

Havre Public Schools Reopening Plan



GENERAL INFORMATION

Montana moved to Phase Two of the Governor's Reopening Plan on June 1, 2020. All guidance is subject to change without notice. For the most updated guidance, visit <https://covid19.mt.gov/joint-information-center>

The Phase Two guidelines are as follows:

Community members should not convene in groups of more than 50 non-household contacts without proper social/physical distancing.

Both indoor and outdoor activities should allow for proper social/physical distancing, providing at least 6 feet of separation between non-household contacts.

Frequently touched or shared surfaces should be cleaned and sanitized regularly.

Handwashing or hand sanitizer must be available. Where restrooms are provided, hand sinks with soap, water and paper towels must be provided.

Where food is served, products must be packaged or otherwise in a "grab and go" form. No shared serving utensils or buffets should be allowed.

Gyms, indoor group fitness classes, pools, and hot tubs can operate at 75 percent capacity and only if they can adhere to strict physical distancing and they exercise frequent sanitation protocols.

8.21.2020

Individuals should continue to practice good hygiene by adhering the following guidelines:

- Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.
- Avoid touching your face.
- Sneeze or cough into a tissue or the inside of your elbow.
- Wearing facemasks in public places where social distancing cannot be practiced.

People who feel sick should stay at home.

- Do not go to work or school.
- Contact and follow the advice of your medical provider.
- Follow local health department guidance on isolation and quarantine

Additional guidance can be found at the Hill County Health Department's website:

[Hill County Health Department Guidance](#)

Guidance from the Montana Office of Public Instruction

Schools that reopen will need to take into consideration that some teachers and staff will fall into a health risk category. These individuals should have additional accommodations including teaching classes remotely, utilizing a larger classroom where physical distancing can be maintained, or given an option not to return until the risks are reduced.

Students who are high risk or who have family members who are high risk, should not be penalized for failing to attend and should continue to receive remote support. Medical documentation may be required. Accommodations should also be extended to students and staff who are required to quarantine due to exposure or potential exposure

HAVRE PUBLIC SCHOOLS

The district's reopening plan covers four phases in accordance with the Governor's state requirements and in conjunction with the Hill County Health Department.

Students and parents should be prepared for the district to move fluidly from Phase to Phase. There may be instances when an individual building or buildings will be forced to close unexpectedly. No personal items needed for maintenance of health or items necessary to continue learning expectations should be left in the school building.

The following considerations will be made by the Havre Board of Trustees and Administration when moving from phase to phase:

- Total number of cases in the town, county, surrounding areas, and State
- The positivity rate of COVID-19 (the percentage of people who test positive for the virus of those overall who have been tested)
- Absentee percentage of students and staff
- Local, State, or National orders and directives

Phase 1

All students remote learning model: This model will occur if the state of Montana is under a complete stay-at-home order and/or school buildings are closed or the Board of Trustees directs the district to deliver instruction in this manner.

Instruction will be delivered remotely or via packets from classroom teachers.

Communication with school personnel is essential and is outlined below.

Teacher learning plans for students will be posted and/or available for pick up at the school building for each week.

Student work will be graded. Student grades will be updated weekly.

Meals will be grab-and-go for pick-up at sites determined by the district.

COMMUNICATION: (ALL PHASES)

- Teacher to Student: Phone, Via Google Classroom or other Google Application, SeeSaw, Class DoJo, ZOOM, Microsoft Teams, or school email.
- Staff to Parents, Families: Phone, Via Google Classroom or other Google Application, SeeSaw, Class DoJo, or school email. Parents are encouraged to visit the district website for frequent updates.
- Staff to Staff: Phone, Text, School Email, Google Meet, Microsoft Teams, Zoom meetings.
- District to Staff and Community: Phone, School website, IC Messenger, School Board Meetings.
- Community to District: Phone, Email: reopening@blueponyk12.com

TEACHERS : (ALL PHASES)

- Remote Learning Expectations, Weekly Learning Plans will be available to parents and students.
- Each student will complete a “Differentiated Learning Plan”- parental assistance may be necessary. (Appendix A)
- Individual student Check-ins will occur daily.
- Synchronous and Asynchronous approaches will be utilized.
- Grading: Student work will be graded and feedback will be provided to students weekly.
- Daily/Weekly Office Hours: Opportunities will be posted for parents and students to contact teachers remotely.
- Teachers will provide consistent expectations and an equitable policy for late work
- Teachers will identify priority standards and incorporate previous grade content into grade level standards if necessary. Grade level content should always be the focus.
- Establish procedures to check weekly for student proficiency. Adjust instruction accordingly
- Expectations:
 - Teachers will be available for meetings both remotely and on-site if requested, unless medical documentation is provided.
 - All applicable leave must be taken. Teachers must be available to report to and participate in all scheduled meetings.
 - During regular working hours, staff are expected to be engaged in teaching-related activities either remotely or on-site.

- Staff may not engage in any additional employment while under contract with Havre Public Schools during regular working hours.
- Instruction will include components of face to face instruction and remote enrichment and learning activities for students. Schedules will vary.

TECHNOLOGY:

- Check out Chromebooks to all students who need access to a device.
- Administer Acceptable Use Policies/Digital Citizenship Expectations.
- Develop protocols to recognize and report cyberbullying.
- Provide professional development for staff, parents, and students on remote learning.
- Assist with WiFi Access for those in need.
- Remote availability to assist teachers and students.

INSTRUCTION: (ALL PHASES)

- SeeSaw will be utilized as a learning platform for K-1 Students and Parents.
- Google Classroom will be utilized as a learning platform for 2-12 students and Parents.
- A learning profile will be completed by each student. (Appendix A)
- Supplemental Resources include:
 - IXL K-8 in ELA, Math, Social Studies, and Science.
 - Freckle Math will be used in Grade K-3.
 - IXL ELA is available for 9-12 students.
 - Step Up To Writing is a district requirement for K-8
 - EdReady Math and English available 5-12

SUPPORT: (ALL PHASES)

- Student Support Team: School Psychologist, Counselors, Nurse
- Second Step Counseling Program K-5
- See section below: Social Emotional Learning Plan

STUDENTS: (ALL PHASES)

- Attendance
 - Attendance will be taken during all phases. All applicable attendance procedures will be followed.
 - Students will be required to check in with their teacher on a daily basis during Phase 1. Teachers will determine the method of preferred check- in

during Phase 1. Attendance will be recorded in Infinite Campus as though school was in session.

- School Work and Assessments
 - Students are expected to participate in planned learning activities designated by the teacher. This includes small group activities, discussions, chats, or other activities.
 - Failure to engage in learning activities may impact a student's grade.
 - Students are expected to complete and submit work assignments as directed by the teacher. Late assignments and make up work procedures will be outlined by each building and teacher.
 - Students who are excluded from school due to COVID-19 related issues should be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.
 - Each student should establish a designated contact person within the school setting.

FOOD SERVICE: (ALL PHASES)

- Meals will be grab-and-go for pick-up at sites determined by the district during Phase 1.
- Meals will be available for pick-up at sites determined by the district for any families who opt-out of face to face instruction.

DISTRICT : (ALL PHASES)

- Create and share district-wide guidelines with families to help with reasonable academic remote work time.
- Provide guidelines for length of instruction and activities per day/week.
- Provide teacher training in best practice in delivery methods virtually.
- Designate one team member as the online teacher for a grade level or designate a teacher/s within the district to be the online teacher for each grade level if feasible.

PARENTS: Standards, Behaviors, and Expectations for Remote Learning
(ALL PHASES)

- Provide your student with a safe and appropriate place to work while at home

- Be aware of all course/assignment deadlines and facilitate the return of work at required times
- Encourage your student to seek help when not understanding content
- Communicate academic concerns with remote learning instructor(s) as needed
- A student's employment should not interfere with regular attendance and coursework completion

Phase 2

In Phase 2, 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.

A blended approach of allowing students access to teachers in a face to face setting and remote learning will occur as determined by the school staff and administration.

Remote learning shall include any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. (HPS Board Policy 1906)

To the greatest extent possible, parents and guardians who are able to transport their children or, if applicable, allow them to drive to and from school are asked to do so. Bus service will be available, but capacity limitations will make transportation challenging through this phase. (See "Buses" below)

For those families choosing to opt out of face-to-face instruction, Havre Public Schools policy 1908 and accompanying form 1908F must be completed and returned to the students' building Principal prior to Friday, August 14. (Appendix B, C) Due to staffing constraints and scheduling complexities, parents will not be allowed to change their opt-out decision during the grading term (Trimester in K-5, Quarter in 6-12) or phase of reopening. **Special requests for extending this deadline will be considered on a case by case basis.**

Students may be alphabetically divided into two groups, or determination may need to be made geographically. Considerations will be made for students living in the same household to attend school with the same group, regardless of the last name. Students will attend school Monday through Thursday. Friday will be reserved for remote learning, teacher-initiated instruction as

needed for those students who need assistance with mastery of skills and standards, and teacher

preparation time. During scheduled times, students will have access to specialists, counseling services, and interventions.

Health enhancement teachers will provide to students current and medically accurate information regarding infectious and communicable diseases; including the transmission and prevention of diseases. These classes will also address social-emotional needs of students, with the assistance of the school psychologist, school counselors, and mental health providers if necessary.

SCHEDULE 2A

Group A will attend school from 8:15-11:00. From 11:00-1:00 the school will be closed for cleaning, sanitizing, teacher planning and preparation and lunch.

Group B will attend school from 1:00-3:45.

In Phase 2, a limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite.

Due to the necessity to stagger start and end times of the instructional period due to transportation and parental drop-off, adjustments will be necessary to accommodate busing and specific school issues.

Breakfast and lunch will be provided in grab-and-go packaging. Group A will receive breakfast upon arrival. Group A will take lunch if requested when leaving the school building. Group B will receive lunch upon arrival. Group B will take breakfast if requested when leaving the school building. The cafeterias will be closed.

SCHEDULE 2B

Schedule 2B will utilize the same grouping as schedule 2A.

Students in Group A will attend school on Mondays and Wednesdays, Students in Group B will attend school on Tuesday and Thursday.

In Phase 2, a limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite.

Cafeterias may be open. Schedules for lunches will vary by building.

Friday will be reserved for remote learning, teacher-initiated instruction as needed for those students who need assistance with mastery of skills and standards, and teacher preparation time.

In the event that school is not in session on a Monday, Tuesday will be a “B” day, Wednesday will be an “A” day, Thursday will be a “B” day, and Friday will be an “A” day. This applies to scheduled weeks 9/7, 1/18, 2/15, 4/6, and 5/31.

Guidelines (ALL OF PHASE 2- Schedule 2A and Schedule 2B):

- Social distancing must be practiced to the extent possible in common areas, hallways, and classrooms.
- All desks or individual workstations must be separated by at least six feet.
- Face coverings are expected when staff and students are in common areas and hallways, especially during transition times.
- Face coverings (i.e. face masks and/or face shields) are required for staff when social distancing cannot occur.
- Students are expected to wear face coverings, (i.e. face masks and/or face shields) when social distancing cannot be maintained. Masks must be worn appropriately.
- Children must wear face coverings, (i.e. face masks and/or face shields) if they are closer than 6 feet for longer than 15 minutes.
- Daily Home Screenings For Students (APPENDIX E) are to be completed before the student comes to school. Any absences or symptoms should be reported to the school’s attendance secretary. Additional guidance on the Daily Home Screening process is attached to this plan (APPENDIX F).
- Teachers must keep accurate seating charts in the event of contact tracing.
- Frequent hand washing/sanitizing is expected.
- Extra cleaning of the learning environment may be necessary.
- To the greatest extent possible, limit the sharing of electronic devices, including keyboards, manipulatives, and school supplies used in the classroom.
- Students will wash their hands upon entering the building or use hand sanitizer.

- Staff will be vigilant in monitoring student health. Staff and students not feeling well should stay home.
- Students and staff with a fever exceeding 100.4 degrees or who are experiencing COVID-related symptoms should not ride on a district bus or come to school.

- Students who become ill during the day will have their temperature checked and recorded, be isolated in a designated area and monitored until they can be sent home or parents can pick them up.
- No non-employee visitors except for contracted school services.
- Playground equipment must be sanitized between groups.

Guidelines for ExtraCurricular Events

- Extracurricular activities/sports status will be determined by MHSA guidelines and local control.
- Temperatures will be taken prior to students getting on an activity bus. Anything above 100.4 cannot board the bus.
- Further information regarding the extracurricular activities reopening plan can be viewed in Appendix D.

Phase **3**

During Phase 3 there will be near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.

For those families choosing to opt out of face-to-face instruction, Havre Public Schools policy 1908 and accompanying form 1908F must be completed and returned to the students' building Principal (Appendix B, C) Due to staffing constraints and scheduling complexities, parents will not be allowed to change their opt-out decision during the remainder of the grading term or phase of reopening.

Cafeterias may be open. Schedules for lunches will vary by building.

During this phase, the district will operate in accordance with guidelines established from the Hill County Health Department, the Governor's office, and the CDC.

In Phase 3, group sizes are limited, social distancing must be practiced, and masks/face shields will be expected.

Adjustments may be necessary to the start and end times of school days. Social/Physical distancing will continue to influence the number of riders allowed on district buses.

Phase 4

During Phase 4 there will be near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.

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.

VULNERABLE INDIVIDUALS may still need to take precautions, and remote learning for students not onsite will be available. Medical documentation may be required.

For those families choosing to opt out of face-to-face instruction, Havre Public Schools policy 1908 and accompanying form 1908F must be completed and returned to the students' building Principal (Appendix B, C) Due to staffing constraints and scheduling complexities, parents will not be allowed to change their opt-out decision during the remainder of the grading term or phase of reopening.

Guidelines:

- Students will return to campus and resume normal instruction, except for those medically excused from direct instruction.
- Frequent handwashing, disinfecting of surfaces and commonly touched areas, and social distancing as much as possible will be maintained.
- Students and staff may wear masks or personal protective equipment (PPE) if they choose.
- Gatherings of larger than normal class size are allowed.
- Cafeterias, playgrounds, and other areas of assembly will be open.
- Staff will be vigilant in monitoring student health.
- Staff and students not feeling well should stay home.
- Encourage students to disinfect personal belongings such as backpacks on a daily basis.
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
- Monitor students for re-emergence of viruses.
- Be prepared for a possible return to Phase 1, 2, or 3.
- During on campus learning, students may be asked to assist in cleaning duties regarding desks/tables, educational materials and technological devices.

PHYSICAL AND STRUCTURAL SAFETY (ALL PHASES)

Guidelines:

- Havre Public Schools policy #3417 gives direction on communicable diseases.
- The district will create a clear communication flow chart for staff on how to deal with sick students and what to expect if COVID19 case is identified in their classroom. (APPENDIX G)
- 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).
- Hand sanitizer and hand washing stations will be easily available and located throughout the school, especially entrance areas.
- Proper hand washing protocol and sanitation practices for hand sanitizing, hand washing, cleaning of personal space and shared equipment will be displayed throughout the buildings.
- To minimize possible exposure at water fountains, drinking fountains will be turned off and only allow use of bottle fillers, if available, or water bottles to be brought from home.
- Disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily. Clean all hallways, common areas, and the outside of lockers daily to a level of sanitation prescribed by the CDC.
- School office staff are encouraged to continually wipe down counters, copiers, telephones, keyboards, and use sanitized pens in the main office.
- Follow CDC guidelines for guidance to appropriately clean and disinfect buildings, buses, and playgrounds.
- Consider ways to minimize sharing of high-touch materials.
- Keep each student’s belongings separated from others’ in individually labeled containers, cubbies, or areas. Locker spaces cannot be shared.
- Ensure ventilation systems operate properly. Increase circulation of outdoor air by ensuring outdoor air exchange through air handlers are functioning properly throughout classrooms and by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students using the facility.
- Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.

- Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- Collaborate with public health to ensure each school has a plan for reporting, contact tracing and both short-term or extended closures in the case of a positive COVID case related to the school or community.
- Schools may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building.
- Progressive usage of school buildings. Opening should be limited to school day only. With time, buildings can be opened after hours, keeping sign-in documentation of individuals who have been in the buildings.

General Cleaning:

- Cleaning will be frequent using CDC approved cleaning materials or a bleach solution.
- Under all phases, sanitizing will occur daily.

Cleaning Classrooms:

- Commonly touched surfaces disinfected frequently throughout the day.
- Desktops and table tops disinfected daily.
- Rooms aired out weekly if weather permits.
- Windows open as much as possible during fall and spring.

Buses:

- Bus drivers are required to wear a mask. Sneeze guards are installed on all route buses.
- Students on buses are expected to wear a face covering (i.e. face mask or face shield).
- One student per seat. Bus seating may be assigned. Siblings and household members can be seated together to provide seating for additional riders.
- Seats sanitized after the conclusion of every transport of students.
- Sanitize commonly touched areas daily.
- Windows opened to air out the bus as weather permits.
- Painted lines at bus drop-off areas to encourage social distancing.
- Some students that cannot tolerate wearing masks as outlined in their IEP or 504. These students will be placed toward the back of the bus with additional seats between them. Their inability to wear a mask or non-tolerance to a mask must be accommodated.

- At the conclusion of a bus run, each bus will be sanitized, documented, and tagged that it is a sanitized bus.

Restrooms:

- Sanitized frequently throughout the day
- Attention to commonly touched surfaces (handles, knobs, dispensers, switches, etc.)

Signage:

- Signage at each public entrance of the facility to inform all faculty, staff and students that they should: avoid entering the facility if they have a respiratory symptom such as cough, shortness of breath, sore throat and/or a fever; maintain a minimum six-foot distance from one another; and not shake hands or engage in any unnecessary physical contact.
- Signage posting a copy of the Social Distancing Protocol at each public entrance to each building and restrooms. (distance guidelines will be according to the Governor's Office and CDC).
- Post signage from CDC on how to use face masks, how to wash hands, how to use hand sanitizer.
- Review parent pick-up areas outside of schools to encourage social distancing, signage as necessary.

Attendance:

- Communicate with all stakeholders (staff, students, families) the importance of staying home when sick.
- Communicate with all stakeholders the procedures that will be used to send home staff and students who may display symptoms while on campus.
- Implement a plan to accommodate COVID affected students in the attendance policy or any practices that link grading and attendance.
- Implement plans for flexible remote learning to mitigate impact of missed in-person instruction.

SOCIAL, EMOTIONAL, AND BEHAVIORAL CONSIDERATIONS (ALL PHASES)

School districts planning for students and staff to return following COVID-19 closures must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring that staff feel their physical and mental health needs are supported.

Guidelines:

- Activate the mental health/student support service team to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Provide training and resources for classroom teachers on recovering from traumatic events.
- Post information broadly for parents regarding helping children cope with tragedies.
- Notify teachers, staff, students, and parents about support services available.
- Provide frequent updates to the school administrator regarding student mental health.
- Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team. These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self care practices upon return to school.
- Provide training and resources for classroom teachers on recovering from traumatic events

SPECIAL EDUCATION CONSIDERATIONS (ALL PHASES)

Students with disabilities shall receive services in accordance with their Individualized Education Plan or Section 504 Plan based on methods and locations agreed upon and documented by the applicable team to meet the student's needs and goals. The supervising Special Services Director or building administrator shall coordinate with parents and the special education staff to ensure all applicable statutes are followed in accordance with U.S. Department of Education guidelines.

Individualized services during periods of remote or blended learning must be constructed with parent involvement and approval, to allow a child to make progress on goals and advance in the curriculum, based on the unique needs of the student. Such service may include:

- Alterations to IEP goals to account for revised learning demands of the education environment.
- Alterations to direct services, provided telephonically, or in-person instruction following social distancing guidelines.
- Alterations of accommodations, taking into account the demands of technology based remote learning plans.
- Specific focus on parent training and consultation, to support students in attaining their individualized goals.
- The need for extended learning opportunities to mitigate skills lost due to gaps in instruction.

Guidelines:

- Review the information and data collected prior to and during the school building closure, including observations and information provided by parents.
- Implement a process for determining whether progress has been made towards IEP goals or loss of learning specific to IEP goals occurred which may require a different approach
- IEP teams should use information collected from a variety of sources to determine whether additional services are required and what those services will be.

COVID-19 EMERGENCY PROCEDURES

Havre Public Schools policy 1908 governs “Family Engagement”. Students of families opting out of onsite instruction at the school facility shall receive offsite, online, and proficiency-based instruction, or any combination of the foregoing at the discretion of the School District in accordance with District Policy 1906. School District staff shall arrange for any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent/guardian-assisted learning opportunities, and other educational efforts available to staff and students that can be relied upon for grade or credit in

order to satisfy the minimum aggregate number of hours or determination of proficiency for the requesting student. Students of families opting out of onsite delivery shall be treated the same as students instructed at the school facility for purposes of grading, discipline, and other educational rights.

COVID-19 CASES: PLAN FOR WHEN STAFF/STUDENT IS PRESENTING SIGNS AND SYMPTOMS OR IS IDENTIFIED AS A CONFIRMED CASE

The district will:

- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like signs or symptoms while at school.
- Establish procedures for safely transporting anyone sick home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality as required by the Americans with Disabilities Act (ADA).
- Close off areas used by a sick person and will not access the area before cleaning and disinfection. Wait 24 hours before cleaning and disinfecting occurs to allow any existing moisture to evaporate, if possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.
- Inform those exposed to a person with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop. Provide options for remote learning.
- Take additional measures if cases of COVID-19 are identified in any district facility.
- Staff and students who are confirmed cases of COVID-19 or who have had contact with an individual known to have COVID-19 will be in contact with the Hill County Health Department. The district will continue to communicate with the Health Department, who will provide a release letter to return to work/school when necessary.

Guidelines:

- **Students with any illness** should be fever free for 24 hours in addition to improving symptoms prior to returning to school. In most cases, COVID-19 is clinically indistinguishable from other common respiratory illnesses. COVID-19 testing may be required to determine if a student is virus free. In this case, the student and other family members should remain home until testing results are known.

- **Students with a positive COVID-19 test result** will be quarantined at home until it is safe to be around others, which is after 24 hours with no fever, respiratory symptoms have improved, AND 10 days since symptoms first appeared/positive test result. The Hill County Health Department will provide a release to return to school.
- **Students with a COVID-19 exposure** will be required to quarantine at home for a minimum of 14 days, even if they are asymptomatic
- **COVID-19 tested individuals:** if the test result is negative, individuals will need to provide a note from their health care provider/health department with a return date and be symptom and fever free as per CDC guidelines.

HUMAN RESOURCES CONSIDERATIONS

- Provide additional accommodations for staff in at-risk category or those living with individuals who are in an at-risk category, ie teaching classes remotely, utilizing a larger classroom where social distancing can be maintained, given an option to teach remotely (HPS Policy 1909P) or option to not return until the risks are reduced.
- Procedures for staffing during high staff absences due to illness may include:
 - Long-term substitute teachers
 - Paraprofessionals utilized as substitute teachers
 - Regrouping students to accommodate staffing shortages
 - Temporary staff reassignments
- Additional custodial staff may be needed or reassignment of classified staff may be necessary.
- Substitute staff- ensure they are informed of district procedures and protocols.

DIGITAL CITIZENSHIP AND COMMUNICATION BEST PRACTICES

In an ever changing world where we are digitally connected 24/7, it has never been more important for our children to learn how to safely and responsibly access the vast amount of information available at their fingertips. It is because of this growing need that Havre Public Schools is committed to teaching our students how to safely, responsibly, and effectively interact online through good digital citizenship. Digital citizenship refers to the “responsible use of

technology by anyone who uses computers, the internet, and digital devices to engage with society on any level.” A large part in being a responsible digital citizen encompasses digital literacy, online etiquette, online safety, and an acknowledgment of private versus public information.

Students must first learn to access the digital community in a safe and responsible manner. Students will be taught the difference between appropriate vs inappropriate sites, how to spot malicious/dangerous websites, how to find safe reliable information, how to protect their personal information, and how to limit their digital footprint. These core concepts can lay the framework to a successful and safe online learning environment.

Communication Best Practices:

- Emails should use the BCC function when sent to students. This prevents student replies from going to the whole group. This is important for student privacy. It will be recommended that the BCC function in email is used to share out to all parents and students at once.
- Each teacher should communicate to each class letting them know what should be accomplished that day/week.
- Any email to a student should be shared with the parent/guardian.
- Make extra effort to contact those students (and their parents) that are not responding.

APPENDIX A

Confidential Learning Profile for _____

Directions for Students : To help me better support you during our remote learning experiences this year, I would like to get a better sense for who you are as a learner. You can help me with that by filling out this learning profile survey. **I promise to keep this information private** and only use it to develop lessons that are customized for your interests, circumstances and needs.

Initial Questions to Consider:

Question:	Your Response:	Any Additional Details You Can Share:
How much time do you have available for learning at home?	<input type="checkbox"/> A lot of time. <input type="checkbox"/> Some time. <input type="checkbox"/> Very little time at all.	<i>(Are you helping around the house? Do you look after younger siblings? Do you go to work with mom/dad?)</i>
How much support do you get from adults (<i>parents, older siblings, other relatives</i>) during remote learning?	<input type="checkbox"/> A lot of support. <input type="checkbox"/> Some support. <input type="checkbox"/> A little support.	
Which phrase best describes how you did with remote learning in the Spring of 2020?	<input type="checkbox"/> I loved it. <input type="checkbox"/> It was fine. <input type="checkbox"/> I hated it.	
Which phrase best describes you as a learner?	<input type="checkbox"/> I'm a great learner. <input type="checkbox"/> I'm good at learning some things, but not others. <input type="checkbox"/> I struggle a lot.	

If I gave you the choice, would you choose to:	<input type="checkbox"/> Work alone. <input type="checkbox"/> Work in small groups. <input type="checkbox"/> Work with the whole class.	
What kind of technology do you have access to at home?	<input type="checkbox"/> I have my own computer. <input type="checkbox"/> I share a computer with my siblings. <input type="checkbox"/> I have a phone/tablet. <input type="checkbox"/> I don't have any technology at home.	
When do you prefer to do your schoolwork when you are working from home?	<input type="checkbox"/> Early Morning <input type="checkbox"/> Late Morning/Early Afternoon <input type="checkbox"/> Late Afternoon	

Additional Questions to Consider:

Question:	Your Response:
What was the <u>HARDEST PART</u> of remote learning for you in the Spring of last school year?	
What did <u>YOU LIKE BEST</u> about remote learning in the Spring of last school year?	
What do you hope to see <u>MORE</u> of when it comes to remote learning this school year?	
What do you hope to see <u>LESS</u> of when it comes to remote learning this school year?	

What do I need to know to help you to be <u>MORE</u> successful during remote learning this school year?	

APPENDIX B

Havre School District

COVID-19 Emergency Measures

1908

Family Engagement

The Board of Trustees authorizes the supervising teacher or district administrator to provide Policy 1908F to families requesting to opt-out of onsite instruction at the school facility for the duration of the declared public health emergency.

Students of families opting out of onsite instruction at the school facility for the remainder of the 2019-2020 school fiscal year shall receive offsite, online, and proficiency-based instruction, or any combination of the foregoing at the discretion of the School District in accordance with District Policy 1906. School District staff shall arrange for any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent/guardian-assisted learning opportunities, and other educational efforts available to staff and students that can be relied upon for grade or credit in order to satisfy the minimum aggregate number of hours or determination of proficiency for the requesting student. Students determined to be proficient in one or more courses of the district shall be incorporated in the School District's calculation of ANB, with such ANB fraction to be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

Students of families opting out of onsite delivery shall be treated the same as students instructed at the school facility for purposes of grading, discipline, and other educational rights.

APPENDIX C

Havre School District

COVID-19 Emergency Measures

1908F

Family Onsite Instruction Opt-Out Form

A family who does not want their student to receive instruction and educational services onsite at the school may request to have instruction completed offsite and/or online by completing this form.

Students of families opting out of onsite instruction at the school facility shall receive offsite, online, and proficiency-based instruction, or any combination of the foregoing at the discretion of the School District in accordance with District Policy 1906. School District staff shall arrange for any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent/guardian-assisted learning opportunities, and other educational efforts available to staff and students that can be relied upon for grade or credit in order to satisfy the minimum aggregate number of hours or determination of proficiency for the requesting student. Students determined to be proficient in one or more courses of the district shall be incorporated in the School District's calculation of ANB, with such ANB fraction to be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

I, _____, Parent or Guardian of, _____ a student enrolled at

School

District, requests my student receive educational services and instruction at an offsite location and/or for the duration of the declared public health emergency in a manner consistent with the methods identified by the School District.

I understand my student is expected to complete all assigned work and return it to the teacher in order to receive credit toward a grade to be considered for promotion or credit and in accordance with Policy 1902, if applicable. I further understand that failure to complete work assigned may result in a determination that my student will be retained or otherwise not earn credit.

Parent

Date

8.21.2020

APPENDIX D

See Havre High School
Return to Play Guidelines and Procedures
For Blue Pony Activities

APPENDIX F

Daily Home Screening for Students

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).

If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate. Students who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.

Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families will be in contact with the Hill County Health Department for additional guidance and possible contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Students who are excluded from school should be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

ADAPTED FROM: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

**APPENDIX
G**

**COVID-19 Screening
Flowchart**