



## School Reopening 2020

### Letter from the Superintendent

Dear parents and guardians:

#### Guiding Principles for Reopening BPS

##### 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

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.

#### Proposal for the Reopening of BPS for the 2020/21 School Year

[\(Click here for District Procedures and Expectations\)](#)

Below are links to specific plans for each of the individual schools, buildings, programs, etc.

#### Schools:

[KW-Vina Elementary School](#)  
[Browning Elementary School](#)  
[Napi Elementary School](#)

[Browning Middle School](#)  
[Browning High School](#)  
[Buffalo Hide Academy](#)

[Babb Elementary School](#)  
[Colony Schools](#)

#### Departments / Programs

[Special Education Department](#)  
[Food Service](#)  
[Transportation](#)  
[Maintenance](#)

[Athletics / Activities](#)  
[BNAS](#)  
[Parent Community Outreach Program](#)  
[Technology](#)

**Browning Public Schools:**  
**Overview of District Procedures and Expectations for Scenarios I, II, and III**

Focus Area:	Scenario I: Distance Learning	Scenario II: Blended Model	Scenario III: Traditional School Day Resumes
<b>Instructional Delivery Model</b>	<p align="center"><b>1st Quarter (Coincides with Tribal Phases 0-1)</b></p> <p>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).</p>	<p align="center"><b>2nd Quarter (Coincides with Tribal Phase 2)</b></p> <p>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 <u>alphabetically OR geographically</u>.</p>	<p align="center"><b>3rd and 4th Quarters (Coincides with Tribal Phase 3)</b></p> <p>In this phase a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.</p>
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul>	
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classroom set up for students.</li> <li>- Packets and Google Classroom will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>		
<b>Staffing</b>	<p>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</p>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	
<b>Administrators</b>		- Instructional leaders will OBSERVE all teachers and provide feedback.	
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>		
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>		
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modeling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional coaches will OBSERVE all teachers and provide feedback.</li> <li>- Instructional coaches will be supporting and modeling for teachers in a blended learning model.</li> </ul>	
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	<a href="#">Link to SPED Department Information</a>	<a href="#">Link to SPED Department Information</a>
<b>Classified Staff</b>	- 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).	- 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).	
<b>Social-Emotional and Counseling Supports</b>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc.) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide information for online or organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p align="center"><b>IMPORTANT THINGS TO CONSIDER:</b></p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> <li>- 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.</li> <li>- 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.</li> <li>- Recognize the importance of providing child abuse/sex 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.</li> <li>- 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.</li> <li>- Refer students at risk for suicide immediately to local resources for assessment and safety planning.</li> <li>- Follow district policy on crisis response and refer to mental health and suicide prevention, including calls to 9-1-1 for student safety.</li> </ul>	

# KW-Vina Elementary

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## KW-Vina Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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"> <li>- Masks worn at all times.</li> </ul> </li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety</li> <li>-Masks worn by all staff/at all times</li> <li>-Temperature check stations located at the staff entrance of each building each a.m. monitored by building secretary and school nurse</li> <li>-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</li> <li>-Sanitizing of common/shared areas at end of each shift and throughout the workday</li> <li>-Deep cleaning at the end of workday</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>-PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access</li> <li>-Paper packets provided for students without internet access</li> <li>-Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes</li> <li>-Utilize KW/Vina MTSS academic support flowchart to support academically at-risk students</li> <li>-Take Home Backpacks of technology and materials for instruction provided for each student</li> <li>-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</li> </ul>
<b>Staffing</b>	<p><i>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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw) - Professional development for using the on-line components of the District curricular programs.</i></p>	<ul style="list-style-type: none"> <li>-All staff will need to be negative for COVID-19</li> <li>-All staff will work according to the building level schedule to maximize social-distancing and ensure staff health and safety</li> <li>-All staff will monitor their own health, as well as check-in at the health station each day upon entering the building</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>-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</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom Teachers &amp; Specialists plan, prepare, and provide virtual instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music</li> <li>-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</li> </ul>
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>-Counselors will coordinate Tier 1, 2, and 3 SEL/B supports via phone contact and virtual meetings</li> <li>-Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-ICs will provide individual, small group, and grade-level coaching virtually for all staff with continued documentation of coaching cycles via a coaching notebook</li> <li>-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</li> <li>-ICs will utilize Aimsweb to benchmark and progress monitor students to support MTSS at KWW</li> <li>-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</li> <li>-IC will monitor pacing, planning, and digital platform for virtual instruction</li> <li>-participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs</li> </ul>

<p>Special Education Protocols</p>	<p><a href="#">Link to SPED Department Information</a></p>	<ul style="list-style-type: none"> <li>-Accommodations and modifications in alignment with each student's IEP</li> <li>-Virtual and one-on-one instruction as needed</li> <li>-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</li> <li>-Grading, progress-reports, and progress-monitoring in accordance with the student's IEP</li> <li>-Special Education Teachers will participate in and coordinate MTSS supports for KWV students</li> <li>-Special Education Professionals will conduct virtual IEP and ER meetings for IEP Teams</li> <li>-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</li> </ul>
<p>Classified Staff</p>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>-Paraprofessionals in coordination with the Assistant Principal and SEL/B Team will plan and provide virtual social skill lessons</li> <li>-Create videos for KW/Vina MBI BEAR expectations across school settings</li> <li>-Create/Copy at home packets for students who are unable to access virtual learning</li> <li>-Serve on the KW/Vina Aimsweb Assessment Team</li> <li>-Participate in PD, grade-level, PLCs, and team meetings</li> <li>-Log teacher/family phone contacts in IC</li> <li>-Coordinate services, supports, and provide T2 and 3 engagement with families for MTSS</li> </ul>
<p>Social-Emotional and Counseling Supports (for Scenarios I and II)</p>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Plan, provide, and create SEL/B Tier 2 instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention</li> <li>-Utilize the KW/Vina MTSS SEL/B Flowchart to support students via virtual access</li> <li>-Provide virtual and/or on-site Altacare services to students identified in need of Tier 3 SEL supports</li> <li>-Coordinate SEL/B supports and wrap-around services for students in need</li> <li>-Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B</li> <li>-Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team</li> <li>-Schedule Solutions Team Meetings and 504 meetings as needed</li> </ul>

**KW-Vina Elementary**

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<p>Safety and Health Protocols</p>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety</li> <li>-Masks worn by all staff/at all times</li> <li>-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</li> <li>-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</li> <li>-Sanitizing of common/shared areas at end of each shift and throughout the workday</li> <li>-Nightly deep cleaning at the end of each school day</li> <li>-Classroom and area cleaning scheduled throughout the day</li> </ul>
<p>Curriculum</p>	<p style="text-align: center;">0</p>	<ul style="list-style-type: none"> <li>-2 days/week on-site instruction for cohorts of students at half capacity for each cohort (M/T and W/Th)</li> <li>-3 days of remote learning -PreK-Grade 1 utilizing SeeSaw digital platform for students with internet access (M/T/F or W/Th/F)</li> <li>-Remote learning M-F will remain available for any student/family choosing not to participate in the blended learning model</li> <li>-PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access for remote learning days</li> <li>-Paper packets provided for students without internet access on remote learning days</li> <li>-Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes</li> <li>-Take Home Backpacks of technology and materials for instruction provided for each student. Technology agreement and training will be provided to students/parent or guardian in accordance social-distancing and safety protocols</li> <li>-Classroom Teachers will utilize in-person formative assessment, remote learning 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</li> </ul>

<p><b>Staffing</b></p>	<p>-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</p>	<p>-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</p>
<p><b>Administrators</b></p>	<p>- Instructional leaders will OBSERVE all teachers and provide feedback.</p>	<p>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</p>
<p><b>Teachers</b></p>	<p>0</p>	<p>-Classroom Teachers &amp; 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          -Special Education providers will provide virtual instruction and on-site individual support for student identified at most risk</p>
<p><b>Counselors</b></p>	<p>0</p>	<p>-Counselors will coordinate Tier 1, 2, and 3 SEL/B supports on-site and virtually          -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>
<p><b>Instructional Coaches</b></p>	<p>- Instructional coaches will OBSERVE all teachers and provide feedback.          - Instructional coaches will be supporting and modelling for teachers in a blended learning model.</p>	<p>-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 KWW          -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>
<p><b>Special Education Protocols</b></p>	<p><a href="#">Link to SPED Department Information</a></p>	<p>-Accommodations and modifications in alignment with each student's IEP          -A remote learning option for special education students will be provided for students/families choosing to continue at-home learning          -Virtual and/or in-person, small group, 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 KWW students          -Special Education Professionals will conduct virtual or in-person IEP and ER meetings for IEP Teams          -In September, KWW/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>
<p><b>Classified Staff</b></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>-Create/Copy at home packets for students who opt out of accessing on-site learning          -Serve on the KWW/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</p>
<p><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<p>- 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.          - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.           IMPORTANT THINGS TO CONSIDER:          - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic</p>	<p>-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 all MTSS SEL/B supports via virtual access (see KWW/Vina MTSS Flowchart for SEL/B)          -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</p>

## KW-Vina Elementary

### Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> </ul> <p>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</p>	<ul style="list-style-type: none"> <li>- resume regular function of KW/Vina campus to support all students, families, and staff</li> <li>- Continue providing support to all students for academics and social-emotional learning through the KWV MTSS, IEPs, and 504s</li> <li>- Continue monitoring the health and safety of students and staff through health checks as needed</li> <li>- Continue regular schedule of handwashing each day</li> <li>- Continue to consistently maintain the cleanliness of classrooms and common areas of the building throughout the day and deep cleaning at day's end.</li> </ul>

# Browning Elementary School

**Scenario I**

**Scenario II**

**Scenario III**

*Click on the links above to be taken to the building's individual plan for each scenario.*

## Browning Elementary School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- BES staff use 1 entrance on NorthEast side of the building</li> <li>- Temperature check starts at 7:30 am done by a teacher assistant</li> <li>- Log kept of temperature checks</li> <li>- Mark off floor and sidewalk for six feet markings.</li> <li>- In the event of staff running fever, the Calming Room will be utilized as a isolation point and the nurse will be contacted.</li> <li>- iPad agreement form in enrollment packet to minimize contact.</li> </ul> <p style="text-align: center;">Suspected COVID-19 Case</p> <p style="text-align: center;">Temperature Check Log-In</p>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> </ul>	<ul style="list-style-type: none"> <li>Reading for ELA - Eureka for synchronous learning, Zearn will be used for asynchronous learning. - DESSA for SEL. - Seesaw as digital classroom platform</li> <li>1 TA will sit at Staff Entrance for Staff Check In.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>- If staff member has symptoms they will let Principal &amp; Assistant Principal know as soon as possible for further instructions.</li> <li>- Staff members will work with the Human Resource Director in the event of health concerns.</li> <li>- Professional Development will be held each week and accommodations will be made accordingly for 504 plans.</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>- Administrators will be in the building daily.</li> <li>- Weekly staff meetings and professional development</li> <li>- Administrators will attend online meetings (Seesaw/Google Meets) that are set up by the teacher</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will follow the suggested daily schedule.</li> <li>Appointments will be set up via phone calls home/to school for addition student help.</li> <li>TA's will assist with the clothing closets and food pantry.</li> </ul>
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>Counselors will make contact with the high priority students both in person, by appointment and via phone calls.</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Build relationships.</li> <li>- Support the district goals and initiatives.</li> <li>- Support the Principa's instructional goals.</li> <li>- Provide instructional resources.</li> <li>- Schedule and facilitate PD and grade level meetings.</li> <li>Complete walkthroughs (virtual or in person depending on scenario).</li> <li>Provide feedback to teachers (digital through scenario 1 and 2).</li> <li>Work with staff in individualized coaching cycles or group coaching cycles based on data or staff input</li> <li>Pre-Conference -</li> <li>Data Collection</li> <li>Debrief/Post Conference</li> <li>Provide individualized coaching support - model/demonstrate, shadow coach, side-by-side coaching, co-observation, video reflection, observation.</li> <li>Group coaching support provided for implementation of new programs</li> <li>Collect, analyze, and present data.</li> <li>Facilitate data analysis meetings with staff.</li> <li>Create implementation plans.</li> <li>Collaborate with administrators, teachers, other coaches, committees, and consultants.</li> <li>Create virtual coaching sites for communication, resources, and digital support.</li> </ul>
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	<ul style="list-style-type: none"> <li>- Individual tutoring based on each students' needs</li> <li>- IEP Meetings through Google Meet</li> <li>- Packet based until iPads are distributed</li> </ul>
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>TA's will work where assigned; Help getting items from clothing closet; checking in staff and students when entering building, help deliver meals, etc.</li> </ul>

<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc.) - provide websites, handouts</li> </ul>	<ul style="list-style-type: none"> <li>-DESSA Weekly lesson with follow up</li> <li>-Check and Connect-Each staff member will have assigned students to connect with weekly</li> <li style="padding-left: 20px;">Check in/ Check Out as needed</li> <li>-Each counselor will be available daily and will schedule meeting for students needing services.</li> </ul>
<b>Browning Elementary School</b>		
<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>	
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li style="padding-left: 20px;"><u>Practice hand washing and hand sanitizing throughout the day.</u></li> </ul>	
<b>Curriculum</b>	0	
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning</li> <li>- Instructional leaders will OBSERVE all teachers and provide feedback.</li> </ul>	
<b>Administrators</b>		
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Teachers will be in the classroom utilizing Google Meets &amp; Hangouts to 'meet' with other teachers.</li> <li>Specials Teachers will move to each classroom for their lessons.</li> <li>Bathroom breaks will be scheduled for each classroom.</li> <li>Only hard surface items will be allowed in the classroom (no stuffed toys, no couches, etc.)</li> <li>Desks will be 6 feet apart.</li> <li>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.</li> </ul>	
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Film short lessons or read alouds with SEL books, asking questions for the families to discuss.</li> <li>- 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.</li> <li>- Use Google meetings for meeting with the students and families.</li> <li>- Check in with at-risk students and medically fragile students and families</li> <li>- Meet with Tier 1 students at their scheduled times.</li> <li>- Call or home visits with students (virtually or by appointment)</li> <li style="padding-left: 20px;">-DESSA</li> <li>- Continue the Backpack program as normal</li> <li>- Follow up on student 504 and special education referrals</li> </ul>	
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will OBSERVE all teachers and provide feedback.</li> <li>- Instructional coaches will be supporting and modelling for teachers in a blended learning model.</li> </ul>	
<b>Special Education Protocols</b>	<ul style="list-style-type: none"> <li style="text-align: center;"><a href="#">Link to SPED Department Information</a></li> <li>- Determine number of students and their qualifying disability.</li> <li>- Determine if disability places student at high risk category.</li> <li>- Team education plan to make reasonable accommodations.</li> <li>- All team members will be part of planning and decision making for qualifying student.</li> <li>- This includes parent, guardian, caretaker, and other necessary staff members.</li> </ul>	
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	



<p><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<ul style="list-style-type: none"> <li>- Provide information for online organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> </ul>	<p style="text-align: center;">The whole child is the focus.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-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.</li> </ul> <p style="text-align: center;">DESSA-Weekly lesson with follow up.</p> <p>Check and Connect-Each staff member will have assigned students to connect with weekly. Check In/ Check Out as needed.</p> <p style="text-align: center;">Each counselor will be available daily and will schedule meetings for students needing services.</p>
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<h2 style="margin: 0;">Browning Elementary School</h2> <h3 style="margin: 0;">Scenario III: Traditional School Day Resumes</h3> <p style="font-size: small; margin: 0;">In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.</p>
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<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>	<b>Additional Building Procedures and Expectations:</b>
<b>Key Ideas and Notes</b>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	<ul style="list-style-type: none"> <li>- Schedules will resume with caution.</li> <li>- Temperatures will be taken, if a concern has been expressed by staff while respecting the FERPA laws.</li> </ul>

# Napi Elementary School

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## Napi Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff enter through the front doors one person at a time.</li> <li>- All staff will go directly to their assigned work area</li> <li>- All staff members will be provided their own thermometer.</li> <li>- Once in their own area staff will take their own temperatures and email results to the school nurse. Napi nurse will keep the daily COVID log.</li> <li>- Staff will clock in and out on their computers. Office clock will not be utilized to avoid a line at the clock.</li> <li>- All staff in building will be required to wear a mask and practice social distance.</li> <li>- All staff will work in their classrooms with little to no transition from the classroom.</li> <li>- Deep cleaning done periodically throughout day, entering, and leaving.</li> <li>- Napi staff will follow and practice all precautions and recommendations from the CDC.</li> <li>- Staff will be required to use the restroom in their hallways.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<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. 5th grade will be learning in google classroom. Napi Academic Plan 2020-21 <a href="https://drive.google.com/file/d/1mqfzZTC-IICVfxc83QEMyQF6jXyOzYkw/view?usp=sharing">https://drive.google.com/file/d/1TLkzFZXqNsoZfaAged59dakx5r4b8u/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1Lo6DR8LocNuRQhbaA65TgmUN5XpE2K-9W/view?usp=sharing">https://drive.google.com/file/d/1Lo6DR8LocNuRQhbaA65TgmUN5XpE2K-9W/view?usp=sharing</a></p>
<b>Staffing</b>	<p>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</p>	<ul style="list-style-type: none"> <li>- All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00</li> <li>- Staff with underlying health issues will be required to provide documentation to provide accommodations for the employee.</li> </ul>
<b>Administrators</b>	<p>ough 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adop</p>	<ul style="list-style-type: none"> <li>Napi Administrators will be in the building daily.</li> <li>Administrators will be in all google classrooms daily.</li> <li>- Home visits either by phone, mail, facebook, email, or virtual communication will be utilized.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<p><a href="#">Schedule for staff is provided with specific times of instructional teaching and accountability for all students. - 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. Phase 1-Academic Flowchart part 1 <a href="https://drive.google.com/file/d/12CdHkLR-ID3Tke1nNltvUjSOClO1o6/view?usp=sharing">https://drive.google.com/file/d/12CdHkLR-ID3Tke1nNltvUjSOClO1o6/view?usp=sharing</a> Phase 1-Academic Flowchart part 2 <a href="https://drive.google.com/file/d/1aY-sj3Rm3ngUeF-sf5UP7pfC-DV6GsZL/view?usp=sharing">https://drive.google.com/file/d/1aY-sj3Rm3ngUeF-sf5UP7pfC-DV6GsZL/view?usp=sharing</a></a></p>
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>- Counselor will have a DESSA classroom with our high risk students.</li> <li>- Students will be provided social emotional learning strategies to help them coop at this time.</li> <li>- Counselor will be doing home visits either by phone or virtual.</li> <li>- Counselor will meet with individual or small groups of students on Fridays from 8-3 to do DESSA lessons.</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<p>Instructional coaches will be invited to google meets and google classroom to provide assistance to teachers and students.</p> <p>Instructional coaches will create a google form so teachers will have feedback and ways to provide assistance if needed.</p> <p>- IC's will support teachers by modeling or recording themselves.</p>

Special Education Protocols	<a href="#">Link to SPED Department Information</a>	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 student's individual IEPs. -Meet students IEP minutes. -IEP meetings will be done by google meets.
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).	Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students. Certified teachers may ask classified staff to assist with individual student learning. -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
Social-Emotional and Counseling Supports (for Scenarios I and II)	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>-First two weeks will focus on Social Emotional learning first two weeks of school.</li> <li>-Drive up Open House--Meet your teacher</li> <li>-Universal Flyer</li> <li>-Virtual walkthrough of our school--welcome from teacher</li> <li>-Create group/individual meeting times to meet with tier 3 students.</li> <li>-Incentives for student participation</li> <li>-Staff Survey-input on what they need to feel safe for phase 2</li> <li>-Teacher/Parent/student communication via phone, email, social media, virtual, or weekly newsletters.</li> <li>-Napi will utilize Family in Transition for our students in need.</li> <li>-DESSA Classroom will be utilized with counselor.</li> <li>-Napi will continue to communicate by phone, emails, google classroom, Facebook, radio, flyers, and targeted social distance home visits.</li> <li>-Drive by Family Literacy Nights</li> <li>-Weekly DESSA lessons with Counselor.</li> <li>-Check and Connect with teachers and supporting staff.</li> <li>-Tier 3 students will receive tutoring with interventionist from 9-11 daily.</li> <li>-Counselor will teach Second Step lessons during Character Ed Special.</li> </ul>
<b>Napi Elementary</b>		
<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>	<b>Additional Building Procedures and Expectations:</b>
Safety and Health Protocols	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning</li> </ul>	<ul style="list-style-type: none"> <li>-All areas of the school will be marked off for six feet apart.</li> <li>-students will be taught the "Warrior Pose" to teach 6 ft apart.</li> <li>-All classrooms will have sanitizer and disinfectant wipes to clean area regularly.</li> <li>-Napi will eat in the classrooms, using the breakfast on the go model for lunch.</li> <li>-Recess will be organized and planned to meet COVID guidelines.</li> </ul>
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. -	<a href="#">Napi Academic Plan 2020-21</a>
Staffing	<ul style="list-style-type: none"> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Staff temperature checks will continue.</li> <li>-Specialist will transition to classrooms.</li> <li>-Core Phonics lessons will be taught by the homeroom teacher.</li> <li>-Teachers will eat with students in their classrooms. Teacher lunch will be during grade level specials. Team prep will be after 2:00PM.</li> <li>-Staff survey in September to identify needs to feel safe in the school and classroom upon returning.</li> <li>-Staff survey in September to identify staff that will not be returning to campus due to CARE Act.</li> <li>-Teachers will disinfect classrooms multiple times and maintain a clutter free environment.</li> </ul>
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	<ul style="list-style-type: none"> <li>-Walkthrough schedule and tools will be developed to support ELA and Math frameworks.</li> <li>-EPAS will continue to be used for teacher evaluation.</li> <li>-Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents.</li> </ul>
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual care	-Teachers will transition to modified academic schedule from 8:25-2:00. --Teachers will be available from 2:00--4:00 for student support, professional development, and for team planning. Phase 2 Academic Flow chart

<b>Counselors</b>	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	-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 lesson daily from 8:30--9:00 to all students.
<b>Instructional Coaches</b>	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	--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 of data and survey results.
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	--Principals and Special Education Teachers will meet bi-weekly and update Google Calendar invites for all IEPs.
<b>Classified Staff</b>	- 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). - Provide information for online organization skills and management.	--Classified staff will continue to provide classroom support on a daily basis. --Supervise and Coordinate Lunch and Lunch Activities
<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	- 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. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.  IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic	<a href="#">-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 lesson 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 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--</a>

## Napi Elementary

### Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Key Ideas and Notes</b>	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s.  - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	-Resume regular function of campus to support all students, families, and staff -Continue providing support to all students for academics and social-emotional learning through Second Step, DESSA, MTSS, IEPs, and 504s -Schedules for entering and exiting the building. -Schedule for bathroom breaks, and all transitions that can not be avoided. -Specials will go to the homeroom classroom.

# Babb Elementary School

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## Babb Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school activities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> </ul>	<p><u>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 Suspected COVID-19 Case</u></p> <p style="text-align: center;"><u>Temperature Check Log-In</u></p>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>Device agreement form in enrollment packet</li> <li>Jet-packs will be provided for students without internet access</li> <li>Devices are tentatively scheduled to be distributed on Wednesday, August 26, 2020 for those students that need one</li> <li>Students will be assigned scheduled times to attend distance learning</li> <li>Read Works and Step Up to Writing for ELA, Science, &amp; Social Studies</li> <li>Eureka for synchronous learning.</li> <li>Zearn will be used for asynchronous learning.</li> <li>DESSA for SEL</li> <li>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</li> </ul>
<b>Staffing</b>	<p>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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw) - Professional development for using the on-line components of the District curricular programs.</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 style="text-align: center;">1 TA will sit at Staff Entrance for Staff Check-in</p> <p>If staff member has symptoms they will let Principal know</p>
<b>Administrators</b>		
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individualized learning sessions by appointment.</li> </ul>	Schedule for staff is provided with specific times of instructional teaching and accountability for all students
<b>Counselors</b>		
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modeling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will observe all staff and provide feedback.</li> </ul>	
<b>Special Education Protocols</b>	<p><a href="#">Link to SPED Department Information</a></p>	<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>
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>Classified staff will take temperature checks every morning</li> <li>Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students</li> <li>Certified teachers may ask classified staff to assist with individual student learning</li> <li>Participate in PD, grade-level, and team meetings</li> </ul>
<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> </ul>	<p>Mail out a WELCOME Flyer</p> <p>DESSA-Weekly lesson with follow up</p>

## Babb Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
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<p><b>Safety and Health Protocols</b></p>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus. <ul style="list-style-type: none"> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> </ul> </li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- 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"> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul> </li> </ul>	<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. COVID-19 Cases Montana Temperature check done by a teacher assistant every morning at a designated location(s) 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 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 off 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 Recess will be organized and planned to meet COVID guidelines Add COVID guideline link for recess Suspected COVID-19 Case Temperature Check Lon-In</p>
<p><b>Curriculum</b></p>	<p>0</p>	<p>Focus will be on Math, ELA/Writing, &amp; SEL Teach students about handwashing, social distancing, covering cough Students that will be learning remotely 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><b>Staffing</b></p>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- 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"> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> </ul> </li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	<p>Staff members will be expected to be in the building working a normal schedule 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>
<p><b>Administrators</b></p>	<p>-Instructional leaders will OBSERVE all teachers and provide feedback.</p>	
<p><b>Teachers</b></p>	<p>0</p>	<p><a href="#">Teacher Schedule 2020</a></p>
<p><b>Counselors</b></p>	<p>0</p>	
<p><b>Instructional Coaches</b></p>	<ul style="list-style-type: none"> <li>- Instructional coaches will OBSERVE all teachers and provide feedback.</li> <li>- Instructional coaches will be supporting and modelling for teachers in a blended learning model.</li> </ul>	
<p><b>Special Education Protocols</b></p>	<p><a href="#">Link to SPED Department Information</a></p>	<p>Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs. Accommodations and modifications in alignment with each student's IEP Grading, progress-reports, and progress-monitoring in accordance with the student's IEP</p>
<p><b>Classified Staff</b></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 take temperature checks every morning Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students Certified teachers may ask classified staff to assist with individual student learning Participate in PD, grade-level, and team meetings</p>

<p><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<ul style="list-style-type: none"> <li>- Provide information for online organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> <li>- 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.</li> <li>- 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.</li> <li>- Recognize the importance of providing child abuse/sex 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. <ul style="list-style-type: none"> <li>- 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.</li> <li>- Refer students at risk for suicide immediately to local resources for assessment and safety planning.</li> </ul> </li> <li>- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.</li> </ul>	<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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**Babb Elementary**  
**Scenario III: Traditional School Day Resumes**  
In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<p><b>Key Ideas and Notes</b></p>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity. <ul style="list-style-type: none"> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> </ul> </li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	

# Browning Middle School

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## Browning Middle School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<p style="text-align: center;">Conduct staff survey to identify at-risk staff members Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor at entry way and bathrooms. Temperature checks will be performed by TA's, secretaries and school nurse(s) upon BMS staff entering the building.</p> <p style="text-align: center;">Bathrooms for staff will be designated based on classroom proximity Any staff member feeling ill will call in and NOT be allowed to come to school. They will teach from home if they are able</p>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<p>It is our goal to have all grades utilizing I pads 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. 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. 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>
<b>Staffing</b>	<p>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</p>	<p style="text-align: center;">All staff are expected to be on site 8:00a-4:00p M-Th, and 8:00a-3:00p F. 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>
<b>Administrators</b>	0	<p style="text-align: center;">Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 - Weekly individual department meetings will be held to check progress and address needs/concerns -Administrators and Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will be added into Google classroom meets for support, observation and evaluation.</p>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<p><a href="https://docs.google.com/document/d/1mdmEMaNLFLCBToFtdRlWkTSHJqGF9umDtYgSMZZENqk/edit?usp=sharing">https://docs.google.com/document/d/1mdmEMaNLFLCBToFtdRlWkTSHJqGF9umDtYgSMZZENqk/edit?usp=sharing</a> ring Teachers will instruct 50 minutes per class period and then be available by email or phone each day during office hours. They will submit lesson plans and grades weekly. They will be required to attend all staff, department, IEP and PD meetings. Staff will also keep a log of parent/student contacts.</p>



<p><b>Counselors</b></p>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<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> <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>
<p><b>Instructional Coaches</b></p>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<p>Coaches will be added into Google classroom meets for support and observation. Assist administration with PD and PLCs.</p>
<p><b>Special Education Protocols</b></p>	<p><a href="#">Link to SPED Department Information</a></p>	<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.</p> <p>One building administrator will be at all IEP meetings.</p>
<p><b>Classified Staff</b></p>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<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, iPad distribution and other duties as assigned by administration.</p> <p>For additional duties, see safety and health protocols.</p>
<p><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	<p>Implementation of DESSA and assessment of that data</p> <p>Focusing on the first two weeks of school to re-connect and support students, parents and staff.</p> <p>Continued use of the Dean of students, counselors and the Spookinaapi Prevention Program</p> <p>Utilization of agencies outside of BPS (Northern Winds Recovery Center, Southern Piegan School Health, IHS, etc.) when necessary</p> <p>BMS staff will use Focus Fridays to check and connect with Students/Parents</p>

**Browning Middle School**

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

Curriculum	0	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.
Staffing	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	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. Custodians will follow district procedure and expectations.
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	<p>Administrators will be available/in the building daily 8:00-5:00</p> <ul style="list-style-type: none"> <li>- Staff department meetings - Fridays 9:00-10:00</li> <li>- Admin/Coaches meetings - weekly TBD</li> <li>- Evaluations - will be document based</li> </ul> <p>Administrators will perform walkthroughs, observations and evaluations.</p>
Teachers	0	<p>Teachers rotate rooms?</p> <p><a href="https://docs.google.com/document/d/1qUuoqAgDGL6rfclKxLIiH_6BIXl1v25ncmFBIJ08U/edit?usp=sharing">https://docs.google.com/document/d/1qUuoqAgDGL6rfclKxLIiH_6BIXl1v25ncmFBIJ08U/edit?usp=sharing</a></p>
Counselors	0	<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> <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"> <li>- Instructional coaches will OBSERVE all teachers and provide feedback.</li> <li>- Instructional coaches will be supporting and modelling for teachers in a blended learning model.</li> </ul>	<p>Coaches will be added into Google classrooms for support and observations.</p> <p>Coaches will support and observe in classrooms.</p> <p>Coaches will assist administration with PD and PLC's.</p>
Special Education Protocols	<a href="#">Link to SPED Department Information</a>	<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.</p> <p>One building administrator will be at all IEP meetings.</p>
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).	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><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<ul style="list-style-type: none"> <li>- Provide information for online organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> <li>- 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.</li> <li>- 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.</li> <li>- Recognize the importance of providing child abuse/sex 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. <ul style="list-style-type: none"> <li>- 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.</li> <li>- Refer students at risk for suicide immediately to local resources for assessment and safety planning.</li> </ul> </li> <li>- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.</li> </ul>	
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**Browning Middle School**  
**Scenario III: Traditional School Day Resumes**  
In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

<p><b>Focus Area:</b></p>	<p><b>District Procedures and Expectations:</b></p>	<p><b>Additional Building Procedures and Expectations:</b></p>
<p><b>Key Ideas and Notes</b></p>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity. <ul style="list-style-type: none"> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> </ul> </li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	

# Browning High School

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## 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:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked)</li> <li>-Enter through the front entrance ONLY!!</li> <li>-Sign displaying protocol will be placed at the front door</li> <li>-Staff will stay in their classroom/office as much as possible/NO Roaming</li> <li>-Awing+High, Guardipee will use Awing restroom/Cwing+Vaile will use Cwing restroom/Bwing will use ISRoom/Gym+Voed will use gym lobby restroom/office, library, counselors will use entry restrooms</li> <li>-Schedule for restroom cleaning will be set for custodians</li> <li>-If you are sick or have concerns that you may have been exposed, let supervisor know ASAP</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>-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/Bell Ringer 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</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>-Be available/in the building daily 8:00-5:00</li> <li>-Staff department meetings - Wednesdays 3:30-5:00</li> <li>-Admin/Coaches meetings - weekly TBD</li> <li>-Attend/monitor teacher google classrooms</li> <li>-Evaluations - will be document based</li> <li>-Attend/participate IEP, 504, student focused meetings</li> <li>-Respond to behaviour in digital workspace</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<ul style="list-style-type: none"> <li>- Check email daily</li> <li>- Grades submitted weekly</li> <li>- Parent contacts updated daily</li> <li>- Actively participate in all staff, department, PLC, student meetings</li> <li>-DESSA during Advisory</li> <li>-Advisory classes continue with (but not limited to) Societies, DESSA, GEARUP, Relationship building</li> </ul>

<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan for Contacting tier 1, 2, 3, 3+ students (teacher identified, student/community identified)</li> <li>- Counselors will check in with 504 students weekly</li> <li>- Monitor grad plans/community service hours</li> <li>- Assist with college prep (applications, financial aid, etc)</li> <li>- Google Classroom set up to provide information, support, etc.</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule/facilitate weekly department meetings</li> <li>- Assist staff on improvement plans</li> <li>- Will attend/monitor teacher google classrooms</li> <li>- Meet with Admins weekly</li> </ul>
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	- Invite at least one administrator to IEP meetings
<b>Classified Staff</b>	- 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"> <li>- Assist with Tier 3+ students making contact with them</li> <li>- Will assist with daily temperature checks</li> <li>- Will be utilized in the building as supervisors need</li> </ul>
<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>- DESSA (follow up with results)</li> <li>- Facilitate supports with Tier 3+ students</li> <li>- Google Classroom to provide support, information, etc.</li> </ul>

## 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:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Temperature checks for everyone entering the building except for the students who are bussed in.</li> <li>- Lunch (Masks worn at all times)</li> <li>- Our campus will be a closed campus</li> <li>- Lunch and Breakfast will be grab and go</li> <li>- Teachers and students are responsible for cleaning their desks. Clorox wipes will be available.</li> <li>- All staff will take the COVID SURVEY upon entering the building.</li> </ul>
<b>Curriculum</b>	0	
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	

<b>Administrators</b>	- Instructional leaders will OBSERVE all teachers and provide feedback.	
<b>Teachers</b>	0	
<b>Counselors</b>	0	
<b>Instructional Coaches</b>	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	
<b>Classified Staff</b>	- 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).	
<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	<ul style="list-style-type: none"> <li>- Provide information for online organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> <li>- 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.</li> <li>- 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.</li> <li>- Recognize the importance of providing child abuse/sex 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. <ul style="list-style-type: none"> <li>- 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.</li> <li>- Refer students at risk for suicide immediately to local resources for assessment and safety planning.</li> </ul> </li> <li>- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.</li> </ul>	

**Browning High School - Scenario III: Traditional School Day Resumes**  
In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Key Ideas and Notes</b>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	

# Buffalo Hide Academy

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## 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:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- 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?)</li> <li>- Enter through the front entrance</li> <li>- Staff will stay in their classroom/office as much as possible</li> <li>- If you are sick or have concerns that you may have been exposed, let supervisor know ASAP</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet.</li> <li>- Pre-K - 3rd Grade will use Seesaw as their online platform.</li> <li>- Grades 4th - 12th will have Google Classrooms set up for students.</li> <li>- Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math).</li> <li>- Google Classes will utilize online curricular programs.</li> </ul>	<p><a href="#">- 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. - 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. - Will follow district adopted grading scale</a></p>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</li> </ul>	<p><a href="#">- 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/n as usual - We also want to build capacity that if needed a staff member can work from home. - BHA Guiding Principles for Scenario I</a></p>
<b>Administrator</b>	0	<ul style="list-style-type: none"> <li>- Will host Google Hangouts 3x per week for ALL certified staff members.</li> <li>- Will host Google Hangouts 2x per week for ALL classified staff members.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<ul style="list-style-type: none"> <li>- Check email daily</li> <li>- Each teacher will be available for 1 live streaming hour per class for Office Hours / Advisory</li> <li>- Each teacher will also be available for school wide live daily check in</li> <li>- Grades submitted weekly</li> <li>- Student/Parent contacts updated daily</li> <li>- Actively participate in all staff &amp; student meetings</li> </ul>
<b>Counselors</b>	<ul style="list-style-type: none"> <li>- Individual counseling sessions by appointment.</li> <li>- Individual social and emotional sessions by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>- Create two cohorts and each counselor will initiate contact with each student on a weekly basis.</li> <li>- Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime.</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback.</li> <li>- Instructional coaches will OBSERVE all staff and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Jason Krane will assist in troubleshooting problems with Google Classrooms when needed.</li> <li>- In-house professional development/training in up-to-date Google Classroom best practices.</li> </ul>
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	NA
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- provide outreach to at risk students</li> <li>- provide packets</li> <li>- food pantry deliveries</li> <li>- food service help once a week or as needed (whether it's to make lunches or ride the bus)</li> <li>- Each classified staff will also be available for school wide live daily check in</li> <li>- 2X a week, classified will be involved in student engagement (tier 3, checking on students)</li> </ul>

<b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b>	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on bright spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> <li>- Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance.</li> <li>- Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers.</li> <li>- Provide resources and supports for time-management, skill building, and managing distance learning.</li> </ul>	-counseling staff will be available for extended hours, on-call
<b>Buffalo Hide Academy - Scenario II: Blended Model</b> 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.		
<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>	<b>Additional Building Procedures and Expectations:</b>
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.             <ul style="list-style-type: none"> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> </ul> </li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- 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"> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 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"> <li>- Enter through the front entrance</li> <li>- Hand Washing &amp; sanitizing will be recommended</li> <li>- social distancing in classrooms (masks will be optional)</li> <li>- Staff will stay in their classroom/office as much as possible</li> </ul> </li> <li>- If you are sick or have concerns that you may have been exposed, let supervisor or adult know and do NOT enter the building.</li> <li>- we will follow all tribal ordinances and CDC guidelines</li> </ul>
<b>Curriculum</b>	0	<ul style="list-style-type: none"> <li>- Google classrooms will proceed for those who choose that option</li> <li>- traditional classroom delivery for those who choose this option</li> <li>- we will leave these choices up to the families. Will then accommodate accordingly for in class delivery</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff will be in the building M-F per district hours</li> <li>- All staff will follow the same lunch schedule 11:15-11:45 (classified will clock out/in as usual)</li> <li>- We also want to build capacity that if needed, a staff member can work from home.</li> </ul>
<b>Administrators</b>	- Instructional leaders will OBSERVE all teachers and provide feedback.	- Will host building meetings in person per regular schedule
<b>Teachers</b>	0	<ul style="list-style-type: none"> <li>- Check email daily</li> <li>- Grades submitted weekly</li> <li>- Provide Academic advising to distance learners</li> </ul>
<b>Counselors</b>	0	<ul style="list-style-type: none"> <li>- Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime.</li> <li>- Monitor grad plans</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>- Instructional coaches will OBSERVE all teachers and provide feedback.</li> <li>- Instructional coaches will be supporting and modelling for teachers in a blended learning model.</li> </ul>	- Continue to provide help & support with tech and Google Classroom issues
<b>Special Education Protocols</b>	<a href="#">Link to SPED Department Information</a>	NA
<b>Classified Staff</b>	- 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"> <li>- provide outreach to at risk students</li> <li>- provide packets</li> <li>- taking temperatures and checking in students upon arrival</li> <li>- assist in sanitation throughout building daily</li> <li>- food pantry deliveries</li> <li>- food service help once a week (whether its make lunches or ride the bus)"</li> </ul>



<p><b>Social-Emotional and Counseling Supports (for Scenarios I and II)</b></p>	<ul style="list-style-type: none"> <li>- Provide information for online organization skills and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).</li> <li>- Monitor students on 504 Plans to make sure appropriate accommodations are provided.</li> <li>- Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress.</li> </ul> <p style="text-align: center;">IMPORTANT THINGS TO CONSIDER:</p> <ul style="list-style-type: none"> <li>- Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs.</li> <li>- Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.</li> <li>- 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.</li> <li>- 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.</li> <li>- Recognize the importance of providing child abuse/sex 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.</li> <li>- 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.</li> <li>- Refer students at risk for suicide immediately to local resources for assessment and safety planning.</li> <li>- Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.</li> </ul>	<p>-Continue to provide regular in-service counseling &amp; supports</p>
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**Buffalo Hide Academy - Scenario III: Traditional School Day Resumes**

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<p><b>Key Ideas and Notes</b></p>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	<ul style="list-style-type: none"> <li>-Our primary concern is that we don't want to burn our teachers out and we want make sure the needs of our teachers are being met.</li> <li>-We are worried that with the blended model, the responsibilities will now overwhelm the teaching staff.</li> <li>-Ex: we may move from doing 3X the meetings, to only 1.</li> </ul>

# Colony Schools

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## 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:
Safety and Health Protocols	- All school facilities are closed to the public. - Pre-kindergarten - 12th grade will provide packet work for all those that are to connect to the internet.	
Curriculum		
Staffing	- 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 a staff member needs to quarantine due to COVID-19 they will have 14 days off leave they can use per their contract.	
Administrators	0	
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment.	
Counselors		
Instructional Coaches	- Instructional coaches will be supporting and modeling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	
Special Education Protocols	<a href="#">Link to SPED Department Information</a>	
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, janitorial, etc.)	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- 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).	

## 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:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors.	
Curriculum	0	
Staffing	- All staff will need to be negative for COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	0	
Counselors	0	
Instructional Coaches	- Instructional coaches will observe all teachers and provide feedback. - Instructional coaches will be supporting and modeling for teachers in a blended learning model.	
Special Education Protocols	<a href="#">Link to SPED Department Information</a>	
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, janitorial, etc.)	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information on the organization's skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time).	

## Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

**Key Ideas and Notes**

- Back to schedule and monitor curriculum with fidelity.
- Continue with handwashing.
- Follow IEPs - regular supports.
- Follow individual student 504s.
- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.

# Special Education Department

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the department's individual plan for each scenario.*

## Special Education Department

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that 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, they will be eligible for FMLA if COVID or health reasoning.
Staffing	- 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. - 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, they will be eligible for FMLA if COVID or health reasoning.
Academic Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP).
Social / Emotional Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP).
Physical Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP).
Transportation Accommodations	- One on one sessions scheduled as needed. - Transportation accommodations will be made to support learners with fragile health issues.

## Special Education Department

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - 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. - Classroom and area cleaning. - Nightly deep cleaning.
Staffing	- 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 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.
Academic Accommodations	- 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. - Small group sessions up to 3 learners.
Social / Emotional Accommodations	- 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.
Physical Accommodations	- 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.

Transportation Accommodations	-Transportation accommodations will be made to support learners with fragile health issues.
<p><b>Special Education Department</b>  <b>Scenario III: Traditional School Day Resumes</b>          In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.</p>	
Focus Area:	<b>District Procedures and Expectations:</b>
Key Ideas and Notes	- Accommodations and modifications in alignment with each student Individual Education Plan IEP - regular supports.

# BNAS

## Scenario I

## Scenario II

## Scenario III

*Click on the links above be taken to the department's individual plan for each scenario.*

### BNAS

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> </ul>	<ul style="list-style-type: none"> <li>- BNAS staff will meet once a week and will do so remotely.</li> <li>- In person meetings only done in special circumstances.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>- In the event there is a pre-kindergarten 12th Grade will provide packet work for those that are not able to connect to the internet.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphases on digital materials for BNAS YouTube page.</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19. All staff will be required to wear a mask while working on-site unless medical documentation. All staff will be required to monitor their own health. If a staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per</li> </ul>	<ul style="list-style-type: none"> <li>- Will help with digital classes and provide help provide feedback and materials for class.</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>- All certified staff will be teaching in their regular block of time.</li> <li>- Individual tutoring sessions will be available by appointment.</li> <li>- Individual career and/or college prep available.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up.</li> <li>- 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.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, maintenance, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.</li> </ul>
Classified Staff	<ul style="list-style-type: none"> <li>- Provide regular updates to students and families on flight spots and good news and student progress.</li> <li>- Conduct check-ins with students and routinely ask how they are doing and what they are feeling.</li> <li>- Connect with teachers and other educators to identify students needing additional support (targeted and intensive).</li> </ul>	<ul style="list-style-type: none"> <li>- NA</li> </ul>
Social-Emotional and Counseling Supports (for Scenarios I and II)		

### BNAS

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> </ul>	<ul style="list-style-type: none"> <li>- BNAS staff will meet once a week and will do so remotely -in person meetings only done in special circumstances.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>- Mask will continue to be worn.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphases on digital materials for BNAS YouTube page.</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> </ul>	
Administrators	<ul style="list-style-type: none"> <li>- Instructional leaders will OBSERVE all teachers and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Will help with digital classes and provide help provide feedback and materials for class.</li> </ul>
Teachers		<ul style="list-style-type: none"> <li>- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up.</li> <li>- 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.</li> </ul>
Classified Staff	<ul style="list-style-type: none"> <li>- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, maintenance, etc.)</li> </ul>	
Social-Emotional and Counseling Supports (for Scenarios I and II)	<ul style="list-style-type: none"> <li>- Provide information for online and in-person supports and management.</li> <li>- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time)</li> </ul>	<ul style="list-style-type: none"> <li>- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.</li> </ul>

### BNAS

#### Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	Additional Department Procedures and Expectations:
Key Ideas and Notes	

# Childcare

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## Childcare

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Child Care available for <i>essential staff</i> only</li> <li>- Children of the same family will be placed in the same group</li> <li>- follow all current licensing requirements regarding staff to child ratios</li> <li>- continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions</li> <li>- 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</li> <li>- 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)</li> <li>- children will be kept in cohorts of less than 10</li> <li>- outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use)</li> <li>- cloth face coverings will NOT be used on children under the age of 2 years</li> <li>- staff will also have temperature checks</li> <li>- frequent handwashing will be enforced</li> <li>- plan in place for frequent disinfecting and cleaning</li> <li>- families/providers who have traveled outside of Montana will not be allowed to attend child care for 14 days after travel</li> <li>- toys will not be shared until cleaned/disinfected (soft toys will be avoided)</li> <li>- seating and bedding (head to toe positioning) will be spaced out to 6 feet</li> <li>- communal spaces will be staggered and disinfected between uses</li> <li>- families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so</li> <li>- Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth</li> </ul>
<b>Curriculum</b>	NA	<ul style="list-style-type: none"> <li>- Activities chosen to allow for more physical space between children</li> <li>- play items and other activity items will not be shared between children</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- 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 - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.</li> </ul>	<ul style="list-style-type: none"> <li>- 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).</li> <li>- develop plans to cover classes in the event of increased staff absences</li> <li>- 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</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>- Administrator will meet with staff individually on a weekly basis, following all social distancing protocols</li> <li>- Administrator will host a monthly "Lunch &amp; Learn" Google Meeting with parents</li> </ul>
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (äisspöömtootsiyö+p)</li> </ul>

## Childcare

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
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<p><b>Safety and Health Protocols</b></p>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>-Child Care available for staff and teen parents</li> <li>-Children of the same family will be placed in the same group</li> <li>-follow all current licensing requirements regarding staff to child ratios</li> <li>-continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions</li> <li>-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</li> <li>-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)</li> <li>-children will be kept in cohorts of less than 10</li> <li>-outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use)</li> <li>-cloth face coverings will NOT be used on children under the age of 2 years</li> <li>-staff will also have temperature checks</li> <li>-frequent handwashing will be enforced</li> <li>-plan in place for frequent disinfecting and cleaning</li> <li>-families/providers who have traveled outside of Montana will not be allowed to attend child care for 14 days after travel</li> <li>-toys will not be shared until cleaned/disinfected (soft toys will be avoided)</li> <li>-seating and bedding (head to toe positioning) will be spaced out to 6 feet</li> <li>-communal spaces will be staggered and disinfected between uses</li> <li>-families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so</li> <li>-Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth</li> </ul>
<p><b>Curriculum</b></p>	<p>0</p>	<ul style="list-style-type: none"> <li>-Activities chosen to allow for more physical space between children</li> <li>-play items and other activity items will not be shared between children</li> </ul>
<p><b>Staffing</b></p>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>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</li> </ul>
<p><b>Administrators</b></p>	<ul style="list-style-type: none"> <li>- Instructional leaders will OBSERVE all teachers and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols</li> <li>-Administrator will host a monthly "Lunch &amp; Learn" Google Meeting with parents</li> </ul>
<p><b>Classified Staff</b></p>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (äisspömmötsiivö+p)</li> </ul>

## Childcare

### Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<p><b>Safety and Health Protocols</b></p>	<ul style="list-style-type: none"> <li>- Back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> <li>- Follow IEPs - regular supports.</li> <li>- Follow individual student 504s.</li> <li>- Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.</li> </ul>	<ul style="list-style-type: none"> <li>-Full capacity (22 children); Child Care available for staff and teen parents</li> <li>-Continue daily health checks, frequent hand washing, sanitizing toys, educating parents about the spread of communicable diseases</li> <li>-follow all current licensing requirements regarding staff to child ratios</li> <li>-visitors/caregivers/parents will be allowed in the Center</li> <li>-Outdoor play will resume without restriction</li> <li>-Communal play will resume without restriction</li> </ul>
<p><b>Curriculum</b></p>	<p>NA</p>	<ul style="list-style-type: none"> <li>-Activities and play items will be accessible without restriction</li> </ul>
<p><b>Staffing</b></p>	<p>NA</p>	<ul style="list-style-type: none"> <li>-New staff will be required to complete all orientation training (including daily procedures, health checks for children, cleaning/disinfecting procedures, handwashing, social emotional health and well being, licensing regulations, CACFP guidelines)</li> </ul>



<b>Administrators</b>	NA	-Administrator will have weekly staff meetings with all staff -Administrator will host monthly in-person "Lunch and Learn" with parents
<b>Classified Staff</b>	NA	-Return to normal duties

# HiSet Program

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## HiSet Program

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Facility closed to the public</li> </ul>
<b>Curriculum</b>	NA	<ul style="list-style-type: none"> <li>- Packets will be mailed to students at their request and/or</li> <li>- Students will access online learning through EdReady and Google Meets</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19. - All staff will be required to remain 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 2/3 rdc rate per the Families First Act.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff will be required to take the "Covid-19: Health and Safety Overview" course</li> <li>- Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>- Administrator will meet with staff individually on a weekly basis, following all social distancing protocols</li> </ul>
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- 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) and child care)</li> </ul>

## HiSet Program

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> </ul>	<ul style="list-style-type: none"> <li>- Facility open by appointment only</li> <li>- Masks required, social distancing guidelines followed</li> </ul>
<b>Curriculum</b>	0	<ul style="list-style-type: none"> <li>- Packets will be mailed to students at their request and/or</li> <li>- Students will access online learning through EdReady</li> <li>- In person tutoring will be available by appointment only</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- Instructional leaders will OBSERVE all teachers and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff will be required to take the "Covid-19: Health and Safety Overview" course</li> <li>- Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment</li> </ul>
<b>Administrators</b>	0	<ul style="list-style-type: none"> <li>- Administrator will meet with staff individually on a weekly basis, following all social distancing protocols</li> </ul>
<b>Classified Staff</b>	<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- 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) and child care)</li> </ul>

## HiSet Program

### Scenario III: Traditional School Day Resumes

*In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.*

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- back to schedule and monitor curriculum with fidelity.</li> <li>- Continue with handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>- Facility open to public</li> </ul>
<b>Curriculum</b>	NA	<ul style="list-style-type: none"> <li>- Students will be expected to attend in-person tutoring; however,</li> <li>- Packets will continue to be offered to students at their request and/or</li> <li>- Students will access online learning through EdReady</li> </ul>
<b>Staffing</b>	NA	NA
<b>Administrators</b>	NA	<ul style="list-style-type: none"> <li>- Administrator will meet with all staff, in-person on a weekly basis</li> </ul>
<b>Classified Staff</b>	NA	<ul style="list-style-type: none"> <li>- Return to normal duties</li> </ul>

# āisspoōmmoōtsiiyō•p

## Scenario I

## Scenario II

## Scenario III

*Click on the links above be taken to the building's individual plan for each scenario.*

### āisspoōmmoōtsiiyō•p

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	- All school facilities are closed to the public.	- Facility closed to the public
<b>Staffing</b>	- 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 that can use per year.	- All staff will be required to take the "Covid-19: Health and Safety Overview" course
<b>Administrators</b>	0	- 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
<b>Classified Staff</b>	- 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).	- Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs
<b>Resources</b>	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

### āisspoōmmoōtsiiyō•p

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn.	- Facility open to the public by appointment - Visitors must wear mask and be Covid-screened - Social distancing guidelines followed
<b>Staffing</b>	- Continue to follow social distancing guidelines as much as possible. - 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 take the "Covid-19: Health and Safety Overview" course
<b>Administrators</b>	- Instructional leaders will OBSERVE all teachers and provide feedback.	- 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
<b>Classified Staff</b>	- 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).	- Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs
<b>Resources</b>	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

### āisspoōmmoōtsiiyō•p

#### Scenario III: Traditional School Day Resumes

*In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.*

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing.	- Facility open to public
<b>Staffing</b>	NA	NA
<b>Administrators</b>	NA	- Administrator will meet with all staff, in person on a weekly basis - Administrator will host a monthly meeting with other supportive services to coordinate needs for identified students
<b>Classified Staff</b>	NA	- Staff continue duties as assigned
<b>Resources</b>	NA	- Distribution of resources will resume to normal operations (ie. staff delivery, family/student pick up)

# Technology

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the building's individual plan for each scenario.*

## Technology

Focus Area:	District Procedures and Expectations:
<b>Internet Connectivity</b>	<p style="text-align: center;">- 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>
<b>Alternate: No Internet Connectivity</b>	<p style="text-align: center;">Despite best efforts, some students live outside Verizon/3 Rivers coverage area. Alternate plans needed for these students:</p> <p style="text-align: center;">- 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>
<b>Use of Google Classrooms: Grades 4-12</b>	- During orientation/staff week, teachers set up Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.
<b>Use of SeeSaw: Grades K-3</b>	During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
<b>Technology Distribution</b>	<p style="text-align: center;">- 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.</p> <p style="text-align: center;">- May require a half day/full day orientation w/ students to orient, set expectations, etc.</p>
<b>Teacher PD</b>	<p style="text-align: center;">- 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.</p> <p style="text-align: center;">- 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>
<b>Contacting Students / Parents</b>	<p style="text-align: center;">- 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.</p> <p>- 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.</p> <p style="text-align: center;">- 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.</p>

## 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:
<b>Internet Connectivity</b>	<p style="text-align: center;">- Staff - will be in buildings connected to district WiFi network during their work hours</p> <p style="text-align: center;">- Students - will have internet available in buildings during their assigned days in buildings.</p> <p style="text-align: center;">- Students who already have personal internet service at home continue using service.</p> <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>
<b>Use of Google Classroom: Grades 4-12</b>	- During orientation/staff week, teachers setup Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.
<b>Use of SeeSaw: Grades K-3</b>	- During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
<b>Technology Distribution</b>	- 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.

<b>Teacher PD</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
<b>Contacting Students</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Phones/Cell phones - utilize classroom phones - place outbound calls to students as normal, inbound calls need to route through building office switchboards.</li> <li>- 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.</li> <li>- 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.</li> </ul>

<h2 style="margin: 0;">Technology</h2> <h3 style="margin: 0;">Scenario III: Traditional School Day Resumes</h3> <p style="margin: 0; font-size: small;">In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.</p>
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<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>
<b>Technology Use Returns to Normal</b>	- Follow through with device stay in building and/or goes home with student models.
<b>Internet Connectivity</b>	- All staff/students have full access to normal district network operations/connectivity.
<b>Contacting Students / Parents</b>	<ul style="list-style-type: none"> <li>- Face to face instruction time with students, personal face to face communication resumes in classrooms.</li> <li>- Continue utilize district email channels - discourage use of social media w/ students - illegal for students under age of 13 - remain vigilant students may only have access to email/internet on their in building days.</li> <li>- Phone system options - same as scenario 2.</li> </ul>

# Food Service

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the department's individual plan for each scenario.*

## Food Service

<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>
<b>Safety and Health Protocols</b>	- All school facilities are closed to the public.
<b>Staffing</b>	- 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 that are non-punitive. - For 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 emergency. - If staff member needs to take leave, follow all standard Operating Procedures (SOPs).
<b>Food Safety</b>	- breakfast, lunch, and supper will be provided for all students in the building and at home. Hazard Analysis Critical Control Point (HACCP) will be followed.
<b>Meals</b>	- Meals will be delivered by transportation within 2 hours of receiving.

## Food Service

<b>Focus Area:</b>	<b>District Procedures and Expectations:</b>
<b>Safety and Health Protocols</b>	- Temperature checks at each building and on each bus.
<b>Staffing</b>	- All staff will need to be negative for COVID-19.
<b>Food Safety</b>	- All staff will be required to be in the building working on site unless medical documentation. - Follow all standard Operating Procedures (SOPs).
<b>Meals</b>	- For students that are born in the buildings and at home, breakfast, lunch, and supper will be provided Monday-Friday. Grab and go breakfasts, hot lunch, hot supper. - Meals will be delivered by transportation within 2 hours of receiving.

## Food Service

<b>Focus Area:</b>	<b>Additional Building Procedures and Expectations:</b>
<b>Key Ideas and Notes</b>	

# Transportation

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the department's individual plan for each scenario.*

## Transportation

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school activities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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.</li> <li>- Masks worn at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- Wipe down buses after every route and deep clean at the end of the day.</li> <li>- All bus driver's will wear masks, gloves, and use hand sanitizers.</li> <li>- Limit to 5 people in break room and front offices at Transportation.</li> <li>- Transportation meetings will take place in the shop area to practice social distancing.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Additional staff will be needed all days to help distribute meals to students (potentially use Classified Staff from the schools).</li> <li>- TBD: Additional staff will be needed on Fridays to help hand out backpack meals.</li> </ul>
<b>Bus Routes</b>	<ul style="list-style-type: none"> <li>- All Busses will be used to deliver meals throughout the community.</li> <li>- MHSAA 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.</li> </ul>	

## Transportation

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.</li> <li>- No public visitors.</li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning.</li> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Wipe down buses after every route and deep clean at the end of the day.</li> <li>- All bus driver's will wear masks, gloves, and use hand sanitizers.</li> <li>- 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.</li> <li>- Limit to 5 people in breakroom, Front offices at Transportation.</li> <li>- Transportation meetings will take place in the shop area to practice social distancing.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Bus Routes</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- We have 21 routes our buses are 77 passengers we may have to do a second run except for Special services they will do 1 one run with 2 buses and a vehicle.</li> </ul>	

## Transportation

Focus Area:	Additional Building Procedures and Expectations:
<b>Key Ideas and Notes</b>	<ul style="list-style-type: none"> <li>- Bus routes will go back to normal pickups and drop offs in the am and pm.</li> <li>- Drivers will remind students to wash hands and use sanitizers.</li> </ul>

# Maintenance

[Scenario I](#)

[Scenario II](#)

[Scenario III](#)

*Click on the links above be taken to the department's individual plan for each scenario.*

## Maintenance

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- All school facilities are closed to the public.</li> <li>- Temperature checks at the door for all staff that reports.</li> <li>- 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"> <li>- Masks worn at all times.</li> </ul> </li> <li>- Cleaning of desks, handles, bathrooms, etc throughout the day.</li> <li>- Deep cleaning on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Install "Closed to the Public"-signage, sneeze guards at main reception/secretary office area or deemed necessary.</li> <li>- Supply non-contact infrared thermometers to each building.</li> <li>- Empty and close off area, open outside doors/windows to increase air circulation, deep clean/disinfect all areas or equipment used by person.                             <ul style="list-style-type: none"> <li>- Supply PPE, gloves and masks to each building.</li> </ul> </li> <li>- Ensure adequate supply of EPA registered cleaners, allow adequate time to clean/disinfect.</li> </ul>
<b>Staffing</b>	<p>- 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>	NA
<b>Buildings Preparation for Scenario II</b>	<p>- 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.</p>	

## Maintenance Scenario II: Blended Model

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
<b>Safety and Health Protocols</b>	<ul style="list-style-type: none"> <li>- Temperature checks at each building and on each bus.                             <ul style="list-style-type: none"> <li>- No public visitors.</li> </ul> </li> <li>- Masks will continue to be worn.</li> <li>- Continue to follow social distancing guidelines as much as possible.</li> <li>- 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"> <li>- Practice hand washing and hand sanitizing throughout the day.</li> <li>- Classroom and area cleaning.</li> <li>- Nightly deep cleaning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Supply non-contact infrared thermometers to each building and bus.                             <ul style="list-style-type: none"> <li>- Install "Closed-No Public Visitors" signage.</li> </ul> </li> <li>- Supply PPE, gloves and masks to each building and bus.</li> <li>- Position students desk 6' apart and install divider/sneeze guards, install 6' distancing reminders, ie. stickers on floor, signs on wall.                             <ul style="list-style-type: none"> <li>- Ensure adequate supply of soap, cleanser, paper towels and tissue.</li> </ul> </li> <li>- Install hand sanitizer dispensers in areas to promote healthy hygiene, stock hand sanitizer pumps as needed.</li> <li>- 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.</li> <li>- Training for custodian/sub-custodians on best cleaning practices for COVID-19.</li> </ul>



<p><b>Staffing</b></p>	<ul style="list-style-type: none"> <li>- All staff will need to be negative for COVID-19.</li> <li>- All staff will be required to be in the building working on-site unless medical documentation.</li> <li>- All staff will be required to monitor their own health.</li> <li>- If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.</li> <li>- After 14 day COVID leave, staff member will need to take their own leave.</li> <li>- If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.</li> <li>- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate.</li> <li>- 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.</li> <li>- Custodians will be rotating through night shift for deep cleaning with temporary help.</li> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for custodian/sub-custodian on best cleaning/disinfecting practices for COVID-19.</li> </ul>
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**Maintenance**  
Scenario III: Traditional School Day Resumes

<p><b>Focus Area:</b></p>	<p><b>Additional Building Procedures and Expectations:</b></p>
<p><b>Key Ideas and Notes</b></p>	<p>Back to normal schedules and routines.</p>