



FCSD #21 Roadmap to School Operation 2022-2023

Based on: Where Public Education and Public Health Meet/WDE Smart Start Guidance

FCSD #21 Adaptation July 30, 2020

Revised December 19, 2022

ARP Implementation Plan

Essential Action

Governance(Communication)

Wellness

Instruction

Postsecondary

Facilities (Safety)

School Operations

Technology

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Responsible Person(s)/Group

(Leadership)

(Admin, SpEd Dir, Counselors, Nurse, AD/Wellness Committee)

(Ashley Archambault/Admin/IFs/Teachers)

(HS – Admin, Counselors/Transition Coordinator)

(Deb Smith/Kimberly Craig/Todd Trosper)

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(Deb Smith/Kimberly Craig/Fiona Guina/Pine Cove Consulting)

Meaningful Consultation

Input regarding the initial Smart Start Plan was provided by the individuals listed above. The administrative team met several times to gather input from teachers, parents, principals, and community members including Tribal consultation with the Shoshone Business Council prior to the submission of the Roadmap to the Wyoming Department of Education in July 2020. Continued feedback is solicited through the administrative meetings with Department Heads, teachers, parents, community members, Tribal consultation, student input, and principals at the beginning of the 2021 school year for revisions and updates to the Roadmap. These feedback measures remain in place and updates/revisions continue to be part of the Roadmap working document. The Roadmap is continually updated and serves as the ARP Implementation Plan.

This Roadmap Is ...

Based on Evidence and Expertise

The roadmap is informed by evidence-based public health and education emergency operations planning best practices and the direct feedback of epidemiologists, child infectious disease physicians, psychologists, district superintendents, leaders of public charter school management organizations, and school leaders.

Not based on opinion, political ideology, or conjecture.

Comprised of the essential actions designed to spur thinking, planning and prioritization and likely to have the most significant impact with limited time and resources.

Not an exhaustive list of every action that a district or school leader will need to take to return to school.

Part of a continuum of school decision making

This roadmap is one component of a continuum of school decision making and actions relative to SARS-CoV-2 that includes school closure and continuity of learning and services while schools remain closed.

Not a distance learning playbook or school closure guidance.

Designed to endure beyond SARS-CoV-2

This roadmap recommends actions that, while essential now, also provide blueprints for how to manage crises in the future.

Not static or applicable only to the SARS-CoV-2- epidemic.

A companion to traditional school opening procedures and public health agency guidance.

Not a stand-alone resource, legal or medical advice.

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Current Health and Education Guidance

Current Orders:

[WRITC Revised Orders - November 2, 2022](#)
[WDE Smart Start Guidance](#)
[CDC Guidance for Indicators for School Release Decisions](#)
[WDH Guidance for Educational Institutions-8/28/20](#)
[AAP Guidance for Safe Schools](#)

Important Links:

[Roadmap Template](#)
[Pandemic Scenario](#)
[WDH COVID Updates](#)
[Symptom Screening Tool](#)
[CDC Exposure Guidance-2022](#)
[CDC Quarantine Guidelines 2022](#)
[WDH COVID Guidance for schools and community](#)
[Fremont County COVID Data -2022](#)

Definitions

Level (Tier) Definitions

Level I - Open

In-person classes and activities, as appropriate. Minimal adapted learning on a limited, as needed, basis. Most students in school at the same time under the provisions of current health orders. Social distancing to the greatest extent possible. Face coverings optional with exceptions for those who are experiencing symptoms or who have been exposed to a positive case of COVID-19. Face coverings may be required in the event of high community transmission levels as deemed appropriate by FCSD #21 school board or local health authorities. Buildings open to all students.

Level II - Hybrid

Combination of in-person and adapted learning is required due to local or state health directives. Social distancing and face coverings to the greatest extent possible for those attending in person. Buildings open to some students.

Level III - Closed

School buildings closed to students due to local or state health directives or orders. School districts will follow provisions in the approved adapted learning plan. Buildings not open to students.

Instructional Definitions:

Homebound Instruction - offering instruction to a student that is at home or hospitalized for more than one week due to injury or illness. W.S. 21-4-402.

Classroom-Based Virtual Education - Classroom-based virtual education means classes intended for classroom instruction that may also be instructed through technology outside the physical classroom. The virtual education instruction may be synchronous or asynchronous and delivery must be available to any student eligible to be enrolled in the class including those who may not have Internet access and those who may only attend through virtual education. Classroom-based virtual education may only be delivered to students who reside in the district and have primary enrollment in the school providing the instruction.

Distance Learning - distance learning means instruction delivered through one of the following remote learning opportunities: remote education, virtual education, and classroom-based virtual education.

Virtual Education - school district programs and classes approved by the agency pursuant to W.S. 21-2-202(a)(xxxi), and 21-13-330(f-k), and the Chapter 41 Virtual Education Rules for delivery when the teacher and student are in separate locations. Virtual education instruction is primarily delivered through technology and can be asynchronous or synchronous.

Remote Education - classes delivered by a teacher located in a physical classroom with students present while also providing simultaneous remote instruction. Remote education instruction is delivered through interactive, synchronous technology which allows the student receiving the remote education to ask questions, make comments, and interact in real-time with the teacher, classroom students, and other remote students. W.S. 21-13-330(m)(n).

General Definitions:

Adapted Learning - the programs of instruction provided to students during a mandated longterm school closure.

CDC - Centers for Disease Control [Considerations for Schools](#)

Equitable Education - instruction that is fair, impartial, and nondiscriminatory.

Health Orders - enforceable laws that are usually accompanied by one or more directives which provide legally binding instructions for how to comply.

High Risk - a person with a medical condition or frailty that makes him/her more likely to become ill.

PPE - stands for personal protective equipment. Includes masks, face shields, gloves, and other protective coverings used to prevent the spread of infection.

Prohibitive Medical Condition - an illness/injury that prevents someone from participating in life activities as usual.

Protocols - a set of plans for carrying out the expectations of a program.

Outbreak - a sudden increase of a specific illness in a small area.

Sanitation - measures taken for the sake of health and cleanliness.

Social Distancing - also called physical distancing. It means putting space between yourself and others. The CDC recommends 6 feet. It also includes avoiding crowds and groups in public

Operating Principles

Considerations for opening:

Governance (Leadership and Communication)

1. Create an equitable environment for ALL students and staff to be successful.
2. Create a welcoming school/district culture of safety, caring, learning, and high expectations.
3. Create conditions in which ALL teachers can focus on teaching and all learning.
4. Create conditions in which ALL students can learn and grow by gathering data that identifies the needs of all learners.
5. Provide instructional opportunities as needed for all learners to be successful.
6. Understand the need for social emotional and mental health support for students and staff.
7. Develop a comprehensive communication plan for staff, families, and community that will address reopening of schools. The communication plan will actively and authentically engage parents and caregivers, families, and students with the intent build trust and credibility as conditions evolve within the FCSD #21 community. The methods of communication will include: phone calls, text messages Infinite Campus calls/text messages, mailed letters, notes delivered with meals/students, websites, Facebook and surveys.
8. Follow Tribal, State, local and CDC guidelines as they pertain to the COVID-19 pandemic.
9. Recruitment and retention plans for teacher, counselor, or nurse shortages. Maintain regular communication with labor groups (teachers, custodial, secretarial, etc.) on job description adjustments based on needs.
10. New teacher support.
11. Professional development plan and calendar to support curriculum, and teachers' social and emotional health.
12. Clear, direct expectations on safety concerns and district policy to support a safe school environment.
13. Plan to support older or health compromised staff members.
14. Define any new roles as needed.
15. Since intermittent closures can be particularly challenging, develop remote opportunities for counseling and positive messaging of support.
16. Professional development plan and calendar to support curriculum and teachers' social and emotional health.
17. Develop policies and procedures that clarify expectations if shifts must occur quickly, including:
 - What students take home with them daily.
 - Student/teacher communication protocol.

18. Develop plans to have at least part of one day each week as remote learning to prepare and practice transitioning between remote and in person instruction.

Safety and Wellness

1. Develop site-specific communication resources to help students understand changes to normal operating procedures.
2. Finalize cleaning and sanitizing protocols for teachers, students, and other staff members.
3. Maintain mental health supports via on-going wellness assessments of staff and students.
4. Normalize feelings through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to SARS-CoV-2.
5. Establish extracurricular activities protocols per WHSAA, CDC, tribal, state and local health orders for meetings and practices.
6. Review student health records and develop site-based vaccination plans when it becomes available.

School Operations

1. Cleaning and sanitizing protocols for teachers, students, and other staff members.
2. Extracurricular activities for meetings and practices.
3. Playground restrictions and sanitation protocols. Transportation protocols for sanitation and maximum capacity following social distance and face coverings guidelines.
4. Meal distribution based on sanitation, social distancing, and accessibility.

Instruction and Technology

1. Establish priorities: assessing needs for SEL, trauma, enrichment classes, and academics.
2. Determine the non-negotiables.
3. Create class schedules that support a well-rounded education.
4. Create teacher collaboration, support and planning time in schedules.
5. Provide coaching, observation, and feedback processes and expectations.
6. Provide supportive technology: uses, needs, and platforms; reflective to be proactive.
7. Assess teachers' needs specific to distance learning and plan professional learning to build capacity.
8. Define weekly plans for the year, and pacing guide for standards and curriculum that include checks for understanding and mastery of the objectives.
9. Consider planning to have at least one day each week as remote learning.

10. Establish a postsecondary survey to contact graduate students for information regarding postsecondary education, training, and employment. Determine number of students enrolled in postsecondary pathway.

Governance (Leadership and Communication)

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

| Level I: All Students in Buildings (Open) | Level II: Some Students in Physical Building and Some Distance Learning (Hybrid) | Level III: All Students Distance Learning (Closed) |
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| | Level I and Level III all apply. | |
| <p>1. Assess what you know about individual staff, family, and student impact due to the virus. Any information regarding exposures or positive cases will be communicated immediately with local health officials for consultation and guidance. Information regarding exposures or positive cases will be communicated to families through building and district communication protocols. FERPA and HIPPA guidelines will be followed at all times.</p> <p>2. Activate counselors to develop individual and group support for staff and students. Educator SEL and self-care support. Self-Care During COVID-19: For Student Support Professionals</p> <p>3. Plan, provide training, and implement trauma sensitive, SEL, whole child/well-rounded programming.</p> <p>4. Be clear, direct and empathetic when describing how the virus spreads and required precautions. Tips for Supporting Student Wellness at Home</p> | <p>1. Create consistent opportunities for teachers to be involved in shared decision making and have an opportunity to contribute in meaningful relevant ways.</p> <p>2. Create an equitable environment for ALL students and staff to be successful.</p> <p>3. Create consistent opportunities for students to build school culture when they have the opportunity, and make sure students who are remote all or most days have the chance to contribute in meaningful ways; create a sense of belonging, trust, and caring.</p> <p>4. Determine staff availability and capacity for both environments.</p> <p>5. Plan for additional remote instruction professional development and support for staff.</p> <p>6. Consider how to organize teacher grade level teams for shared lesson plans and support for 2022-2023.</p> | <p>1. Create office hours and options for students to get help or talk to a teacher or other adult. Provide ways for teachers to consistently be “visible” or available to families to respond to questions or concerns.</p> <p>2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction.</p> <p>3. Implement trauma sensitive, SEL, whole child programming.</p> <p>4. Review parent communication, and identify additional supports needed.</p> <p>5. Create consistent opportunities for students to build school culture in meaningful ways; create a sense of belonging, trust, and caring.</p> <p>6. Consider a whole school and individual classroom back-to-school remote “open house” or “meet & greet” for sharing mission, vision, and expectations, making sure that the messages are consistent, and that families and community members are engaged from the start.</p> <p>7. Provide ways for administrators to be</p> |

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| <p><u>During COVID-19</u></p> <p>5. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings.</p> <p>6. Survey older students to allow them to share where they think they have academic or social needs.</p> <p>7. Support extracurricular activities so that they can safely resume; determine guidelines and social distancing/mask expectations. Including staff offering, before, during, and after school tutoring programs.</p> <ul style="list-style-type: none"> • During short term closures, athletic/activities will be suspended. • Continued practice and conditioning may be allowed depending on the circumstances surrounding the short term closure and recommendations from local health officials. • All students, coaches, and sponsors will follow FCSD #21 health screening, illness, sanitation, and social distancing/masking protocols to participate in activities/athletics at any level. • All equipment will be sanitized between uses following CDC/FCSD #21 cleaning and sanitation protocols. • All staff, officials, parents, and spectators will be asked to wear masks when exhibiting COVID-19 symptoms. • WHSAA protocols and guidance will be followed, as well as, sport/activity specific. <p>8. Adhere to the communication outline describing the student support plan for various stakeholders. Actively engage parents and caregivers, families and students to build trust and credibility as conditions evolve within the community.</p> | | <p>consistently “visible” to families and students in a remote setting (i.e., weekly “Principal Talk” session or “mailbox” video, or weekly newsletter to respond to questions or concerns).</p> <p>8. Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely.</p> <ul style="list-style-type: none"> • During Level III Closure, athletics and activities will be suspended until approved by local health officials. • Coaches/sponsors in collaboration with administration will provide direction and oversight for individual practice, drills, and conditioning. • Coaches and sponsors in collaboration with administration will use online options for continued coaching, feedback, and guidance to students. <p>9. Determine professional development needs for teacher leaders and administrators regarding coaching, monitoring, and supporting teachers with remote lesson plans, delivery, formative assessment (holding students accountable), and communication with families.</p> <p>10. Plan for additional remote professional development and support for staff; focus on training on effective pedagogy in remote modalities and other distance learning possibilities.</p> <p>11. Determining options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting.</p> |
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| <ul style="list-style-type: none"> ● Communication formats and protocols will include the following: <ul style="list-style-type: none"> ○ District-wide mailings to all families. ○ School-level mailings to all families. ○ Update of plans on district and school websites. ○ Text and email blasts/alerts to all families with up-to-date information in Infinite Campus. ○ Local media notifications. ○ District and school social media sites. ○ FCSD #21 Board of Trustee notifications. <p>9. Determine staff who fall into health-risk categories and consider implications.</p> <p>10. Provide health training and protocols for staff by qualified registered nurses (School nurse) or healthcare professionals.</p> <p>11. Provide health and safety protocols and education for students.</p> | | |
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Safety and Wellness

Essential actions to keep staff and students safe and healthy.

Essential actions necessary to ensure district school assets are, and remain, safe for students and staff to inhabit.

| Level I: All Students in Buildings (Open) | Level II: Some Students in Physical Building and Some Distance Learning (Hybrid) Level I and Level III all apply. | Level III: All Students Distance Learning (Closed) |
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| <p>1. Prevent the spread of infection:</p> <ul style="list-style-type: none"> • All FCSD #21 school buildings, grounds, and equipment will be properly sanitized. • Busses will be equipped with all necessary PPE and infrared thermometers for screening prior to students entering the bus. • All necessary signage and markings will be in place prior to the return of staff and students. • Require students and staff to stay away from school when sick. • Any student or staff reporting an illness will be sent home, and symptomatic students who are awaiting pickup by a parent/guardian will wear a mask even if separation from healthy students is feasible. Staff will have access to and wear a mask as they leave. • Any student or staff member with reported | <p>All Level I and Level III apply.</p> | <ol style="list-style-type: none"> 1. Communicate with students, families, and community regarding wellness practices for COVID-19. 2. For staff in the building, adhere to daily temperature check and symptom screening, handwashing protocol, maintain social distancing, and wear masks in the building. 3. Custodial staff will continue to clean and disinfect the building per CDC and state and local health guidelines. 4. Transportation may be used to provide meals and school work to families as part of the Adapted Learning Plan per guidelines. 5. Materials received from home will be disinfected and distributed following the safety protocol. 6. School buildings will be closed. Determine visitor and outside provider policies and protocols. <ul style="list-style-type: none"> • During Level III Closure, athletics and |

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| <p>symptoms will follow CDC, tribal, state or local health department guidelines for return to school/work.</p> <ul style="list-style-type: none"> • Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately. • Stress the importance of keeping hands away from the eyes, nose, and mouth. • Teach students and staff how to keep surfaces clean and disinfected. <p>2. Adhere to daily temperature check and symptom screening.</p> <ul style="list-style-type: none"> • Parents/guardians are expected to check students' temperatures daily and keep the student home if over 100.4. • Bus drivers will take temperatures of each student that enters the school bus. If a student has a temperature of over 100.4, that student will not be permitted on the bus. • Students will be required to wear protective masks while riding the school bus. If possible, social distancing will be enforced. • All staff will be required to have daily temperature and symptom screening done by the School Nurse or designated staff. <p>3. Adhere to hand washing protocol:</p> <ul style="list-style-type: none"> • Use soap and water, scrub for approximately 20 seconds before rinsing. • Utilize paper towels to turn sink handles and door handles to open doors before discarding. • Use alcohol-based sanitizer when hands are not visibly soiled. • Hand sanitizer will be available at multiple locations within all buildings. | | <p>activities will be suspended until approved by local health officials.</p> <ul style="list-style-type: none"> • Coaches/sponsors in collaboration with administration will provide direction and oversight for individual practice, drills, and conditioning. • Coaches and sponsors in collaboration with administration will use online options for continued coaching, feedback, and guidance to students. • Schools will operate under provisions of the approved district adapted learning plan. |
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| <p>4. Review buildings, space options, and reconfigure layouts to consider the following Department of Health guidelines that may include:</p> <ul style="list-style-type: none"> • Students sitting six feet apart. • All students facing one direction. • Gathering places marked off and/or reconfigured for social distancing. • No equipment/supplies sharing (i.e., books, art supplies, sports equipment, musical instruments). • Staff will be stationed near all designated entrances for those students entering the buildings. Student drop-off areas will have a designated staff person to administer temperature checks on every student prior to entry. <ul style="list-style-type: none"> ○ Designated staff will take temperatures of each student prior to entering the school building. If a student has a temperature of over 100.4, that student will not be permitted into the building. ○ Students will have the option to wear protective masks before entering the school building. If possible, social distancing will be enforced. • Students will enter/exit through the designated school entrances: <ul style="list-style-type: none"> ○ Bus Students: <ul style="list-style-type: none"> ■ Elementary bus students will enter/exit through the back elementary school entrance located near the 1st - 5th grade pods. ■ Middle School (6 - 8) bus students will enter/exit through | | |
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| <p>the back middle school entrance.</p> <ul style="list-style-type: none"> ■ High School bus students will enter/exit the High School through main entrance. <ul style="list-style-type: none"> ○ Drop-off Students: <ul style="list-style-type: none"> ■ Elementary students (grades PK - 5) will enter/exit through the front office entrance. ■ Middle School students (6-8) will enter/exit through the front office entrance. ■ High School students will enter/exit the high school through the main entrance. ○ Late Students: <ul style="list-style-type: none"> ■ All elementary and middle school students will enter through the front office/main entrance after 8:10 am. ■ All high school students arriving after 8:10 am will enter through the main high school entrance. <p>5. Plan for daily student schedules that limit and/or monitor student movement, following the guidelines by the Department of Health and CDC, including:</p> <ul style="list-style-type: none"> ● Meals in commons area, lunchroom rotations to support social distancing guidelines. ● There will be incremental transitions in hallways. Stagger class periods by cohort for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms. ● Halls and restrooms monitored to limit | | |
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| <p>occupancy.</p> <ul style="list-style-type: none"> • Movement in hallways in one direction. Place physical guides, such as tape, on floors or sidewalks to create one-way routes. • Support protocols for medically fragile students. • Adhere to procedures for assessing students' health, and need for possible quarantine placement for evaluation. In the PK-8 quarantine will be the dance studio and in the high school it will be the office adjacent to the nurse station. <p>6. Require staff and students to stay home when sick, and determine virus exposure self-reporting procedures for staff, families, and students.</p> <p>7. Review student health records, develop COVID-19 vaccination plan when available, and implement the following:</p> <ul style="list-style-type: none"> • Adhere to the Department of Health guidance on the timing and availability of teacher and student vaccines. • Adhere to the Department of Health guidance regarding SARS-CoV-2 immunization status and school entry laws. <p>8. Support extracurricular activities so that they can safely resume; determine guidelines and social distancing expectations. Including staff offering, before, during, and after school tutoring/enrichment programs.</p> <ul style="list-style-type: none"> • During short term closures, athletic/activities will be suspended. • Continued practice and conditioning may be allowed depending on the circumstances surrounding the short term closure and recommendations from | | |
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| <p>local health officials.</p> <ul style="list-style-type: none"> • All student, coaches, and sponsors will follow FCSD #21 health screening, illness, sanitation, and social distancing/masking protocols to participate in activities/athletics at any level. • All equipment will be sanitized between uses following FCSD #21 cleaning and sanitation protocols. • All staff, officials, parents, and spectators will be required to wear masks when exhibiting COVID-19 symptoms. • WHSAA protocols and guidance will be followed per specific sport/activity. | | |
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School Operations

Essential actions to ensure operations support a safe and organized transition back to classroom instruction.

| Level I: All Students in Buildings (Open) | Level II: Some Students in Physical Building and Some Distance Learning (Hybrid) Level I and Level III all apply. Learning | Level III: All Students Distance Learning (Closed) |
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| <p>1. Review buildings, space options, and reconfigure layouts to consider the following Department of Health Guidelines:</p> <ul style="list-style-type: none"> • Social distancing • students sitting six feet apart; • face coverings (masks) • Will operate in a way that maximizes social distancing, use of face coverings, and appropriated hygiene measures; and when social distancing is not possible, staff and students will wear face coverings to the greatest extent possible. • all students facing one direction; • gathering places marked off and/or reconfigured for social distancing; • plan for daily student schedules that limit and/or monitor students movement, including: • meals in commons area; lunchroom rotations to support social distancing guidelines; • halls and restrooms monitored to limit | <p>1. Schedule and create extracurricular activities protocols per hybrid model..</p> | <p>1. Communicate with students, families, and community regarding wellness practices for COVID-19.</p> <p>2. For staff in the building, adhere to daily temperature check and symptom screening, handwashing protocol, maintain social distancing, and wear masks in the building.</p> <p>3. Custodial staff will continue to clean and disinfect the building.</p> <p>4. Transportation may be used to provide meals and school work to families as part of the Adapted Learning Plan.</p> <p>5. Materials received from home will be disinfected and distributed following the safety protocol.</p> <p>6. School buildings will be closed. Determine visitor and outside provider policies and protocols.</p> |

Instruction and Technology

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom.

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

Essential actions to keep students on track to postsecondary success.

| Level I: All Students in Buildings (Open) | Level II: Some Students in Physical Building and Some Distance Learning (Hybrid) Level I and Level III all apply. | Level III: All Students Distance Learning (Closed) |
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| <ol style="list-style-type: none"> 1. Review spring academic plan and determine the results of student learning and potential gaps in learning. 2. Explore and determine effective extended learning strategies such as looping teachers, additional tutoring, extended school calendars, and asynchronous learning opportunities. 3. PK - 12 school schedules will be coordinated to provide the least impact possible on families. <ul style="list-style-type: none"> • School Schedule: <ul style="list-style-type: none"> ○ FCSD #21 will maintain a normal M-F schedule. ○ FCSD #21 will utilize an alternating day schedule for students determined by bus routes in order to | <ol style="list-style-type: none"> 1. Establish priorities and schedules that support student and staff success in a hybrid model. 2. When students are remote due to short term closures, expectations are as follows: <ul style="list-style-type: none"> • Common structures will be in place to ease the transitions between onsite and remote instruction for families. • PK-12 classrooms will utilize common structures for Google Classroom. <p>Prioritize student groups that could be brought back into buildings, with the following considerations:</p> <ul style="list-style-type: none"> • Younger student learning loss may be highest | <ol style="list-style-type: none"> 1. Consider how to plan lessons, work with curriculum providers on content, support other teachers, and provide professional development around distance learning for 2022-2023. Teachers are required to receive 7 hours of PTSB approved professional development related to virtual education instruction within the school year. 2. Develop student feedback and/or grading plans for remote learning and make any needed policy adjustments. 3. Identify how instructional observations and coaching sessions will be conducted to provide feedback and support for teachers in a remote setting (GClassroom Walkthroughs and ASCDs 3 Keys). |

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| <p>provide smaller class sizes and ensure social distancing.</p> <ul style="list-style-type: none"> ○ The number of students on-site will be determined by local health officials and the Tribal Order, in order to maintain health and safety standards of 6 foot social distancing. ○ Students may alternate between onsite instruction and remote practice and assignments when quarantined. <p>4. Ensure trauma sensitive environment</p> <p>5. Ensure SEL is embedded throughout instructional day and provides well-rounded education for students.</p> <p>6. Prioritize a strong review and infusion of Critical Concepts and/or standards in the first several weeks of school.</p> <p>7. Determine assessment tool(s) to identify student gaps and target individual screeners and formative measures.</p> <p>8. Prioritize effective evidence-based Tier 1 instruction, high-quality instruction that meets the needs of all learners; ensures maximizing and enhancing learning time by varying instructional strategies.</p> <p>9 . Provide or expand intervention time within school day to help fill learning gaps for individual students.</p> <p>10. Plan before, during, and after school tutoring/enrichment programs.</p> <p>11. Create a communication outline describing the academic plan for various stakeholders.</p> <p>12. Set expectations for remote programs and structures that will continue to be used or embedded into classroom lessons, which will make a future transition easier, if needed.</p> <p>13. Plan for remote professional development</p> | <ul style="list-style-type: none"> ● High school juniors and seniors in order to support college prep and transition. ● Students learning English as a second language (ELs) ● All students will benefit with teacher/student direct contact <p>3. Prioritize what can/should be taught in physical classrooms compared to remote learning.</p> <p>4. Determine best schedules for students on IEPs.</p> <p>5. Define logistical expectations, including attendance expectations and time on schooling, by grade level for students and all teachers.</p> <p>6. Review and strengthen parent communications; identify additional remote supports based on students needs.</p> <p>7. Plan for additional remote professional development and support for staff; focus on training on effective pedagogy in remote modalities and other distance learning possibilities.</p> <p>8. Plan for additional device and connectivity access; inventory devices, refine check-out and dissemination systems.</p> <p>9. Determine platform and tools needed for remote work, teaching, and learning.</p> <p>10. Schedule ongoing staff training on platforms and tools.</p> <p>11. Plan for staff, family, and student help desk and/or hotline, and additional staffing for remote needs.</p> <p>12. Create consistent opportunities for teachers to be involved in shared decision making, and have an opportunity to contribute in meaningful relevant ways.</p> <p>13. Provide culturally relevant remote instruction.</p> | <p>4. Develop plans for all students representing special populations (i.e. students with disabilities, ELs, gifted and exceptional students, etc).</p> <p>5. Plan inclusion and pull-out structures for students with disabilities and ELs in need of additional support.</p> <p>6. Consider additional support for students with IEPs, face-to-face or remote meetings with families and previous teacher, to make adjustments to student's IEP.</p> <p>7. Co-planning with classroom teachers and special education teachers.</p> <p>8. Determine support structures needed to supplement instruction for ELs (i.e. interpreters, software options, etc).</p> <p>9. Plan for progress monitoring in a remote setting for students.</p> <p>10. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective remote learning.</p> <p>11. Support enrichment activities to fulfil a well-rounded education.</p> <p>12. Continue to offer regular access to classes that contributor to a student's social and emotional learning (SEL) and their well-rounded education (fine arts and physical education).</p> <p>12. Activate counselors and social workers to develop individual and group support for students and families in support of post-secondary planning (review parent communication, and identify additional supports needed).</p> <p>13. Co-planning with students, parents, classroom teachers, and special education teachers.</p> <p>14. Review successes and challenges from this spring and identify needs; assign leaders to</p> |
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| <p>and support for staff in a Blended Learning format; focus on training on effective pedagogy in remote modalities and other distance learning possibilities, i.e. SWIVL.</p> <p>14. Plan for device and connectivity access; inventory devices, refine check-out and dissemination systems.</p> <p>15. Determine platform and tools needed for remote work, teaching, and learning, i.e. SWIVL.</p> <p>16. Schedule ongoing staff training on platforms and tools.</p> <p>17. Plan for staff, family, and student help desk and/or hotline, and staffing for remote needs.</p> <p>18. Survey older students to allow them to share where they think they have academic or social needs.</p> <p>19. Activate counselors and social workers to develop individual and group support for graduating and post-secondary students.</p> <p>20. Ensure SEL and self-care support/resilience are embedded throughout instructional day and provides a well-rounded education for graduating and post-secondary.</p> <p>22. Prioritize a strong review and infusion of students' post-secondary goals (8th-12th grades).</p> <p>23. Create a communication outline describing the plan for various stakeholders.</p> <p>24. Onsite student learning will occur in accordance with tribal, state and local public health directives or orders.</p> <p>25. All specially designed instruction and related services as indicated on a student's IEP will be provided.</p> <p>26. Students who do not qualify for homebound instruction have the following guidelines: teachers must be in their classroom instructing face to face students while simultaneously instructing remote students; attendance is</p> | <p>14. Provide preparation and transition support to all high school juniors and seniors.</p> <p>15. Determine best schedules that will assist with academic success and post-secondary preparation for students on IEPs.</p> <p>16. Plan for additional remote professional development and support for staff.</p> <ul style="list-style-type: none"> • During in-person learning tribal, state and local health directives and orders will be followed. • Schools will provide high quality standards-based instruction to all students. • All specially designed instruction and related services as indicated on a student's IEP will be provided. • Parents/guardians will be notified of all changes to specially designed instruction or related service delivery. • Schools will determine which students will have access to on-line (remote) technology and how instruction will be delivered when there is not technology or connectivity. • Schools will provide off-site (remote) instruction through one of the options listed if a school closure is not required by state or local public health directive or order: Students who do not qualify for homebound instruction have the following guidelines: teachers must be in their classroom instructing face to face students while simultaneously instructing remote students; attendance is tracked twice a day (elementary) or class period (middle/secondary). | <p>address each need (SE and academic).</p> <p>15. Plan for staff, family, and student help desk and/or hotline, and additional staffing for remote needs.</p> <p>16. Define logistical expectations, including attendance expectations and time on schooling, by grade level for students and all teachers.</p> <p>17. Review and strengthen parent communications; identify additional remote supports based on students needs.</p> <ul style="list-style-type: none"> • The approved adapted learning plan will be implemented when tribal, state or local public health directives or orders require schools to close. • FCSD #21 intends to provide high quality standards-based instruction for all students with the expectation that all essential standards are taught. • Schools will provide all specially designed instruction and related services as indicated on the student's IEP. • Schools will notify parents of all changes to specially designed instruction or related service delivery. • FCSD #21 does not intend to provide off-site (remote) instruction through either of the options listed in the WDE Smart Start Guidance document if a school closure is not required by state or local public health directive or order. Remote learning options will be provided by FCSD # 21. • The District will operate under the provisions of it's approved district adapted learning plan. |
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| <p>tracked twice a day (elementary) or class period (middle/secondary).</p> <ul style="list-style-type: none"> • On-site student learning will occur in accordance with Tribal, state or local public health directives or orders. • FCSD #21 will provide high quality standards-based instruction for all students. • FCSD #21 intends to provide all specially designed instruction and related services as indicated on the student's IEP. • FCSD #21 intends to notify parents of all changes to specially designed instruction or related service delivery. • FCSD #21 will review homeschool statutes with parents who choose to home-school students. • FCSD #21 plans to offer virtual education as an option for students with the following stipulations: <ul style="list-style-type: none"> ◦ Applications to the virtual education vendor (i.e. Cowboy Virtual Academy) is completed. ◦ A parent conference is completed with the district Virtual Education Coordinator prior to enrollment in the virtual education program. ◦ Attendance is tracked twice a day (elementary) or class period(middle/secondary). | <ul style="list-style-type: none"> • Off-site (remote) learning is available for students unable to attend school in person. FCSD #21 plans to offer virtual education as an option for students with the following stipulations: <ul style="list-style-type: none"> ◦ Applications to the virtual education vendor (i.e. Cowboy Virtual Academy) is completed. ◦ A parent conference is completed with the district Virtual Education Coordinator prior to enrollment in the virtual education program. ◦ Attendance is tracked twice a day (elementary) or class period(middle/secondary). • Students will be assigned (individual) devices to minimize transmitting germs between multiple users. • Devices will be sanitized after each use. • Remote learning for students that are quarantined will be as synchronous as possible, lessons will be cloud based to allow viewing at a later time, asynchronous. It will contain what content must be completed. It will identify if there is an alternative grading system; attending policy; and a timeline including a completion date. • <u>Concurrent Enrollment</u> falls under higher education standards for completion and content. FWHS will establish a contingency plan, which will identify how distance education version of the course will be offered, what content must be completed, an alternative grading system, attendance policy, and timeline that includes a | |
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| | <p>completion date if closures become necessary.</p> <ul style="list-style-type: none"> • <u>Dual Enrollment</u> is covered by community college policy rather than K-12. Therefore FWHS will communicate this information to students enrolled in dual enrollment courses and advise them to follow guidance from the CC instructor if delivery methods change due to COVID-19 conditions. <ul style="list-style-type: none"> ○ Review previous year's assessments to calibrate individualized learning. ○ Off-site learning is available for students unable to attend school in person. ○ Students will utilize assigned devices to minimize transmitting germs between multiple users ○ Devices should be sanitized after each use. | |
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Daily Screening to be Conducted by Parents

Parents should check daily for signs of illness before sending children to school. Students with any illness must stay home. The following can be used as a guide:
[Please note, the recognized symptoms of COVID-19 will likely continue to be refined over time. Check the FCSD #21 website for potential updates]

- Does your student have any of the following symptoms:
- A cough
- Shortness of breath or difficulty breathing
- A fever of 100.4°F or higher or a sense of having a fever
- A sore throat
- Chills
- New loss of taste or smell
- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/running nose – not related to seasonal allergies
- Unusual fatigue
- Does anyone in your household have any of the above symptoms?
- Has your student been in close contact with anyone with suspected or confirmed COVID-19?

The student must be excluded from school if the answer to any of the above questions is “yes.” Please contact your child’s school office to report illness and absences.