

**Swan Valley Elementary School District  
Safe Return to School and Continuity of Services Plan**

Date of Original Adoption: March 26, 2020

Date Plan was Last Revised: November 9, 2021

Next Regularly Scheduled Month for Consideration: October 2023

Dates Reviewed:

1. April 14, 2020
2. July 14, 2020
3. August 14, 2020
4. August 27, 2020
5. April 20, 2021
6. May 11, 2021
7. July 12, 2021
8. September 21, 2021
9. October 12, 2021
10. November 9, 2021
11. October 11, 2022
12. April 18, 2023
13. October 10, 2023

**March 2020 - June 2021**

1. The Swan Valley Elementary School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor. Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.
2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards. Our school district finished the 2019-2021 school year through remote instruction. During the 2020-21 school year, our means of operation utilized a hybrid approach. Families were given the option to attend classes in person, asynchronous remote learning or a combination of both. In person and remote students participated in the same learning activities.
3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of

various guidelines provided by Montana OPI, Missoula County Health department and guidance from the Governor's Office. This plan was developed with special considerations to CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.

4. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments.
5. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 14-15 months.

### **Safe Return to Schools and Continuity of Services Plan Contents:**

#### **March 2020-June 2021**

##### **Part I: Documentation of Meaningful Consultation in Developing and Refining the School District's plan from March 2020 Through June 2021:**

We noticed, held, and invited public comment on our evolving plans for a safe return to school and continuity of services on the following dates since March 2020:

1. April 14, 2020
2. July 14, 2020
3. August 14, 2020
4. August 27, 2020
5. April 20, 2021
6. May 11, 2021
7. July 12, 2021
8. September 21, 2021
9. October 12, 2021
10. November 9, 2021
11. October 11, 2022
12. April 18, 2023
13. October 10, 2023

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, children experiencing homelessness,

children in foster care, children who are incarcerated, and other underserved students.

## **Part II: Contents of The School District's plan for Safe Return to In-Person Instruction and Continuity of Services:**

1. A description of how the district will maintain the health and safety of students, educators, and other staff:

Following the lifting of the Stay-at-Home Order and subsequent reopening of the state on April 22, 2020, Swan Valley Elementary School District utilized the Montana Public Education Center *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies*. Utilizing these resources supported our district's continued service to students with transparency and accountability while ensuring the operations of the school district reflected the circumstances in our community.

The reopening plan ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2019-2020 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

Swan Valley Elementary School District implemented reopening plan options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

Swan Valley Elementary School District reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework,

school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

Following the *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* ensured Swan Valley Elementary School District has remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our reopening plan as new and updated guidance and best practices have become available.

Further, the reopening plan provides options for consideration through input from our board of trustees, administrative team, employees, parents, students, health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a policy, or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The policies have enabled us to adjust our procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

Swan Valley Elementary School District will continue to follow the policies noted below while engaging in a quarterly reevaluation process to continue to ensure the health, safety and wellbeing of our students, teachers, staff, and community through 2024.

2. The extent to which the district has adopted reopening plans, and a description of any such plans, on each of the following safety recommendations established by the CDC: Please see School Reopening plan in its entirety.

## June 2021

### **Part III – Updated Compliance for the District's Previously Adopted Plan for the Safe Return to In-person Instruction and Continuity of Services:**

Section 2001(i)(3) of the ARP Act states that a school district that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (*i.e.*, is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The School District's plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District's plan is available on our website and, as noted above, was developed through a process that included extensive public

comment. Further, we have, as part of the organization of the School District's plan for purposes of the ARP Act, revised the School District's plan at a meeting held on May 11, 2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students.

We have considered the input of all affected parties and have carefully deliberated regarding the best possible means by which our district can provide safe effective learning environments for each of our students.

#### **June 2021 - September 30, 2024**

##### **Part IV – Schedule for Future Review and Updates:**

Consideration of this Safe Return to Schools and Continuity of Services Plan shall be added as a standing agenda item on each regular and special meeting of the board of trustees throughout the 2021-24 school years. The agenda item shall, at a minimum, include notice of any changes to the plan recommended by the administration with an invitation for input, notice of opportunity for public input, and consultation with:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students.

**Appendix – Please see attached reopening plan in its entirety or visit the district's adopted reopening plan at [www.swanvalleyelementaryschool.org](http://www.swanvalleyelementaryschool.org)**

**MT-PEC *A Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies.***

## **SVE Reopening Plan 2020-2021: What You Can Expect**

As we put together our plan for reopening school, our guiding principles are:

1. Our plan will be responsive to the physical and mental health and wellness of our students and staff.
2. Our plan will be based on the COVID-19 outbreak conditions in Missoula and surrounding counties.
3. Our plan will adhere to the guidelines and directives of the Governor, the Missoula City County Health Department, the Montana Office of Public Instruction, and the Centers for Disease Control.
4. Our plan relies on flexibility, adaptation, and collaboration from students, families, staff, and the greater SVE community.
5. The changing nature of the COVID-19 virus will mean that our plan will change and adapt to new guidance.

### **Overview of Phasing Model for Return to School, Fall 2020**

Based on available data from the Missoula City-County Health Department, we will monitor the spread of COVID-19 in our community using data specific to Missoula County:

[Missoula City-County Health Department Epidemiology data](#), [University of Montana Center for Population Health Research COVID-19 Data website](#), and [COVID19ActNow.org](#)

**COVID-19 Reopening Schools, Guidance Comparison Chart**

*Background information:* During the first week of July, three guidance documents were released regarding the reopening of schools:

- [Governor’s Plan](#) for Reopening Safe and Healthy Schools for Montana
- [Office of Public Instruction](#), Reopening Montana Schools Guidance
- [American Academy of Pediatrics](#), COVID-19 Planning Considerations, Guidance for School Re-Entry

The following chart was created by Missoula County Public Schools Superintendent Dr. Robert Watson to compare some of the basic considerations from each of the guidance documents. We will use these guidelines in preparation for a safe reopening of school.

<b>Safe School Topic</b>	<b>Governor’s Plan</b>	<b>OPI’s Plan</b>	<b>AAP Plan</b>
<i>Basic Principles</i>	Noting the uniqueness of every school district in Montana, our goal for this document is not to be prescriptive, but to provide effective, flexible guidelines to all schools in hopes that we can safely resume in person instruction in the fall.	As we approach the beginning of the school year, we encourage school leaders to plan for multiple scenarios and consider the different consequences of each. Concurrently, we want to ensure, regardless of the scenario, when we re-engage with students that schools continue to take safety precautions to ensure the health of their students, staff, and greater community.	<p>The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.</p> <p>The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.</p> <p>Policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of transmission, but implementation of several coordinated interventions can greatly reduce that risk.</p>

<p><i>Phasing Model</i></p>	<p><i>Phase I, II, III</i> Reopening for school districts has been categorized into three phases that align with Phase I, Phase II, and Phase III of the Governor’s Reopening the Big Sky Plan.</p>	<p><i>Scenario 1,2,3,4</i> As COVID-19 impacts are fluid, we anticipate that multiple scenarios may occur when schools re-open in the fall of 2020 or may occur throughout the school year. Four scenarios are included as guidance examples for you. Following state directives, individual districts in consultation with local health authorities should determine which scenarios best fit their local situations.</p>	<p>General guidance given for all situations, not dependent on any particular phasing model.</p>
<p><i>Phase 0, Scenario 1</i></p>	<p>Stay at home order - no school</p>	<p>Buildings closed. All students remote learning model: This model will only occur if the state of Montana is under a complete stay-at-home order and/or school buildings are closed.</p>	<p>N/A</p>
<p><i>Phase I, Scenario 2</i></p>	<p>Stay at home lifted in order to allow for gradual re-opening while minimizing the spread of COVID-19 through strict social distancing and building safety protocols. Schools may re-open for in-person instruction depending upon the circumstances of their community.</p>	<p>A mixed model of traditional and off-site learning. A limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite. This will require a blended approach for the planning and delivery of learning opportunities for students.</p>	<p>N/A</p>



<p><i>Phase II, Scenario 3</i></p>	<p>School districts will open and continue to adhere to strict social distancing and building safety protocols. Limitations around large social gatherings remain in place.</p>	<p>There will be an increased capacity/number of students in the school building. This coincides with the governor’s Phase 2, which increases permissible group size to 50 persons. Additionally, during this scenario schools will limit the number of activities to allow for continued physical distancing and will continue to provide remote learning opportunities for students who are not onsite.</p>	<p>General statement regarding capacity/number of students in school: Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies.</p>
<p><i>Phase III, Scenario 4</i></p>	<p>This phase eases most restrictions, but still encourages social distancing and limitations on large social gatherings to allow the economy to strategically reopen while continuing to prioritize public health. While this phase will facilitate a return to a “new normal” for schools and communities, it will be equally important to continue to monitor public health indicators and adjust strategies to mitigate community spread.</p>	<p>Near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.</p> <ul style="list-style-type: none"> <li>• For ALL INDIVIDUALS there is no limit on group size, however, everyone should observe physical distancing and minimize contact time with others, and limit time spent in crowded environments.</li> <li>• VULNERABLE INDIVIDUALS may still need to take precautions, and remote learning for students not onsite should be available.</li> </ul>	<p>N/A</p>

<p><i>Group Size</i></p>	<p>Non-school setting: Phase I limits group size to 10 if social distancing is not possible. Under phase II group size is limited to 50 if social distancing is not possible. School Setting: Under Phase I and Phase II: Occupancy limits that follow local and state guidelines on classroom size and that allows for social distancing</p>	<p>Under Scenario 3, Phase II, Avoid GATHERING in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing. It is recommended to continue physical distance in gatherings of any size. Groups larger than 50 people should be canceled unless physical distancing can be maintained.</p>	<p>Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies.</p>
<p><i>Grouping &amp; Scheduling</i></p>	<p>Establish protocols for students to remain in the same groups or classroom, while teachers rotate, when practical.</p>	<p>Consider alternative schedules for class instruction. Keep students in same groups or classroom, with teachers rotating when practical. Alter the bell schedule to limit the number of students in transit between classes at any one time. Realign a bell schedule to include times for hand washing/ sanitizing. School districts should create a unique plan that is appropriate for their school size. It is recommended that gatherings occur in shifts (recess, cafeteria and hallway passing).</p>	<p>The risk reduction of reducing class sizes may be outweighed by the challenge of doing so. Cohort classes to minimize crossover among children and adults. Have teachers rotate instead of students when possible. Use of block schedule at MS and HS to assist with cohorting of students. Stagger class periods by cohort for movement between classrooms.</p>

<p><i>Social / Physical Distancing</i></p>	<p>Under Phase I and Phase II, the school Health &amp; Safety plan SHOULD consider strict social distancing; for example, rules for traffic flow in congregational spaces and occupancy limits that allows for social distancing.</p> <p>Under Phase I and Phase II, the school Health &amp; Safety plan MAY consider methods of limiting the number of individuals in classrooms and other learning spaces.</p>	<p>Scenario 2 (Phase I) Students may alternate school days, prohibit congregation in hallways and lunchrooms, install physical barriers in areas where it is difficult for individuals to remain at least 6 feet apart, provide physical guides such as tape on floors or sidewalks.</p> <p>Scenario 3 (Phase II) Recommended to continue physical distancing in gatherings of any size. Continue to limit communal spaces such as cafeterias and playgrounds.</p>	<p>There is a conflict between optimal academic and social / emotional learning in schools and strict adherence to current (CDC) physical distancing guidelines. In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative.</p>
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<p><i>Face Coverings</i></p>	<p>No specific requirement or recommendation for use of masks. “Provide masks for those present in the school building. The school Health &amp; Safety plan should consider guidelines on the use of masks by all staff and/or students.”</p>	<p>No specific requirement or recommendation, but restates CDC guidance. The CDC recommends cloth face coverings when physical distancing is not possible. This recommendation may be challenging for students (especially younger students) to wear in all-day settings such as school. If schools require face coverings, they should provide instructions to students and staff on the proper use, removal, and cleaning of cloth face coverings.</p>	<p>Yes for Adults and Middle/High School students. Maybe for elementary students. Although ideal, universal face covering use is not always possible in the school setting for many reasons. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.</p>
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<p><i>Health Screening</i></p>	<p>Under all phases: Process for monitoring student and staff for symptoms and history of exposure. No specific process defined. Monitor and screen any non-school staff, including parents, when entering school buildings.</p>	<p>No specific guidance regarding testing or health screening. Require anyone (student and staff) with COVID-19 symptoms to stay at home.</p>	<p>Recommended to be done at home, not at school. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools... In lieu of temperature checks and symptom screening being performed after arrival to school, methods to allow parent report of temperature checks done at home may be considered.</p>
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<p><i>Testing for COVID-19</i></p>	<p>No mention of testing</p>	<p>No mention of testing</p>	<p>Testing all students and/or staff: It is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. Antibody (blood) testing: At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school.</p>
<p><i>Bussing</i></p>	<p>Clean buses after each route, Reduce bus loads to allow for adequate social distancing, assign seats to students on the bus.</p>	<p>Consider CDC guidance on pupil transportation. Schools should consider the need for more buses or alternative schedules to safely transport students. When physical distancing on buses is not possible, schools should consider cloth face masks and other mitigation strategies.</p>	<p>Encourage alternative models of transportation for students who have other options. Symptom screening at home. Assigned seating. When 6-ft distance cannot be maintained between students, face coverings should be worn. Minimize the number of people on the bus at one time, within reason. Have windows open if weather allows.</p>
<p><i>Hallways / Lockers</i></p>	<p>Create rules for traffic flow and congregational spaces (bathrooms, concession areas, hallways, etc.); establish methods of staggering the use of communal spaces and hallways and ensure regular cleaning. Clean all hallways, common areas, and the outside of lockers.</p>	<p>Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).</p>	<p>Consider creating 1-way halls to reduce close contact. Physical guides on floor or sidewalk for traffic flow. Stagger class periods by cohort for movement between classrooms. Eliminate use of lockers or assign by cohort to minimize mixing of students before/after school.</p>

<i>Playgrounds</i>	Keep libraries, gyms, playgrounds off-limits unless they can be sanitized between groups.	Continue to limit communal spaces, such as cafeterias and playgrounds with shared playground equipment. If this is not possible, stagger use, and disinfect between uses. Outdoor areas, like playgrounds, generally require normal routine cleaning but do not require disinfection. (Source: CDC)	Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.
<i>Meals / Cafeteria</i>	Establish procedures for restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	Consider remote meal service options that maximize safety and physical distancing, such as grab and go breakfasts and lunches. No self-serve stations or buffets. Staff wear masks and gloves while interacting with individuals. Establish hours of operation that allow for facility occupancy that meets physical distancing requirements. Develop traffic flow patterns and seating arrangements for each venue. Adopt school breakfast in the classroom strategies for lunch. Designate entrances for those leaving campus for lunch.	Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day. Create separate lunch periods to minimize the number of students in the cafeteria at one time. Utilize additional spaces for lunch/break times. Utilize outdoor spaces when possible. Wash hands or use hand sanitizer before and after eating.

<p><i>Visitors &amp; Adult Protocols</i></p>	<p>The Health &amp; Safety plan may include processes for identifying and restricting non-essential visitors or volunteers.</p>	<p>No specific restrictions for adults and/or visitors.</p>	<p>Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. Physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.</p>
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<p><i>Organized Activities / Extracurricular</i></p>	<p>Lowest Risk: Performing skill-building drills or conditioning at home, alone or with family members.</p> <p>Increasing Risk: Team-based practice.</p> <p>More Risk: Within-team competition.</p> <p>Even More Risk: Full competition between teams from the same local geographic area.</p> <p>Highest Risk: Full competition between teams from different geographic areas.</p>	<p>Organized youth activities should avoid gathering in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing.</p> <p>Pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities. Limit gatherings, events, and extracurricular activities to those who can maintain physical distancing, and support proper hand hygiene. See Guidance from: <a href="#">National Federation on HS Sports</a></p>	<p>It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations (health screening) should be conducted in alignment with the AAP Preparticipation Physical Evaluation Monograph.</p>
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## Definition of Terms

Phase 0: Governor's stay at home order. Schools are ordered to close to face to face instruction.

Phase I: Governor lifts the stay at home order to allow for gradual re-opening while minimizing the spread of COVID-19 through strict social distancing and building safety protocols. Schools may re-open for in-person instruction depending upon the circumstances of their community.

Phase II: school districts will open and to continue to adhere to strict social distancing and building safety protocols. Limitations around large social gatherings remain in place.

Phase III: eases most restrictions, but will require a "new normal" for schools to monitor public health indicators and adjust strategies to mitigate community spread.

High Risk: Local cases rising, community spread, many additional cases daily, possible staff or student exposure.

Moderate Risk: Local cases stabilize, may or may not have community spread, daily case count is low or zero.

Low Risk: Zero active cases in the community, no community spread.

### Phase 0 Action Plan-

Phase 0 refers to the Governor's Phase 0, stay at home order where schools were ordered to close. Should Swan Valley School need to revert to at-home learning at any time during the 2020-2021 school year, the following plan provides a road map to ensure students continue to receive a robust and quality education. The decision to revert to at-home learning may come from a state-level order, county-level order, or school board decision, and may not correspond to the Governor's Phase order. The Missoula City-County Health Department or the school board may require school closure in the event that Missoula County or the surrounding region is at **high risk of transmission** or the school sees one or more positive cases among students or staff. If a classroom or the district must close without warning due to one or more positive cases, Phase 0 plans will immediately go into effect.

### Preparation for Phase 0

**Teacher Preparation:** Because a stay at home order can occur without warning, the staff will participate in professional development to prepare. Dean Phillips will be used to provide PD,

with a focus on updating the school website, recording and uploading videos to a private YouTube channel, Google Classroom Suite, Class Dojo tools, and Zoom. Instruction will be individualized based on teachers' strengths and weaknesses.

**Student Preparation:** Students in all grades will receive instruction on use of Chromebooks starting from the first day of school. Instruction and expectations will be targeted to the student's developmental level but will include the following skills as appropriate--please note this is not a comprehensive list: Keyboarding, using Google Suite, viewing YouTube videos, entering a Zoom session, participating in a Google Meet, accessing assignments on the school website, using flash drives, emailing attachments. Instruction will take place as part of the specials rotation as well as in the classroom.

### **Learning Tools**

All families will be issued a school Chromebook. They will use that Chromebook at school and it will be sent home in the event of a school closure. The district expects families to permit students to use the Chromebook to complete school assignments. Use of the Chromebook should be LIMITED to schoolwork. Each Chromebook is equipped with the BARK Internet filtering tool and the district may at its discretion check student usage to ensure it is in compliance with the district's Acceptable Use of Technology Policy.

Students will also be sent home with textbooks and workbooks as appropriate, binders of work and flash drives to access materials for families without Internet access available through a hot spot located outside the school. The district will assist and pay for every family without internet access to get hooked up with a hot spot or access through an Internet Service Provider, if possible. Families without Internet will be provided flash drives with all required learning materials including videos, along with a binder of work as appropriate for the individual situation and grade level.

### **Communication Tools**

Teachers will exclusively use the following methods to communicate with children and families: Seesaw, Class Dojo, school assigned email accounts, telephone, U.S. Mail, Zoom or Google Meet, and the drop boxes located at the school. Teachers should refrain from meeting with parents or students face to face unless they choose to drop materials off at the family's home. This is not an expected or encouraged practice but may be necessary on a case by case basis and at the teacher's discretion.

### **Expectations for Teachers**

Should a stay at home order go into effect, teachers will be expected to work from their classrooms on site Monday through Thursday from 8:30am to 3:30pm. They may opt to work from home on Fridays from 8:30 to 3:30pm. In a situation where a classroom or the district is closed due to one or more positive cases, teachers may work from home until notified by district administration that their building has been deep cleaned and sanitized.

Teachers will have a digital daily check-in and morning video recording posted to Google Classroom each school day. The daily check in, developed using Google Forms, will provide attendance data and an opportunity for students and parents to communicate difficulties they are having with assignments.

At all grade levels, students will complete daily ELA and Math assignments, and weekly (at minimum) Social Studies and Science assignments.

All assignments will be due by Thursday at 8pm. Teachers will grade assignments on Fridays, and send home specific feedback as appropriate by the end of the workday on Friday. Every parent will receive a teacher communication with student progress notes, graded assignments, and missing work by the end of the workday on Friday.

### **Expectations for Students and Families**

Students are expected to complete all assignments provided by their teachers in a timely fashion. The district recognizes the challenges of at home learning for children and families and is committed to working closely with families to mitigate barriers to successful at home learning and meeting the unique needs of each family. We recognize that at home learning is not the ideal and that factors such as work schedules, lack of child care, and other stressors can make it difficult to keep up with at home schooling. However, in order for students to grow academically, consistency is required. The district will work with families in these extenuating circumstances but also expects families to work with the district. Frequent, two way communication will help prevent misunderstandings and ensure that accommodations can be made on an as needed basis.

Students must return all assignments by 8pm on Thursday. Work that is turned in late will be graded at the teacher's leisure, and the student's academic behavior grade may be impacted.

### **Attendance**

Attendance will be taken daily through the teacher.

### **Grading**

Students will receive grades in ELA, Math, Social Studies and Science. Other subjects (PE, Art, Practical Arts, Music, Guidance, German) may be assigned depending on grade level/teacher and may or may not be graded using the district's standard report card.

Promotion to the next grade is at the discretion of the Principal in collaboration with the classroom teacher and the Missoula County Superintendent of Schools. Parent input will be sought before making a recommendation to retain a student.

## **COVID-19 Emergency Measures**

### Student, Staff, and Community Health and Safety

The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property and a safe workplace when staff are present on school property and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials.

### Symptoms of Illness

Students and staff who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms of illness must not come to school or work. Students who have a fever or are exhibiting other signs of illness must be isolated in a designated area until such time as parents or caregiver may arrive at the school to retrieve the ill student. All surfaces and areas should be thoroughly cleaned and disinfected once the student has vacated the area by staff utilizing safety measures in accordance with state and/or local health standards as applicable. Students may engage in alternative delivery of education services during the period of illness or be permitted to make up work.

Parents, guardians, or caregivers of students who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms of illness must not be present at the school for any reason including but not limited events or gatherings or to drop off or pick up students excepted as provided by this policy. To avoid exposing others to illness, parents or caregivers who are ill must make arrangements with others to transport students to school or events, if at all practicable. If not practicable, parents, guardians or caregivers must not leave their vehicle during pickup or drop off and must arrange with District staff to supervise students in accordance with physical distancing guidelines in this Policy.

### Optional Face Coverings

Staff, students, and visitors may wear a face covering, mask, or face shield while present in any school building. The School District does not require the use of masks and will not provide masks except in cases required by this policy or at the discretion of the administration.

Allegations of harassment of any person wearing or not wearing a face covering, mask or face shield shall be promptly investigated in accordance with District policy. A student, staff member, or visitor who, after an investigation, is found to have engaged in behavior that violates District policy is subject to redirection or discipline.

If the district has a documented positive active COVID-19 case among the students/staff, the Board of Trustees authorizes the principal to implement a requirement for face coverings to be worn in identified District buildings until such time as the Board of Trustees can adopt an applicable District policy. The principal shall coordinate with the county health department and Board Chair to determine whether face coverings are a necessary response to a potential or actual COVID-19 outbreak. The implementation of a face covering requirement in the identified buildings shall not be based on the COVID-19 vaccination status of any person in accordance with state law. The District does not make decisions regarding access to or delivery of school services based on COVID-19 vaccination status in accordance with Policy 3413. In the event face coverings are required, the superintendent shall announce the face covering requirement to students, parents, staff, and visitors for the immediate successive school day each day by 3:00 p.m. If the superintendent determines masks are required, signs will be installed to inform students, parents, staff, and visitors of mask requirements while present in the identified District buildings. In the event of a mask requirement, the following exceptions shall apply:

Students, staff, volunteers, and visitors are not required to wear a face covering, mask, or face shield under this provision when:

1. consuming food or drink;
2. engaging in strenuous physical activity;
3. giving a speech, lecture, class presentation, course lesson, or performance when separated by at least six feet of distance from the gathering, class, or audience;
4. communicating with someone who is hearing impaired;
5. identifying themselves;
6. receiving medical attention; or
7. precluded from safely using a face covering, mask, or face shield due to a medical or developmental condition. The superintendent, building principal, or their designee shall request documentation from a health care provider when considering an exception to this provision for medical or developmental reasons. The School District will comply with all applicable disability and discrimination laws when implementing this provision.