

Sheridan County School District #3



Board Approved July 15, 2020

2020-2021 Smart Start Plan

(COVID-19, Emergency, & Winter Closures)

Updated 7/24/2020

Sheridan County School District #3 Smart Start Plan is a “Living Document” that will be updated according to Local, State, Federal and CDC guidelines to meet the health and safety needs of students, staff and community.

Update Plan Can Be Found On Sheridan County School District #3 Website

<https://www.sheridan3.com/>

Smart Start Crosswalk

(Sheridan County School District #3 Smart Start Plan & WDE Smart Start Assurances)

WDE Assurances	WDE Requirements	SCSD #3 Smart Start Plan
Tiers of Instruction	Tier I - Open Tier II - Hybrid Tier III - Full Virtual (ALP)	Yes - Pages 20-26 Phase I Traditional School-w/Modifications Phase II Hybrid Model Phase III Full Virtual
Communication	<p><u>Do First</u></p> <ul style="list-style-type: none"> • Develop a detailed communications plan to share with students, parents, staff, the community, and state and local school boards regarding the reopening of school buildings. • Create a glossary of terms related to COVID-19 using the CDC's definitions in order to establish a consistent vocabulary. <p><u>Immediately Prior to Opening</u></p> <ul style="list-style-type: none"> • Continue to implement detailed communications plan to share with students, parents, staff, the community, state and local school boards regarding the reopening of school buildings. <p><u>Schools are Open and Operating</u></p> <ul style="list-style-type: none"> • Continue to communicate using your plan as a guide. Actively and authentically engage parents and caregivers, families, and students in order to continue to build trust and credibility as conditions in your community change. 	Yes - Pages 10-12, 16-19, 50-52

<p>Safety and Wellness</p>	<p><u>School Day</u></p> <ul style="list-style-type: none"> • Develop a plan for student arrival to building. • Develop a plan for entrance to building whether limiting the number of entrances open or requiring specific groups to use specific entrances. • Parents should screen their children daily for symptoms of COVID-19 before sending their children to school. • Emphasize the importance of staying home when ill. • Any student reporting an illness will be sent home. Symptomatic students who are awaiting pickup by a parent or guardian will wear a mask even if separation from healthy students is feasible. • Staff will be instructed to remain home if any symptoms are present. Staff who might develop symptoms at work should have access to masks as they leave the building. <p><u>Transitions</u></p> <ul style="list-style-type: none"> • Work with the local health department to develop a plan for incremental transitions in hallways. • Adhere to local health department requirements regarding hand washing, masks, water fountains, and restrooms. • Develop a plan to make hand sanitizer available at multiple locations within the building. <p><u>Dismissal</u></p> <ul style="list-style-type: none"> • Any student with reported symptoms will follow CDC and state or local health department guidelines for return to school/work. • Adhere to local health department requirements regarding health and safety protocols, regarding hand washing/hand sanitizer, cleansing equipment, social distancing, etc. 	<p>Yes - Pages 16-17, 38-45</p>
-----------------------------------	---	--

<p>School Operations</p>	<p>Transportation</p> <ul style="list-style-type: none"> • Each school district will operate district transportation in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, students should wear face coverings to the greatest extent possible. • Enhanced sanitation and cleaning measures will be employed following guidelines provided by state and/or federal agencies. • Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders. • Parents should screen their children daily for symptoms of COVID-19 before sending their children to school. <p><u>Nutrition Services</u></p> <ul style="list-style-type: none"> • Each school district will operate district nutrition services in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. • Cleaning and sanitation protocols will meet or exceed USDA, state health department, and federal food service guidelines. • Eliminate self-serve options from district nutrition services. <p><u>Facilities</u></p> <ul style="list-style-type: none"> • Each school district will operate all facilities in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, staff and students should wear face coverings to the greatest extent possible. • Cleaning and sanitation protocols will meet or exceed federal and state guidance. • Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders. • Parents should screen their children daily for symptoms of COVID-19 before sending their children to school. 	<p>Yes - Pages 20-26, 46, 53-61</p>
---------------------------------	---	--

	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Each school district will operate student activities in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, staff and students should wear face coverings to the greatest extent possible. For athletics, face coverings should be worn by coaches, staff, officials, parents, and spectators whenever six feet of separation cannot be maintained. Players should refrain from wearing face coverings during strenuous activity. • School districts will follow the guidance provided by the Wyoming High School Activities Association. • Athletes must be screened prior to participating in allowable sanctioned sports. • Employ enhanced sanitation and cleaning measures. 	
<p>Instruction and Technology</p>	<p style="text-align: center;"><u>Preparation for School Year</u></p> <p>Tier I</p> <ul style="list-style-type: none"> • On-site student learning should occur in accordance with state or local public health directives or orders. • Provide high quality standards-based instruction for all students. • Provide all “specially designed instruction” and related services as indicated on the student’s IEP. • Notify parents of all changes to specially designed instruction or related service delivery • If district does not offer virtual education or remote education as an option for students who do not qualify for homebound instruction: <ul style="list-style-type: none"> • Review home-school statutes with parents who choose to home-school students. • If districts offer remote education as an option for students who do not qualify for homebound instruction: <ol style="list-style-type: none"> 1. Teachers must be in their classroom instructing face-to-face students while simultaneously instructing remote students. 2. Attendance is tracked twice a day (elementary) or class period (middle/secondary). 	<p>Yes - Pages 20-26, 31, 47-49</p>

	<ul style="list-style-type: none">• If districts allow off-site instruction and partners with a statewide virtual education provider for students who do not meet homebound instruction:<ol style="list-style-type: none">1. Put an agreement in place with a statewide virtual education provider.2. Provide a district-assigned learning coach for each student. • If districts allow off-site instruction and are the virtual education provider for students who do not meet homebound instruction:<ol style="list-style-type: none">1. Have virtual education programs and classes approved by WDE.2. Use only Wyoming certified teachers.3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.4. Attendance is tracked at least once a week through virtual education participation metrics. <p>Tier II</p> <ul style="list-style-type: none">• During in-person learning, follow state or local public health directives or orders. • Provide high quality standards-based instruction for all students. • Provide all “specially designed instruction” and related services as indicated on the student’s IEP. • Notify parents of all changes to specially designed instruction or related service delivery • Determine which students will have access to on-line technology and how instruction will be delivered when there is no technology or connectivity. • District must be able to provide off-site instruction through at least one of the options listed below if a school closure is not required by a state or local public health directive or order: If district offers remote education as an option for students who do not qualify for homebound instruction:<ol style="list-style-type: none">1. Teachers must be in their classroom instructing face-to-face students while simultaneously instructing remote students.2. Attendance is tracked twice a day (elementary) or class period (middle/secondary)	
--	--	--

If districts allow off-site instruction and partners with a statewide virtual education provider for students who do not meet homebound instruction:

1. Put an agreement in place with statewide virtual education provider.
2. Provide a district-assigned learning coach for each student.

If district allows off-site instruction and are the virtual education provider for students who do not meet homebound instruction eligibility requirements:

1. Have virtual education program and classes approved by WDE.
2. Use only Wyoming certified teachers.
3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.
4. Attendance is tracked at least once a week through virtual education participation metrics.

Tier III

- Implement an adapted learning plan when state or local public health directives or orders require schools to close.
- Provide high quality standards-based instruction for all students with the expectation that all essential standards are taught.
- Provide all “specially designed instruction” and related services as indicated on the student’s IEP.
- Notify parents of all changes to specially designed instruction or related service delivery
- District must be able to provide offsite instruction through at least one of the options listed below if a school closure is not required by a state or local public health directive or order:

Option 1: If districts allow off-site instruction and partners with a statewide virtual education provider for students who do not meet homebound instruction:

1. Put an agreement in place with a statewide virtual education provider.
2. Provide a district-assigned learning coach for each student.

Option 2: If districts allow off-site instruction and are the virtual education provider for students who do not meet homebound instruction:

1. Have virtual education programs and classes approved by WDE.
2. Use only Wyoming certified teachers.
3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.
4. Attendance is tracked at least once a week through virtual education participation metrics.

	<p style="text-align: center;"><u>First Weeks of School</u></p> <p>Tier I</p> <ul style="list-style-type: none"> • No Requirements <p>Tier II</p> <ul style="list-style-type: none"> • Review previous year's assessments to calibrate individualized learning. • Off-site learning is available for students unable to attend school in person. • Students will utilize assigned devices to minimize transmitting germs between multiple users • Devices should be sanitized after each use. <p><i>Concurrent Enrollment</i> – Concurrent courses fall under higher education standards for completion and content, and is necessary to establish a contingency plan if closures become necessary. This plan should identify how a distance education version of the course will be offered (LMS, synchronous vs. asynchronous, etc.), what content must be completed, alternative grading system and attending policy, and a timeline that includes completion date.</p> <p><i>Dual Enrollment</i> – These courses are covered by community college policy rather than K-12 policy. Therefore, districts should communicate this information to students enrolled in dual enrollment courses and advise them to follow guidance from their community college instructor if course delivery methods change due to COVID-19 conditions.</p> <p>Tier III</p> <ul style="list-style-type: none"> • Operate under the provisions of the approved district adapted learning plan. 	
--	---	--

DISTRICT MISSION STATEMENT

Empowering students to succeed as lifelong learners through diverse and individual educational opportunities.

DISTRICT BELIEFS

Curriculum

- *A guidance tool used to identify where, when and to what extent standards are taught and assessed for the purpose of learning.*

Environment

- **We believe** that our safe, supporting and inviting environment encourages students to be lifelong learners.
- **We believe** our environment reflects a creative use of time, space, resources and personnel in support of the high values we place on learning and achievement.

Staff

- **We believe** that teachers and support staff will continue to participate in professional development to improve instructional practice or effectiveness in their roles.
- **We believe** that teacher collaboration is important to improve instructional practice.

Student

- **We believe** students have a responsibility to take ownership in their education by taking advantage of the diverse and individual educational learning opportunities provided by the District.
- **We believe** it is the students' responsibility to demonstrate respect of other individuals, the school, the community, and the environment.

Parents, Family, and Community

- **We believe** that parents, family and community members play a key role in the success of a child's education.
- **We believe** that the community provides additional educational resources for staff and students.

Why

- In serving the educational priorities of students and acknowledging the unique health and safety needs of students and employees during the COVID-19 Pandemic, a Re-entry (Smart Start) Task Force is being formed as an advisory committee to the Superintendent and Board of Trustees to provide flexible and mobile plans with several alternatives for the opening of school and during the 2020/2021 school year. This Task Force is **not** a decision-making entity, but rather a committee to provide recommendations to the District. This plan will provide options the District may consider to keep students and staff safe is our highest priority in the reopening and throughout the school year. The expectation is schools will open this fall for in-person instruction.

How

- The re-entry plan is grounded first and foremost in data and guidance given by local and state health officials, the Wyoming Department of Health, and the Centers of Disease Control (CDC) providing a framework when it comes to hygiene, physical distancing, and other public health considerations. The Task Force will review current health and safety guidelines, data from District parents and staff, and provide consideration for the Re-entry Plan as a community of stakeholders with expertise in their respective fields.
- In addition to the Task Force, two-way communication with the community includes: parent and staff survey data, the District homepage and public comment feedback with links provided, social media, administrator/director meetings, and Re-entry Plan approval from the Board of Trustees. Other information will be provided through press releases and Board of Education updates.

What

- The result will maintain alignment to the mission and vision of the District and ensure the safety and security of students and staff are the first priority of the District.
- The result will reinforce the importance of collaboration between the District and community. Consistent high expectations with strong communication start with community engagement throughout the planning process.
- The result will be a District Re-entry Plan based upon guidelines from the CDC created to safely reopen schools in the Fall of 2020; Wyoming State Orders from Governor Gordon and State Health Officer Dr. Alexia Harrist; and Sheridan County Orders from County Health Officer Dr. Ian Hunter.
- The Re-entry Plan must have flexibility for students, families, and employees in higher risk categories.
- The result will be consistency in quality instruction across classrooms to the greatest extent possible recognizing the importance of emotional, instructional, and physical well-being of students and staff.

Smart Plan Stakeholders

Name	Role
Charles Auzqui	Superintendent, K-12 Principal, Community Member
Greg Rohrer	District Business Manager, Town Mayor, Community Member
Alicia Auzqui	K-6 Curriculum, K-6 LLI Instructor, K-6 PLC Leader, Title 1 Coordinator, Community Member
Misty Ballek	Special Education Teacher/Assistant Director, Community Member
Jennifer Betz	7-12 Social Studies Teacher, Athletic Director, Dean of Students, Parent, Town Councilwoman
Loyce Ellingrod	K-12 School Counselor, Community Member
Dawn Knudsvig	K-12 Art Teacher
Carol Perry	Advance Math, 7-12 Curriculum, 7-12 PLC Leader, Community Member
Jolene Poppenga	Administrative Assistant to the Board of Trustees & Superintendent, SIS Manager, Grandparent, Community Member
Dr. Ian Hunter	Sheridan County Health Official
Debra Haar	Sheridan County Health Officer
Amy Vineyard	Board Chairman, Parent, Community Member
Barry Bauer	Board Vice-Chairman, Community Member
Wade Betz	Board Clerk, Parent, Community Member
Sam Olsen	Board Treasurer, Parent, Community Member
Misty Moore Stoll	Board Member, Parent, Community Member

Important Stakeholder Dates

- **District Smart Start Plan Committee** (District Steering Committee and District Supervisor)
 - Meet Weekly (Google Hangout and In-Person)
 - June 16, 2020
 - June 23, 2020
 - June 30, 2020
 - July 7, 2020
 - July 14, 2020
 - July 21, 2020
 - July 28, 2020

- **Staff Contact**
 - July TBA
 - Staff Letter
 - July 14, 2020
 - Google Meet to review Smart Start Plan
 - August TBA
 - PD

- **Board Meeting**
 - June 30, 2020
 - July 15, 2020
 - August 12, 2020

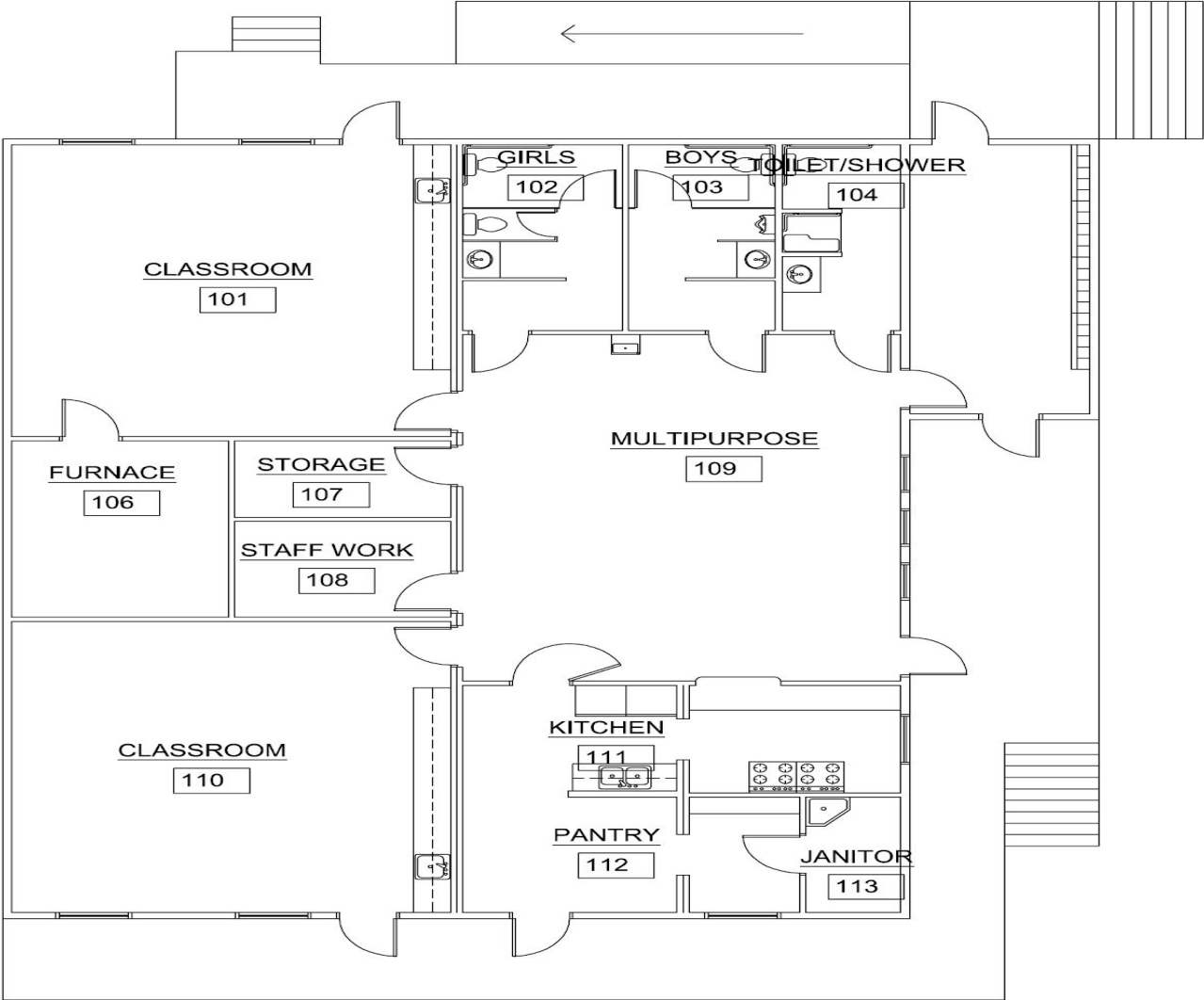
- **Parent Contact**
 - June 23, 2020 Parent Survey (Call All Parents)
 - July 6, 2020 Parent Contact (Call All Parents)
 - July TBA
 - Parent Letter

- **Parent/Community Meeting**
 - July 14, 2020 @ 5:30
 - Review District Smart Start Plan
 - July 16, 2020 @ 5:30
 - Review District Smart Start Plan
 - August 13, 2020
 - Open House 1:00 - 4:00
 - August 17, 2020
 - Open House 1:00 - 4:00

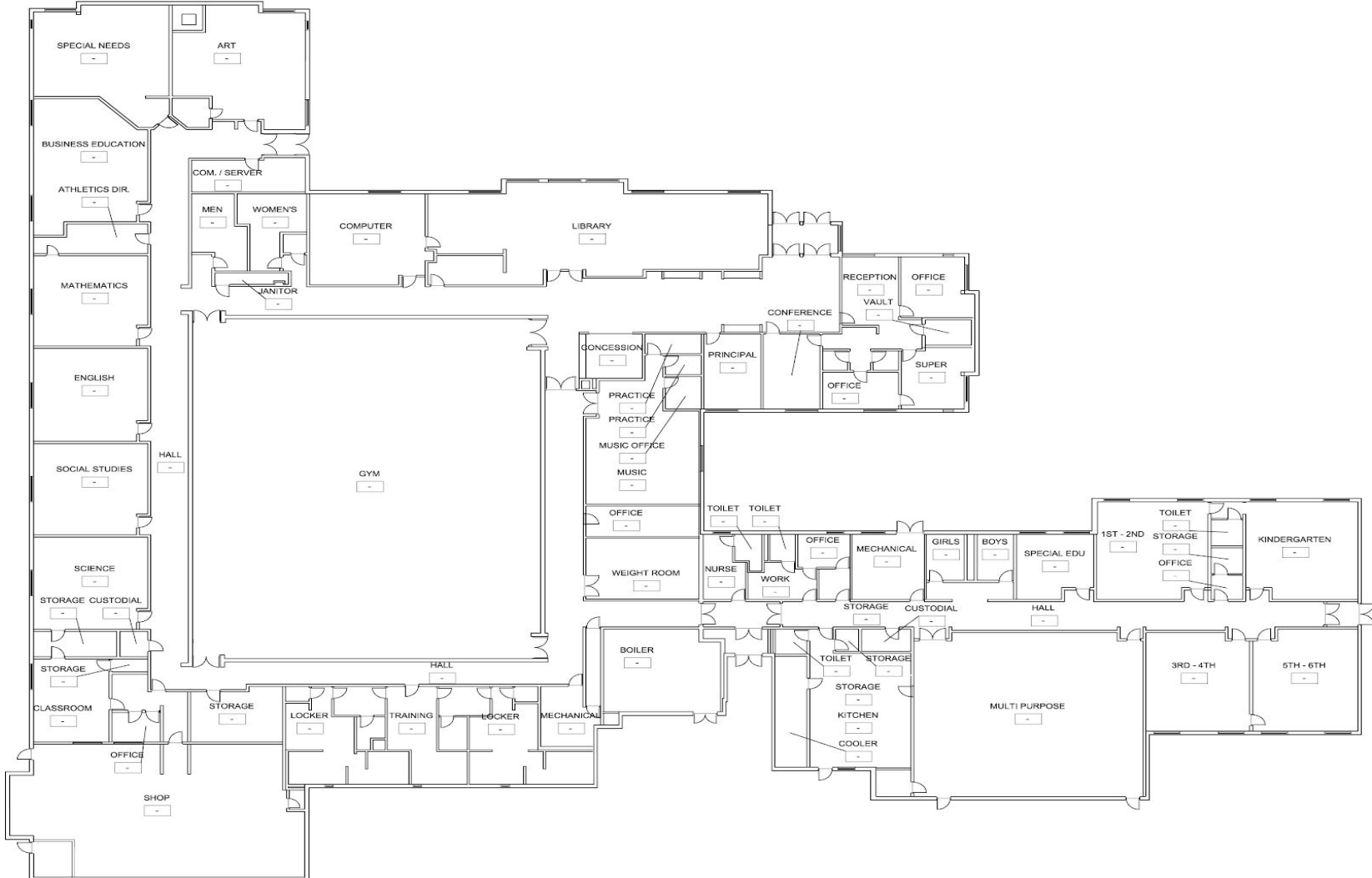
District Demographics

K-12 Clearmont (Building Sq. Footage 43,150) (K-12 Clearmont Students 87 + /Staff 25 = 112) 385 Sq Ft Per Individual	
Total Clearmont 7-12 Students	53
Average 7-12 Classroom Square Footage	725
Average 7-12 Class Size	8
Largest 7-12 Class	13 (9th Grade)
Smallest 7-12 Class	5 (10th Grade)
Average 7-12 Classroom Square Footage Per Student	90
Total K-6 Clearmont Students	34
Average K-6 Classroom Square Footage	700
Average K-6 Class Size (Multi-Grade Level)	10
Largest K-6 Class	11 (5th and 6th)
Smallest K-6 Class	5 (Kinder)
Average K-6 Classroom Square Footage Per Student	70
K-6 Arvada (Building Sq. Footage 3,100) (K-6 Arvada Students 2 + Staff 1 = 3) 1,033 Sq Ft Per Individual	
Total Arvada K-6 Students	2
Average K-6 Classroom Square Footage	700
Average K-6 Classroom Square Footage Per Student	350

Arvada K-6



K-12 Clearmont



District Medical Protocol	
<i>Positive Case in School</i>	<i>In the event of a confirmed case of COVID-19 within a school, the provider shall close the school and consult with their local county health officer and Board of Trustees on next steps and when to re-open.</i>
<i>Resurgence in local and neighboring Communities</i>	<i>Follow directives of the County Health Officer and Board of Trustees.</i>

WDE Smart Start Legal Framework

Underlying assumption: There are no or limited statewide or local health orders in place. Schools are open to in-person instruction to start the year, subject to general social distancing and hygiene requirements.

Situations:

1. A student or staff member tests positive for COVID-19 in a school/building:

- A student or staff members testing positive for COVID-19 and isolated at home for a period of time, based on current recommendations.

-Other students and staff members who came into close contact with the positive case will be quarantined for 14 days, or as otherwise directed. Guidance regarding close contact will be provided by the Wyoming Department of Health or the local health department.

-School or building could also be closed by state or local public health directive or order for a 2-5 day period (or longer if conditions warrant) to sanitize the facility and to conduct an investigation.

Solutions:

(i) For the time period the school or building is closed due to a local or state public health directive or order, use W.S. 21-13-307 to hold the district harmless from ADM reduction. Will be expected to deliver education through the Smart Start plan.

(ii) For the time period not covered by (i), the district should deliver homebound instruction to students isolated/quarantined via W.S. 21-4-402.

2. A student is at risk for more severe illness or lives with someone who is, and cannot come back to school in the fall.

Solutions:

- (i) District can deliver remote education to student via W.S. 21-13-330.
- (ii) District can deliver homebound instruction to student via W.S. 21-4-402
- (iii) Student may enroll in full time virtual education program.
- (iv) District may work within Chapter 41 for synchronous or asynchronous virtual education.

3. A student is not at risk for more severe illness and does not live with someone who is, but has concerns about returning and will not return to school in the fall. Adapted learning plans and homebound instruction not applicable.

Solutions:

- (i) Student may enroll in full time virtual education program.
- (ii) WDE exploring flexibility on participation requirements for resident district delivering virtual education.
- (iii) Remote education is possible but need to track participation.

4. Schools are closed locally or statewide through public health orders due to pandemic.

Solution:

- (i) Districts are held harmless via W.S. 21-13-307 for periods of closure with an approved Smart Start plan. Expected to deliver education via Smart Start plan during period of closure.

Terms and Definitions

Terms	Definition
Classroom Instruction	Instruction was defined previously as "the purposeful direction of the learning process"
Modified Instruction	How instruction is changed for the specific need of a student according to the phase we are in
Differentiated Instruction	Instruction that is based on students' strengths and weaknesses while meeting the same standards
Hybrid Educational Model	A blended learning platform in which students receive instruction in person and digitally (i.e. virtual learning)
Virtual Learning	Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization.
COVID-19 Symptoms	Fever or chills, temperature greater than 100.4, persistent cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea (any symptom that is not normal for you).
Medical Exception	<i>Written note exempting an individual (include dates and details) from a certified Medical Doctor</i>
Exposure	Swallowing, breathing or touching a substance through the skin or eyes. Exposure duration may be immediate, short term (14 days or less), intermediate, or long term.
ALP	Adapted Learning Plan
Homebound Instruction	Offering instruction to a student that is at home or hospitalized for more than one week due to injury or illness. W.S. 21-4-402.

Remote Education	Classes delivered by a teacher located in a physical classroom with students present while also providing simultaneous remote instruction. Remote education instruction is delivered through interactive, synchronous technology which allows the student receiving the remote education to ask questions, make comments, and interact in real-time with the teacher, classroom students, and other remote students. W.S.21-13-330(m)(n)
Virtual Education	School district programs and classes approved by the agency pursuant to W.S. 21-2-202(a)(xxxi), 21-13-330(f-k), and the Chapter 41 Virtual Education Rules for delivery when the teacher and student are in separate locations. Virtual education instruction is primarily delivered through technology and can be asynchronous or synchronous
Wyoming Department of Health Glossary of Term Links	https://health.wyo.gov/healthcarefin/medicaid/pharmacy-services/acronyms/
CDC Glossary of Terms Links	https://www.cdc.gov/niosh/ocas/pdfs/misc/glossary.pdf https://www.cdc.gov/cecredit/glossary.html

Instructional Phases

The district will offer a classroom-based virtual education program, pending approval by the Board of Trustees and WDE. This program will adhere to Chapter 41 Virtual Education Emergency Rules.)

Phase I Traditional School - w/ State and Federal Required Modifications (Board and WDE Decision)	Phase II Hybrid Model (Local and State Health Department Decision)	Phase III Full Virtual (Governor and State Health Officer Decision)
<p>Alternative Schedule 148 Contact Day (1,110 Contact Hours) 16 Professional Development Days</p>	<p>Alternative Schedule 148 Contact Day (1,110 Contact Hours) 16 Professional Development Days</p>	<p>Alternative Schedule 148 Contact Day (1,110 Contact Hours) 16 Professional Development Days This could change with any "Hold Harmless" exceptions given by the WDE related to the situations.</p>
<p>Instruction</p> <ul style="list-style-type: none"> ● Normal Pre-Covid K-12 ● Common expectations for all classroom teachers to post assignments on Google Classroom. This will facilitate communication with home and help absent students keep up. ● The district will offer a classroom-based virtual education program, pending approval by the Board of Trustees and WDE. This program will adhere to Chapter 41 Virtual Education Emergency Rules. 	<p>Instruction</p> <ul style="list-style-type: none"> ● K-12 All students receive face-to-face instruction except those that have compromising health conditions (Medical Exception), and their instruction will be virtual in synchronous time with the use of Google Classroom, Google Hangout and VIEWpath. ● K-12 A/B Schedule (If Required) <ul style="list-style-type: none"> ○ See Phase II Hybrid Details at the end of this document. ● The district will offer a classroom-based virtual education program, pending approval by the Board of Trustees and WDE. This program will adhere to Chapter 41 Virtual Education Emergency Rules. 	<p>Instruction</p> <ul style="list-style-type: none"> ● Follow WDE Approved District Adaptive Learning Plan that would be modified to meet "All" Local, State and Federal Requirements. <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Department of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control ● Instruction will be virtual with the use of Google Classroom, Google Hangout and VIEWpath ● The district will offer a classroom-based virtual education program, pending approval by the Board of Trustees and WDE. This program will adhere to Chapter 41 Virtual Education Emergency Rules. ● All staff, parents and students will be required to adhere to specific district requirements (in development) for virtual learning.

<p>Individualized Learning Plan</p> <ul style="list-style-type: none"> • The district will administer pre-assessments to students in the first two weeks of school, specific to Mathematics and English Language Arts. • The district will review previous year’s assessments to calibrate individualized learning. • The district will offer in-person instruction for special populations and specific courses that require in-person instruction. 	<p>Individualized Learning Plan</p> <ul style="list-style-type: none"> • The district will administer pre-assessments to students in the first two weeks of school, specific to Mathematics and English Language Arts. • The district will review previous year’s assessments to calibrate individualized learning. • The district will offer in-person instruction for special populations and specific courses that require in-person instruction. 	<p>Individualized Learning Plan</p> <ul style="list-style-type: none"> • Follow WDE Approved District Adaptive Learning Plan that would be modified to meet “All” Local, State and Federal Requirements. <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Depart of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control • Instruction will be virtual with the use of Google Classroom, Google Hangout and VIEWpath • All staff, parents and students will be required to adhere to specific district requirements (in development) for virtual learning.
<p>Dual & Concurrent Enrollment</p> <ul style="list-style-type: none"> • The district will engage in ongoing communication and coordination with Sheridan College around dual and concurrent enrollment. • Schools will communicate directly with student participants and parents/guardians regarding impacts on dual and concurrent enrollment. 	<p>Dual & Concurrent Enrollment</p> <ul style="list-style-type: none"> • The district will engage in ongoing communication and coordination with Sheridan College around dual and concurrent enrollment. • Schools will communicate directly with student participants and parents/guardians regarding impacts on dual and concurrent enrollment. 	<p>Dual & Concurrent Enrollment</p> <ul style="list-style-type: none"> • The district will engage in ongoing communication and coordination with Sheridan College around dual and concurrent enrollment. • Schools will communicate directly with student participants and parents/guardians regarding impacts on dual and concurrent enrollment.

<p>Special Education/504</p> <ul style="list-style-type: none"> The district will provide all specially designed instruction and related services as indicated on the student's IEP/504. The district will notify parents and schedule meetings with parents when needed to address changes to FAPE, specially designed instruction, or related service and accommodations dependent on student needs in the learning environment. 	<p>Special Education/504</p> <ul style="list-style-type: none"> The district will provide all specially designed instruction and related services as indicated on the student's IEP/504. The district will notify parents and schedule meetings with parents when needed to address changes to FAPE, specially designed instruction, or related service and accommodations dependent on student needs in the learning environment. 	<p>Special Education/504</p> <ul style="list-style-type: none"> The district will provide all specially designed instruction and related services as indicated on the student's IEP/504. The district will notify parents and schedule meetings with parents when needed to address changes to FAPE, specially designed instruction, or related service and accommodations dependent on student needs in the learning environment.
<p>Grading</p> <ul style="list-style-type: none"> PRE-COVID "No Change". The district will continue to use standard grading to demonstrate proficiency on priority standard. 	<p>Grading</p> <ul style="list-style-type: none"> PRE-COVID "No Change". The district will continue to use standard grading to demonstrate proficiency on priority standard. 	<p>Grading</p> <ul style="list-style-type: none"> Develop criteria/expectations to demonstrate proficiency on priority standards according to guidelines established by WDE and District ALP.
<p>Technology</p> <ul style="list-style-type: none"> Normal Pre-Covid K-12 District Platform <ul style="list-style-type: none"> Google Classroom Google Hangout VIEWpath K-12 One to One (Chromebook) 	<p>Technology</p> <ul style="list-style-type: none"> District Platform <ul style="list-style-type: none"> Google Classroom Google Hangout VIEWpath K-12 One to One <ul style="list-style-type: none"> Students have an individual device to take home, (Chromebook) The district will survey parents to determine those in need of online connectivity from home. <ul style="list-style-type: none"> Hotspots provided as needed 	<p>Technology</p> <ul style="list-style-type: none"> District Platform <ul style="list-style-type: none"> Google Classroom Google Hangout VIEWpath K-12 One to One <ul style="list-style-type: none"> All students have an individual device to take home, (Chromebook) The district will survey parents to determine those in need of online connectivity from home. <ul style="list-style-type: none"> Hotspots provided as needed

<p>Logistics</p> <ul style="list-style-type: none"> ● Normal Pre-Covid K-12 ● Entering the building remains normal through the main front doors for all K-12 Students and Staff. Bus will stagger drop off times if need to practice social distancing. ● Exiting the building remains normal with 7-12 exiting the front doors and K-6 exiting the Elementary wing. ● Screening <ul style="list-style-type: none"> ○ Temperature Checks ○ Daily Survey ● Passing Times Remain Normal ● Bathrooms, Recess and Lunch Protocol will follow current Local, State and CDC Guidelines 	<p>Logistics</p> <ul style="list-style-type: none"> ● Entering the building remains normal through the main front doors for all K-12 Students and Staff. Bus will stagger drop off times if need to practice social distancing. ● Exiting the building remains normal with 7-12 exiting the front doors and K-6 exiting the Elementary wing. ● Screening <ul style="list-style-type: none"> ○ Temperature Checks ○ Daily Survey ● Passing Times Remain Normal ● Bathrooms, Recess and Lunch Protocol will follow current Local, State and CDC Guidelines 	<p>Logistics</p> <ul style="list-style-type: none"> ● Follow WDE Approved District Adaptive Learning Plan that would be modified to meet “All” Local, State and Federal Requirements. <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Depart of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control
<p>Substitute Teachers</p> <ul style="list-style-type: none"> ● Substitute teachers will be provided training related to the District Smart Start Plan prior to the start of school. 	<p>Substitute Teachers</p> <ul style="list-style-type: none"> ● Substitute teachers will be provided training related to the District Smart Start Plan prior to the start of school. 	<p>Substitute Teachers</p> <ul style="list-style-type: none"> ● Substitute teachers will be provided training related to the District Smart Start Plan prior to the start of school.

<p>Sanitation</p> <ul style="list-style-type: none"> ● Health screening, sanitation, and social distancing will be conducted as directed by county health officials ● Increased sanitation protocols ● Increased Communication <ul style="list-style-type: none"> ○ Signs ○ District Virtual Display ● PPE Requirements <ul style="list-style-type: none"> ○ According to Local and State Requirements ● Hand Sanitizer Station in all classrooms ● Staff and Students Wash Hands Several Times Daily <ul style="list-style-type: none"> ○ According to Local, State and CDC Guidelines 	<p>Sanitation</p> <ul style="list-style-type: none"> ● Health screening, sanitation, and social distancing will be conducted as directed by county health officials ● Increased sanitation protocols ● Increased Communication <ul style="list-style-type: none"> ○ Signs ○ District Virtual Display ● PPE Requirements <ul style="list-style-type: none"> ○ According to Local and State Requirements ● Hand Sanitizer Station in all classrooms ● Staff and Students Wash Hands Several Times Daily <ul style="list-style-type: none"> ○ According to Local, State and CDC Guidelines 	<p>Sanitation</p> <ul style="list-style-type: none"> ● Health screening, sanitation, and social distancing will be conducted as directed by county health officials ● Follow WDE Approved District Adaptive Learning Plan that would be modified to meet “All” Local, State and Federal Requirements <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Depart of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control
<p>Transportation</p> <ul style="list-style-type: none"> ● Normal Pre-Covid K-12 ● We will operate our standard bus routes, following directives from county health officials. ● County health officials will dictate all sanitation and distancing protocols for bus ● Increased sanitation protocols <ul style="list-style-type: none"> ○ sanitize after drop off and before pick up ● PPE Requirements <ul style="list-style-type: none"> ○ According to Local and State Requirements 	<p>Transportation</p> <ul style="list-style-type: none"> ● We will operate our standard bus routes, following directives from county health officials. ● County health officials will dictate all sanitation and distancing protocols for bus ● Increased sanitation protocols <ul style="list-style-type: none"> ○ sanitize after drop off and before pick up) ● PPE Requirements <ul style="list-style-type: none"> ○ According to Local and State Requirements 	<p>Transportation</p> <ul style="list-style-type: none"> ● Will be provided based on student needs ● Follow District Adaptive Learning Plan that would be developed in accordance with Local and State Officials <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Depart of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control

<p>Human Resources</p> <ul style="list-style-type: none"> • Normal Pre-Covid K-12 • Adhere to District Leave and Absences policy and the District will follow federal guidelines pertaining to the Family Medical Leave Act (FMLA) and the Families First Coronavirus Response Act (FFCRA). 	<p>Human Resources</p> <ul style="list-style-type: none"> • Normal Pre-Covid K-12 • Adhere to District Leave and Absences policy and the District will follow federal guidelines pertaining to the Family Medical Leave Act (FMLA) and the Families First Coronavirus Response Act (FFCRA). 	<p>Human Resources</p> <ul style="list-style-type: none"> • Normal Pre-Covid K-12 • Adhere to District Leave and Absences policy and the District will follow federal guidelines pertaining to the Family Medical Leave Act (FMLA) and the Families First Coronavirus Response Act (FFCRA).
<p>Student/Family Support</p> <ul style="list-style-type: none"> • Normal Pre-Covid K-12 	<p>Student/Family Support</p> <ul style="list-style-type: none"> • Increased counseling and support to address mental health issues • Family Support <ul style="list-style-type: none"> ○ Increased Communication ○ Food • Professional Development for families regarding Technology and Student Support 	<p>Student/Family Support</p> <ul style="list-style-type: none"> • Increased counseling and support to address mental health issues • Family Support <ul style="list-style-type: none"> ○ Increased Communication ○ Food • Professional Development for families regarding Technology and Student Support • Follow District Adaptive Learning Plan that would be developed in accordance with Local and State Officials <ul style="list-style-type: none"> ○ Board of Trustees ○ Wyoming Depart of Education ○ County Health Office ○ Wyoming Department of Health ○ Wyoming Governor's Office ○ Center of Disease Control
<p>PLC Philosophy & Framework</p> <ul style="list-style-type: none"> • District will continue to implement the PLC philosophy and framework. This includes the four critical questions of a PLC. This foundational work will drive teaching and learning across the 	<p>PLC Framework</p> <ul style="list-style-type: none"> • District will continue to implement the PLC philosophy and framework. This includes the four critical questions of a PLC. This foundational work will drive teaching and learning across the 	<p>PLC Framework</p> <ul style="list-style-type: none"> • District will continue to implement the PLC philosophy and framework. This includes the four critical questions of a PLC. This foundational work will drive teaching and learning across the district.

district.	district.	
Attendance <ul style="list-style-type: none"> • Normal Pre-Covid K-12 Attendance Policy • Fair and equitable attendance policies <ul style="list-style-type: none"> ○ TBA 	Attendance <ul style="list-style-type: none"> • Normal Pre-Covid K-12 Attendance Policy • District will monitor policy to assure attendance is Fair and Equitable according to local and state health guidelines. 	Attendance <ul style="list-style-type: none"> • Normal Pre-Covid K-12 Attendance Policy • District will monitor policy to assure attendance is Fair and Equitable according to local and state health guidelines. • Follow District Adaptive Learning Plan that would be developed in accordance with Local and State Officials <ul style="list-style-type: none"> ○ Students who actively participate and complete school work will be counted present

Sheridan County School District #3 for the 2020-2021 school year will be using “Classroom-Base Virtual Education” platform under Wyoming Chapter 41 Virtual Education Rules to “Provide Quality Instruction” according to the WDE approved SCSD#3 Smart Start Plan and Adapted Learning Plan.

The district will offer a classroom-based virtual education program, pending approval by the Board of Trustees and WDE. This program will adhere to Chapter 41 Virtual Education Emergency Rules.

Wyoming Department Of Education 2020-2021 Distance Learning Guidance for Wyoming School Districts July 13, 2020

The purpose of this document is to provide school districts with information about using **remote education**, **classroom-based virtual education**, and **virtual education** within a resident district. Classroom-based virtual education is a temporary, newly authorized program included in emergency Chapter 41 Virtual Education Rules to be promulgated at the start of the school year. A combination of any of the three types of distance delivery may be used during the 2020-2021 school year for course delivery to students off-site. In each of the distance delivery options described in this guidance the resident district maintains student membership.

Classroom-based virtual education and resident district virtual education options may be used when teachers or students must be off-site due to school closures or other situations in which the school is operating under Tier I and Tier II of a district's Smart Start Plan. Remote education is only an option when schools are at least partially open with teachers and students in the classroom when instruction is provided to remote students.

CLASSROOM-BASED VIRTUAL EDUCATION WITHIN RESIDENT DISTRICT

Definition

Classroom-based virtual education means classes intended for classroom instruction that may also be instructed through technology outside the physical classroom. The virtual education instruction may be synchronous or asynchronous and delivery must be available to any student eligible to be enrolled in the class including those who may not have Internet access and those

who may only attend through virtual education. Classroom-based virtual education may only be delivered to students who reside in the district and have primary enrollment in the school providing the instruction.

Distinguishing Features

In-person, classroom instruction is used in conjunction with virtual education instruction for a portion of students off-site or school days when all students are off-site. Both types of instruction must be available for the full scope and sequence of the course throughout the school year and in-person instruction, virtual education instruction, or both are delivered depending on need.

Delivery Options

- Synchronous or asynchronous virtual education delivery of classroom-based courses when a student is off-site in conjunction with in-person, classroom instruction for classmates who are in school.
- Synchronous or asynchronous virtual education delivery of classroom-based courses when all students are off-site.
- Synchronous or asynchronous virtual education delivery of classroom-based courses when there are students in the classroom but teacher is off-site for situations such as quarantine.

School Closure Status

School may be open, partially closed, or entirely closed with or without a state or public health closure order.

Examples of Use

- Course delivery to students who do not want to enter campus when school is open, but do not meet homebound instruction requirements pursuant to W.S. 21-4-402.
- Continued instructional delivery when students, teachers, and/or full classrooms, grade levels, etc., need to stay home on quarantine.
- Continued instructional delivery to students off-site during an alternating schedule of students on- and off-campus including half or full instructional days when the school is closed for cleaning, or other reasons not related to a closure order.

Technology and Course Materials

- Internet access for students off-campus and a plan to provide downloadable materials and telephonic interaction with the teacher when Internet access is not possible.

- A device with the software needed for each student off-campus to participate in the class through whatever medium is being used for the virtual education instruction including video and audio technology for any synchronous interaction that may be provided.
- Digital materials for students off-campus to complete and submit electronically.
- Printed materials for students off-campus may be provided when appropriate or when Internet access isn't available.

Requirements

Authority

W.S. 21-2-202(a)(xxxix), W.S. 21-13-330(f-k), and emergency Chapter 41 Virtual Education Rules.

Teacher Location

The teachers can be in their physical classrooms within the district instructing students in the classroom at the same time they are synchronously or asynchronously instructing students off-site. Teachers may also be off-site while instructing all students through virtual education.

Student Location

Students may be on-site for in-person instruction and off-site for virtual education instruction depending on need, school alternating schedule, school closures, etc.

Teacher Employment

Teachers must be employed by the district and assigned to the classroom-based virtual education course(s).

Program Approval

All school districts accredited by the State Board pursuant to W.S. 21-2-304(a)(ii) will be approved to deliver a classroom-based virtual education program upon submission of a completed Classroom-based Virtual Education Program Application and Statement of Assurance located on the Virtual 307 Policy page. The application includes general information such as the program's administrative contacts and the proposed delivery of virtual education instruction in conjunction with in-person instruction.

Course Approval

Classroom-based virtual education courses have been approved through the state accreditation process.

Teacher Professional Development

Teachers who instruct classroom-based virtual education classes are required to complete one, sevenhour Wyoming Professional Teaching Standards Board (PTSB) approved workshop focused primarily on using virtual education methods to

instruct students. Teachers may complete the workshop between August 1, 2020, and July 31, 2021. See Appendix B for additional information.

Delivery Off-Site

Delivery Method

Classroom teacher instructs the students physically present and students off-site synchronously or asynchronously through virtual education methods. There may be times when all students and the teacher are off-site due to school closure, either ordered or elective, but instruction continues for all students assigned to the class through virtual education delivery.

Attendance

The classroom teacher takes attendance in the student information system indicating in-person attendance and off-site attendance. Off-site attendance for classroom-based virtual education participation may be verified by the classroom teacher on a weekly basis for participation that occurred during the previous week. The district is responsible for determining the classroom-based virtual education participation requirements for each course for items such as homework submissions, synchronous participation with the teacher and/or class, completion of assignments, quizzes, assessments, etc. Attendance should be recorded for each class period for middle, junior high, and high school and twice daily in elementary school.

Documentation Considerations:

- Keep and store a record of attendance for students off-site in the district student information system.
- Keep and store a record of the virtual education course participation used to verify attendance for students off-site.

Reporting

All of the data collections for classroom-based virtual education courses and programs are reported in the same manner as typical classroom courses, including the medium-of-instruction listed as face-to-face for the school year.

SCSD#3 Participation Requirements

District will follow Classroom Based Virtual Education requirements for participation.

The classroom teacher takes attendance in the student information system indicating any students participating off-site through remote education. The teacher does this each class period for middle, junior high, and high school and twice daily in elementary school.

Participation - students are actively involved/engaged in daily remote education daily in every class according to the District Smart Start Attendance Policy. Attendance will be recorded daily (Onsite & Remote) on the District Student Information System (PowerSchool).

Technology Platform

Sheridan County School District #3 has been able to implement 1:1 technology for all K-12 students and will implement Google Classroom as the learning platform.

Teachers can use the following communication methods to reach students and parents: Dojo, Remind, Google Classroom, G-Mail, and Google Meet. In addition, the size of the district also enables teachers to connect with individual students and parents through personal phone calls and text messaging.

Professionally, teachers have access to both Google Meet and Zoom for professional meetings to promote communication throughout the district and the state.

Securly has been installed on all student devices. Securly allows the district to monitor student access to educational materials. Using Securly, teachers are able to check that students are accessing the curriculum and working towards educational goals. When students are not working towards those goals, teachers are able to make direct contact with those students to help get them on track.

The District Educational Team will contact families to determine who has Internet access. Students without internet access will be provided with flash drives that include the same content videos and electronic materials as their classmates. They can then use their Chromebooks to complete assignments and then submit them back through the flash drives to the teachers. Times will be scheduled with families to pick up flash drives with loaded lessons at the school or have them delivered to their regular bus stop. Consequently, students without internet access can still receive the same content as their classmates with internet access. We will also be working with local providers of internet services to provide connectivity, but sometimes this is very limited because of our remote location.

The District is also committed to providing training for all students, staff, and parents who need support. In addition, the District has assigned key personnel to keep open communication and provide technology support to students/parents during normal school hours.

Students or parents and teachers can call the school during normal school hours or email Mrs. Betz (jbetz@shr3panthers.com) for Technology Support!

2020-2021 District Calendar Summary

(20-21 Master Calendar will remain flexible based on local situations related to COVID-19)

August 1 – 30	PD Teacher In-Service Flex Days (1)
August 10	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (2) Bloodborne Pathogens Training 12:00 p.m. – 1:00 p.m. 1 st Aid/CPR Training 1:00 p.m. – 5:00 p.m. <i>1st Practice HS Golf</i>
August 11	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (3)
August 12	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (4)
August 13	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (5) Open House/Online Registration 1:00 – 4:00 p.m.
August 17	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (6) Open House/Online Registration 1:00 – 4:00 p.m. <i>1st Practice JH & HS Volleyball, Football, Cross Country</i>
August 18	First Day of School for all K – 12 Students
August 21	NO SCHOOL
September 7	No School – Labor Day
September 8	Classes Resume
September 11 (Friday)	School in Session (1)
September (TBD)	School Pictures
September 25	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (7)
October 9	PD Faculty In-Service 8:00 a.m. – 4:00 p.m. (8)
October 12	<i>1st Practice JH Girls Basketball</i>
October 15	End of 1st Quarter (35) – PD Teacher In-Service / Grades 4:00 – 8:00 p.m. (8.5)
October 19	Beginning of 2 nd Quarter

October 20	K-6 Parent Teacher Conferences / PD Teacher In-Service 4:00 – 8:00 p.m. (Flex)
October 22	K-12 Parent Teacher Conferences / PD Teacher In-Service 4:00 – 8:00 p.m. (9)
November 13	PD Teacher In-Service 8:00 a.m. – 4:00 p.m. (10)
November 23	<i>1st Practice HS Boys & Girls Basketball, Wrestling</i>
November 25 – 29	No School – Thanksgiving Break
November 30	Classes Resume
December 17	PD Teacher In-Service / Grades 4:00 – 8:00 p.m. (10.5)
December 18 (Friday)	Early Release @ 1:00 p.m. – End of 2nd Quarter (35) / 1st Semester (70) (2)
December 19 – January 4	No School – Christmas Break
January 4	PD Teacher In-Service 8:00 a.m. – 4:00 p.m. (11.5) <i>1st Practice JH Boys Basketball</i>
January 5	Classes Resume – Beginning of 3rd Quarter / 2nd Semester
January 8 (Friday)	School in Session (3)
February 5	PD Teacher In-Service 8:00 a.m. – 4:00 p.m. (12.5)
March 4	Early Release @ 1:00 p.m. – End of 3rd Quarter (36) (106) PD Teacher In-Service / Grades 1:00 – 5:00 p.m. (13)
March 8	Beginning of 4 th Quarter <i>1st Practice JH / HS Track & Soccer</i>
March 19	PD Teacher In-Service 8:00 a.m. – 4:00 p.m. (14)
March 29	<i>1st Practice HS Golf & Tennis</i>
April 2 – 11	No School – Easter & Spring Break Combined
April 12	Classes Resume
April 23	PD Teacher In-Service 8:00 a.m. – 4:00 p.m. (15)
May 25	Students Last Day of School – End of 4th Quarter (42) / 2nd Semester (78) (148 Total Days)
May 26	Last Day for Teachers / PD In-Service (Checkout) 8:00 a.m. – 4:00 p.m. (16)
May 30	Graduation 2:00 p.m.

SCSD#3 Special Education/504 Plan

Special education teachers and related service providers will adhere to all guidelines given by the district for students with disabilities in collaboration with teachers and administrators throughout the district. Currently identified accommodations within a student IEP or 504/ADA plan will be integrated and a part of instruction in any tier by regular education teachers, special education teachers and related services staff. In collaboration with individual parents and guardians, individual plans will be developed to encompass a variety of delivery methods suited specifically for the unique and individual needs of identified students. All special education staff will provide support for teachers and families to ensure equity of access and to provide specific equipment, software or training necessary to implement plans.

Wyoming Resources

Wyoming Department of Education

- <https://edu.wyoming.gov/in-the-classroom/special-programs/>

Special Education COVID- 19 Guidance

- <https://1ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2020/04/WDE-Sped-COVID-19-Guidance-04-08-20.pdf>

SCSD#3 Smart Start Expectations

STUDENTS	
To ensure the health and safety of everyone, the District is encouraging all parents to provide their student(s) with some type of reusable face mask.	
Symptom Check/Exposure	To support this process the District is asking Parents and Students to do a <i>Self Symptom Check</i> at home daily. <ul style="list-style-type: none"> - Do not come to school if you have a fever over 100.4. - If "COVID-19 Symptomatic" it is expected they stay home. - If someone in the household is symptomatic or test positive, then stay home.
Symptom Log	Temperature checks and symptom assessment will be done daily onsite when required/recommended by local health officials.
PPE protocol	<i>Masks will be worn by students when required by Local Health Officials.</i> District otherwise encourages students to wear a mask in one on one and close proximity situations. PPE will be provided if needed, but it is recommended you have your own.
Symptoms (School Day)	Report to the main office, isolate, put on a mask and send home. Inform supervisor and other students of potential exposure.
Hygiene	Hand Sanitation (Daily) <ul style="list-style-type: none"> - Upon entry of school, before and after each class, before and after meals, before and after recess/activities. Hand Washing (Daily) <ul style="list-style-type: none"> - Before and after meals. When required by staff.
Social Distancing	<i>Social Distancing Protocol</i> will be followed according to state and federal guidelines when practical in an educational setting. District will limit non-essential educational activities or gatherings according to recommendation of local health officials.

Passing Periods	Very limited ability to control, but not really a small school issue. It is expected that students comply with current District and local health orders.
Personal Items	Personal items (backpacks, coats, etc.) will be stored in lockers. Students are expected to bring their own water bottles each day.

Staff	
To ensure the health and safety of everyone, the District is encouraging all staff to provide their own reusable face mask.	
Leave Policies	Follow current District Policy. Staff may contact the District Office to discuss options related to health issues.
Symptom Check/Exposure	To support this process the District is asking Staff to do a Self-Symptom Check at home daily. <ul style="list-style-type: none"> - Do not come to school if you have a fever over 100.4. - If “COVID-19 Symptomatic” it is expected you stay home. - If someone in the household is symptomatic or test positive, then stay home.
Symptom Log	Temperature checks and symptom assessment will be done daily onsite when required/recommended by local health officials.
Exposure Protocols	Required to report possible exposure to District Administration.
PPE protocol	Masks will be worn by staff when required by Local Health Officials. District otherwise encourages staff to wear a mask in one on one and close proximity situations. PPE will be provided if needed, but it is recommended you have your own.
Hygiene	Hand Sanitation (Daily) <ul style="list-style-type: none"> - Upon entry of school, before and after each class, before and after meals, before and after recess/activities. Hand Washing (Daily) <ul style="list-style-type: none"> - Before and after meals. When required by staff.
Administrator, Counselor, Office Staff	On-Site at all times. (Min. of 1 District Administrator Onsite Daily)

Custodians	On-Site at all times. (Min. of 1 Custodian/Maintenance Person Onsite Daily)
------------	---

Parents, Visitors and Paras <i>(Restricted access with approval from Administration on a case by case basis and only allowed in emergency cases.)</i>	
Symptom Check/Exposure	<p>To support this process the District is asking everyone to do a Self Symptom Check at home daily.</p> <ul style="list-style-type: none"> - Do not come to school if you have a fever over 100.4. - If “COVID-19 Symptomatic” it is expected they stay home. - If someone in the household is symptomatic or test positive, then stay home.
Symptom Log	Temperature checks and symptom assessment will be done onsite upon arrival when required/recommended by local health officials.
PPE protocol	Masks will be worn when required by Local Health Officials. District otherwise encourages individuals to wear a mask in one on one and close proximity situations. PPE will be provided if needed, but it is recommended you have your own.
Symptoms during the school day	Report to the main office, isolate, put on a mask and send home. Inform supervisor and other students of potential exposure.
Hygiene	<p>Hand Sanitation (Daily)</p> <ul style="list-style-type: none"> - Upon entry of school, before and after each class, before and after meals, before and after recess/activities. <p>Hand Washing (Daily)</p> <ul style="list-style-type: none"> - Before and after meals. When required by staff.

Health, Wellness and Safety

CDC Activities and Initiatives Supporting the COVID-19 Response for reopening schools

The CDC guidance is not intended to be absolute or comprehensive of all situations. CDC recommends determining appropriate actions while adjusting to meet the unique needs and circumstances of the local community, which is something best accomplished by the District in communication with local public health officers and other responders.

CDC recommends that prior to opening of buildings for schools, water systems and HVAC systems should be checked for safety to minimize the risk of Legionnaires' disease and other diseases associated with water. Ventilation systems should be checked and operating properly with increased circulation of outdoor air as much as possible, including permitted windows to be open. All buildings of the District have been carefully disinfected during the closure period.

CDC does make some specific recommendations for schools as a part of its much broader reopening America plan. The school specific guidance is contained within Appendix F: Setting Specific Guidance and begins at page 45. The guidance includes the following key points:

1. Upon reopening, conduct daily health checks (temperature screening and/or symptoms checking of both staff and students). Such screening is to be conducted safely and in accordance with applicable privacy laws maintaining confidentiality of information.
2. Require sick students or staff to stay home.
3. Plan an isolation room or area if a student or staff is reporting illness or has a fever, cough or other symptoms. Disinfect the isolation room upon the student or staff departure. Establish practices to safely transport anyone sick home or to a healthcare facility.
4. All teachers and school staff wear face coverings when in one on one or close proximity situations when required by local health officials. Information should be provided to staff and students on proper use, removal, and washing

of cloth face coverings. Cloth face coverings are not considered as Personal Protective Equipment (PPE) by CDC.

5. Face coverings may be challenging for students to wear in all-day settings, but may be encouraged for older students if feasible and are essential if physical distancing is difficult.
6. Face coverings are not recommended for children under the age of 2 or for anyone with difficulty breathing, or that is unconscious, incapacitated or unable to remove the covering without assistance.
7. Have adequate supplies of soap, hand sanitizer, paper towels, tissues and no-touch trash cans.
8. Encourage proper and frequent hand washing.
9. Post signs on how to stop the spread of COVID-19.
10. Clean and disinfect frequently touched surfaces within a school building and on school buses at least daily, including playground equipment, door handles, sink handles, drinking fountains, etc., as well as shared surfaces such as desks, games, art supplies.
11. Promote social distancing, including spacing student desks, seating at least six feet apart. Turn desks to face the same direction, rather than facing each other or have students sit only on one side of tables spaced apart. Students traveling on school buses should be seated separately, one child per seat and every other row, which may require adjustments in schedules and use.
12. Consider having classes together with the same group of children as much as possible, minimize mixing between groups.
13. Close joint use spaces such as lunch rooms or stagger use and disinfect between each use. Recommendation is to serve meals in the classroom and hold activities in separate classrooms.
14. Stagger arrival and drop off times and limit visitors and close contact with parents or caregivers.
15. Limit events and extracurricular activities to those that can maintain social distancing and restrict attendance.
16. Avoid sharing electronics, such as iPads, computers or other learning aids.
17. Train all staff in proper safety actions.
18. Monitor absenteeism among students and staff.
19. If a student or staff member is confirmed to have COVID-19, close off areas used by the person who is sick, open outside doors or windows to increase air circulation, and wait at least 24 hours to clean or disinfect the area. If more than seven days have passed since the person was in the building, additional disinfection is not required. Inform those who had close contact with an infected person to stay home and self-monitor.
20. Provide options for employees at higher risk for severe illness including telework, reassignment to duties with lower incidence of contact, etc. Plan options for distant student learning who may require treatment or isolation.

References: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-decision-tool.html>

Mental Health

Sheridan County School District #3 is committed to promoting positive mental health for staff and students in the following ways:

- Creating a safe, caring environment characterized by adult-student interactions that convey high expectations, support, and mutual respect.
- Modeling and promoting positive interpersonal and professional relationships among teachers, staff, and students.
- Encouraging quality sustained involvement and engagement of parents and community members in the school.
- Partnering with students' families in fostering the social, academic, and intellectual success of each student.
- Cultivating student self-discipline and respect for others.
- Providing an adult advocate to advise and individualize the educational and school experience for each student.
- Coordinating with community agencies for the delivery of social, physical, and mental health services to meet the needs of students and their families.
- Implementing scheduling and student grouping practices that are flexible, meet each student's needs, and ensure successful academic growth and personal development.
- Ensuring teachers know how to identify signs for teen suicide, how to address these situations, and how to effectively communicate with students and families by using the National Center for School Crisis and Bereavement toolkit, modules from the Coalition to Support Grieving Students, and other resources included in the references section of this position statement.

Student and Parent Mental Health Resources

Wyoming

<https://dfs.wyo.gov/>

Sheridan

<https://www.dcfoffices.org/office/sheridan-county-department-of-family-services>

Johnson County

<https://dfs.wyo.gov/about/contact-us/johnson-county/>

Campbell County

<https://dfs.wyo.gov/about/contact-us/campbell-county/>

Local Family Crisis Support**Sheridan County**

<https://arcsheridan.org/>

Advocacy and Resource Center Hotline - (307) 672-3222

Johnson County

<http://www.jcfcc.org/index1.html>

<https://www.facebook.com/jcfamilycrisiscenter/>

Campbell County

<http://www.youthemergencyservices.org/programs/crisis-shelter-and-project-choice/>

<https://www.gillettewy.gov/city-government/departments/police/victim-services>

https://www.cchwyo.org/Services/CCMH/Behavioral_Health.aspx

Wyoming Crisis Lines, Hot Lines, and Resources

Safe 2 Tell Wyoming (1-844-996-7233)

<https://www.safe2tellwy.org/>

Wyoming Suicide Hot Line

800-SUICIDE (1-800-784-2433)

MindWise

If you or someone you know is struggling, **text ACT to 741741** to contact the Crisis Text Line. You can also contact the National Suicide Prevention Lifeline by calling **1-800-273-8255**. These are free and confidential services available 24/7.

Website: <https://www.mindwise.org/act/>

Buffalo:

Family Crisis Center

(307) 684-2233

Crisis Line **(800) 684-2030**

Casper:

Wyoming Behavioral Institute

Children, Adolescents, and Adults

Crisis HotLine

24 hours/7 days

Toll-Free Statewide

1-800-457-9312

www.wbihelp.com/resources.ph

Wyoming Coalition Against Domestic Violence and Sexual Assault

(307) 235-2814

www.wyomingdvsa.org/

Homeless Shelter/ Volunteers of America

(307) 673-0025

www.voawy.org

Wyoming Websites:

Central Wyoming Rescue Mission:

<https://wyomission.org/>

Homeless Services in the State of Wyoming:

[DFS Homeless Services](#)

Suicide Hot Lines and Websites:

www.suicidehotlines.com/wyoming.html

Wyoming Department of Health:

www.health.wyo.gov/

<http://www.health.wyo.gov/mhsa/prevention/youth.html>

Wyoming Mental Health Care Resources website:

www.wyomingpal.org/docs/Care_Guide/WY_MH_Resources.pdf

Wyoming Office of the Attorney General Victim Services:

<http://ag.wyo.gov/victim-services-home-page>

National Support Resources

- **[Talking to Children About COVID-19 \(Coronavirus\) - A Parent Resource](#)**: This document provides guidance to parents (and school staff) on how to provide accurate prevention information and facts to students without causing undue alarm. (National Association of School Psychologists and National Association of School Nurses)
 - **[Spanish](#)** version
- **[NASP Website](#)**
- **[CDC Guidance for talking with children](#)**
- **[CDC Resource on Stress and Coping](#)**
- **[National Child Traumatic Stress Network Resource for Families](#)**
- **[Mental Health Resources for Adolescents and Young Adults](#)**
- **[National Alliance on Mental Illness Find Support Page](#)**
- **Crisis Lines**
 - Text “**[HOPELINE](#)**” to 741741
 - **[Suicide Prevention Lifeline](#)**: 608-280-2600 or 1-800-273-8255
 - **[24/7 Parental Stress Line](#)** - 1-800-632-8188
- **[Domestic Abuse Intervention Services \(DAIS\)](#)** Help Line: 608-251-4445 or 800-747-4045, **If you are in immediate danger, call 911.**

Wellness Support Information

Food Pantries, Soup Kitchens and Food Bank Information

Although SCSD #3 is not a part of the ***National Lunch Program***, we are committed to supporting families in the rural part of the county during this COVID-19 situation. If any family needs support with food or supplies, please contact our District Office at (307) 758-4412, Monday-Thursday from 8:00 AM-4:00 PM and we will work to support them with local resources. We are currently working directly with ***The Food Group (Sheridan)*** and ***Clearmont Community Church*** to support local families.

Wyoming

<https://www.homelessshelterdirectory.org/foodbanks/WYfoodbanks.html>

<https://dfs.wyo.gov/assistance-programs/food-assistance/>

<https://www.nohungerwyo.org/>

Sheridan County

<https://foodgroupwy.org/>

<https://www.homelessshelterdirectory.org/cgi-bin/id/cityfoodbanks.cgi?city=Sheridan&state=WY>

Johnson County

<https://www.homelessshelterdirectory.org/cgi-bin/id/cityfoodbanks.cgi?city=Buffalo&state=WY>

Campbell County

<https://www.homelessshelterdirectory.org/cgi-bin/id/cityfoodbanks.cgi?city=Gillette&state=WY>

School Operations

(School Facilities, Food Service, & Transportation)

School Facilities

- Normal Pre-Covid Procedures
- Enhanced cleaning protocol.
 - Nightly disinfection. Touch surfaces cleaned twice daily.
 - Fog building or affected areas after COVID positive or suspected symptomatic case presents. School would need to close for some portion of the next day to wipe down.
 - Supply cleaning chemicals and materials to each classroom.
 - Disinfect tools that are touched after use.
- All classrooms have Hand Sanitizer Dispensers.
- Hand Sanitizer Dispenser Stand at main entrance.
- Water Fountains will be limited to only filling personal water bottles.
- Playgrounds, PE equipment currently have no disinfectant practices.

Food Service

- Normal Pre-Covid Procedures
- Wear Masks when serving
- Wash hands before and after meals.

Transportation

- Normal Bus Routes and Pre-Covid Procedures
 - o Local and State Guidelines will be followed when practical.
- Will follow “All” District Expectations outlined in this document.
- Social distancing procedures will be used when practical.

- Building will be sanitized twice a day (after AM shift and after PM shift).
- Buses will be sanitized after each route.
- Students will load from the back of the bus to the front of the bus and unload from the front of the bus to the back of the bus.
- Students will need to sit by a window; no aisle seats will be used.

Instruction, Technology, & Professional Development

Instruction

- **Phase I TRADITIONAL NO MODIFICATIONS**
 - Normal Pre-Covid Instruction Expectations
 - Classroom Instruction
 - *No changes from PRE-COVID*
 - *2 grades per week/per subject*
 - Grading/Assessment
 - *Assuming we are state testing...No changes from PRE-COVID*
 - *3 assessments per priority standard for the year*
 - *3 assessments per quarter*
- **Phase II HYBRID MODEL**
 - Classroom Instruction
 - *Students not in school still have to meet the same homework and assessment expectations in order to meet standards proficiencies K-12th*
 - Grading/Assessment
 - *Students not in school still have to meet the same homework and assessment expectations in order to meet standards proficiencies K-12th*
 - Modified Instruction still follow all Pre-Covid expectations
- **Phase III FULL VIRTUAL**
 - Classroom Instruction will continue to focus on core *state standard requirements according to the District Adapted Learning Plan.*

- K-6 (ELA, Math & Science)
- 7-12 (All Classes)
- Grading/Assessment
 - Develop criteria/expectations to demonstrate proficiency on **priority standards** according to guidelines established by WDE.

Technology

- Phase I

- Google Classroom is the main platform for the District
- Normal Pre-COVID Expectations
 - *One-to-one in grades K-12*
 - *Teachers use technology when appropriate in classroom instruction*

- Phase II

- Normal Pre-COVID Expectations
 - *One-to-one in grades K-12*
 - *Teachers use technology when appropriate in classroom instruction*
- Google Classroom is the main platform for the District
- Video Enhancement (VIEWpath) used to teach students both in the classroom and those at home
 - *Teachers have normal instruction in the classroom while students at home view the teacher in real time through this technology*
- Teachers use content-specific technology to share content in the virtual classroom
- Ensure that students have internet access
 - *Contact parents to confirm internet access for all students*
 - *District will provide hot spots when possible for students without internet accessibility or provide access to daily instruction/assignments with a flash drive*
- Google Meets/Phones will be used when needed to interact with parents and students

- Phase III

- Normal Pre-COVID Expectations
 - *One-to-one in grades K-12*
 - *Teachers use technology when appropriate in classroom instruction*
- Google Classroom is the main platform for the District
- Video Enhancement (VIEWpath) used to teach students both in the classroom and those at home

- *Teachers have normal instruction in the classroom while students at home view the teacher in real time through this technology*
- Teachers use content-specific technology to share content in the virtual classroom
- Ensure that students have internet access
 - *Contact parents to confirm internet access for all students*
 - *District will provide hot spots when possible for students without internet accessibility or provide access to daily instruction/assignments with a flash drive*
- Google Meets/Phones will be used when needed to interact with parents and students
- If not able to use the building, teachers will teach using Google Meet to engage students and communicate with parents, students, and colleagues
 - *Technology use will be modified to meet the needs of teachers off-site*
- Google Meets or Zoom will be used for all Professional Development and Staff (PLC) Communications

Professional Development

- **Phase I (Onsite)**
 - Google Classroom and Google Hangout
 - Onsite Daily Support
 - PLC - Open discussion amongst staff to share ideas on various technology platforms
 - Audio Enhancement training
 - *Teachers will be trained on how to effectively use the audio and video enhancement system to teach*
- **Phase II (Onsite and Virtual)**
 - Google Classroom and Google Hangout
 - Onsite Daily Support
 - Audio Enhancement training
 - *Teachers will be trained on how to effectively use the audio and video enhancement system to teach*
 - District will seek and provide training related to providing virtual instruction
 - Individual training on content-specific technologies will be supported by the District
 - PLC - Open discussion amongst staff to share ideas on various technology platforms
- **Phase III (Virtual)**
 - Google Classroom and Google Hangout
 - Onsite Daily Support

- Audio Enhancement training
 - *Teachers will be trained on how to effectively use the audio and video enhancement system to teach*
- District will seek and provide training related to providing virtual instruction
- Individual training on content-specific technologies will be supported by the District
- PLC - Open discussion amongst staff to share ideas on various technology platforms

Communication (Students, Staff, Parent and Community)

Effective school reopening will require diligent efforts to communicate with parents, educators, and community members. Careful reopening plans will be for naught if parents or educators are not confident about the measures in place. Where schools open with significant modifications to schedules, classes, or logistics, minimizing chaos and confusion will depend on clear and consistent communication.

Schools need comprehensive communication plans to reach teachers and parents that leverage local media outlets, text messaging, websites, and email. Among the most important considerations is the health and safety of students and school personnel. Schools need to provide clear guidance on steps the school is taking, including protocols for self-isolation.

Student

- **Phase I**
 - Normal: Pre-COVID, with exception of students who are sick or have been in contact with someone who may have been sick
 - K-6: In person instruction, letters home, DOJO, email
 - Students who are not in school: parents or caregivers must be aware of expectations and make communication with teachers frequently, packets and online work will be administered weekly
 - 7-12: In person instruction and announcements, letters home, Remind App, email, Google Classroom, Facebook, District Website
 - Students who are not in school: be aware of emails from teachers and be able to get a hold of them when needed, Google Meet with teachers during Study Hall if available.
- **Phase II**
 - Medical Exception and A/B Schedule
 - K-6: In person instruction, letters home, DOJO, email

- Students who are not in school: parents or caregivers must be aware of expectations and make communication with teachers frequently, packets and online work will be administered weekly
- 7-12: In person instruction and announcements, letters home, Remind App, email, Google Classroom, Facebook, District Website
 - Students who are not in school: be aware of emails from teachers and be able to get a hold of them when needed, Google Meet with teachers during Study Hall if available.
- **Phase III**
 - Based on Adaptive Learning Plan
 - Phone calls, emails, Remind, DOJO, Google Meet, Google Classroom, Facebook page, District Website, etc.

Staff

- **Phase I**
 - In-Person
 - Google Meet/Zoom
 - PLC Meetings
 - Remind
 - Phone Calls
- **Phase II**
 - Some in-person meetings
 - Google Meet/Zoom
 - PLC Meetings
 - Remind
 - Phone Calls
- **Phase III**
 - Limited in-person meetings
 - Google Meet/Zoom
 - PLC Meetings
 - Remind
 - Phone Calls

Parents**- All Phases**

- Email (parent and students - if needed)
- Website
- Facebook
- Traditional face to face meetings (EX: student/parent meetings)
- Community Parent meetings (if needed)-virtually if needed
- Google Meet/Zoom
- REMIND app
- Phone calls-weekly if in Adapted Learning Plan; as needed by teachers/staff during traditional plan
- DoJo messages
- Google Classroom

Community**- All Phases**

- Website
- Facebook
- Phone calls
- Remind
- Community Meeting
 - Virtual (Google Meet/Zoom) or On-Site

Resources:

<https://returntoschoolroadmap.org/>

<https://www.marshallmemo.com/articles/Coronavirus%20crisis%20ideas%20Apr%2027.pdf>

https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf

Extracurricular & Activities

Sheridan County School District #3 will continue to support “All” activities according to local and state guidelines, and when practical complying with recommended guidelines from WHSAA and NFHS.

NFHS and SMAC GUIDANCE FOR OPENING UP HIGH SCHOOL ATHLETICS AND ACTIVITIES (National Federation of State High School Associations/Sports Medicine Advisory Committee)

The COVID-19 pandemic presents state high school associations with a myriad of challenges. The NFHS and SMAC offers this document as guidance on how state associations can consider approaching the many components of “opening up” high school athletics and activities across the United States.

The NFHS and SMAC believe it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition. The NFHS and SMAC recognize that it is likely that ALL students will not be able to return to – and sustain – athletic activity at the same time in all schools, regions and states. There will also likely be variation in what sports and activities are allowed to be played and held. While we would typically have reservations regarding such inequities, the NFHS and SMAC endorse the idea of returning students to school-based athletics and activities in any and all situations where it can be done safely.

Since NFHS member state associations are a well-respected voice for health and safety issues, the NFHS and SMAC strongly urge that these organizations engage with state and local health departments to develop policy regarding coordinated approaches for return to activity for high school, club and youth sports.

The recommendations presented in this document are intended as ideas for state associations to consider with their respective SMACs and other stakeholders in designing return-to-activity guidelines that will be in accordance with state or local restrictions. Please note that the phases of “opening up” outlined below are based upon the White House document released in April 2020. Consult your state and local health departments to review if they are using a similar approach, or how the phases in this document correspond to your state or local governments nomenclature.

1. Administrative Guidance

A. *Equipment Reconditioning*

The National Athletic Equipment Reconditioners Association (NAERA) has advised the NFHS that significant equipment reconditioning capacity is currently operational. If schools have not sent out equipment for reconditioning, they should be directed to do so immediately. If schools currently have equipment being reconditioned, a school

official should contact the reconditioning company to make specific delivery arrangements if their school is currently closed.

B. Conduct of Conditioning and Practice Sessions

Phases are in accordance with guidelines published by the White House and CDC available at <https://www.whitehouse.gov/openingamerica/>. Please consult with your local or state health department regarding their plan for “opening up” your state. Not all states are using the same criteria, and what is allowable during specific phases will vary from state to state, or even within a state. Use the following as a resource in designing a plan for your state. Please note that there will be “gating” criteria to establish Phase 1 and the further criteria must be met to advance from one phase to the next. These criteria will be determined by state and/or local governments and must be strictly followed.

Phase 1

Pre- workout Screening:

All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check.

Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 (see Appendix II for sample Monitoring Form).

Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.

Vulnerable individuals should not oversee or participate in any workouts during Phase 1.

Limitations on Gatherings:

No gathering of more than 10 people at a time (inside or outside).

Locker rooms should not be utilized during Phase 1. Students should report to workouts in proper gear and immediately return home to shower at the end of the workout.

Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures more limited exposure if someone develops an infection.

There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur.

Facilities Cleaning:

Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.

Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).

Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.

Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

Weight equipment should be wiped down thoroughly before and after an individual’s use of equipment

Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered. Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

Physical Activity and Athletic Equipment:

There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students. Students should wear their own appropriate workout clothing (do not share clothing) individual clothing/towels should be washed and cleaned after every workout.

All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.

Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual.

Resistance training should be emphasized as body weight, sub-maximal lifts and use of resistance bands.

Free weight exercises that require a spotter cannot be conducted while honoring social distancing norms. Safety measures in all forms must be strictly enforced in the weight room.

Examples (including but not limited to):

- o A basketball player can shoot with a ball(s), but a team should not practice/pass a single ball among the team where multiple players touch the same ball.
- o A football player should not participate in team drills with a single ball that will be handed off or passed to other teammates. Contact with other players is not allowed, and there should be no sharing of tackling dummies/donuts/sleds.
- o A volleyball player should not use a single ball that others touch or hit in any manner.
- o Softball and baseball players should not share gloves, bats, or throw a single ball that will be tossed among the team. A single player may hit in cages, throw batting practice (with netting as backstop, no catcher). Prior to another athlete using the same balls, they should be collected and cleaned individually.
- o Wrestlers may skill and drill without touching a teammate.
- o Cheerleaders may not practice/perform partner stunts or building. (Chants, jumps, dances without contact are permissible.)
- o Tennis players may do individual drills, wall volleys and serves.
- o Runners should maintain the recommended 6 feet of distancing between individuals

Hydration:

All students shall bring their own water bottle. Water bottles must not be shared.
Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.

Phase 2**Pre-Workout/Contest Screening:**

All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check. Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 (see Appendix II for sample Monitoring Form).
Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
Vulnerable individuals should not oversee or participate in any workouts during Phase 2.

Limitations on Gatherings:

No gathering of more than 10 people at a time inside. Up to 50 individuals may gather outdoors for workouts.
If locker rooms or meeting rooms are used, there must be a minimum distance of 6 feet between each individual at all times.
Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures more limited exposure if someone develops an infection.

There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Appropriate social distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.

Facilities Cleaning:

Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
Weight equipment should be wiped down thoroughly before and after an individual’s use of equipment.

Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered. Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

Physical Activity and Athletic Equipment:

Lower risk sports practices and competitions may resume (see Potential Infection Risk by Sport below).

Modified practices may begin for Moderate risk sports.

There should be no shared athletic towels, clothing or shoes between students.

Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.

All athletic equipment, including balls, should be cleaned intermittently during practices and contests.

Hand sanitizer should be plentiful at all contests and practices.

Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.

Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Hydration:

All students shall bring their own water bottle. Water bottles must not be shared.

Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.

Phase 3**Pre- Workout/Contest Screening:**

Any person who has had a fever or cold symptoms in the previous 24 hours should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health- care professional.

A record should be kept of all individuals present.

Vulnerable individuals can resume public interactions, but should practice physical distancing, minimizing exposure to social settings where distancing may not be practical, unless precautionary measures are observed.

Limitations on Gatherings:

Gathering sizes of up to 50 individuals, indoors or outdoors.

When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 3 to 6 feet between each individual.

Consider using tape or paint as a guide for students and coaches.

Facilities Cleaning:

Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.

Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).

Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.

Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

Weight equipment should be wiped down thoroughly before and after an individual's use of equipment.

Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces.

Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

Physical Activity and Athletic Equipment:

Moderate risk sports practices and competitions may begin.

There should be no shared athletic towels, clothing or shoes between students.

Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.

Hand sanitizer should be plentiful at all contests and practices.

Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use. Other equipment, such as hockey helmets/pads, wrestling ear guards, football helmets/other pads, lacrosse helmets/pads/gloves/eyewear should be worn by only one individual and not shared.

Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Modified* practices may begin for Higher risk sports:

- o *Continue pre-practice screening as in Phases 1 and 2. Shower immediately after practices/contests.
- o Re-assess epidemiology data and experiences in other states and other levels of competition to determine when Higher risk sports competition may resume.

Hydration:

All students shall bring their own water bottle. Water bottles must not be shared.

Hydration stations (water cows, water trough, water fountains, etc.) may be utilized but must be cleaned after every practice/contest.

C. Contests

1. Potential Infection Risk by Sport (modified from United States Olympic and Paralympic Committee – Sports Medicine recommendations)

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys lacrosse, competitive cheer, dance

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, volleyball, baseball*, softball*, soccer, water polo, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse, crew with two or more rowers in shell, 7 on 7 football*

*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

Lower Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, single sculling, cross country running (with staggered starts)

2. Transportation to events

Schools must consider social distancing requirements when scheduling contests and events for the fall. Social distancing (as required by state or local health department) will need to be maintained on buses/vans. Thus, multiple buses/vans and/or parental/guardian transportation will likely be needed.

3. Social distancing during Contests/Events/Activities

a. Sidelines/benches

Appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.

b. Who should be allowed at events?

Group people into tiers from essential to non-essential and decide which tiers will be allowed at an event:

1. Tier 1 (Essential): Athletes, coaches, officials, event staff, medical staff, security
2. Tier 2 (Preferred): Media
3. Tier 3 (Non-essential): Spectators, vendors

Only Tier 1 and 2 personnel will be allowed to attend events until state/local health departments lift restrictions on mass gatherings.

D. Athletic Training Services

Given the coming financial crisis at the state and local levels, the NFHS SMAC fears that athletic trainer positions will be seen as a “luxury” and those positions will be at risk during the budgeting process. It is also assumed that athletic trainers supplied to high schools by hospitals and sports medicine clinics are also at risk as many medical clinics and hospitals have suffered severe revenue loss during the pandemic.

Athletic trainers in high schools are positioned to play a vital role as sports return following this pandemic. As health-care professionals, they can take lead roles in developing and implementing infection control policy throughout the school. Whenever needed, state associations and their SMACs should promote the importance of athletic trainers in high schools and their role in injury evaluation, treatment and risk minimization as well as being a vital component of any return-to-school and athletics plan.

2. Return to Physical Activity

Current pre-season conditioning and acclimatization models assume that athletes have deconditioned over the summer months. The current pandemic may result in students being deconditioned for four to five months. The NFHS is currently involved with a number of other organizations in developing consensus guidelines for fall sports practices. These guidelines will be sent to state associations immediately after they are finalized and approved by all involved organizations.

3. Hygienic

A. Illness reporting

Create notification process for all event athletes, coaches, event staff, media, spectators and vendors if the organizers/medical personnel learn of suspected or confirmed cases of COVID-19 at the event.

B. Considerations for Officials, Coaches, Other Personnel

1. Vulnerable individuals should not participate in any practices, conditioning activities, contests or events during Phases 1 and 2.
2. Masks may be worn, social distancing enforced and “Hygiene Basics” adhered to in all situations.

C. Hygiene Basics

CONTINUE TO PRACTICE GOOD HYGIENE

Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.

Avoid touching your face.

Sneeze or cough into a tissue, or the inside of your elbow.

Disinfect frequently used items and surfaces as much as possible.

Strongly consider using face coverings while in public, and particularly when using mass transit.

PEOPLE WHO FEEL SICK SHOULD STAY HOME

Do not go to work or school.

Contact and follow the advice of your medical provider.

OTHER CONSIDERATIONS

1. Wide availability of hand sanitizer at contests and practices. Participants, coaches and officials should clean hands frequently.
2. Wiping down balls and equipment frequently.
3. No pre-game and post-game handshakes/high-fives/fist bumps.
4. Officials and sideline volunteers should be given the option to wear face coverings (may use artificial noisemakers in place of whistle).

References

“Opening up America Again.” *The White House*, <https://www.whitehouse.gov/openingamerica/>. Accessed: 5/6/2020.

“Protection Concept for Exit from the Corona-Lockwood and Resumption of Sports Activities.” *Swiss Rugby Union*. http://www.suisserugby.com/fileadmin/content/Medical/Coronavirus/Suisserugby_Protection_Concept_EN_20200508.pdf, Version 1.0. Accessed: 4/29/2020.

“Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community- Based Transmission.” *Center for Disease Control and Prevention*. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>. Accessed: 5/6/2020.

“Return to Training Considerations Post-COVID-19.” *United States Olympic & Paralympic Committee - Sports Medicine*, Version 0.12. <https://www.teamusa.org/coronavirus>. Accessed: 4/28/20.

DISCLAIMER – NFHS Position Statements and Guidelines

The NFHS regularly distributes position statements and guidelines to promote public awareness of certain health and safety-related issues. Such information is neither exhaustive nor necessarily applicable to all circumstances or individuals and is no substitute for consultation with appropriate health-care professionals. Statutes, codes or environmental conditions may be relevant. NFHS position statements or guidelines should be considered in conjunction with other pertinent materials when taking action or planning care. The NFHS reserves the right to rescind or modify any such document at any time.

Phase II Hybrid Details

- **Medical Exceptions**
 - Follow Phase II Guidelines as outlined in this document

- **K-12 A/B Schedule**
 - Half of students onsite each day and the other half is connected at home virtually in synchronous time.
 - **Schedule A (Arvada and K-12 Clearmont)**
 - Days: Monday and Wednesday
 - Bus Students
 - Arvada and Recluse Routes
 - Town Students
 - TBA
 - **Schedule B (K-12 Clearmont Only)**
 - Days: Tuesday and Thursday
 - Bus Students
 - Buffalo and Sheridan Routes
 - Town Students
 - TBA

- **Snow Day School Closure Platform**
 - Follow Phase III Guidelines as outlined in this document
 - This would allow instruction to continue from home and the District to meet “WDE Approved Alternative Calendar Student Contact Hours”.
 - Instruction will be virtual with the use of Google Classroom and Google Hangout
 - Attendance Mandatory
 - Normal School Schedule (8:00 - 4:00)