The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees Work Session
Capital High School – 100 Valley Dr – Helena MT 59601
Tuesday, August 4, 2020 – 4:00pm

Precautionary Notice: Masks/Facial Coverings are required at all times during this meeting and while on the Capital High School campus. All participants and attendees will be asked to sit and remain safely distanced at all times.

Members of the public also can attend by clicking here: https://helenaschools.org/event/board-of-trustees-work-session-08-04-2020/. We ask that all participants mute their microphone until called upon by the Board Chair for general and/or specific public comments. Upon completing public comment, please ensure that your microphone is again muted.

AGENDA

I.   CALL TO ORDER / PLEDGE OF ALLEGIANCE

II.   REVIEW OF AGENDA

III.   GENERAL PUBLIC COMMENT: *This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.*

IV.   NEW BUSINESS
        A.   Item for Information
              1.   HSD 2020/2021 Opening of Schools Plan

V.   BOARD COMMENTS

VI.   ADJOURNMENT
        Next Regular Board Meeting: Tuesday, August 11, 2020 (5:30pm)

SAFETY

HEALTH

RESILIENCE

OPPORTUNITY

DRAFT
Revised 07/30/20

- 2020/2021 -
Opening of Schools Plan

your Helena Public Schools
*...a great place to learn*

DRAFT

Revised: 07/30/20

This version you are viewing is a draft of the 2020/2021 Opening of Schools Plan for the Helena Public Schools. In association with the active COVID-19 pandemic, this plan is purposefully dynamic. This plan represents our planning and preparation efforts to date but feedback will be needed and appreciated as we work to improve the design and details of this plan. Please send feedback via email at Planning2020@helenaschools.org. Thank you for taking the time to view and respond to this draft.

Students, Colleagues, Parents, and Families,

This draft plan comes to you as a result of months of planning. It is the combined effort of over one-hundred and forty volunteers who dedicated their summer to countless meetings, presentations, and deliberations. Candidly, these volunteers have powered us through these summer months with their time, passion, ideas, and ongoing commitment to our students, staff, and community. While a simple thank you is insufficient, these volunteers are deserving of our sincere gratitude for all that they have contributed across these summer months.

Additionally, this draft also comes as a result of hundreds of emails received across the last two months from students, parents, educators, and community members. Two such emails, received one recent Sunday night within minutes of one another, encompass the breadth of feedback that we have received. Both messages were exceptionally well written, filled with thoughtful insights and well-considered recommendations. One, crafted by a high school student, specifically cited the value of being physically back in school to aid both the academic needs of our students as well as their social/emotional health. The second email, sent by the parent of an elementary-age student, clearly recommended school closure as we start the year. This message cited recent increases in local COVID-19 cases and potential exposure concerns should students return in-person in late August.

Encompassed within these two emails, received on a single Sunday evening, is the challenge of this coming school year. Yes, our Helena schools have been through a pandemic before, but much has changed since the Spanish Flu of 1918/1919. Today, news is instantaneous, and information is shared across the globe at astounding speed. Yet, at times this summer, I have briefly paused in the hallway of the May Butler Center and looked at the pictures of past Helena superintendents. At the beginning of that long lineup of images is John Dietrich, superintendent from 1910 to 1929. I wonder what plans they had in place the last time Helena was impacted by a pandemic. While much was different, I imagine that many of our priorities align. As they prepared for the 1919/1920 school year, safety and the health of students, employees and family members was likely at the top of their list. The academic, physical, social, and emotional needs of students were likely ever-present as they considered various models. Communication, while different, was at a premium as parents and families looked for details. While the Spanish Flu occurred over one hundred years ago, many of our priorities remain the same today. We want the best for our students, our families, and our community. We want to make correct decisions in this regard, even when the variables around us are constantly shifting. We want to transcend this virus and come together as a cohesive, supportive community.
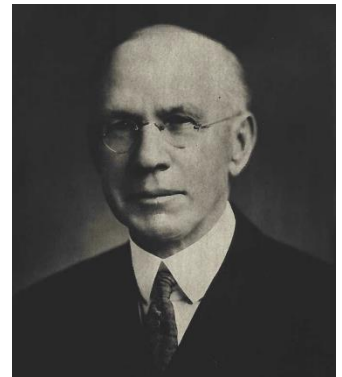
This draft plan was built on those priorities including 1) health and safety for all, 2) social and emotional supports as needed, and 3) a continuous dedication to provide the best possible teaching and learning environment, regardless of known challenges (equity). For some, the plan will read as thoughtful, detailed, and well-considered. For others, none of the developed options will seem to meet the needs of your family. Ironically, both may be true, and I accept full responsibility. Yet, what is included in this plan represents our best efforts to date as we struggle to overcome something for which few were prepared to engage. I am proud of our collective efforts and commit that we will continue to refine, revise, and update this plan as we work to continually improve.

I welcome your thoughts, reflections, and suggestions as collectively, I am confident that our school district and community can come together through resilience, encouragement and understanding. Thank you for your time and ongoing support of our Helena Public Schools.

Respectfully,

Tyler Ream
Superintendent, Helena Public Schools

Table of Contents:

Lessons Learned (*and learning…*):

While disruptive, the spring of 2020 provided a learning opportunity for the Helena Public Schools. In the span of 72 hours last March, we shifted our district to function entirely online and/or remote including teaching/learning, food services, technology services and other business and/or operations related services. This provided all involved with a significant challenge to overcome as our lives were drastically changed over the course of a few days. Part of our planning process related to the 2020/2021 school year included a full consideration of this past spring as we worked to collectively analyze what went well, what did not go well, and how we can improve as an organization.

Key to this process of reflection was data including insights gained from surveys administered in June and July. While far from perfect, these surveys provided quantitative data that helped highlight strengths and needs. For example, the below insights were gained from surveys initiated this summer.

- Parents/families prefer weekly information (not too frequently or infrequently).
- Communication is needed across multiple platforms including email, social media, and website posts.
- A majority (74%) of parents/families reported utilizing district-provided technology for remote learning
- A majority (84%) of parents/families reported having access to internet services that were capable of providing a fast/stable environment for remote learning
- Only a small percentage of parents/families reported that their child "loved" remote learning (4%) while 39% of families reported that their child "struggled" in this environment. The remaining 57% of families reported that their child "did well" with remote learning. However, doing well does not necessarily mean that their child enjoyed or prefers remote learning in any regard.
- Only 55% of HSD employees reported utilizing district-provided technology to facilitate their remote learning environment.

These insights along with feedback gained from emails, conversations, and the outstanding context provided by members of our planning teams, helped form a foundation for improvement as we approached planning for the 2020/2021 school year. Paired with an unparalleled amount of guidance, we collectively sought to build upon learning in an effort to grow and improve. As noted below, these areas of learning helped inform our collective efforts to design, plan, and prepare for a school year full of unknowns. As we journey forward together, these areas of note will be important to consistently remember.

- *Consistency is Key:* Students and parents alike reported that inconsistences across classrooms hindered understanding. It was requested that specific technology tools and practices be employed district-wide in order to provide as much consistency as possible should remote/blended learning become necessary.
- *Frequent Communication but Within Reason:* Parents/families reported appreciating frequent communication. However, daily communication was a reported hinderance and monthly communication left too many unanswered questions. Weekly school/district communication seemed to be preferred.
- *Family Connect = Student Connection:* Time and time again, our connection with a family helped determine our enduring connection with a student. As we consider the 2020/2021 school year, it is imperative that we quickly develop trusting relationships with our students and their families.
- *Grace, Understanding, and Flexibility:* More than anything, students, educators, and families stressed the need of providing one another with grace, understanding, and flexibility during this ongoing time of uncertainty. As we move forward together, it will be vital that we regularly remember that everyone is collectively enduring an international crisis that our current generations have never previously experienced. Therefore, things will not be perfect, and we must work to consistently support one another in order to thrive during this time of ongoing stress, anxiety, and fear.

Insights

"School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working"

- American Academy of Pediatrics, Guidance for School Re-Entry

Overview of our Planning Process:

Planning for the 2020/2021 school year began last spring. As the COVID-19 pandemic continued through May, it became clear that our Helena Public Schools would need a multifaceted plan for the coming school year. Coupled with our need to improve, a public planning process was developed and detailed for the Board of Trustees as part of their June 9th, 2020 meeting. A related update was provided to parents and families as our planning strengthened to include volunteers from across our district and community.
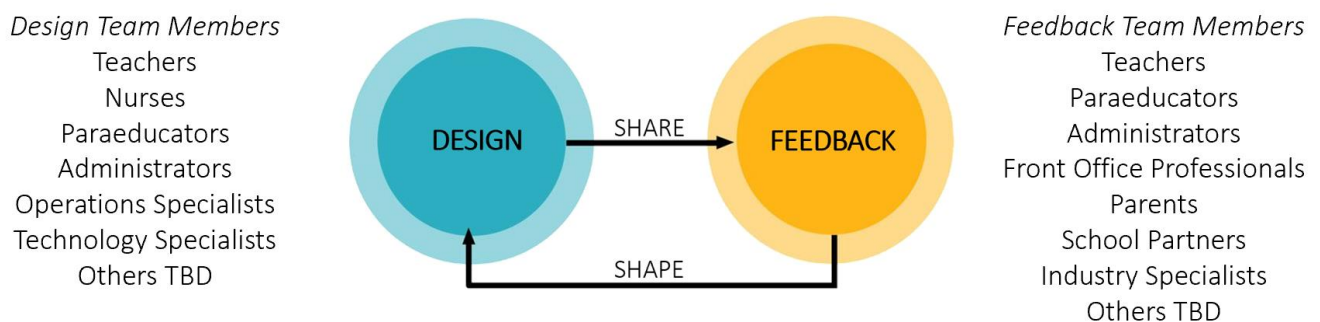
Beginning in mid-June, over 140 volunteers came together as part of eight teams to focus on the development of plans for each of the below-listed interrelated areas. These volunteers typically dedicated up to ten-plus hours per week to meeting and designing the plans contained within this overarching document. Their dedication and continual service to our students, families and community was invaluable to the iterative development of the best possible plans.

Figure 1: Planning Teams

FACILITIES TEAM	Focused on the health and safety needs of each school/facility
HEALTH/WELLNESS TEAM	Focused on proactive and responsive health practices/protocols
INSTRUCTION TEAM	Focused instructional programming including in-person, blended and remote learning
SCHOOL OPERATIONS TEAM	Focused on phase-specific school structures, programs and practices
TECHNOLOGY TEAM	Focused on supporting the technology-specific needs of all work teams
PROFESSIONAL LEARNING TEAM	Focused on professional learning needs including pre-opening trainings
STUDENT SUPPORT TEAM	Focused on general and phase-specific student support services
BUSINESS FUNCTIONS TEAM	Focused on ongoing and emergency business functions by phase

Teams continued to meet through mid-July including dedicated feedback sessions with educators, parents, and other school partners. These "design sprints" (figure 2) provided early feedback from fellow stakeholders that successfully informed and shaped developing plans. Following each feedback session, teams utilized the shared insights to inform their designs. In addition, feedback sessions provided many of the initial questions captured on page 36 as part of our developing Frequently Asked Questions section.

Figure 2: Design Sprint Process Graphic

Design Team Members		*Feedback Team Members*
Teachers		Teachers
Nurses		Paraeducators
Paraeducators	DESIGN → SHARE → FEEDBACK	Administrators
Administrators		Front Office Professionals
Operations Specialists	FEEDBACK → SHAPE → DESIGN	Parents
Technology Specialists		School Partners
Others TBD		Industry Specialists
		Others TBD

As planning continued across the summer weeks of June and July, the COVID-19 pandemic remained present, active, and dynamic. Along the way, our planning efforts sought to incorporate directives and guidance including

the resources noted on pages 37, 38, and 39. This guidance, along with regular feedback from our partners in Lewis & Clark Public Health, provided meaningful information that informed the information you contained in this overarching document.

A special thank you as the following individuals spent countless hours across the summer planning for this coming school year. Their time, dedication and sacrifices deserve our full recognition and appreciation as a school district and community.

Justine Alberts*
Anna Alger*
Barda Allen*
Jennifer Bauer**
Pat Boles***
Cal Boyle**
Jodi Branting*
Ashten Broadhead*
Lonnie Brooks*
Katie Burke*
Tammy Burke*
Brice Burton**
Shannon Callahan**
Lona Carter***
Daniel Champer**
Walt Chancy**
Jilyn Chandler**
Kevin Cleary**
Adam Clinch**
Tom Cohn**
Shay Coil*
Stacy Collette***
Kathy Collins*
Carrie Compton**
Kelly Connolly**
Craig Crawford**
Brian Cummings***
Joslyn Davidson***
Chelsey Davis*
Dustin Deitchler*
Doug Dellwo**
Elizabeth Douglass**
Jill Downing*
Sarah Dramstad**
Reneé Driessen*
Jenna Eisenhart**

Nicole Evans*
Ashley Fish*
Jesika Fisher**
Heidi Foreman**
Joice Franzen*
Heidi Friedlander-Keaster*
Cindy Galbavy**
Hollee Goody**
Michelle Gransbery**
Elizabeth Grev*
Tammy Harbour**
Kylee Hauck**
Kaci Hauptman*
Sara Hayter**
Heidi Herbolich**
Christy Heun**
Tyler Hollow**
Joslyn Hunt*
Deb Jacobsen**
Sol Jones**
Bill Kaiser**
Carrie Key**
Kathy Kidder**
Kalli Kind***
Trish Klock**
Wendy Kowalski**
Julie Ladd**
Anna Larson*
Sean Lawler*
Rebecca Leaphart*
Frances Leonard**
Darbi Linder**
Jennifer Loomis**
Lisa Lowney**
Sean Maharg***

James Paul Maganito, MD*
Jena Marshall**
Sherri Martin*
Erin Maxwell**
Courtney Dann McAdams*
Josh McKay***
Tim McMahon***
Shannon McNamee**
Janelle Mickelson**
Lauren Miller*
Christy Mock-Stutz**
Margaret Montgomery**
Sean Morrison**
Pam Murnion**
Neal Murray**
Gary Myers***
Jill Nyman**
Katie Ott*
Kylie Pancich**
Kate Peterson*
Shannin Preshinger**
Geoff Proctor*
Jill Putnam**
Nick Radley***
Wynn Randall**
Dana Richards*
Barbara Ridgway***
Jeri Rittel*
Mary Robertson*
Susan Robinson**
Emily Rodway**
Rebecca Rohrer*
Kirstan Roush**

Dawn Rowling**
Jenni Sampson*
Deb Sargent**
Jennifer Schaefer**
Willie Schlepp**
Hailey Selch*
Jane Shawn**
Tracie Shepherd**
Kelly Sheridan**
Heather Shippen*
Megan Skolrud*
Brenna Stefanik*
John Stilson**
Kim Stout**
Wilma Tabaracci**
Riley Thatcher*
Dave Thennis**
Stephanie Thennis**
Steve Thennis**
Shannon Thomas**
Richelle Thompson**
Therese Tucker*
Marla Unruh**
Sarah Urban**
Kyla Uribe*
Jill Van Alstyne**
Heidi Van Diest**
Lacey Walker*
Kevin Ward**
Jim Weber**
Cori Wellenstein**
Jake West**
Tia Wilkins**
Robert Worthy**
Brett Zanto***

*** indicates a Team Lead
** indicates a member of a Design Team
* indicates a member of a Feedback Team

Please additionally note that several of the above-listed individuals served on multiple teams

General Health/Safety Precautions and Protocols:

As general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.

The Centers for Disease Control and Prevention advise maintaining six feet of distance between yourself and others to avoid the transmission of COVID-19. In situations where six (6) feet of distance cannot be consistently guaranteed, masks should always be worn. Masks decrease the likelihood of disease transmission but will not keep you from needing to be quarantined if you are identified as a close contact to a person who has tested positive for COVID-19.

To be considered a close contact to a case, a person needs to have spent (at least) fifteen (15) minutes within six (6) feet of the person diagnosed with COVID-19 or has had multiple shorter contacts with that person. Once identified as a close contact, you will need to quarantine (stay away from other people) for fourteen (14) days by order of Lewis and Clark Public Health. Even if you get a negative test result during that 14 days, you need to remain in quarantine. Wearing additional personal protective equipment (e.g. gowns, face shields, gloves) during contact with a person who tests positive for COVID-19 does not mean that you do not need to quarantine.

Per the current CDC guidelines, if you have been around someone who was identified as a close contact to a person with COVID-19, you should closely monitor yourself for any symptoms of COVID-19. You do not need to self-quarantine. Below are two specific examples:
- Person A is COVID-19 positive. Person B was exposed for 15 minutes or more to Person A and was determined to be a close contact. Person B must quarantine for 14 days.
- Person B has no COVID-19 symptoms. Person B lives with Person C. Person C had no contact with Person A. Person C does not need to quarantine.

Utilized Protocols:

Below are the general health and safety protocols that we anticipate utilizing across the 2020/2021 school year. These have been incorporated into each of our phases and represent our new-normal for school as we work to reduce known risks of potential COVID-19 exposure. For additional, phase-by-phase health/safety practices, please see the phase-specific detailed information beginning on page 15. As with this entire plan, each of the below-noted practices are subject to change as new guidance becomes available in the coming weeks and months.

Masks/Face Coverings: As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Masks/face coverings protect the general public against COVID-19 infection, with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset. Therefore, masks/face coverings will be mandated for use by all students and employees on-campus in Phase I and Phase II. This requirement is part of our general health/safety practices when, used in concert used in concert with social distancing and hand sanitizing, reduces virus exposure and transmission. Additional mask related information included below.
- The CDC recommends all people 2 years and older wear face masks. Governor Bullock's mask-related order recommends all people 5 years of age and older wear a cloth face covering in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain. While schools were not included in the original order, the Helena Public Schools has aligned our health/safety protocols to include this requirement.
- All students, employees, and visitors must wear a mask properly at all times unless the student or staff member has a medical contraindication for wearing a mask verified by a medical provider (MD, DO, NP, PA only). Students choosing not to wear a mask will not be allowed in the building or on district buses as alternative education opportunities are available.

- Masks/face coverings must be worn, and six feet of distance must be maintained in all music, theater, band, and choir classes if events are allowed in a particular phase.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- Preferably, masks/face coverings should be provided by the student/family, but extra disposable/reusable face masks are available at the school for any student, employee, and/or visitor. Reusable masks/face coverings provided by families should be washed daily or before the next day of use.
- Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.
- Supervised mask breaks can occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Students may remove masks for nutrition breaks, and meals.

Physical Distancing: Physical distancing is another important practice that helps mitigate transmission of the virus. The CDC has recommended maintaining a physical distance of six feet between individuals.

Symptom Screening Upon Entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. Schools will provide a checklist of symptoms and other guides to help families and students.

Facility Upgrades: As we approach the start of 2020/2021 school year, several upgrades and modifications will have been made to our schools and district facilities. Upgrades and modifications include:
- Upgraded air filtration: Our district operations team is working to ensure that the filtration systems within our central heating and/or air conditioning systems are upgraded to the highest possible specifications. These upgraded filters improve air quality, circulation, and ventilation. In addition, the use of fresh-air returns remains an ongoing part of our air circulation/ventilation design.
- Designated hallway traffic patterns: Each school will be working to designate student/employee traffic patterns within each building. If possible, these practices will include one-way halls to reduce congestion and ensure opportunities to remain safely distanced when on campus.
- Partitions and other distancing structures: Most of our schools and buildings have undergone renovations in recent years that provide for distancing options for school-based front office personnel. However, in offices open to the public that have not completed such upgrades, partitions are being included to ensure both visitors and employees are provided opportunities to safely distance.

Hand Hygiene: Handwashing and hand sanitizing: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) will be available to all students/staff when handwashing is not available. Students will be asked to wash and/or sanitize in and out of their classrooms as part of a general practice.

Student Cohorts: As much as possible, schools will work to cohort students in an effort to keep group sizes to a minimum. This practice is expected to be part of lunch and/or recess efforts and may necessitate block scheduling at the secondary level.

Symptomatic Isolation: In order to minimize transmission of COVID-19, schools will have an isolation space available for students displaying COVID-19 symptoms. Symptomatic students will be cared for by the nurse and/or other trained personnel but will not have access to other students and/or employees. It will be imperative that parents immediately come to school and pick up a symptomatic child when called.

Health and Safety/PPE Supplies: Schools will have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to wear them during necessary contact with students, such as providing physical support to students with disabilities).

Health-Related Exclusion, Dismissal and Return to School Criteria:
(Forthcoming, in process with health officials)

Criteria for the Immediate Closure of Schools:
(Forthcoming, in process with health officials)

Criteria for Reopening Schools:
(Forthcoming, in process with health officials)
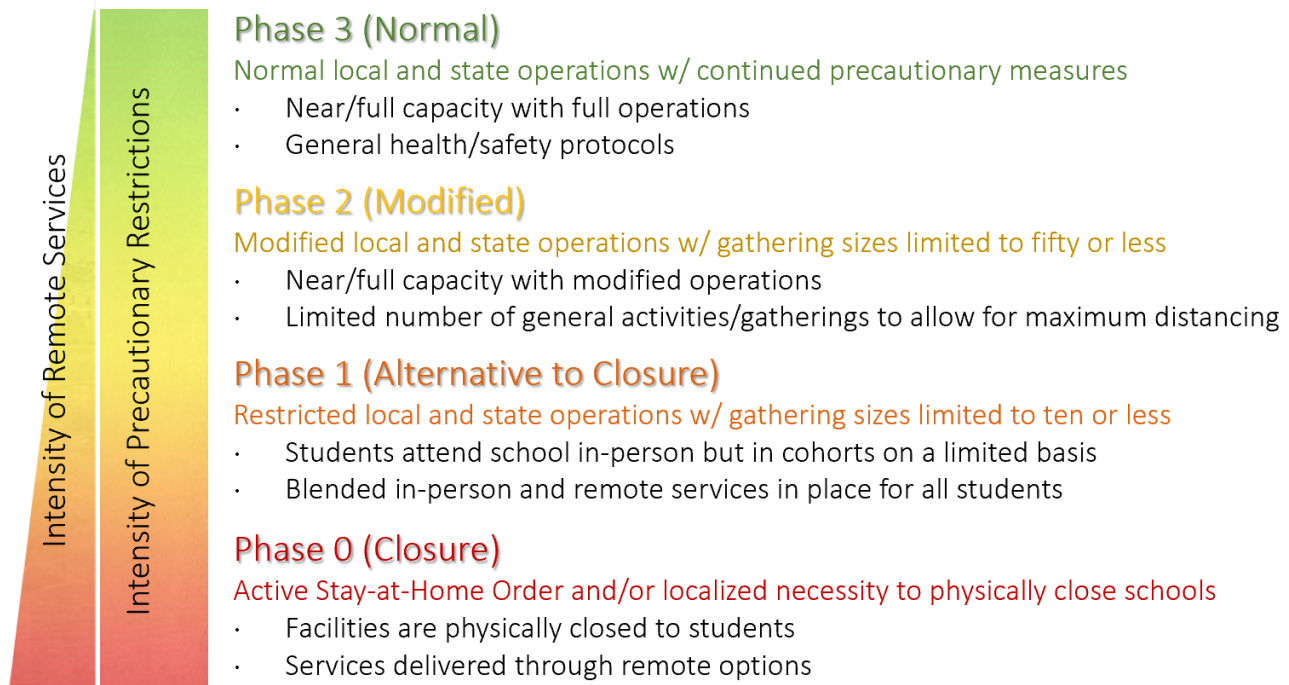
DRAFT
Revised: 07/30/20

Thank you for your time and shared insights
You are viewing the 7/30 draft of the 2020/2021 Opening of Schools Plan for the Helena Public Schools. Please send any/all feedback to Planning2020@helenaschools.org.

Phase-by-Phase Overview:

As we approached planning for the 2020/2021 school year, health professionals across multiple organizations advised us to create a multifaceted plan that, by design, could ebb and flow with the predicted, ever-dynamic conditions associated with this current pandemic. In response, we created the below model (figure 3) as a way to actively prepare for everything from school as normal in phase three to the physical closure of schools in phase zero.

Figure 3: Phase-by-Phase Overview

Intensity of Remote Services

Intensity of Precautionary Restrictions

Phase 3 (Normal)
Normal local and state operations w/ continued precautionary measures
- Near/full capacity with full operations
- General health/safety protocols

Phase 2 (Modified)
Modified local and state operations w/ gathering sizes limited to fifty or less
- Near/full capacity with modified operations
- Limited number of general activities/gatherings to allow for maximum distancing

Phase 1 (Alternative to Closure)
Restricted local and state operations w/ gathering sizes limited to ten or less
- Students attend school in-person but in cohorts on a limited basis
- Blended in-person and remote services in place for all students

Phase 0 (Closure)
Active Stay-at-Home Order and/or localized necessity to physically close schools
- Facilities are physically closed to students
- Services delivered through remote options

As noted above, each phase differs in terms of the intensity of included precautionary restrictions. Phase zero includes our most restrictive environment with students attending school only through remote learning. These restrictions lessen in terms of intensity as phases move from zero to three. Additionally, the intensity of remote services purposefully changes in terms of intensity as we move through the phases. While the fully remote nature of phase 0 requires online participation for all students, we anticipate that remote learning will be present in each of the noted phases. This is especially true for any student and family that may choose to attend school this year through an entirely remote version of school. This option is more fully described below in association with our Digital Learning Initiative (DLI) on pages 25 and 26.

As we worked through the development of each phase, we carefully considered each of the following areas:
- *Needed Safety Precautions/Protocols:* Per the above-noted guidance on page 8, our adherence to the numerous health and safety recommendations is foundational to each of the designed phases. While these practices are not always conducive to the optimal learning environment, we continuously placed health and safety as our top priorities as we worked to develop these plans for the 2020/2021 school year.
- *Flexibility:* Each of the designed phases were developed to provide our schools and families with maximum flexibility given the ever-changing conditions of this pandemic. While it would have been easier to develop a two-phase approach (open and closed), health professionals continually stressed the development of options including the hybrid, alternate to closer model associated with phase one.
- Consistency: One of the more challenging elements of designing our multi-phase plan was the assurance of consistency in the midst of a pandemic that has continually posed multiple inconsistencies. While challenging for all involved, we chose to align bell-times across phases one and two in an effort to ensure a consistent, day-to-day schedule.

- *Time for In-Person and Online Learners:* A never before utilized element of our daily schedule includes providing teachers with time to meet the needs of students that are both attending school in-person and via a remote environment (Digital Learning Initiative). Simply put, there is not enough time in each day to do both without making changes to our schedules. Even with the addition of remote resource teachers, we felt it was important for online learners to retain a sense of connection to their home school, teachers, and peers.
- *Needed Transportation Changes:* Formerly utilized practices associated with transporting students to and from school are not advisable given the current precautionary environment. Therefore, we have worked to redesign our entire transportation structure to ensure the safest possible environment for our students and employees. Our new transportation practices for the 2020/2021 school year include no more than 24 students on a bus at one time. This will allow students to sit one per seat unless they are residing in the same household. Additionally, transportation patterns were aligned specifically to school attendance boundaries to ensure the shortest possible ride-times for our learners. These changes eliminate the possibility of transporting students from multiple schools on one bus at the same time. Additionally, we have worked to eliminate transfer points that require students to exit one bus and enter another as part of their route.

Below is a general overview of each phase. Details associated with each phase are provided beginning on page 15.

Phase III (Normal)
Normal local and state operations w/ continued precautionary

General Descriptors:
- In-person learning environment for all students, each school day, five days a week
- Normal school operations with optional limits on gathering sizes
- Modified bell schedule to accommodate transportation and ongoing remote learning needs
  - Elementary Bell Schedule: 8:45am (start) to 3:30pm (end)
  - Middle School Bell Schedule: 7:50am (start) to 2:35pm (end)
  - High School Bell Schedule: (Zero Period) 7:40am – (First Period) 8:35am to 3:20pm (end)
- Health precautions/practices continued to include the below-defined safeguards
- Extra-curricular activities/events in accordance with MHSA guidelines

Health Precautions/Practices:
- Face masks are encouraged for all students, employees, and visitors and may be mandated by specific teachers/classrooms
- Distancing of six feet encouraged but not mandated in all spaces
- Normal on-campus visitor procedures
- School/district facilities open utilizing normal facility-use procedures

Phase II (Modified)
Modified local and state operations w/ gathering sizes limited to fifty or less

General Descriptors:
- In-person learning environment for all students each school day, five days a week
- Modified bell schedule to accommodate transportation and ongoing remote learning needs
  - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
  - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
  - High School Bell Schedule: (Zero Period) 8:09am – (First Period) 8:55am to 2:35pm (end)
- Modified school operations designed to limit group sizes to fifty individuals or less
  - Closed high school campus prohibiting off-campus lunch
  - Cohort lunch and recess groupings to limit student exposure

- In-person learning environment with a blended learning option available for students that cannot attend school in-person via the Digital Learning Institute (DLI)
- Rolling-Start[1] opening schedule to begin the school year
- Extra-curricular activities/events in accordance with MHSA guidelines and approval by Lewis & Clark Public Health
- Childcare available through SACC

Health Precautions/Practices:
- Face masks are required for all students, employees, and visitors unless a physician documented contraindicated reason
- Distancing of six feet mandated unless precluded due to the physical space
- Visitors not allowed beyond school office without special permission
- Fieldtrips limited, pending principal approval
- External use of school/district facilities limited to after-hours pending district and/or health department plan approval

Phase I (Alternate to Closure)
Restricted local and state operations w/ gathering sizes limited to ten or less

General Descriptors:
- Alternate-to-Closure Model: Blended learning model utilizing both in-person and remote learning on an alternating day basis with students attending in-person two consecutive days per week and engaging in remote instruction on the other three
  - Alternating day model (AACBB schedule[2]) reduces school capacity to half of the normal operating numbers thus, maximizing distancing and reducing exposure
  - AACBB schedule[2] will allow family attendance schedules to remain consistent across schools/grade levels (same-family children will be assigned to the same attendance/remote days)
  - Learning will occur in person, on-site for two days per week, with the remaining three days per week occurring remotely
- Modified bell schedule to accommodate transportation and ongoing remote learning needs
  - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
  - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
  - High School Bell Schedule: (Zero Period) 8:09am – (First Period) 8:55am to 2:35pm (end)
- Modified school operations designed to limit group sizes to fifteen individuals or less
  - Closed high school campus prohibiting off-campus lunch
  - Static lunch and recess grouping to limit student exposure
- Food services will follow this blended model with breakfast and lunch being provided to students in physical attendance and as a "grab & go" option for students/families assigned to attend digitally on a specific day.
- Rolling-Start[1] opening schedule to begin the school year
- Extra-curricular activities/events in accordance with MHSA guidelines and approval by Lewis & Clark Public Health
- Childcare, including employee childcare, available through SACC

Health Precautions/Practices:
- Face masks are required for all students, employees, and visitors unless a physician documented contraindicated reason
- Distancing of six feet is mandated at all times, in all spaces
- Visitors are not allowed beyond school offices unless for emergency reasons approved by the principal

> · School/district facilities are closed to external facility-use

Phase 0 (Closure)
Active Stay-at-Home Order and/or localized necessity to physically close schools

General Descriptors:
- · Schools physically close for a defined period of time
- · Teaching and learning transitions immediately to an entirely remote environment
- · Remote services environment immediately activated including food services for any/all families

Digital Learning Initiative (DLI)
Students who remain enrolled but digitally attend school via online learning

General Descriptors:
- · Throughout Phases I and II, families will have the option of selecting an all-digital learning model that will allow their child/children to remain enrolled and active in their school/class but attend via remote learning. Students/families may remain online in Phase III through the development of individualized plans for service.
- · Students will be supported by Helena Public Schools educators through online teaching and support services.
- · Students will have full access to all curricular and technology resources

Phase-By-Phase Decisions:

At this time, "if-then" indicators that clearly inform movement between phases remain difficult to accurately define. As illustrated below in figure 4, each of our phases was designed in anticipation of varied states associated with local community health. Essentially, the better our community health here in Helena, the more options we have in terms of school models.

To assess community health, we actively partner with Lewis & Clark Public Health (LCPH) to better understand what is occurring locally. In concert with the Governor Bullock's Reopening the Big Sky plan, LCPH developed a set of indicators that they actively monitor and communicate. These indicators are used to assess our local capacity to monitor, test, and treat individuals who contract COVID-19.

In addition to the indicators that Lewis & Clark actively monitor, we partner with Health officials to consider all of the below markers associated with COVID-19 and the presence of the virus within our Helena community. In addition to the Lewis & Clark Public Health website, many of the indicators below can be viewed through the website for the Montana Department of Public Health and Human Services. Additional COVID-19 data sites are listed as part of the "Sources Cited and/or Utilized in Planning" section on page 36.

Figure 4: Community Health Indicators
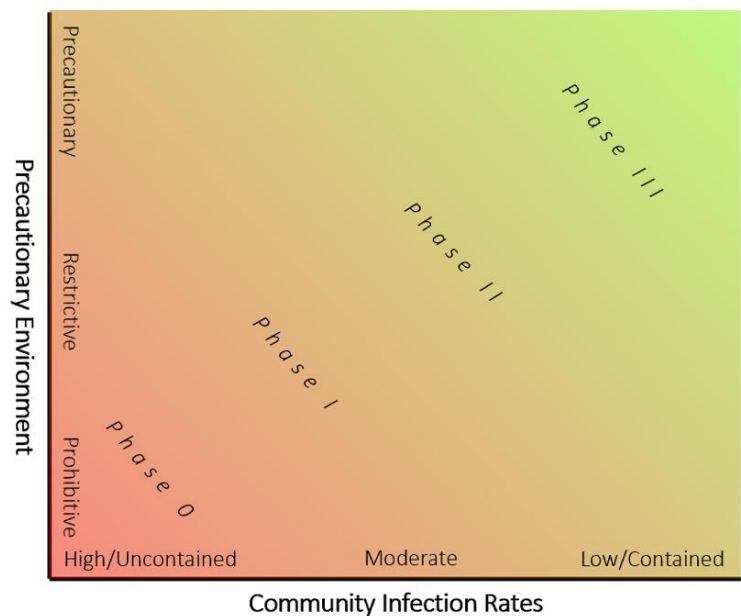
- Lewis & Clark Public Health Dashboard: https://www.lccountymt.gov/health/covid-19/reopening-criteria-phase-2-to-3.html
- Positive county-specific cases per day
- Positive county-specific cases per week
- Rate of Transmission (link)
- Two-week trend of positive county-specific cases
- Total active cases by county
- Active cases by county per 1,000 residents

Scaling Up and Down:

As we approach the 2020/2021 school year, it is likely that we will need to utilize multiple phases across the coming ten months. Parents and families should be aware that scaling down (moving downward in phase) can occur without prior notice. Similar to last March, health conditions locally or within a given school can necessitate an immediate shift to closure. This would occur with as little as one day of prior notice. Families that require childcare are encouraged to develop contingency plans should care become an immediate necessity due to school closure decisions. While we will strive to provide childcare throughout School Age Child Care (SACC) program, health conditions may preclude such services from being offered on a continuous basis throughout the school year.

Scaling-up is expected to occur with notice as those changes will likely be more predictable and parents/families will receive upwards of two weeks of notice before a phase changes in an upward direction (example: moving from phase one to phase two).

Phase III Detailed
Normal local and state operations w/ continued precautionary

Within our plans for the 2020/2021 school year, Phase III is considered normal, or as normal as possible within the given health crisis. To achieve this phase, our community health indicators would need to exhibit minimal-to-no local cases and high levels of surveillance testing for full containment. Operationally, this plan calls for schools to function in a relatively normal manner with regular bell times across all levels and minimal gathering restrictions.

Operational Description:
- Bell times return to normal as listed below:
  - Elementary Bell Schedule: 8:45am (start) to 3:30pm (end)
  - Middle School Bell Schedule: 7:50am (start) to 2:35pm (end)
  - High School Bell Schedule: (Zero Period) 7:40am – (First Period) 8:35am to 3:20pm (end)
- Students attending school via the Digital Learning Initiative (DLI) would be limited to those with documented medical needs (personal or family). Individualized plans would be developed for any student needing to remain enrolled in DLI.
- Cafeterias, gymnasiums, and other large spaces will function as normal with no expected gathering size restrictions.
- Food services return to normal and operate entirely from our school/district kitchens.

Health & Safety Protocols:
- The above-described general health/safety protocols will be utilized in Phase III. However, mask/facial coverings may not be mandated during this specific phase. A specific mandate in this regard will be made by district administrators prior to the announcement of the district/schools moving to Phase III.
- Bus transportation will remain limited to a minimal number of students per bus. Buses would continue to run school-specific routes in an effort to keep ride times minimized.

Cleaning/Disinfection Protocols:

- Cleaning/Disinfection efforts remain heightened with ongoing procedures for disinfecting spaces, surfaces, and any areas utilized by students, employees and/or visitors.
- Optimal filtration materials continue to be utilized as part of our school ventilation systems.

Teacher & Learning Environment:

The teaching/learning environment of Phase III closely resembles school as normal. Ongoing adherence to general health/safety precautions may necessitate some modifications to school and classroom procedures but for the most part, Phase III is a return to normal. As with other phases, students should expect the increased use of technology away from school for continued learning (including homework). This device will likely be required within our classrooms as well. Below are few related components associated with our teaching and learning environment in Phase III.
- Block scheduling at the middle and high school levels may be utilized for certain/specific situations. However, it is likely that students will physically proceed through all of their scheduled classes within a given day as part of Phase III.
- Technology platforms would return to normal as digital learning is not a district-wide component of Phase III. However, students will continue to keep their provided devices as part of the supplies/materials needed for everyday teaching and learning.

Social & Emotional Supports:
- Each school continues to identify, address, and support the needs of their students through their designated Social/Emotional Support (SES) team.
- Heightened identification efforts continue as the SES team works to support any student/family with increased needs due-to or caused-by the pandemic.

Phase II Detailed
Modified local and state operations w/ gathering sizes limited to fifty or less

Phase II is a highly modified phase of school. In this phase, students attend school in-person for up to five days each week. However, with many students/families choosing to remain remote through the Digital Learning Initiative, school start and end times have been abbreviated to ensure that we are meeting the needs of all enrolled students. While our teaching/learning environment may resemble traditional, in-person school, many of our regular school procedures have been modified to ensure the safest possible environment. This includes the below-detailed heath/safety protocols required for all on-campus students, employees, and visitors.

Operational Description:
- Bell (start/end) times are adjusted to allot for time needed to meet the needs of students attending in-person and online.
  - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
  - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
  - High School Bell Schedule: (zero period start) 8:09am – (first period start) 8:55am to 2:35pm (end)
- Cafeterias, gymnasiums, and other large spaces will function with limited capacity including group sizes of no more than 50 total. Students may eat in designated spaces only with limitations on size of gatherings. Cohorts will be utilized when possible to ensure minimal exposure during lunch and recesses.
- School Event/Activities Protocols: School events will be limited in Phase II. Guidelines for specific, annual events include the below restrictions.
  - First Day of School: All on-campus visitors must maintain appropriate social distance, wear a mask/facial covering, and will not be allowed to proceed beyond the front entrance.
  - Open Houses and Parent Nights: Digital in Phase II
  - School Assemblies: Encouraged to be done digitally in Phase II due to gathering restrictions. Gatherings of any size beyond scheduled class cohorts must be approved by school administrators.

- Field Trips: Proposals must be reviewed/approved by school nurses and administrators
- Musical and Theatre Events: In Phase II, indoor events will be modified in an effort to limit gathering sizes and maximize safety precautions. Event proposals must be reviewed/approved by school nurses and administrators. Outdoor events, if possible, will be preferred.
- Activities/Athletics: Extra-curricular activities/events must be in accordance with MHSA guidelines and receive LCPH approval
- School Pictures: Weather permitting, school pictures are encouraged to take place outside. Should an outdoor setting not be available, strict distancing and mask expectations (when not being photographed) will be enforced.
- Visitor Protocols:
  - Allowed visitors/volunteers include student teachers, student nurses, associated supervisors, approved contractors, and city/county/state employees associated with child services.
  - Restricted visitors and volunteers will need special permission from the school administration to proceed beyond the front office. Restricted visitors are encouraged to utilize email/phone for general communication. Restricted visitors include all individuals not specifically noted above.
- Students attending via the Digital Learning Initiative (DLI) remain actively engaged in school but through ongoing online teaching/learning services. DLI students will remain enrolled and assigned to their home school and receive ongoing instruction from designated teachers and assigned digital resource teachers. DLI students will have opportunities to attend school both synchronously and asynchronously. *For additional information, please see the DLI Detailed section on page 25.*

Health & Safety Protocols:
- Closed Campuses:
  - High School campuses will remain closed for lunch, precluding students from exiting and reentering during the designated lunch period.
  - All campuses remain closed to visitors unless provided permission by the office/principal. Inquiries are encouraged by email/phone to avoid additional exposure. Supplies/materials that need to be dropped-off can occur through each school's front office.
- Transportation: Bus transportation will be limited to a minimal number of students per bus. Routes will be school-specific routes in an effort to keep ride times minimized. As possible, transfer points will be eliminated to ensure that students utilize only one bus and ride only with students enrolled at the same school.
- Symptom Screening:
  - Families will be asked to perform daily symptom checks prior to sending their students to school. Symptom checklists and guides will be provided to assist parents/guardians in checking for symptoms before a student leaves for school and/or boards a bus. It is vital that students are not sent to school with any of the noted, CDC-identified symptoms.
  - Students identified as symptomatic by school personnel will be cared for in isolation to reduce exposure to other students and/or employees. Parents/caregivers will need to immediately report to school to pick-up children with identified symptoms.
- Distancing Practices:
  - As advised by the Center for Disease Control, schools/employees should aim for a physical distance of six (6) feet when feasible.
  - To facilitate an appropriately distanced environment, desks/tables should be spaced no less than three (3) feet apart (six feet preferred). Desks should be turned to face the same direction in the classroom. Students should not sit in a manner in which they are facing one another.
  - Physical barriers, such as sneeze guards or partitions, will be used particularly in areas where it is difficult for individuals to remain at least six feet apart (e.g., reception desks).
  - Physical guides, such as tape on floors or sidewalks and signs on floors/walls, will be utilized to ensure that students/employees remain at least six feet apart in-lines and at all other times. In addition,

schools will designate hallway traffic patterns when possible to reduce exposure. These practices may include one-way hallways and/or spaces that are off-limits to students.
- Available outdoor spaces will be converted into usable spaces for instruction. Weather permitting, schools will work to utilize their full grounds to provide distanced, outdoor opportunities.
· Masks and Other Personal Protective Equipment:
- All students, employees, and visitors must wear a mask properly at all times as part of our Phase II protocols. This is a requirement for every student, employee, and/or visitor unless that person has a medical contraindication for wearing a mask verified by a medical provider (MD, DO, NP, PA only).
- Masks, face shields, gloves, and/or goggles will be provided to all employees working with medically fragile students. Additionally, masks, face shields, gloves, and/or goggles will be provided and required for any employee supervising symptomatic students.
· Hygiene Practices:
- Hand washing and/or the use of hand sanitizer will be a regular practice across the school day in Phase II. Soap and water for hand hygiene are preferred but not always available. When hand washing is not possible, hand sanitizer will be utilized. Please note that these practices of regular hand washing/sanitization may cause dry skin.
- Hand washing and/or the use of hand sanitizer should occur when:
  o entering and exiting the classrooms and/or school buildings
  o prior to and after recess
  o before and after meals
  o upon exiting the restroom
  o before/after handling shared materials used across classes/classrooms
- Elementary hand hygiene should be supervised if possible. This practice will be part of start-up education for all students.
· General Entry/Exit: In Phase II, staggered practices will be utilized for entry/exit of school buildings. Elementary schools will utilize a practice of lining-up classes to enter the building at different times. Entry will be appropriately distanced by cohort. To minimize entry/exit congestion, schools will utilize multiple sets of doors with classes/cohorts assigned to specific points of entry/exit.
· Cohort Groupings: The use of specific cohort groupings will be a regular practice as part of our Phase II protocols. Elementary schools will attend music, library, and physical education in exclusive classroom cohorts. Additionally, lunch and recess will be structured by cohort. Cohort practices will not be as easily utilized in middle and high schools but should be considered when possible. In addition to the use of designated cohorts, strict seating assignments and seating charts will be maintained in all classrooms and buses.
· Shared Material Use: As much as possible, students must have their own school supplies to reduce sharing of needed materials. Shared resources including textbook sets and instructional manipulatives require hand sanitizing prior and after use. Library books may be checked out to students but upon return, books/materials will be quarantined for 24 hours before re-shelving.
· Isolation/Care for Symptomatic Individuals: Each school will have an identified COVID-19 related isolation space that effectively separates any symptomatic individual from other students/employees. Care will be provided by the school nurse or other trained personnel until that person can be picked-up by a parent/caregiver. Identified isolation/care spaces include needed supplies including protective equipment, sanitization/disinfectant supplies and needed barriers for isolation and privacy.

Cleaning/Disinfection Protocols:
· Cleaning/Disinfection efforts remain heightened with ongoing procedures for disinfecting spaces, surfaces, and any areas utilized by students, employees and/or visitors. Associated protocols include:
- Frequent cleaning and disinfecting of high touch areas is a shared responsibility of all employees
- Disinfection of all work areas, counters, restrooms, doorknobs, and stair railings will occur regularly across the school day.

- Cleaning and disinfection of all hallways, common areas, and the locker exteriors will occur on a daily basis in accordance with the levels of sanitation prescribed by the CDC. CDC/EPA cleaning and Disinfecting Guidance ([link](#)) for best practices and approved disinfectants.
    - Employees are encouraged to continually wipe/disinfect counters, faxes, copiers, telephones, keyboards, and other office supplies.
    - CDC guidelines will be strictly adhered to for the appropriately clean and disinfection of buildings, buses, and playgrounds.
    - Efforts will be made to keep each student's belongings separated via the use of individually labeled containers, cubbies, or areas.
- Classrooms will be provided student-appropriate cleaning supplies to assist with sanitation requirements. As part of their daily classroom-based responsibilities, students may be asked to clean their desks/materials with soap/water solutions.
- Educators will be asked to remove any items/furniture not needed for specific instructional purposes. Removal of these items will allow for maximum physical distancing within classrooms and other common spaces.
- Optimal filtration materials continue to be utilized as part of our school ventilation systems.

Teaching & Learning Environment:

Within Phase II, students and families should expect teaching and learning that closely resembles our normal, in-person environment. While the above-listed health/safety precautions will necessitate changes to our physical environment, teaching and learning will remain in-person and classroom-based. Throughout the year, students should expect increased use of technology away from school which includes our beyond school, homework environment. As noted in the technology section, students will be provided a device and asked to utilize it as part of their normal learning supplies and materials. This will aid students beyond the hours of school in Phase II and allow for a better connection between in-school learning and traditional homework. Below are several related components associated with our teaching and learning environment in Phase II.

- If necessary, block scheduling may be required in middle and high schools as part of our ongoing efforts to cohort students for limited, potential exposure. There are numerous pros/cons to this type of schedule that are actively being considered.
- Technology platform would return to normal as digital learning is not a district-wide component of Phase III. However, students will continue to keep their provided devices as part of the supplies/materials needed for everyday teaching and learning.

Social & Emotional Supports:

- Social and Emotional support services are heightened during Phase II as our community is actively proceeding through a traumatic event. Stress and anxiety associated with the ongoing pandemic will impact the mental and emotional stability of nearly everyone, students included. In an effort to respond, each school will develop and utilize a designated Social/Emotional Support (SES) team to identify, address, and support the needs of our students. Additionally, employees will utilize trauma-informed practices to assess whether or not a student needs increased support services. Additional SES information is available below on page 27.

Other Phase II Specific Information:

- District provided SACC childcare services are expected to operate in Phase II. Times/services will continue to vary by school.

Phase I Detailed
Restricted local and state operations w/ gathering sizes limited to ten or less

Phase I is our most restrictive, in-person model for operating school on campus. Most notably, Phase I includes a hybrid model that utilizes an alternating day schedule to limit the number of students on campus at any given time. As a result, students attend both in-person and online in a blended model for teaching and learning. This alternating-day schedule will provide students with two days of in-person instruction and three days of online learning. This should be considered an "alternate to closure" model as a hybrid effectively provides a highly restrictive environment while retaining a limited number of in-person learning opportunities.

Operational Description:
- Alternating-Day Schedule: In order to effectively reduce the number of students attending on a given day, an alternating, AACBB hybrid schedule has been developed for potential use. Families will be assigned specific days of attendance, either A or B. Families assigned A will attend school in-person on Mondays and Tuesdays. Families assigned B will attend school in-person on Thursdays and Fridays. On days in which students are not attending school in-person, students will attend online via a blended model for instruction. Students within families should expect to attend school in-person on the same day unless otherwise requested by a parent/caregiver. Additional notes pertaining to the AACBB schedule are as follows:
  - C days occur every Wednesday during Phase I. On this day, all students will attend school online while teachers plan and provide remote instruction. This mid-week closure provides additional opportunities to clean/disinfect school buildings between A/B student cohorts.
  - Families will likely be assigned either A or B based on the alphabetization of their listed last name. Should a family/household include multiple last names, we will work to align day assignments accordingly to ensure that families are not split in terms of their assigned days of in-person attendance. An exact alpha-split has not yet been determined but will be added to this plan shortly.
  - It is highly likely that students may not attend school on the same day as friends. While we regret the challenge this reality may cause, schools do not have the capacity to assign families/students in accordance with friends and/or other factors.
  - It is highly likely that any split assignment strategy will not yield a perfect 50% reduction in students attending on a given day. Students and teachers should expect an imbalance of students attending school in-person as specific classes, periods, and/or days may include more attending students than others.
  - District-provided employee childcare and modified SACC childcare services will be required during Phase I. In an effort to scale-up to meet this demand, SACC will first work to provide employee childcare on-site at the work location of an employee (if possible). A designated centralized location may also be identified and provided. SACC employees will seek to provide additional academic assistance as well as lunch and structured play. Additional details are located below in the Childcare Services section on page 35.
    - o SACC childcare is a paid-program and will continue to serve students in accordance with the age-ranges of each specific school.
    - o HSD is actively planning for childcare (especially employee childcare) for children ages 0 to 14 years of age.
    - o Given expected the demand, childcare spots may be limited.
  - Further refinements of the AACBB schedule may be required as dictated by community health conditions. It is possible that the district could shift to a model that only includes one day of in-person learning by further splitting the A and B assignments in half. Should this be required, only a quarter of enrolled (non-DLI) students would attend school in-person on a given day.
- Consistent with Phase II, start/end times will be adjusted in Phase I to allot for time needed to meet the needs of students attending both in-person and online.
  - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
  - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
  - High School Bell Schedule: (zero period start) 8:09am – (first period start) 8:55am to 2:35pm (end)

- Cafeterias, gymnasiums, and other large spaces will be further restricted in terms of capacity/use. As with Phase II, students may eat in designated spaces only with significant restrictions on the size of gatherings. Small student cohorts will be utilized to ensure minimal exposure during lunch and recesses.
- School Event/Activities Protocols: School events will be restricted during Phase I. Guidelines for specific, annual events include the below restrictions.
  - First Day of School: All on-campus visitors must maintain appropriate social distance, wear a mask/facial covering, and will not be allowed to proceed beyond the front entrance.
  - Open Houses and Parent Nights: Digital in Phase I
  - School Assemblies: Digital in Phase I
  - Field Trips: Severely restricted in Phase I - Proposals must be reviewed/approved by school nurses, site administrators and the Assistant Superintendent
  - Musical and Theatre Events: Indoor events cannot occur in Phase I. Alternate outdoor events will be restricted including the possibility of no attendees/guests.
  - Activities/Athletics: Extra-curricular activities/events must be in accordance with MHSA guidelines and receive LCPH approval
  - School Pictures: As with Phase II, school pictures are encouraged to take place outside. Should an outdoor setting not be available, strict distancing and mask expectations (when not being photographed) will be enforced.
- Visitor Protocols:
  - Allowed visitors/volunteers include student teachers, student nurses, approved contractors, and city/county/state employees associated with child services.
  - Restricted visitors and volunteers will need special permission from the school administration to proceed beyond the front office. Restricted visitors are encouraged to utilize email/phone of general communication. Restricted visitors include all individuals not specifically noted above.
- Students attending via the Digital Learning Initiative (DLI) remain actively engaged in school in Phase I but through ongoing online teaching/learning services. DLI students will remain enrolled and assigned to their home school and receive ongoing instruction from designated teachers and assigned digital resource teachers. DLI students will have opportunities to attend school both synchronously and asynchronously. *For additional information, please see the DLI Detailed section on page 25.*

Health & Safety Protocols:
- Closed Campuses:
  - High School campuses are closed for any/all off-campus lunch
  - Unless noted above, all campuses remain closed to visitors unless provided permission by the office/principal. Inquiries are encouraged by email/phone to avoid additional exposure. Supplies/materials that need to be dropped-off can occur through each school's front office.
- Transportation: Bus transportation will be limited to a minimal number of students per bus. Routes will be school-specific routes in an effort to keep ride times minimized. As possible, transfer points will be eliminated to ensure that students utilize only one bus and ride only with students enrolled at the same school.
- Symptom Screening:
  - Families will be asked to perform daily symptom checks prior to sending their students to school. Symptom checklists and guides will be provided to assist parents/guardians in checking for symptoms before a student leaves for school and/or boards a bus. It is vital that students are not sent to school with any of the noted, CDC-identified symptoms.
  - Students identified as symptomatic by school personnel will be cared for in isolation to reduce exposure to other students and/or employees. Parents/caregivers will need to immediately report to school to pick-up children with identified symptoms.
- Distancing Practices:

- As advised by the Center for Disease Control, schools/employees must maintain an appropriate amount of distance as part of Phase I precautions. This includes maintaining a minimum distance of six (6) feet between all individuals at all times.
- In Phase I, desks/tables should be spaced no less than six (6) feet apart. Desks should be turned to face the same direction in the classroom. Students should not sit in a manner in which they are facing one-another.
- Physical barriers, such as sneeze guards or partitions, will be used particularly in areas where it is difficult for individuals to remain at least six feet apart (e.g., reception desks).
- Physical guides, such as tape on floors or sidewalks and signs on floors/walls, will be utilized to ensure that students/employees remain at least six feet apart in-lines and at all other times. In addition, schools will designate hallway traffic patterns when possible to reduce exposure. These practices may include one-way hallways and/or spaces that are off-limits to students.
- Available outdoor spaces will be converted into usable spaces for instruction. Weather permitting, schools will work to utilize their full grounds to provide distanced, outdoor opportunities.
- Masks and Other Personal Protective Equipment:
  - All students, employees, and visitors must wear a mask properly at all times as part of our Phase I protocols. This is a requirement for every student, employee, and/or visitor unless that person has a medical contraindication for wearing a mask verified by a medical provider (MD, DO, NP, PA only).
  - Masks, face shields, gloves, and/or goggles will be provided to all employees working with medically fragile students. Additionally, masks, face shields, gloves, and/or goggles will be provided and required for any employee supervising symptomatic students.
- Hygiene Practices:
  - Hand washing and/or the use of hand sanitizer will be a regular practice across the school day in Phase I. Soap and water for hand hygiene is preferred but not always available. When hand washing is not possible, hand sanitizer will be utilized. Please note that these practices of regular hand washing/sanitization may cause dry skin.
  - Hand washing and/or the use of hand sanitizer should occur when:
    o entering and exiting the classrooms and/or school buildings
    o prior to and after recess
    o before and after meals
    o Upon exiting the restroom
    o Before/after handling shared materials used across classes/classrooms
  - Elementary hand hygiene should be supervised if possible. This practice will be part of start-up education for all students.
- General Entry/Exit: In Phase I, staggered practices will be utilized for entry/exit of school buildings. Elementary schools will utilize a practice of lining-up classes to enter the building at different times. Entry will be appropriately distanced by cohort. To minimize entry/exit congestion, schools will utilize multiple sets of doors with classes/cohorts assigned to specific points of entry/exit.
- Cohort Groupings: The use of smaller, specifically noted cohort student groupings will be a regular practice as part of our Phase I protocols. During Phase I, elementary students will attend music, library, and physical education within their physical classrooms. Additionally, lunch and recess will be structured by cohort. Cohort practices will not be as easily utilized in middle and high schools but should be considered when possible. In addition to the use of designated cohorts, strict seating charts will be utilized in all classrooms and buses.
- Shared Material Use: As much as possible, students must have their own school supplies to reduce sharing of needed materials. Shared resources including textbook sets and instructional manipulatives require hand sanitizing prior and after use. Library books checked out to students but upon return, books/materials will be quarantined for 24 hours before re-shelving.
- Isolation/Care for Symptomatic Individuals: Each school will have an identified COVID-19 related isolation space that effectively separates any symptomatic individual from other students/employees. Care will be

provided by the school nurse or other trained personnel until that person can be picked-up by a parent/caregiver. Identified isolation/care spaces include needed supplies including protective equipment, sanitization/disinfectant supplies and needed barriers for isolation and privacy.

Cleaning/Disinfection Protocols:
- Cleaning/Disinfection efforts are elevated in Phase I including strict, ongoing procedures for disinfecting spaces, surfaces, and any areas utilized by students, employees and/or visitors. Associated protocols include:
    - Deep, campus-wide cleaning each Wednesday between designated student A/B cohorts
    - Frequent cleaning and disinfecting of high touch areas is a shared responsibility of all employees
    - Disinfection of all work areas, counters, restrooms, doorknobs, and stair railings will occur regularly across the school day.
    - Cleaning and disinfection of all hallways, common areas, and the locker exteriors will occur on a daily basis in accordance with the levels of sanitation prescribed by the CDC. CDC/EPA cleaning and Disinfecting Guidance (link) for best practices and approved disinfectants.
    - Employees are encouraged to continually wipe/disinfect counters, faxes, copiers, telephones, keyboards, and other office supplies.
    - CDC guidelines will be strictly adhered to for the appropriately clean and disinfection of buildings, buses, and playgrounds.
    - Efforts will be made to keep each student's belongings separated via the use of individually labeled containers, cubbies, or areas.
- Classrooms will be provided student-appropriate cleaning supplies to assist with sanitation requirements. As part of their on-campus, classroom-based responsibilities, students may be asked to clean their desks/materials with soap/water solutions.
- As with Phase II, educators will be asked to remove any items/furniture not needed for specific instructional purposes. Removal of these items will allow for maximum physical distancing within classrooms and other common spaces.
- Optimal filtration materials continue to be utilized as part of our school ventilation systems.

Teaching & Learning Environment:
Phase I introduces a blended approach to teaching and learning. The alternating, AACBB schedule associated with this specific phase demands the blended use of both in-person and online learning. Blended learning has the added advantage over remote learning in that students and educators have designated, in-person, small-group opportunities on a weekly basis. This in-person time allows teachers to teach and reinforce material, build relationships, and trust, and develop consistent practices to aid both modes of student learning.

Blended learning requires that all materials and assignments be made available on Microsoft Teams to ensure that students have uninhibited access. These materials will include live and/or recorded lessons that students can revisit as needed when engaged remotely. Online materials purposefully scaffold and support the content taught/learned in-person. This consistency between the in-person environment and the online environment serves as a foundation for successful blended learning.

Additional notes pertaining to the blended learning environment of Phase I are listed below:
- Clear rubrics pertaining to teacher and student expectations for blended learning have been developed. When finalized, these resources will be shared/linked to this plan via the appendix. These level-specific rubrics provide functional clarity for students, educators, and families and form a foundation for mutual expectations related to our blended learning environment, structures, and practices.
- For consistency and confidentiality purposes, the Helena Public Schools will utilize Microsoft Teams as our primary mode for online teaching and learning. Teachers may also link/utilize other resources to support learning.

- Technology will serve a vital role in Phase I as both students and teachers will be required to connect online as part of our planned, blended environment. Students may utilize their own device, or a computer/tablet provided by their school.

Social & Emotional Supports:
- Social and Emotional support services are heightened during Phase I as students and educators work together both in-person and online. While students attend school in-person only on their designated cohort days, social and emotional support services will be comprehensively provided in an effort to meet student needs regardless of the environment. As with each phase, schools will develop and utilize a designated Social/Emotional Support (SES) team to identify, address, and support the needs of our students. Additionally, employees will utilize trauma-informed practices to assess whether or not a student needs increased support services. Additional SES information is available below on page 27.

Other Phase II Specific Information:
- Transportation services will continue to run for all stops during Phase I. With the alignment of bell start/end times in Phases I and II, students/families can expect route times to remain stable during and across these two phases.

Phase 0 Detailed
(Closure) Active Stay-at-Home Order and/or localized necessity to physically close schools

While not optimal, district and/or school closure may necessitate a shift to remote learning. Should health or health-related conditions necessitate such a decision, schools would generally close to in-person student attendance for a defined period of time. During that time of physical closure, all student/family services would shift to an online environment.

Operational Description:
- School buildings are physically closed to in-person student attendance. As conditions warrant, teachers will have access to their school and classroom for use in providing remote instruction.
- Options may be developed to provide specialized, in-person, small-group services based on identified needs. If provided, these in-person services would not be appropriate/relevant for all students.
- Food services immediately transition to remote, "grab & go" options for any/all students/families. Locations and times will be provided so that families have nearby access to school meals.

Health & Safety Protocols:
- While limited in nature, any individual entering a school/district building will be required to follow strict health/safety protocols and operational procedures.

Cleaning/Disinfection Protocols:
- During closure, campuses will be continually cleaned, disinfected, and maintained in accordance with the above-noted practices. Hours of physical operation may be limited and purposefully school specific.

Teaching & Learning Environment:
Remote learning is dramatically different from traditional classroom instruction, but the fundamental importance of the connection between a teacher and a student remains the same. In case of closure, educators will diligently work to maintain constant contact with their students. To ensure consistency and equity, instruction and associated learning materials will include both synchronous (real-time) and asynchronous (on-demand) student opportunities. Additionally, within traditional school hours, all teachers, librarians, counselors, resource teachers, and administrators will strive to be available for specific "office hours" that provide students/families with predictable

and regular access. In an effort to provide optimal clarity and consistency, the below protocols and practices for remote learning have been collaboratively developed.

- · Consistent, across-school use of online tools and platforms to reduce confusion for students/families
- · Detailed, weekly agendas posted on Mondays to inform students/families of this week's activities, opportunities, assignments, and expectations.
- · Opening activity for each week that provides students with an introduction to forthcoming opportunities for learning.
- · Instruction, assignments, and assessments that are aligned to identified essential content standards
- · Synchronous (real-time) and asynchronous (on-demand) student/class opportunities
- · Higher-level thinking opportunities (specific to online learning) that require students to synthesis, evaluate, apply, support, defend, learned content.
- · Online, small-group opportunities to better meet specific student needs

Social & Emotional Supports:
- · Social/emotional support services would largely shift online. However, as needs arise, in-person services may be provided based on available resources. Should in-person services become a necessity, strict health and safety protocols will be provided to inform available practices.

Digital Learning Initiative Detailed
Students who remain enrolled but digitally attend school via online learning

Given the ongoing challenges of this pandemic, students and families will be provided a remote only option for the school year. This Digital Learning Initiative (DLI) will ensure that students/families that choose to remain involved via a digital option will retain their enrollment in their current grade and school. Students will receive instruction from designated teachers including grade-level consistent content and resources. Pacing of academic content will be similar to in-person classrooms and small-group, online opportunities will be provided in an effort to provide students with access to additional support. Additionally, schools will work to connect students to their on-campus peers through digital/online opportunities.

Students attending via the Digital Learning initiative will have full access to our Helena Public Schools curriculum, materials, and technology. Furthermore, students may have additional access to electives, activities, and athletics both during and beyond the school day (details/specifics are forthcoming).

Upon return from this remote option, students will retain their enrollment in their current school and will be able to rejoin their classes and grade level peers. Families will not be asked to unenroll in any regard and will remain active as students within the Helena Public Schools.

Further information will be added to this draft plan as details are finalized. Families will be able to select this option in early August as part of our general back-to-school procedures.

DRAFT
Revised: 07/30/20

Thank you for your time and shared insights
You are viewing the 7/30 draft of the 2020/2021 Opening of Schools Plan for the Helena Public Schools. Please send any/all feedback to Planning2020@helenaschools.org.

Rolling Start Summary and Draft Schedule:

As we worked to prepare for the 2020/2021 school year, a number of needs arose that informed our decision to start this school year in a different manner.

First, in order to provide a safe, healthy, and aligned environment across phases, increased teacher/employee training and professional development will be required. Typically, collective time provide for training/professional development prior to the start of a school year is limited. Given our increased needs as we prepare for the coming school year, additional time for training/professional development will be required.

Second, our students and educators have largely functioned in a remote environment for the last five months. Aside from designated services provided across the summer months, few have been in an in-person, teaching and learning environment since mid-March. In order to effectively transition back into our schools, small, designated groups/cohorts will be needed in an effort to provide both physical and emotional safety. Small student groupings will allow educators to better develop needed relationships and provide more one-to-one opportunities.

Third, our students have likely developed needs, both academic and social/emotional, since the onset of this pandemic last March. Small student groups across the first few days of school will assist teachers in assessing student needs so that we can effectively plan according to student needs.

Finally, students need time to reorient themselves and become comfortable in school. Small student cohorts will provide meaningful opportunities in this regard with the small-group support of educators and other support personnel. Many routines have changed since students were last in school and a dedicated adjustment period can better support a physical and cognitive shift back to school.

For the above reasons, the Helena Public Schools are planning to open the 2020/2021 school year with a designated Rolling Start schedule. Additional specifics will be provided by your child's school, but a draft district-wide schedule includes the following for the first eight days of this school year (August 26th through September 4th).

- Wednesday, August 26th: (Limited/No Students) Teacher/Employee Training, Professional Development and Planning
- Thursday, August 27th: (Limited/No Students) Teacher/Employee Training, Professional Development and Planning
- Friday, August 28th: (Limited/No Students) Teacher/Employee Training, Professional Development and Planning
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- Monday, August 31st:
  - Elementary Schools: (Student Last Names: TBD)
  - Middle Schools: 6th Grade Students Only (Student Last Names: TBD)
  - High Schools: 9th Grade Students Only (Student Last Names: TBD)
  - PAL/ACCESS: School to provide
- Tuesday, September 1st:
  - Elementary Schools: (Student Last Names: TBD)
  - Middle Schools: 6th Grade Students Only (Student Last Names: TBD)
  - High Schools: 9th Grade Students Only (Student Last Names: TBD)
  - PAL/ACCESS: School to provide
- Wednesday, September 2nd:
  - Elementary Schools: (Student Last Names: TBD)
  - Middle Schools: (Student Last Names: TBD)
  - High Schools: (Student Last Names: TBD)
  - PAL/ACCESS: School to provide
- Thursday, September 3rd:

- Elementary Schools: (Student Last Names: TBD)
- Middle Schools: (Student Last Names: TBD)
- High Schools: (Student Last Names: TBD)
- PAL/ACCESS: School to provide
- Friday, September 4th:
    - Elementary Schools: (Student Last Names: TBD)
    - Middle Schools: (Student Last Names: TBD)
    - High Schools: (Student Last Names: TBD)
    - PAL/ACCESS: School to provide

- Monday, September 7th: (No School) Labor Day Observed
- Tuesday, September 8th: Phase TBD
- Wednesday, September 9th: Phase TBD
- Thursday, September 10th: Phase TBD
- Friday, September 11th: Phase TBD

Special Education Overview:
Including students with disabilities and other vulnerable students

When our students return to school, their needs may be very different. To facilitate a successful school start, HSD has created guidance for school-based teams in order to be proactive in considering, planning, and implementing both procedural and substantive aspects of a free appropriate public education (FAPE) for students with disabilities and other vulnerable student groups. Ongoing guidance for school-based teams will focus on several noted priorities including safety, health, and the welfare of all students; provision of FAPE; identification of the need for and provision of compensatory services; consistent and detailed documentation of services and supports; and consistent communication with families regarding the Individualized Education Program (IEP).

HSD has aligned the priorities, supports, and services of special education with general education. These priorities focus on academic as well as auxiliary supports needed to close achievement and opportunity gaps that existed before and may have changed since last school year. The needs of our students receiving special education services and other vulnerable students will be aligned to individualized supports and resources. These students and their families/caretakers will be at the forefront of team planning when creating district and/or school-level plans.

Our planning response includes professional development, technical assistance, and/or training opportunities which includes educators/specialists who play a vial role in the provision of services to students with disabilities and vulnerable student populations. This includes but is not limited to teachers, special education staff, bus drivers, general education staff, paraprofessionals, and administrators.

Additional information pertaining to Special Education services is in-review and will be added to this draft plan once finalized.

Social & Emotional Support (SES) Services:
During any crisis, personal or public, emotional needs are intensified. The pandemic of 2020 has taken this intensification to an entirely new level as our community, state, nation, and world seek to endure the rigors of this ongoing crisis. Educators and families alike are working through levels of fear and anxiety that surpass norms of what we have previously experienced. As we approach this 2020/2021 school year, social and emotional supports (SES) will be a vital component to our collective ability to endure and thrive amidst crisis and confusion.

In planning and preparing for the 2020/2021 school year, we actively considered both the feedback of our students, educators, and families as well as research from leading experts focused on the needs of both children and adults

during a crisis. In a recent article published by the Association for Supervision and Curriculum Development (ASCD), authors Chris Gabrieli and Colleen Beaudoin encouraged the following.

> *"Schools should also be ready with schoolwide activities like advisory groups and circles, as well as high-intensity interventions with psychologists and social workers for students and teachers at highest risk. Everyone has been through a lot. Some people will be suffering more than others. It's crucial we understand where we are and identify students and educators who need immediate support." (Gabrieli & Beaudoin, 2020)*

The urgency of Gabrieli and Beaudoin's insights helped inform our efforts to develop a framework of support that will endure across any/all phases we experience in the coming school year. This effort included understanding the variations of need that Gabrieli and Beaudoin noted above. In developing a framework of support, especially for our most vulnerable students, the following principles were considered.

· Always lead with the social and emotional needs of our students, families, and staff.
· Recognize the potential for higher rates of certain adverse childhood experiences and/or stressors and plan for additional supports to address this within our schools.
· Support flexibility as it relates to academic expectations
· Prioritize students with increased needs including those with active individualized education plans (IEP) documents, 504 plans and/or those in need of intensive academic or social-emotional services.
· Increase face-to-face services as much as possible for students and families while remaining aware of individual family needs and comfort zones
· Be aware that remote learning is not equitable for all. Therefore, keep our focus especially on intensive and strategic students that may be encountering additional academic and/or SES challenges as a result of this pandemic.

> Insights
> "If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support."
> - American Academy of Pediatrics, Guidance for School Re-Entry

SES Framework for Providing Needed Support Across Phases:
- School-Based SES Teams:
  - Each site will create a building SES TEAM committee to include teachers, school counselor(s), CSCT partners, special education personnel, nurse, administrators, and any other needed practitioner
    o Note: Larger schools may require more than one team
    o SES can replace A/B Team if needed on individual cases
  - Teams should meet bi-weekly for the first six (6) weeks of 2020/2021 school year
    o Team members should use this involvement as a professional service given the probability of meetings extending past the traditional workday
  - A recommendation for support may be initiated by any employee
  - Administrator to make initial contact with the family
  - SES team convenes to consider needs and available supports
    o Support plan developed for each referred child
    o Monitoring required to assess progress and/or newly identified needs or services
- District-Level Team:
  - Monthly district debriefing and consultation with community mental health partners to consider best practices and ongoing areas of need

Ongoing Training & Support:
- Employee training and input are two critical components of understanding, recognizing, and supporting the needs of our students during this crisis. Training will be part of our opening-of-school efforts as well as an

ongoing component across the 2020/2021 school year. Additionally, we are actively seeking to develop and/or acquire screening tools to aid in our collective understanding of social/emotional student needs.

Human Resources Information:

We are grateful for each and every one of our Helena Public Schools Employees. Each individual contributes uniquely to the success of the students and families we serve, and our success as a team is vital to our community.

In order to create a safe and sound educational environment and ensure access to a quality public education for all students our employees must be assured the school environment is safe. This engagement summary is a snapshot of resources and services available. As opportunities arise, this document will be updated and revised.

Critical Success Markers:

- Employees will need to attend district-wide trainings focused on safety, hygiene, and resources as part of our onboarding/opening efforts for the school year.
- Employees will need to wear appropriate face coverings as defined in the appropriate phases (Governor's Mask Directive July 2020).
- Employees will need to remain mindful of what is defined as a close contact.
- Employees will need to complete a daily self-screening based on the following questions as outlined below in alignment with the (CDC): Centers for Disease Control.

For Quick Reference, have you had a **new/recent** onset of any of the following symptoms that are not explained by another known medical condition?

❖ cough	❖ sore throat
❖ fever or feverish feeling	❖ loss in taste or smell
❖ chills	❖ vomiting or diarrhea
❖ muscle aches	❖ been tested for COVID-19 within
❖ headache	the past 14 days?

*If YES to any of the above, the employee should remain home, notify their immediate supervisor and follow up with their physician.

- *Important Note: It is the responsibility of the employee to report symptoms or exposure to their supervising administrator or human resources within 24 hours.* If it is determined by the employees physician or the Health Department, that the employee needs to complete a COVID-19 test, the employee cannot return to work until test results are confirmed (negative or positive); this process can take 3 to 7+ days per the State Lab's capabilities.

Employee Exposure Protocol:

Below is exposure information from Lewis & Clark Public Health. Public health protocols will be followed for direct or close contact exposures.

- ***What is a Close Contact?*** To be considered a close contact to a case, a person needs to have spent 15 minutes within 6 feet of the person diagnosed with COVID-19 or has had multiple shorter contacts with that person. Once identified as a close contact you will need to quarantine (stay away from other people) for 14 days by order of Lewis and Clark Public Health. Even if you get a negative test during that 14 days you need to remain in quarantine.

  Wearing additional personal protective equipment (e.g. gowns, face shields, gloves) during contact with a person who tests positive for COVID-19 does not mean that you do not need to quarantine.

  Per the current CDC guidelines, if you have been around someone who was identified as a close contact to a person with COVID-19, you should closely monitor yourself for any symptoms of COVID-19. You do not need to self-quarantine.

For example:

> Person A is COVID-19 positive. Person B was exposed for 15 minutes or more to Person A and was determined to be a close contact. Person B must quarantine for 14 days.
>
> Person B has no COVID-19 symptoms. Person B lives with Person C. Person C had no contact with Person A. Person C does not need to quarantine.

Resources Available to Employees:

- To apply for leave during quarantine please connect to the following link: FRONTLINE CENTRAL COVID19 LEAVE
  - Choose: *FORMS I CAN START, and select the COVID 19: Employee Leave Request*
  - Remember, you must log in as a Helena School District Employee. If you have issues or questions, contact Jacque at jyoung3@helenaschools.org .
- The District will apply the Family First Coronavirus Response Act provisions where possible to assist employees manage their health care needs and the needs of their dependents as provided for within the law. Employees may also be eligible for the Family Medical Leave Act or the Americans with Disabilities Act provisions.

American's with Disabilities Act (ADA) Information:

There may be reasonable accommodations that could offer protection to an individual whose disability puts them at greater risk from COVID-19 and who, therefore, requests such actions to eliminate possible exposure. Such accommodations may include Telecommuting (working remotely). Not all positions are eligible for Telecommuting, however, the District will work with the employee as provided by the law.

If you have a disability or dependent with a serious health condition who cannot risk exposure to COVID-19, please review, and apply by completing the forms in Frontline at the following link: FRONTLINE CENTRAL Choose: *FORMS I CAN CREATE and select the COVID Employee/Dependent Medical Accommodation Request Form, and the TELECOMMUTING forms. Both will need to be completed.* Remember, you must log in as a Helena School District Employee. If you have issues or questions, contact Jacque at jyoung3@helenaschools.org .

For additional information please contact Stacy Collette, Human Resource Director at scollette@helenaschools.org or Tom Foley, Labor Relations Specialist at tfoley@helenaschools.org.

HSD's Two-Part Process:

1. Our first priority is to address the employees who have indicated they cannot return due to either a personal health condition or health condition of a dependent due to the pandemic (reason #2 below in relation to FFCRA).

   Please refer to the following link from the Centers for Disease Control if necessary if you believe you are HIGH RISK.

   We are using the same interactive process we use for Family Medical Leave (FMLA) and the Americans with Disabilities Act (ADA) by first seeking information to verify the employee's situation and their eligibility for such benefit. In order to do that we have requested you fill out the COVID 19 forms noted above and apply for consideration.

   We will need the following information:
   - Verification of your medical condition or the medical condition of your dependent (this will require a doctor's note which can be uploaded).
   - Your solution for an accommodation.

Once we receive the paperwork, we will meet with you over TEAMS and walk through your eligibility according to the rules prescribed by the Family First Coronavirus Response Act (FFCRA). We will work to create a solution for you, if possible and the students and team you serve.

e.g. We will manage this much the same as maternity leave and accommodations:
     1. an employee indicates they will be absent or needs an accommodation to complete their work
     2. we verify their eligibility for an accommodation or reason for leave and have an interactive discussion
     3. we plan the time off or accommodation using the appropriate leaves, arrange a substitute and create a communication plan with the building administrator/supervisor and,
     4. we assist with a return to work plan/re-entry strategy

Depending on your role within the District, and your ability to work remotely as determined by the District, we will attempt to create an opportunity for you to maintain connectivity to the workplace. This may include a variance to your assignment or if appropriate, a leave as prescribed by Federal law as applicable to your specific situation. Accommodations are not guaranteed, nor is remote work assignments appropriate for all positions.

By applying for an Accommodation or COVID Leave, you are not jeopardizing your position with the District or committing to a plan of action. No action will be taken until the plans are signed by you and the District. You will not lose leave by simply applying. If you need to use your personal leave for any reason, you will be notified prior to any days being used.

What if I want to work remotely and do not have a reason noted in the FFCRA or ADA information?
2. After we have addressed those with medical concerns, we will address the employees who have indicated a preference to work remotely by having a conversation with each of these individuals and reviewing their request with their administrator/supervisor to determine if we have a position available for them to do remotely or students to serve remotely. If an accommodation is not reasonable or viable in the environment, employees will be expected to work onsite in their position.

Other Human Resources-Related Information:
Health Benefit Plan (COVID 19 Testing Coverage)
*Note – as of March 2020, the Health Benefit Committee agreed to pay 100% of the COVID-19 Doctor Visit AND test for plan participants. This benefit is scheduled to be renewed or expires, August 31, 2020.

Allegiance Benefit Plan Management
Allegiance staff are available to assist you in navigating the plan provisions and health care issues during this time as well as throughout your participation.

Lincoln Financial
Lincoln Financial is the host of our Employee Assistance Program. This program is staffed 24/7 with live resources available to assist Helena Public Schools employees with issues. They may also be reached at 1-888-628-4824.

Riverwood Health Center
Riverwood Health Center has physicians and medical professionals available to assist you, Monday through Thursday each week.

St. Peter's Health Care
St. Peter's Health has medical professionals in all disciplines available to assist you 7-days a week.

Technology Platform Overview:

Summary Points:

- · All students, grade 2-12, will be provided a device for school and home
  - Touch sensitive devices are being piloted and considered for pre-kindergarten, kindergarten and first grade students.
- · Educators will be transitioning to mobile devices (laptops/Chromebooks) to better assist their instructional efforts
- · Communications and organization will be conducted in Microsoft Teams
- · In Phase II and Phase III, technology will be included and emphasized as part of our general learning environment
- · In Phase I and Phase 0, technology is essential to the needed teaching/learning environment

Rationale:

Everyone has their favorite classroom technology tool; for many of us these preferences impact our personal lives as well: confirmation bias cause Mac users to struggle with Windows computers and vice versa. This list is not intended to limit the use of technology in the classroom, but rather to focus the delivery of technology in such a way that students are able to access what they need, when they need it in the most efficient way.

Last spring, we surveyed parents and students about their experiences with remote learning. Overwhelmingly, they were pleased with the level of effort put forward by all HSD employees to keep students engaged in learning. Many of them, however, also expressed frustration with multiple modes of class organization and communication that were used across all grade levels. Prior to this current pandemic, the Helena Public Schools never needed to fully standardize our organization and communication technology largely because we relied on daily, in-person opportunities with our student. This past spring, remote learning forced us to move in a new direction.

Listed below are the tools that will make this effort more consistent and seamless across the 2020/2021 school year. These tools were selected because they meet our ease of use, performance, privacy, security, and cost priorities. To allow for better understanding, a description is included with each tool. Please remember that other tools and resources can be linked through these tools. For example, if teachers prefer to utilize assignments from our district math curriculum, they will be able to list/link those resources through class pages in Teams. Similarly, if resources in linked in Moodle, class Team pages and Moodle pages can be easily linked so that students can go to one location to find all of the needed information.

Section I: Hardware Recommendations

Important Note: Current challenges related to international supply lines may delay the timely delivery of hardware noted below. While frustrating, these challenges are beyond our control.

1. All students, second grade through twelfth grade, will use a single device to learn across all phases of face to face, blended, or remote learning (All Phases). These devices will be the responsibility of the student, and they will travel back and forth between school and home so that student learning and access can continue in any situation. Chromebooks will be provided to all students. Parents may elect to provide an alternative device to their students if they wish, as long as the device meets the requirements outlined in the "School and Home" technology agreement (forthcoming in the appendix section).
2. Touch sensitive devices (tablets) are being piloted and considered for all students, grades prekindergarten, kindergarten, and first grade, in the event that remote or blended learning becomes necessary in Phase 0 or Phase I.
3. All teachers who do not currently have access to a district-provided mobile device will be provided a laptop. Paraprofessionals who do not currently have access to a district-provided mobile device will be provided a Chromebook.
4. Classrooms will be equipped with portable document cameras and projector wi-fi adaptors to facilitate remote and blended learning.

Section II: Online Learning Platform Recommendations (Software)

Clever

Clever is a Single Sign On (SSO) tool that staff and students use to access a variety of tools using the same username and password.

2020/2021 Recommendation (All Phases):
- All students will login using Clever
- Kindergarten and first grade classrooms will aim to use Clever for sharing remote learning with parents
- Second grade classrooms will aim to start the year using Clever for sharing remote learning with parents and students
- Third through twelfth grade classrooms will utilize Clever for logging in to access Teams, materials, and other resources

Microsoft Teams

Microsoft Teams is a collaboration, communication, and classroom organization tool with many integrated learning options for assignments, discussions, assessments, and other curriculum resources.

2020/2021 Recommendation (All Phases):
- Third through twelfth grade classrooms will use Teams as the primary platform for classroom communication and collaboration. Announcements, assignments, and schedules will be posted weekly in Teams, with links to any other resources, including websites, textbooks, lessons, etc. Student meetings and conferences will also be conducted using Teams for consistency and security purposes
- Second grade classrooms will transition students into Teams use by the second semester (Phases II and III only)

Moodle

Moodle is our district learning management system (LMS) with powerful assessment, assignment, and discussion tools available to teachers.

2020/2021 Recommendation (All Phases):
- Sixth through twelfth grade classrooms grade teachers who need more options than are available in Teams may attend training and request a class in Moodle.
- If Moodle is used for assignments or other classwork, classes must still be linked and connected through Teams to facilitate student ease of access and improve communication in the event of extended remote learning events for all students.
- Moodle is encouraged, but not required, for any online-only middle and high school courses
- Please note that Moodle and Teams align well and provide a quality platform for blended and/or online learning.

Outlook

Outlook continues to serve as our district email application and provides an available online at portal.office.com. In addition, desktop applications are available for Windows and Mac.

2020/2021 Recommendations (All Phases):

- Third through twelfth grade students and all employees (not grade specific) should utilize their district email on a daily basis. This platform serves as our primary mode of electronic communication. All official electronic communication should take place using district email and Teams.
- Second grade students will receive instruction and practice checking their email as part of Phase II and Phase III. In Phase I, second grade students/families will continue to access content through Clever.
- Students in kindergarten and first grade are automatically assigned Outlook-based email accounts. This information will be shared with parents to facilitate logging-in to Clever. Please note that kindergarten and first grade students are not expected to communicate using email or Teams but these tools remain an available option.
- Other supplemental tools including Remind, Class Dojo, etc., are supported but should supplement (not suppliant) district platforms for email, Clever, and Teams.

PowerSchool

PowerSchool is our student information system (SIS), containing student grades and other information. It is accessible by parents and students online or using an iOS/Android app.

2020/2021 Recommendations (All Phases):
- All teachers will record attendance in PowerSchool (specific information for attendance by phase is forthcoming)
- Teachers serving students in grades 3 through 12 will aim to record student progress (assignments) in PowerSchool on a weekly basis
- Parents and students be able to access PowerSchool or the PS mobile app to monitor student progress

Section III: Technology Instruction Recommendations
Additional information forthcoming in relation to specific instructional recommendations by phase.

Transportation Overview:

PAGE UNDER CONSTRUCTION

Information in this section remains in-progress and will be updated in forthcoming drafts

Food Services Overview:
Food services remain a vital component of our day-to-day operations. In concert with our partner, Sodexo Foods, modifications to food service procedures have been made in order to provide the best possible service while reducing the risks of virus transmission. In accordance with the above-described phases, food services will adjust and adhere to the needed health/safety environment. As part of our ongoing commitment to the health of our students and families, quality meals will be provided across all four of the planned, potential phases.

Food services will adjust in accordance with the four planned phases including the below modifications:
- Phase III: Normal food services with students eating in school cafeterias
- Phase II: Modified food services with students eating in cohort groups in designated spaces/rooms

- Phase I: Food services provide to both online learners (grab & go) and students attending in-person as part of their A/B cohort
- Phase 0: Food services transition to remote "grab-&-go" locations

In-School Food Service Guidelines:
- In Phases I, II and III, food services will be provided on-campus. This will include group/cohort size restrictions in Phases I and II. Students may not always eat together in the cafeteria in Phases I and II as part of our ongoing efforts to limit gathering sizes and reduce transmission risk.
- All students and employees are required to wear masks/facial coverings while in food-service areas. Student may remove masks when eating but not prior while being served by food service professionals.
- Meal lines will be marked for distancing to ensure proper physical spacing.
- Ongoing cleaning/disinfection before, during, and after cohorts of students proceed through food-service areas.
- In every possible regard, provide "touchless" services to ensure that students and employees are not utilizing common surfaces.
- On-campus meal service will utilize sanitized or disposable trays. All other student-utilized utensils, condiments, and supplies will be disposable for the 2020/2021 school year.
- On-campus breakfast will include grab-&-go options that can be eaten within the confines of classrooms.
- Students will eat in cohort groupings in designated spaces in accordance with gathering size restrictions. Weather permitting, students will be encouraged to eat outdoors.

Childcare Services:

School/district provided childcare remains an active part of our planned phases for the 2020/2021 school year. These services include the provision of employee childcare as part of Phase I. Staffing, resources, and precautionary restrictions may preclude schools from providing consistent childcare across the entire school year but as needs arise, we are committed to working identify solutions. Specifics pertaining to childcare via our School Age Child Care (SACC) program are forthcoming and will be added to this draft plan once finalized.

DRAFT
Revised: 07/30/20

Thank you for your time and shared insights

You are viewing the 7/30 draft of the 2020/2021 Opening of Schools Plan for the Helena Public Schools. Please send any/all feedback to Planning2020@helenaschools.org.

Frequently Asked Questions:

Below is a developing list of frequently asked questions. Please note that, along with this draft plan, questions and responses will be updated every few days.

When will the school district announce what phase we will open in come August 26/27? An exact date for determining the precise format of our return has not yet been determined. Given changes locally across the past fourteen days, we are not comfortable making this decision with a span of five weeks between now and our scheduled start to the school year. Additionally, we have been advised by health professional that making any decision this early would be a gamble that may cause more confusion in the end. Rather, we will continue to work closely with our heath partners as we collectively seek to slow the spread in our county and state. Please note this important set of local public health indicators monitored and provided by Lewis & Clark Public Health on a weekly basis (website). As we move towards August, we will be carefully monitoring these Helena-specific indicators as well as positive cases per day/week and our overall percentage rate of active infections.

Will face masks be required for students in school? Yes, masks will be required for all students and adults on campus (in phases 1 and 2) unless a documented medical or behavioral reason restricts the use of a mask. While schools were not automatically included in Governor Bullock's recent directive, we have made the decision to align in this state-wide effort as masks are one of several needed precautionary practices that slow the spread of COVID-19 and promote better community health. Cloth masks are preferred, and should a student or adult need a mask, schools will be able to provide this protective resource. However, students and employees are welcome to bring/use their own mask. Please view the CDC guidance pertaining to face masks for more information. Please also note than bandanas and other loose-fitting facial coverings will not be accepted as sufficient protection.

Will an entirely remote (online) option be available? Yes, as noted in last week's update, a digital only option will be available for any student and family interested in attending school via a remote learning environment (regardless of phase). We are targeting an early August sign-up date for families interested in this option. As a general overview, students and families that choose to remain involved via a digital option will retain their enrollment in their current grade and school (they will not lose their "spot" in their home school). Students will receive instruction from designated teachers including grade-level consistent content and resources. Additionally, students attending via a remote environment will have full access to our Helena Public Schools curriculum, materials and technology. Upon return from this remote option, students will retain their enrollment in their current school and will be able to rejoin their classes and grade level peers. Additional information including sign-up options are forthcoming but in the interim, please know that this option is being actively planned for the coming school year.

Resources Cited and/or Utilized in Planning:

This section is in constant development as new resources are considered/added

COVID-19 Data Sources Actively Considered:
· Department of Health and Human Services:
  https://dphhs.mt.gov/publichealth/cdepi/diseases/coronavirusmt
· Lewis & Clark Public Health, County Health Dashboard:
  https://www.lccountymt.gov/health/covid-19/reopening-criteria-phase-2-to-3.html
· University of Montana, Center for Population Health Research:
  https://cel.health.umt.edu/covid19/
· Rate of Transmission Data Site:
  https://rt.live/us/MT

Guidance Utilized in Planning:
· American Academy of Pediatrics (AAP): Planning Considerations: Guidance for School Re-entry
  https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/
· American Federation of Teachers (AFT): Plan to Safely Reopen America's Schools and Communities
  https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf
· Centers for Disease Control (CDC): Guidance for Reopening Schools
  https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
· Governor Bullock, Lt. Governor Cooney: Plan for Reopening Safe and Healthy Schools for Montana
  https://covid19.mt.gov/Portals/223/Documents/Education%20Final.pdf
· Johns Hopkins University: Initiative Analysis of School Reopening Plans
  https://equityschoolplus.jhu.edu/reopening-policy-tracker/
· National Education Association (NEA): All Hands on Deck: Initial Guidance Regarding Reopening School Buildings.
  https://educatingthroughcrisis.org/meeting-students-and-families-needs/guidance-for-reopening-schools-covid/
· Office of Public Instruction: Reopening Montana's Schools Guidance
  http://opi.mt.gov/Portals/182/COVID-19/Reopening%20MT%20Schools%20Guidance-Final.pdf?ver=2020-07-02-114033-897
· World Health Organization (WHO): Considerations for school-related public health measures in the context of COVID-19
  https://www.who.int/docs/default-source/coronaviruse/who-2019-ncov-adjusting-ph-measures-schools-2020-1-eng.pdf?sfvrsn=e8a4f4cf_1&download=true
· World Health Organization (WHO): Q&A: Schools and COVID-19
  https://www.who.int/news-room/q-a-detail/q-a-schools-and-covid-19

Guidance Reference in Planning:
· American Enterprise Institute (AEI): A Blueprint for Back to School
  https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/?gclid=EAIaIQobChMIjcaDpJGE6gIVPxitBh0eMwIxEAAYASAAEgK1zfD_BwE
· Association for Supervision and Curriculum Development (ASCD): Preparing Our School District for Fall 2020
  https://inservice.ascd.org/preparing-our-school-districts-for-fall-2020/
· California Department of Public Health: COVID-19 Industry Guidance for Schools and School-Based Programs
  https://files.covid19.ca.gov/pdf/guidance-schools.pdf
· California Department of Education: A Guidebook for the Safe Reopening of Public Schools

https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf
- California Schools Insurance Authority: Coronavirus (COVID-19) Guidance for Schools
  https://www.sia-jpa.org/resources/school-risk-management-and-compliance/coronavirus-covid-19-guidance-for-schools/
- Chiefs for Change: The Return – How Should Education Leaders Prepare for Reentry and Beyond?
  https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwiTmrju9fPqAhXPPa0GHU02CH0YABAAGgJwdg&ohost=www.google.com&cid=CAASEuRoxnQkwKXw8-oSoMEgTrDmMQ&sig=AOD64_2iHZl-edf00fOtYPKDCo_dLEK9Lw&q=&ved=2ahUKEwia2LDu9fPqAhVPHjQIHVSyAlsQ0Qx6BAgNEAE&adurl=
- Children Hospital, Colorado: Risk-Based Approach to Reopening Schools Amid COVID-19
  https://www.childrenscolorado.org/49eee6/globalassets/community/reopening-schools-during-covid19.pdf
- Council of Chief State School Officers (CCSSO): Framework to Assist State Education Leaders in Planning for Restart of Schools
  https://ccsso.org/sites/default/files/2020-04/CCSSO%20COVID19%20Strategic%20Report%20final.pdf
- Denver Public Schools: Planning for a Safe Return to School
  file:///Users/bridgway/Documents/COVID-19/Reopening%20%20Reentry/Denver%20PS%20%20DPS%20Weekly_%20Planning%20for%20a%20Safe%20Return%20to%20School%20_%20Denver%20Public%20Schools.htm
- Education Commission of the States: State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools
  https://www.ecs.org/covid-19-update/
- Education Dive: How Feasible Are School Reopening Plans for Fall?
  https://www.educationdive.com/news/how-feasible-are-school-reopening-plans-for-fall/578112/
- Education Next: A Blueprint for Back to School
  https://www.educationnext.org/a-blueprint-for-back-to-school-what-will-it-take-get-schools-ready-coronavirus-covid-19/
- Journal of the American Medical Association (JAMA): The Urgency and Challenge of Opening K-12 Schools in the Fall of 2020
  https://jamanetwork.com/journals/jama/fullarticle/2766822
- Learning Policy Institute: Reopening Schools in the Context of COVID-10: Health and Safety Guidelines from Other Countries
  https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
- Los Angeles County Schools: Rising to the Challenge of COVID-19: A Planning Framework for the 2020-2021 School Year
  https://www.lacoe.edu/Portals/0/LA%20CO%20Schools%202020-21%20Planning%20Framework.pdf?ver=2020-05-26-161915-740
- Maryland State Department of Education: COVID-19 Response and the Path Forward
  http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf
- Minnesota Department of Health: Health Considerations for Navigating COVID-19
  https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf
- Nashville Public Schools: Framework for a Safe, Efficient, and Equitable Return to School
  https://presspage-production-content.s3.amazonaws.com/uploads/2038/nashvilleplanforreopeningschools.pdf?10000
- National School Boards Association: COVID-19: Preparing For Widespread Illness in Your School Community
  https://www.nsba.org/Resources/coronavirus/legal-guide
- National Council on School Facilities: Resources on Facilities Related Issues and COVID-19
  https://www.facilitiescouncil.org/covid19-guidance
- Nevada Department of Education: A Framework for a Safe, Efficient, and Equitable Return to School Buildings

https://www.washoeschools.net/site/handlers/filedownload.ashx?moduleinstanceid=34510&dataid=43309&FileName=NevadaPathForwardFramework.pdf
- Oklahoma State Department of Education: Return to Learn Oklahoma: A Framework for Reopening Schools https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf
- Oregon Department of Education: Ready Schools, Safe Learners: Guidance for School Year 2020-21 https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx
- Pennsylvania Department of Education: Considerations for Reopening Pennsylvania Schools https://www.education.pa.gov/Documents/K-12/Safe%20Schools/COVID/GuidanceDocuments/Pre-K%20to%2012%20Reopening%20Guidance.pdf
- Scottish Government: Coronavirus (COVID-19): Strategic Framework for Reopening Schools, Early Learning and Childcare Provision https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/
- SHAPE America: School Re-Entry Considerations: K–12 Physical Education, Health Education, and Physical Activity https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx
- Texas Education Association (TEA): Coronavirus (COVID-19) Support and Guidance https://tea.texas.gov/texas-schools/health-safety-discipline/covid/coronavirus-covid-19-support-and-guidance
- UNESCO: Framework for Reopening Schools https://en.unesco.org/news/framework-reopening-schools
- UNICEF: Framework for Reopening Schools https://www.unicef.org/documents/framework-reopening-schools
- United States Department of Education: Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/
- Virginia Department of Education: Virginia Return to School Plan http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml
- Washington Office of the Superintendent of Public Instruction: Reopening Washington Schools 2020: District Planning Guide https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf

Articles Considered in Planning:
The below list represents a small and developing snapshot of articles read/considered by planning teams
- School Districts' Reopening Plans: A Snapshot – Education Week, July 2020
- In a Time of Crisis, What Can We Learn About Learning Time? – ASCD, June 2020
- Going Back to a Better School: NEA Issues Guidance on Reopening – NEA Today, June 2020
- What Will Schools Look Like in the Fall – EdSurge, May 2020
- We Need to Talk About Ventilation – Atlantic, July 2020
- Yes, Wearing Masks Helps, Here's Why – National Public Radio, June 2020
- Schools Are Opening Worldwide, Providing a Model for the U.S. – Edutopia, May 2020

Appendix:

(Linked support materials forthcoming)

Helena Public Schools

BOARD OF TRUSTEES 2020-2021

Board of Trustee Meetings

Meetings begin at 5:30pm

September 8, 2020	February 9, 2021
October 13, 2020	March 9, 2021
November 10, 2020	April 13, 2021
December 8, 2020	May 11, 2021
January 12, 2021	June 8, 2021

Executive Committee Meetings

Committee: Luke Muszkiewicz - Chair, Siobhan Hathhorn - Vice Chair; Sarah Sullivan - Past Chair

Meetings begin at 11am each Tuesday of a board meeting or board work session.

Board of Trustee Work Sessions

Tours of Schools begins at 3:30pm | Meetings begin at 4pm

September 22, 2020	November 24, 2020	February 23, 2021	April 27, 2021
October 27, 2020	January 26, 2021	March 23, 2021	May 25, 2021

Facilities & Demographics Committee Meetings

Committee: Terry Beaver - Chair, Siobhan Hathhorn, Libby Goldes | Meetings begin at 12pm

September 7, 2020	November 2, 2020	January 4, 2021	March 1, 2021	May 3, 2021
October 5, 2020	December 7, 2020	February 1, 2021	April 5, 2021	June 7, 2021

Policy Committee Meetings

Committee: Libby Goldes - Chair, John McEwen, Jennifer McKee | Meetings begin at 12pm

September 1, 2020	November 3, 2020	January 5, 2021	March 2, 2021	May 4, 2021
October 6, 2020	December 1, 2020	February 2, 2021	April 6, 2021	June 1, 2021

Teaching & Learning Committee Meetings

Committee: Sarah Sullivan - Chair, Siobhan Hathhorn, Jennifer McKee, Jennifer Walsh | Meetings begin at 12pm

September 7, 2020	November 2, 2020	January 4, 2021	March 1, 2021	May 3, 2021
October 5, 2020	December 7, 2020	February 1, 2021	April 5, 2021	June 7, 2021

Budget & Programs Committee Meetings

Committee: John McEwen - Chair, Terry Beaver, Sarah Sullivan | Meetings begin at 12pm

September 4, 2020	November 6, 2020	January 8, 2021	March 5, 2021	May 7, 2021
October 2, 2020	December 4, 2020	February 5, 2021	April 2, 2021	June 4, 2021