone, emails, google classroom, Facebook, radio, flyers, and targeted social distance home visits. <ul style="list-style-type: none"> -Drive by Family Literacy Nights -Weekly DESSA lessons with Counselor. -Check and Connect with teachers and supporting staff. -Tier 3 students will receive tutoring with the interventionist from 9-11 daily. -Counselor will teach Second Step lessons during Character Ed Special. |
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Napi Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -All areas of the school will be marked off for six feet apart. -students will be taught the "Warrior Pose" to teach 6 ft apart. -All classrooms will have sanitizer and disinfectant wipes to clean the area regularly. -Napi will eat in the classrooms, using the breakfast on the go model for lunch. -Recess will be organized and planned to meet COVID guidelines. |
| Curriculum | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. | https://docs.google.com/document/d/1SssW1zAdi1skOieBu30wvIvH9eLG2G4GQJDFpsxkW7Q/edit |

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| | <ul style="list-style-type: none"> - Google Classes will utilize online curricular programs. | |
| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. <ul style="list-style-type: none"> - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <ul style="list-style-type: none"> -Any Napi staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues. ---Staff temperature checks will continue. --Specialist will transition to classrooms. --Core Phonics lessons will be taught by the homeroom teacher. --Teachers will eat with students in their classrooms. Teacher lunch will be during grade level specials. Team prep will be after 2:00PM. ---Staff survey in September to identify needs to feel safe in the school and classroom upon returning. ---Staff survey in September to identify staff that will not be returning to campus due to CARE Act. ---Teachers will disinfect classrooms multiple times and maintain a clutter free environment. |

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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| <p>Administrators</p> | <p>- Instructional leaders will OBSERVE all teachers and provide feedback.</p> | <p>--Walkthrough schedule and tools will be developed to support ELA and Math frameworks.</p> <p>-EPAS will continue to be used for teacher evaluation.</p> <p>--Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents.</p> |
| <p>Teachers</p> | <p>- All certified staff will be teaching in their regular block of time.</p> <p>- Individual tutoring sessions will be available by</p> | <p>-Teachers will transition to a modified academic schedule from 8:25-2:00.</p> <p>--Teachers will be available from 2:00--4:00 for</p> |

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| | <p>appointment.</p> <ul style="list-style-type: none"> - Individual career and/or college prep available. | <p>student support, professional development, and for team planning.</p> |
| Counselors | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | <ul style="list-style-type: none"> --1 counselor will be available to provide DESSA lessons to T2 and T3 students. --1 counselor will be available to provide small group and individual counseling. --Homeroom teachers will teach DESSA lessons daily from 8:30--9:00 to all students. |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | <ul style="list-style-type: none"> --Walkthrough schedule and tools will be developed to support ELA and Math frameworks. -EPAS will continue to be used for teacher evaluation. --Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents. --ICs and Principals will provide pd to staff based on data and survey results. |
| Special Education Protocols | <ul style="list-style-type: none"> - Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID. | <ul style="list-style-type: none"> --Principals and Special Education Teachers will meet bi-weekly and update Google Calendar invites for all IEPs. |
| Classified Staff | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> --Classified staff will continue to provide classroom support on a daily basis. --Supervise and Coordinate Lunch and Lunch Activities |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | <ul style="list-style-type: none"> -Counselor, TA's, and support staff will start check in and check out with targeted students. -Give DESSA Assessment -Tier 2 and Tier 3 students will continue to get individual and small group lessons with the counselor. -DESSA tier 1 lessons will be taught in the classroom Monday mornings from 8:05-9:00. -Counselor will continue Second Step Curriculum during Character Education throughout the week. -Spookanapi will support students that are referred from the counselor. -MTSS Universals will be taught using the "Warrior Pose" for social distancing when inside and outside the building. -Tutoring for tier 3 students with the interventionist will continue daily from 9-11 utilizing Core Phonics Lessons. -Spread the positive in the building with all staff and students. -All supports that were virtual in Phase 1 will now be transitioned to face to face. -DESSA Implementation Plan-- |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Browning Middle School

Browning Middle School

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <p>Staff survey for at-risk staff members Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor Temperature checks will be performed by TA's, secretaries and school nurse(s) upon BMS staff entering the building. Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot).</p> |

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| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <p>It is our goal to have all grades utilizing Ipads for 100% distance learning. Jet-packs will be provided for students without internet access. iPads are tentatively scheduled to be distributed the week of August 24th.</p> <p>Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students.</p> <p>Students will be broken into two groups (alphabetically A-J and K-Z) for distance learning. This will also help lay the groundwork moving into Phase 2 and blended learning.</p> |
| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for</p> | <p>Any BMS staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues.</p> |

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| | <p>staff needed to alternate child care with another parent.</p> <p>- Certified MOU Link.</p> | |
| Administrators | | <p>Administrators will be available/in the building daily 8:00-5:00</p> <p>-Staff department meetings - Fridays 9:00-10:00</p> <p>-Admin/Coaches meetings - weekly TBD</p> <p>- Evaluations - will be document based</p> <p>Administrators will be added into Google classroom meets for support, observation and evaluation.</p> |
| Teachers | <p>- All certified staff will be teaching in their regular block of time.</p> <p>- Individual tutoring sessions will be available by appointment.</p> <p>- Individual career and/or college prep available.</p> | <p>https://docs.google.com/document/d/1mdmEMaNLFLCBToFtdRIwKtSHJqGF9umDtYgSMZZENqk/edit?usp=sharing</p> |
| Counselors | <p>- Individual counseling sessions by appointment.</p> <p>- Individual social and emotional sessions by appointment.</p> | <p>Counselors</p> <p>Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check- in with students on 504 Plans weekly.</p> |

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| | | <p>Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope.</p> <p>Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services.</p> <p>The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly.</p> <p>The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.</p> |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | <p>Coaches will be added into Google classroom meets for support and observation. Assist administration with PD and PLC's.</p> |
| Special Education Protocols | <p>Link to SPED Department Information</p> | <p>Special Education educators and paraprofessionals will provide a schedule of the</p> |

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| | | <p>curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs.</p> <p>One building administrator will be at all IEP meetings.</p> |
| Classified Staff | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets.</p> <p>For additional duties, see safety and health protocols.</p> |
| Social-Emotional and Counseling Supports (for Scenarios I and II) | <ul style="list-style-type: none"> - Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <p>Implementation of DESSA - spending first two weeks connecting and supporting student and staff.</p> <p>BMS staff will use Focus Fridays to check and connect with Students/Parents</p> |

Browning Middle School

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <p>Only ONE entrance into the building (East entrance)</p> <p>6 ft. markings for spacing will be put on the floor</p> <p>Temperature checks will be performed by TA's, secretaries and school nurse(s) on BMS staff and all students (non-bus rider) entering the building. Upon entering the building, all visitors will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot). Each staff will have an infrared thermometer. Hand sanitizer and Clorox wipes will be in each classroom.</p> <p>Breakfast and lunch in rooms - individually packaged and delivered</p> |

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| | | <p>Restroom breaks - will be scheduled by teachers and based on location in building Hallway traffic flow - will be determined once building is complete and rooms are assigned</p> <p>Bell schedule - will remain the same, but masks and 6 ft. social distancing are required at all times.</p> <p>Recess - Will follow all COVID guidelines and CDC recommendations.</p> |
| <p>Curriculum</p> | | <p>Students will be broken into two groups (alphabetically A-J and K-Z) for blended learning. Students will have the option to continue distance learning through Google Meet (recorded) and Google classroom and would stay with the same cohort. Jet-packs will be provided for students without internet access. Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students.</p> |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <p>Staff members will be expected to be in the building working a normal schedule (8a-4p M-Th, 8a-3p F) Any BMS staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues.</p> <p>Custodians will follow district procedure and expectations.</p> |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| <p>Administrators</p> | <p>- Instructional leaders will OBSERVE all teachers and provide feedback.</p> | <p>Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 -Admin/Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will perform walkthroughs, observations and evaluations.</p> |
| <p>Teachers</p> | | <p>Teachers rotate rooms? https://docs.google.com/document/d/1qUUoqAgDGL6rfcKlXlIiH_6BIKxl1v25ncmFBIJO8U/edit?usp=sharing</p> |

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| <p>Counselors</p> | | <p style="text-align: center;">Counselors</p> <p>Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check- in with students on 504 Plans weekly.</p> <p>Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope.</p> <p>Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services.</p> <p>The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly.</p> <p>The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.</p> |
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| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | <p>Coaches will be added into Google classrooms for support and observations. Coaches will support and observe in classrooms. Coaches will assist administration with PD and PLC's.</p> |
| <p>Special Education Protocols</p> | <ul style="list-style-type: none"> - Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID. | <p>Special Education educators and paraprofessionals will provide a schedule of the curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs. One building administrator will be at all IEP meetings.</p> |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets if necessary. For additional duties, see safety and health protocols.</p> |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Browning High School

Browning High School - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> -Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) -Enter through the front entrance ONLY!! -Sign displaying protocol will be placed at the front door -Staff will stay in their classroom/office as much as possible/NO Roaming -Awing+High, Guardipee will use Awing restroom/Cwing+Vaile will use Cwing restroom/Bwing will use ISSroom/Gym+Voed will use gym lobby restroom/office, library, counselors will use entry restrooms -Schedule for restroom cleaning will be set for custodians -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP |

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| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <ul style="list-style-type: none"> -Direct instruction 25min per period (minimum). The "I DO/ WE DO/THEY DO" portion of the class time will be after direct instruction with teacher availability through Google Hangouts and Meets. Bell Ringers will be used to take attendance. Exit Tickets will be used to drive instruction. - Record direct instruction for availability to students/BellRinger in the chat (for accountability/attendance) - Focus Wall(Objective, Bell Ringer, Essential Question, Exit Ticket) will be up to date and apparent in Google Classroom. Schedule -Students will be expected to be responsible/accountable for attending class, submitting work, checking email -During OFFICE HOURS on Fridays, students will have the option of meeting with teachers face to face as well as online for tutorials and small groups by signing up for a timeslot in Google Classroom. -Teachers will follow protocol for Tier 3+ (high risk) students who need extra support Grading |
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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <p style="text-align: center;">-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00</p> |
| <p style="text-align: center;">Administrators</p> | | <ul style="list-style-type: none"> -Be available/in the building daily 8:00-5:00 -Staff department meetings - Wednesdays 3:30-5:00 -Admin/Coaches meetings - weekly TBD -Attend/monitor teacher google classrooms -Evaluations - will be document based -Attend/participate IEP, 504, student focused meetings - Respond to behaviour in digital workspace |

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| <p>Teachers</p> | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | <ul style="list-style-type: none"> - Check email daily - Grades submitted weekly - Parent contacts updated daily - Actively participate in all staff, department, PLC, student meetings -DESSA during Advisory -Advisory classes continue with (but not limited to) Societies, DESSA, GEARUP, Relationship building |
| <p>Counselors</p> | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | <ul style="list-style-type: none"> - Plan for Contacting tier 1, 2, 3, 3+ students - Counselors will check in with 504 students weekly - Monitor grad plans/community service hours - Assist with college prep (applications, financial aid, etc) -Google Classroom set up to provide information, support, etc. |
| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | <ul style="list-style-type: none"> - Schedule/facilitate weekly department meetings - Assist staff on improvement plans -Will attend/monitor teacher google classrooms -Meet with Admins weekly |
| <p>Special Education Protocols</p> | <p>Link to SPED Department Information</p> | <ul style="list-style-type: none"> -Invite at least one administrator to IEP meetings |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -Assist with Tier 3+ students making contact with them -Will assist with daily temperature checks -Will be utilized in the building as supervisors |

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| Social-Emotional and Counseling Supports (for Scenarios I and II) | <ul style="list-style-type: none"> - Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <ul style="list-style-type: none"> -DESSA (follow up with results) -Facilitate supports with Tier 3+ students -Google Classroom to provide support, information, etc. |

Browning High School - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -Temperature checks for everyone entering the building except for the students who are bussed in. <ul style="list-style-type: none"> -Lunch (Masks worn at all times) -Our campus will be a closed campus -Lunch and Breakfast will be grab and go -Teachers and students are responsible for cleaning their desks. Clorox wipes will be available. - All staff will take the COVID SURVEY upon entering the building. |
| Curriculum | | |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| Administrators | <ul style="list-style-type: none"> - Instructional leaders will OBSERVE all teachers and provide feedback. | |
| Teachers | | |
| Counselors | | |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | |

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| <p>Special Education Protocols</p> | <ul style="list-style-type: none"> - Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID. | |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Buffalo Hide Academy

Buffalo Hide Academy - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> -Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) followed by a basic health screening (how are you feeling, do you have a cough, have you traveled?) <ul style="list-style-type: none"> -Enter through the front entrance -Staff will stay in their classroom/office as much as possible -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP |
| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. <ul style="list-style-type: none"> - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <ul style="list-style-type: none"> - Utilize Newsela in our Social Studies and English classes. - No Red Ink will be used in all English classes as well as other content areas when appropriate. <ul style="list-style-type: none"> - Link to 1st Quarter BHA Class Offerings - Components of DESSA will be implemented in the Weekly Exit Tickets that will be administered at the end of each week. |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA | <ul style="list-style-type: none"> -All staff will be in the building M-F per district hours -All staff will follow the same lunch schedule 11:15-11:45 (classified will clock out/in as usual) -We also want to build capacity that IF needed a staff member can work from home. - Link to BHA Guiding Principles for Scenario I |
| <p>Administrator</p> | | <ul style="list-style-type: none"> - Will host Google Hangouts 3x per week for ALL certified staff members. - Will host Google Hangouts 2x per week for ALL classified staff members. |
| <p>Teachers</p> | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | <ul style="list-style-type: none"> - Check email daily -Each teacher will be available for 1 live streaming hour per class for Office Hours / Advisory -Each teacher will also be available for school wide live daily check in - Grades submitted weekly - Student/Parent contacts updated daily - Actively participate in all staff & student meetings |

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| <p>Counselors</p> | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | <ul style="list-style-type: none"> - Create two cohorts and each counselor will initiate contact with each student on a weekly basis. - Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime. |
| <p>Instructional Coaches</p> | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | <ul style="list-style-type: none"> - Jason Krane will assist in troubleshooting problems with Google Classrooms when needed. -In-house professional development/training in up-to-date Google Classroom best practices. |
| <p>Special Education Protocols</p> | <p style="text-align: center;">Link to SPED Department Information</p> | <p style="text-align: center;">NA</p> |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -provide outreach to at risk students -provide packets -food pantry deliveries -food service help once a week or as needed (whether it's to make lunches or ride the bus) -Each classified staff will also be available for school wide live daily check in -2X a week, classified will be involved in student engagement (tier 3, checking on students) |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <p>-counseling staff will be available via district on-call phone for BHA students</p> |
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Buffalo Hide Academy - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | |
| Curriculum | | |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. <ul style="list-style-type: none"> - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <p style="text-align: center;">Below is a list of the classes teachers will be responsible for:</p> <ul style="list-style-type: none"> - English x2: Rink - Science x2: Klauk - Social Studies x2: McDonald (US History) and Krane (Government) <ul style="list-style-type: none"> - Math x1: Atchison (all math levels) - Electives x3: McDonald (College/Career Prep), Atchison (Psychology), and Lewis (Culture of the Academy - all new students) - Credit Recovery: Krane (seniors only) |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| Administrators | <ul style="list-style-type: none"> - Instructional leaders will OBSERVE all teachers and provide feedback. | |
| Teachers | | |
| Counselors | | |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | |

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| <p>Special Education Protocols</p> | <ul style="list-style-type: none"> - Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID. | |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -provide outreach to at risk students -provide packets -taking temperatures and checking in students upon arrival -assist in sanitation throughout building daily -food pantry deliveries -food service help once a week (whether its make lunches or ride the bus)" |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Babb Elementary School

Babb Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <p>Temperature check done by a teacher assistant every morning Log kept of temperature checks Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings ADD Document Link Suspected COVID-19 Case ADD Document Link Temperature Check Log-In</p> |

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| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <p>Device agreement form in enrollment packet. Jet-packs will be provided for students without internet access.</p> <p>Devices are tentatively scheduled to be distributed the week of August 24th for those students that need one.</p> <p>Students will be assigned scheduled times to attend distance learning.</p> <p>Read Works and Step Up to Writing for ELA, Science, & Social Studies.</p> <p>Eureka for synchronous learning.</p> <p>Zearn will be used for asynchronous learning.</p> <p>DESSA for SEL.</p> |
| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> | <p>Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues</p> <p>1 TA will sit at Staff Entrance for Staff Check-in.</p> <p>If staff member has symptoms they will let Principal know.</p> |

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| | - Certified MOU Link. | |
| Administrators | | |
| Teachers | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | Schedule for staff is provided with specific times of instructional teaching and accountability for all students. |
| Counselors | <ul style="list-style-type: none"> - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment. | |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback. | |
| Special Education Protocols | Link to SPED Department Information | <p>Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs.</p> <p>Accommodations and modifications in alignment with each student's IEP</p> <p>Grading, progress-reports, and progress-monitoring in accordance with the student's IEP</p> |

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| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>Classified staff will take temperature checks every morning.</p> <p>Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students.</p> <p>Certified teachers may ask classified staff to assist with individual student learning.</p> <p>Participate in PD, grade-level, and team meetings.</p> |
| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <p>Mail out a WELCOME Flyer DESSA-Weekly lesson with follow up</p> |

Babb Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <p>Babb is planning on starting school with Scenario 2 starting August 24, 2020 if the number of COVID-19 Cases in Glacier County and Montana State stay the same as today or decrease. If the numbers in the county or state continue to increase, Babb will go back to Scenario 1.</p> <p>Insert Link COVID-19 Cases</p> <p>Temperature check done by a teacher assistant every morning at a designated location(s)</p> <p>Log kept of temperature checks</p> <p>Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an</p> |

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| | | <p>exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings Students will use own supplies (no sharing) Each student will be assigned their own books/materials that will be stored in a specific location in the room when not in class and in their assigned desk when in class Students will need their own water bottle (No communal drinking fountain) Students will eat lunches in their own classroom ONLY one student permitted in the restroom at a time (Grades 3-6 will utilize the hallway restrooms. Grades K-2 will utilize their classroom restrooms. Staff will use a designated restroom.) TA's will monitor to assure that students are following the hand washing guidelines Desks will be placed a minimum of 6 feet apart Students will remain in the same rooms while TA's rotate when needed Students being dropped of in the AM will need to stay in their vehicle until the TA motions for them to come in the building Students that are bus riders will follow the Transportation Guidelines For dismissal, students will be released following social distance guidelines All classrooms will have sanitizer and disinfecting wipes to clean area regularly</p> |
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| | | <p>Recess will be organized and planned to meet COVID guidelines</p> <p>Add COVID guideline link for recess</p> <p>ADD Document Link Suspected COVID-19 Case</p> <p>ADD Document Link Temperature Check Log-In</p> |
| Curriculum | | <p>Focus will be on Math, ELA/Writing, & SEL.</p> <p>Teach students about handwashing, social distancing, covering cough</p> |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning | <p>Staff members will be expected to be in the building working a normal schedule (8am-4pm M-Th, 8am-3pm F)</p> <p>Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues</p> <p>Staff who are not feeling well should immediately inform their supervisors</p> |

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| | <p>with temporary help.</p> <ul style="list-style-type: none"> - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. | |
| Administrators | - Instructional leaders will OBSERVE all teachers and provide feedback. | |
| Teachers | | Teacher Schedule 2020 |
| Counselors | | |
| Instructional Coaches | <ul style="list-style-type: none"> - Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model. | |

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| <p>Special Education Protocols</p> | <ul style="list-style-type: none"> - Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID. | <p>Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs.</p> <p>Accommodations and modifications in alignment with each student's IEP</p> <p>Grading, progress-reports, and progress-monitoring in accordance with the student's IEP</p> |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>Classified staff will take temperature checks every morning.</p> <p>Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students.</p> <p>Certified teachers may ask classified staff to assist with individual student learning.</p> <p>Participate in PD, grade-level, and team meetings.</p> |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | <p>TA's will teach DESSA lessons to help with all social emotional learners TA's will assist teacher with making contact with Tier 3 students as needed</p> |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Colony Schools

Scenario I: Distance Learning - Additional Procedures and Expectations

Scenario II: Blended Learning - Additional Procedures and Expectations

Scenario III: Traditional School Model

Special Education Department

Special Education Department

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. |
| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. <ul style="list-style-type: none"> - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- |

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| | <p>Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. |
| Academic Accommodations | <ul style="list-style-type: none"> - Accommodations and modifications in alignment with each student Individual Education Plan (IEP). <ul style="list-style-type: none"> - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. <ul style="list-style-type: none"> - Grading in accordance with Individual Education Plans. - |
| Social / Emotional Accommodations | <ul style="list-style-type: none"> - Accommodations and modifications in alignment with each student Individual Education Plan (IEP). <ul style="list-style-type: none"> - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - |
| Physical Accommodations | <ul style="list-style-type: none"> - Accommodations and modifications in alignment with each student Individual Education Plan (IEP). <ul style="list-style-type: none"> - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. <ul style="list-style-type: none"> - Grading in accordance with Individual Education Plans. - |
| Transportation Accommodations | <ul style="list-style-type: none"> - Transportation accommodations will be made to support learners with fragile health issues. |

Special Education Department

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none">- Temperature checks at each building and on each bus.<ul style="list-style-type: none">- No public visitors.- Masks will continue to be worn.- Continue to follow social distancing guidelines as much as possible.- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.<ul style="list-style-type: none">- Practice hand washing throughout the day.<ul style="list-style-type: none">- Hand sanitizing often.- Classroom and area cleaning.- Nightly deep cleaning. |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. <ul style="list-style-type: none"> - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. <ul style="list-style-type: none"> - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. <ul style="list-style-type: none"> - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. |
| <p>Academic Accommodations</p> | <ul style="list-style-type: none"> - Accommodations and modifications in alignment with each student Individual Education Plan. - Social distancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. <ul style="list-style-type: none"> - Small group sessions up to 3 learners. |
| <p>Social / Emotional Accommodations</p> | <ul style="list-style-type: none"> - Social distancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. <ul style="list-style-type: none"> - Small group sessions up to 3 learners. |

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| <p>Physical Accommodations</p> | <ul style="list-style-type: none"> - Accommodations made for medically fragile learners that have been identified through the Special Education identification process. - Social distancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners. |
| <p>Transportation Accommodations</p> | <ul style="list-style-type: none"> - Transportation accommodations will be made to support learners with fragile health issues. |

Technology

Technology

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: |
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| Internet Connectivity | <p>- Staff: will be in buildings connected to district WiFi network.</p> <p>- Students: Up to four possibilities: 1) Student already has internet service at home; 2) Student / family obtains reduced price internet service from 3 Rivers; 3) Student/family issued Verizon JetPack for internet service; 4) Student/family parks near campus buildings in their car with devices to connect devices.</p> |
| Alternate: No Internet Connectivity | <p>Despite best efforts, some students live outside Verizon/3 Rivers coverage area. Alternate plans needed for these students:</p> <p>- iPads will retain work when offline - encourage family to park next to a building a few times a week so the students iPad can sync up with their iCloud account.</p> <p>Teachers expectations need to fit this model knowing students may only be able to get to their Google Classroom once or twice a week. Teachers will need to work with students to write down their Google Classroom assignments so they can work on them when offline and then upload assignments when they can be parked next to a building or receive internet service from a public wifi hotspot that may be available to them at a restaurant or business.</p> |
| Use of Google Classrooms: | <p>- During orientation/staff week, teachers set up Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.</p> |

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| Grades 4-12 | |
| Use of SeeSaw: Grades K-3 | During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qc codes for students to join, send invites to parents/guardians. |
| Technology Distribution | <ul style="list-style-type: none"> - Set up times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. - May require a half day/full day orientation w/ students to orient, set expectations, etc. |
| Teacher PD | <ul style="list-style-type: none"> - Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework. |
| Contacting Students / Parents | <ul style="list-style-type: none"> - Utilize district email channels. Discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones. Place outbound calls to students as normal, inbound calls need to route through building office switchboards. Option if agree to switching "phone systems." All teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms <ul style="list-style-type: none"> - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system. |

Technology

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: |
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| Internet Connectivity | <ul style="list-style-type: none"> - Staff - will be in buildings connected to district WiFi network during their work hours - Students - will have internet available in buildings during their assigned days in buildings. - Students who already have personal internet service at home continue using service. <p>- Students who do not have internet at home will sync their work to the cloud on their assigned days. Teachers will be cognizant that students would not have connectivity except their assigned building days and make accommodation for students to make notes on their iPad for work to be completed during their non-building days including email, Google Classroom and Seesaw.</p> |
| Use of Google Classroom: Grades 4-12 | <p>- During orientation/staff week, teachers setup Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.</p> |
| Use of SeeSaw: Grades K-3 | <p>- During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qc codes for students to join, send invites to parents/guardians.</p> |
| Technology Distribution | <p>- Setup times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. May require a half day/full day orientation w/ students to orient, set expectations, etc.</p> |

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| <p>Teacher PD</p> | <ul style="list-style-type: none"> - Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework. |
| <p>Contacting Students</p> | <ul style="list-style-type: none"> - Utilize district email channels - discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones - place outbound calls to students as normal, inbound calls need to route through building office switchboards. - Option if agree to switching "phone systems" - all teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system. |

BNAS

BNAS

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Department Procedures and Expectations: |
|---|---|---|
| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> - BNAS staff will meet once a week and will do so remotely. - In person meetings only done in special circumstances. |
| <p>Curriculum</p> | <ul style="list-style-type: none"> - Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. <ul style="list-style-type: none"> - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs. | <ul style="list-style-type: none"> - Emphases on digital materials for BNAS YouTube page. |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <p>NA</p> |
| <p>Administrators</p> | | <ul style="list-style-type: none"> - Will help with digital classes and provide help provide feedback and materials for class. |
| <p>Teachers</p> | <ul style="list-style-type: none"> - All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available. | <ul style="list-style-type: none"> - Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later. |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <p>NA</p> |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning. | <ul style="list-style-type: none"> - Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration. |
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BNAS

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Department Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <p style="text-align: center;">-BNAS staff will meet once a week and will do so remotely -in person meetings only done in special circumstances.</p> |
| Curriculum | | <p>- Emphases on digital materials for BNAS YouTube page.</p> |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| Administrators | <ul style="list-style-type: none"> - Instructional leaders will OBSERVE all teachers and provide feedback. | <ul style="list-style-type: none"> -Will help with digital classes and provide help provide feedback and materials for class. |
| Teachers | | <ul style="list-style-type: none"> - Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later. |
| Classified Staff | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | |

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| <p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p> | <ul style="list-style-type: none"> - Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. <ul style="list-style-type: none"> - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex | <ul style="list-style-type: none"> - Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration. |
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| | <p>abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues.</p> <ul style="list-style-type: none">- Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district.- Refer students at risk for suicide immediately to local resources for assessment and safety planning.- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. | |
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Parent Community Outreach Program

Childcare

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:

District Procedures and Expectations:

Additional Building Procedures and Expectations:

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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> -Child Care available for <i>essential staff</i> only -Children of the same family will be placed in the same group <ul style="list-style-type: none"> -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) <ul style="list-style-type: none"> -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child |
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| | | <p>care for 14 days after travel</p> <ul style="list-style-type: none"> -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth |
| Curriculum | NA | <ul style="list-style-type: none"> -Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <ul style="list-style-type: none"> -All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home |
| <p>Administrators</p> | | <ul style="list-style-type: none"> -Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (āisspoōmmoōtsiiyō•p̄) |

Childcare

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:

District Procedures and Expectations:

Additional Building Procedures and Expectations:

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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -<i>Child Care available for staff and teen parents</i> -Children of the same family will be placed in the same group <ul style="list-style-type: none"> -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child |
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| | | <p>care for 14 days after travel</p> <ul style="list-style-type: none"> -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth |
| Curriculum | | <ul style="list-style-type: none"> -Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <ul style="list-style-type: none"> -All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| <p>Administrators</p> | <p>- Instructional leaders will OBSERVE all teachers and provide feedback.</p> | <p>-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents</p> |
| <p>Classified Staff</p> | <p>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).</p> | <p>-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (āisspoōmmoōtsiiyō•ṗ)</p> |

HiSet Program

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <p style="text-align: center;">-Facility closed to the public</p> |
| Curriculum | <p style="text-align: center;">NA</p> | <ul style="list-style-type: none"> -Packets will be mailed to students at their request and/or -Students will access online learning through EdReady and Google Meets |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <ul style="list-style-type: none"> -All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment |
| <p>Administrators</p> | | <ul style="list-style-type: none"> -Administrator will meet with staff individually on a weekly basis, following all social distancing protocols |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (āisspōōmmoōtsiiyō•p and child care) |

HiSet Program

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -Facility open by appointment only -Masks required, social distancing guidelines followed |
| <p>Curriculum</p> | | <ul style="list-style-type: none"> -Packets will be mailed to students at their request and/or -Students will access online learning through EdReady |

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| | | -In person tutoring will be available by appointment only |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement | <ul style="list-style-type: none"> -All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment |

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| | <p>if needed).</p> <ul style="list-style-type: none"> - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. | |
| Administrators | <ul style="list-style-type: none"> - Instructional leaders will OBSERVE all teachers and provide feedback. | <ul style="list-style-type: none"> -Administrator will meet with staff individually on a weekly basis, following all social distancing protocols |
| Classified Staff | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (āissþoōmmoötsiiyō•þ and child care) |

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Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none">- All school facilities are closed to the public.- Temperature checks at the door for all staff that reports.- In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas.<ul style="list-style-type: none">- Masks worn at all times.- Cleaning of desks, handles, bathrooms, etc throughout the day.<ul style="list-style-type: none">- Deep cleaning on a daily basis. | <p>-Facility closed to the public</p> |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <p>-All staff will be required to take the "Covid-19: Health and Safety Overview" course</p> |
| <p>Administrators</p> | | <ul style="list-style-type: none"> -Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students |
| <p>Classified Staff</p> | <ul style="list-style-type: none"> - Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc). | <ul style="list-style-type: none"> -Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs |

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| Resources | NA | -Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student -Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries |
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Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
|---|---|---|
| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> -Facility open to the public by appointment -Visitors must wear mask and be Covid-screened -Social distancing guidelines followed |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <p>-All staff will be required to take the "Covid-19: Health and Safety Overview" course</p> |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| <p>Administrators</p> | <p>- Instructional leaders will OBSERVE all teachers and provide feedback.</p> | <p>-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students</p> |
| <p>Classified Staff</p> | <p>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).</p> | <p>-Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs</p> |

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| Resources | NA | <ul style="list-style-type: none">-Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student-Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries |
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Athletics / Activities

| Athletics / Activities Scenario I | |
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| Focus Area: | District Procedures and Expectations: |
| Safety and Health Protocols | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. |
| Sports | <ul style="list-style-type: none"> - BHS MHSA Sports ONLY. - Social distancing as much as possible. - Temperature checks before practice. <ul style="list-style-type: none"> - Drills. - Hand washing/hand sanitizing breaks. - No sharing of practice gear, water bottles, etc. - Buses will be one bus per team: Varsity x1, JV x1, and Freshmen x1. - Spectator Sports: Immediate family will have priority for game admission. Football spectators will be immediate family and first 50-75 spectators (local only). Volleyball spectators will be immediate family and first 20-40 spectators (locals only). Visitors will be allowed to come and watch. - Practice: A check station shall be established, all involved will be screened (Questionnaire with basic questions of |

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| | <p>travel, signs and symptoms, etc...) at a designated station, and any person who has been exposed to COVID-19, exhibits positive symptoms of COVID-19 or otherwise does not feel well will not be allowed to participate and his/her parents or guardian will be contacted. In the case that a student/athlete contracts COVID-19 during the time that he or she has participated in a summer activity, all activities will be shut down immediately.</p> |
| <p>Student Athletes</p> | <ul style="list-style-type: none"> - Student athletes will be encouraged to practice self discipline to be present for ALL academics in order to participate/compete during the week's events (up for discussion with Administrators and Board). - There will be football, volleyball, golf, and cross country events happening the first weekend of school, therefore attendance by all student athletes must be 100% for that week. Attendance must be followed in order to compete in any extracurricular activity. It is the responsibility of the student athlete to check in with their teachers and make sure they are counted present for the day in order to compete. - If at the next weekly grade check the student has at least one "F" the student immediately becomes ineligible to participate in competition, but can practice. The student will remain ineligible for competition until he or she is passing ALL the classes at the time of the weekly grade check. If the ineligible student has no "F" grades on the next grade report, he or she becomes eligible on the Monday following their week of ineligibility. |
| <p>Clubs</p> | <ul style="list-style-type: none"> - No Ee-Kah-Ki-Maht. - Online club options-dependent upon the club. - 21st Century virtual STEAM Activities: materials provided to students and their families. |

Athletics / Activities

Scenario II

| Focus Area: | District Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. |
| Sports | <ul style="list-style-type: none"> - BHS sports continue. - BMS and Napi sports begin. - BMS/Napi Sports- Practice social distancing, 1 bus per team or 1 bus per 25-30 student athletes, pending bus size. 6th/7th/8th Grade follow Phase 2 Social Distance Travel Plans. Coaches/Volunteers will sit strategically in the bus to maintain social distancing. - Social Distancing when possible. - Follow plan that has been approved by the tribe. |

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| Clubs | <ul style="list-style-type: none">- Begin small group activities for Ee-Kah-Ki-Maht.- Online clubs and small group clubs possible dependent upon the club.- 21st Century virtual STEAM Activities: materials provided to students and their families.- 21st Century on-site STEAM Activities: small groups can begin to meet. |
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Food Service

| Food Service Scenario I: Distance Learning | |
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| Focus Area: | District Procedures and Expectations: |
| Safety and Health Protocols | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. |
| Staffing | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. <ul style="list-style-type: none"> - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. <ul style="list-style-type: none"> - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave-Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. |

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| | - Certified MOU Link. |
| Food Safety | <ul style="list-style-type: none"> - Follow all Standard Operating Procedures (SOPs). - Hazardous Analysis Critical Control Points (HACCP) will be followed. |
| Meals | <ul style="list-style-type: none"> - Breakfast, Lunch, and Supper will be provided for all students in BPS Monday-Friday: Grab and Go breakfasts; Hot Lunch; Hot Supper. - Meals will be delivered by transportation within 2 hours of receiving. |

Food Service

Scenario II: Blended Model

| Focus Area: | District Procedures and Expectations: |
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| Safety and Health Protocols | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. |

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| <p>Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. <ul style="list-style-type: none"> - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. <ul style="list-style-type: none"> - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. <ul style="list-style-type: none"> - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19. |
| <p>Food Safety</p> | <ul style="list-style-type: none"> - Follow all Standard Operating Procedures (SOPs). - Hazardous Analysis Critical Control Points (HACCP) will be followed. |
| <p>Meals</p> | <ul style="list-style-type: none"> - For students that are BOTH in the buildings AND at home, Breakfast, Lunch, and Supper will be provided Monday-Friday: Grab and Go breakfasts; Hot Lunch; Hot Supper. <ul style="list-style-type: none"> - Meals will be delivered by transportation within 2 hours of receiving. - All meals for middle school students, Buffalo Hide Academy students, and De La Salle will need to be made at BES and transported to their respected buildings. |

Transportation

| Transportation Scenario I: Distance Learning | | |
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| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
| Safety and Health Protocols | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> - Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Limit to 5 people in break room and front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing. |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <ul style="list-style-type: none"> - Bus drivers will haul food to the student's residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Additional staff will be needed all days to help distribute meals to students (potentially use Classified Staff from the schools). - TBD: Additional staff will be needed on Fridays to help hand out backpack meals. |
| <p style="text-align: center;">Bus Routes</p> | <ul style="list-style-type: none"> - All busses will be used to deliver meals throughout the community. - MHSA Sporting Events, one bus per team will be used for away games. Logistical issues may arise because of the number of routes and drivers being used for food delivery. | |

Transportation

Scenario II: Blended Model

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning. | <ul style="list-style-type: none"> - Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Bus drivers will haul food to the students residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Limit to 5 people in breakroom, Front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing. |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <ul style="list-style-type: none"> - Bus aides will be needed to help bus drivers take temperatures, seat students, ensure students are staying in their seats at all times and keeping their masks on, using sanitizer when entering and exiting the bus, and they will disinfect and clean buses after every route so the driver can make sure students are getting to and from school safely. |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
| <p>Bus Routes</p> | <ul style="list-style-type: none"> - Buses will haul 26 students at a time providing they are from different homes if they are from the same home they will be seated together in the same seat providing their size . The students will be seated in a staggered pattern. - We have 21 routes our buses are 77 passenger we may have to do a second run except for Special services they will do 1 one run with 2 buses and a vehicle. - If a driver gets done early enough from hauling food or dropping students off they will help the other buses continue to pick up students that are still waiting to be brought to school in the morning. - In the afternoon we will have more drivers to help bring students home the drivers should be done hauling lunches by then. - MHS and NMSA Sporting Events: Logistical issues will arise because of the number of routes and drivers being used for bussing students and food. | |

Maintenance

| Maintenance Scenario I: Distance Learning | | |
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| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
| Safety and Health Protocols | <ul style="list-style-type: none"> - All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. <ul style="list-style-type: none"> - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. <ul style="list-style-type: none"> - Deep cleaning on a daily basis. | <ul style="list-style-type: none"> -Install "Closed to the Public"-signage, sneeze guards at main reception/secretary office area or deemed necessary. - Supply non-contact infrared thermometers to each building. <ul style="list-style-type: none"> - Empty and close off area, open outside doors/windows to increase air circulation, deep clean/disinfect all areas or equipment used by person. - Supply PPE, gloves and masks to each building. - Ensure adequate supply of EPA registered cleaners, allow adequate time to clean/disinfect. |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. <p>https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.</p> <ul style="list-style-type: none"> - Certified MOU Link. | <p style="text-align: center;">NA</p> |
| <p style="text-align: center;">Buildings Preparation for Scenario II</p> | <ul style="list-style-type: none"> - Provide healthier and safer buildings by removing water drinking fountains and installing water bottle filling stations, most of the buildings already have them installed, the High School doesn't because of the the burnished block construction. Also setup portable hand washing station at each cafeteria/kitchen. Install higher quality (hepa) filters to the air-handling equipment for better air quality. | |

Maintenance

Scenario II: Blended Model

| Focus Area: | District Procedures and Expectations: | Additional Building Procedures and Expectations: |
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| <p>Safety and Health Protocols</p> | <ul style="list-style-type: none"> - Temperature checks at each building and on each bus. <ul style="list-style-type: none"> - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. <ul style="list-style-type: none"> - Practice hand washing throughout the day. <ul style="list-style-type: none"> - Hand sanitizing often. - Classroom and area cleaning. <ul style="list-style-type: none"> - Nightly deep cleaning. | <ul style="list-style-type: none"> -Supply non-contact infrared thermometers to each building and bus. <ul style="list-style-type: none"> - Install "Closed-No Public Visitors" signage. - Supply PPE, gloves and masks to each building and bus. <ul style="list-style-type: none"> - Position students desk 6' apart and install divider/sneeze guards, install 6' distancing reminders, ie. stickers on floor, signs on wall. - Ensure adequate supply of soap, cleanser, paper towels and tissue. - Install hand sanitizer dispensers in areas to promote healthy hygiene, stock hand sanitizer pumps as needed. <ul style="list-style-type: none"> - Ensure adequate supply of cleaner/disinfectant restock supply as needed. Do not use cleaning products near children. Restock custodial supply orders weekly, and re-order custodial supplies from suppliers, bi-weekly. - Training for custodian/sub-custodians on best cleaning practices for COVID-19. |

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| <p style="text-align: center;">Staffing</p> | <ul style="list-style-type: none"> - All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in | <ul style="list-style-type: none"> - Training for custodian/sub-custodian on best cleaning/disinfecting practices for COVID-19. |
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| | <p>their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.</p> | |
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