

FRENCHTOWN SCHOOL DISTRICT #40



SAFE RETURN TO SCHOOL CONTINUITY of SERVICES PLAN

Dates Reviewed: _8/18/20, 9/15/20,
10/20/20, 11/17/20, 12/15/20, 1/19/21,
2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21,
1/18/2022, 2/15/2022, 6/21/2022,

10/18/2022

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This is a working document: updates will occur

School Continuity of Services

FRENCHTOWN SCHOOL DISTRICT SAFER RETURN TO SCHOOL AND CONTINUITY OF SERVICES PLAN



Date of Original Adoption: 3/26/2020

Date Plan was Last Revised: 5/5/2020

Next Regularly Scheduled Month for Consideration (At least quarterly) : 8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21

Dates Reviewed: 8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21, 1/18/2022, 2/15/2022, 6/21/2022, 10/18/2022

March 2020 - June 2021

1. The Frenchtown School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.

Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.

2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.

Our school district finished the 2020-21 school year through remote instruction. During the 2020-21 school year Frenchtown was open entirely from start to finish. The only exception during this timeframe was temporary closing of classrooms or removal of students due to county health quarantine, close contacts or individual positive Covid-19 test results.

1. In person instruction was provided the entire year to grade 4th-8th to 80%-100% of students.
 11. Hybrid was provided to grades K-3 and 9-12 students- 80%-90% in person and 10%-20% online.
 - n1. Offsite live streaming was provided to between 1% and 20% of grades 4th - 8th students
3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under its 1900 Series, including model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.

Part 1

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

Safe Return to Schools and Continuity of Services Plan Contents:

March 2020-June 2021

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

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

1. 3/15/2020- School was closed for twodays
2. 3/18 & 19/2020- Online instruction started: All parents and students were directed to come to the school and pick up materials, chromebooks, packets, textbooks and any other materials deemed necessary to complete the school year.
3. 3/36/2020- MOU with certified and classroom teachers unions regarding Covid-19 protocols to complete the 2019-2020 school year.
4. 3/26/2020- Plan was submitted to the Governor's office for the duration of the 2019-2020 school year. Packet pickup and google classroom were used to deliver instrcnction from 3/18/2020-5/25/2020.
5. 4/21/2020- Governor's office ordered the school closure to be extended through April 24, 2020. CARES act funds were discussed with the public and the school board during the normal scheduled board meeting.
6. 8/7/2020 Parent Survey response reported- 85% wanted to send kids to school/14% remotesl % undecided (700 parents actively participated)
7. 8/1 7/2020- Parent online meeting Start andend times
8. 8/21/2020- Board meeting to finalize reopening plans
9. 8/30/2020- Community meeting with administration regarding reopening plan.
10. 8/18/20- Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
11. 9/15/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
12. 9/15/2020- MOA signed with School District, Classified and Certified Unions
13. 10/20/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
14. 11/17/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
15. 12/15/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
16. 1/19/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
17. 2/16/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)

Part II

18. 3/16/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
19. 4/20/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
20. 5/7/2021- Letter was sent to parents regarding special board meeting regarding Missoula County Health protocols
21. 5/11/2021- Administrative team streamed to all the community regarding following Missoula County Public Health protocols
22. 5/18/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
23. 6/15/2021 - Rep011 of plan completion at Board Meeting

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

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

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

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

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

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

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

Frenchtown School District reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

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

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

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

2. The extent to which the district has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

Topic	School District Policy Reference	Description of Policy (All referenced policies can be found at the end of this document.)	Policy Adopted and Revised Date(s)
School District policies and procedures	1901		1. 5/5/20
Alternative Grading	1902		1. 4/29/20
Use of Transportation Funds	1904		2. 3/26/20 3. Revised: 5/5/20
State Emergency	1907		1. 8/17/20
Temporary Covid-19 Emergency Policies	1900; 3417	1900: Temporary Covid-19 Emergency Policies	1. 3/26/20

<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.</p>		<p>3417: In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.</p>	<p>2. 11/13/01- Reviewed 6/17/14</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>3413</p>	<p>Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section I of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides that it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's vaccination status. Finally, House Bill 702 provides that it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status.</p> <p>3413: Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.</p>	<p>1. Revised- 6/15/15</p> <p>Clinics: 3/18/21 3/25/21 4/8/21 4/15/21</p>
<p>504/IDEA</p>	<p>2162;2162P</p>	<p>2162: It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards.</p> <p>2162P: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of</p>	<p>1. Reviewed- 5/20/24</p>

Part III

		the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set in the policy.	
Coordination with State and local health officials.	1900; 1907; 3417	<p>1900: In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter. School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees..</p> <p>1907: The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities.</p> <p>3417: The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, need to know of the affected student's condition.</p>	<ol style="list-style-type: none"> 1. Adopted 3/26/20 Revised- 5/5/20 2. 8/17/20 3. 6/17/14
Missoula County Health Directive:		Missoula County Health Directive followed	<ol style="list-style-type: none"> 1. 8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21

June 2021

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

Part IV

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

The School District's plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District's plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District's plan for purposes of the ARP Act, revised the School District's plan at a meeting held on 6/25/2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

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

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

June 2021 - September 30, 2024

Part IV - Schedule for Future Review and Updates:

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

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

Policies

COVID-19 Emergency Measures

Emergency Policy and Procedures

Applicability of Emergency Policy Series

During a state of emergency declared by the Board of Trustees or other local, state or federal agency, official, or legislative body, the provisions in the emergency policies adopted by the Board of Trustees as codified at 1900-1999 in the district policy manual will govern in the event of any conflict or inconsistency between an emergency policy and other provision in the district policy manual. All other aspects of the district policy manual not affected by the provisions in the emergency policy series continue to be in full effect.

Legal References

In the absence of a legal reference on an emergency policy adopted by the Board of Trustees, the policy is specifically based on the Board of Trustees authority to supervise and control the schools within the District in accordance with Article X, section 8 of the Montana Constitution.

Adoption and Amendment of Policies

New or revised policies that are required or have required language changes based on State or Federal law or directive, required by administrative rule, or are required due to a declaration of emergency issued by the Board of Trustees or other state or federal agency official or legislative body may be adopted after the first (s1st) reading if notice has been given through the board agenda provided to the trustees and public. All new or amended policies adopted as part of the emergency policy series shall become effective immediately upon adoption; unless a specific effective date is stated in the motion for adoption.

Suspension of Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the trustees present. To suspend a policy, however, all trustees must have received written notice of the meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such proposed suspension.

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board of Trustees.

Legal References: § 20-3-323, MCA District policy and record of acts
10.55.701, ARM Board of Trustees
Title 20, Chapter 9 Part 8, MCA

Policy History:

Adopted on: 5/5/2020
Reviewed on: 5/5/2020
Revised on:
Terminated on:

1 **Frenchtown School District**

2
3 **COVID-19 Emergency Measures**

1902

4
5 Alternative Grading

6
7 This policy is adopted as a temporary policy in accordance with the framework set by District
8 Policy 1900 -Temporary COVID-19 Policies and is intended to govern School District
9 operations for the period affected by the COVID-19 health and safety measures implemented by
10 the School District in response to federal, state or local authorities.

11
12 Teachers will grade students as usual in accordance with established classroom or course
13 practices during the grading period in accordance with District Policy 2420 and the Employee
14 Handbook.

15
16 The default option for students and parents is the grade typically assigned for students in the
17 grade level or class which may include an **A-F** letter grade. Students and parents may choose to
18 receive a Proficient/Fail or *P/F* grade in place of a grade typically assigned for the student's
19 courses. The *P/F* grade option can be requested by a student and parents no later than 10 calendar
20 days after report cards have been sent to parents by submitting a written request to the district
21 clerk, the School District's custodian of records.

22
23 For students or parents who request a P/F grade, the School District will record the *PIF*
24 designation using a rubric in which all grades of 60% or higher earn a Proficient in accordance
25 with District Policy 1005FE and the School District's COVID-19 Plan of Action as submitted to
26 the Office of the Governor.

27
28 Students earning course grades converted to a Proficient grade in this temporary *P/F* option for
29 grading periods affected by COVID-19 health and safety measures will be granted credit for the
30 course and the credit will count towards promotion or graduation requirements and extra-
31 curricular eligibility. Students earning a Fail designation in a course will not earn credit, will be
32 subject to retention consideration, and, if applicable, will be subject to extra-curricular eligibility
33 consequences.

34
35 Grades converted to *P/F* will not be counted toward or against class honors or valedictorian
36 status as outlined in Policy 2410P for classes of students graduating during or after 2020.

37
38 The School District will include a designation on the students' transcripts indicating the
39 extraordinary circumstances for any grading period affected by COVID-19 health and safety
40 measures.

41
42 Cross Reference: Policy 1005FE - Proficiency Based Learning
43 Policy 2410-2410P- Graduation Requirements
44 Policy 2420 - Grading and Progress Reports
45 Policy 2168 - Distance Learning
46 Policy 2421 - Promotion and Retention

1
2 Legal Reference: Section 20-1-301, MCA School fiscal year
3 Section 20-9-311(4)(a)(b)(d), MCA Calculation of average number
4 belonging

5 Section 20-3-324, MCA Powers and duties
6 Section 20-7-1601. Transformational learning
7 10.55.906 ARM High School Credit

8
9

10 Policy History:

11 Adopted on: 4/29/20

12 Reviewed on: 4/21/20

13 Revised on:

14 Terminated on:

1 **Frenchtown School District**

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2
3 **COVID-19 Emergency Measures**

1904

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6 Use of Transportation Funds During Periods of School Closure

7
8 Pursuant to guidance issued from the Office of Public Instruction, the board of trustees
9 authorizes the following expenditures of its FY20 budgeted transportation funds that are in
10 addition to traditionally authorized expenditures. The expenditures below are, as noted in OPI
11 guidance, transportation services which provide instructional services to students.

- 12
- 13 • Transportation of food and meals used in nutritional programs.
- 14 • Purchase of equipment to ensure food safety.
- 15 • Providing accessibility to student services for remote learning.
- 16 • Providing instructional materials to students, including but not limited to internet service
- 17 adequate to allow students to effectively access curriculum during periods of school
- 18 closure.
- 19 • Cost of instructional materials, supplies, and software licenses.
- 20 • Costs of technological equipment needed for offsite instruction/correspondence study
- 21 purchased by the school district and loaned to students without such equipment.
- 22 • Cost of correspondence study.
- 23 • Costs of providing services to students with an IEP or a plan adopted pursuant to section
- 24 504 of the 1973 Rehabilitation Act.
- 25 • Costs of time off or repurposed time for staff nonnally paid from the transportation fund.

26
27 Cost Guidelines

28
29 The board of trustees authorizes the Superintendent to exercise his/her professional judgment and
30 discretion as to the necessity, quality and amount of all expenses referenced below. Aggregate
31 costs of items below are to remain within the budget limits adopted by the board of trustees for
32 the FY20 transportation budget, including any budget amendments adopted by the board of
33 trustees prior to the completion of FY20.

- 34
- 35 • Any costs consistent with costs under normal operation, including costs referenced in any
- 36 contract to which the district is a party.
- 37 • Actual costs of delivering meals to students at locations authorized by any and all waivers
- 38 of regular rules for school nutrition programs that have been adopted by the United States
- 39 Department of Agriculture or the Office of Public Instruction.
- 40 • Any costs consistent with and necessary to comply with an IEP or section 504 plan.
- 41 • Actual costs of equipment, software and service necessary to bridge digital divides or
- 42 provide a quality learning environment for students, including:

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45 1901

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- o Equipment necessary to provide wi-fi in a student's home, including any equipment qualifying for discount under the federal E-Rate program;
- o Equipment necessary to allow students to effectively participate in offsite instruction with an emphasis on ensuring opportunities for real time interactions, collaboration, and effective engagement in the learning process by students.
 - Equipment purchased under this section may include any combination deemed necessary and appropriate by the Superintendent, including but not limited to mobile devices, tablets and laptops.
 - Equipment purchased under this section shall become and remain the property of the district and shall be provided to students through a loan/checkout service developed by the Superintendent.
- o Software to ensure a safe and appropriate online learning experience by students of the district.
- o Internet service at an adequate bandwidth to ensure full and effective use of instruction delivery and interaction methods employed by the district as part of its offsite learning program.
 - If there are multiple internet service providers in the community, the board authorizes the superintendent to choose either a single provider or to allocate/rotate selection from among all providers in the community meeting minimum bandwidth and other safety and quality standards deemed necessary and appropriate by the superintendent.

Cross Reference: Policy 3612 - District-Provided Access to Electronic Information, Services, and Networks
Policy 3612P - District-Provided Access to Electronic Information, Services, and Networks Procedure
Policy 3612F - Internet Access Agreement
Policy 3650 - Montana Pupil Online Personal Information Protection Act
Policy 3650F - Montana Model Data Privacy Agreement
Policy 2168.- Distance Learning
Policy 2170 - Montana Digital Academy
Policy 2170P - Montana Digital Academy Procedures

Legal Reference: Section 20-10-101(5), MCA-Transportation

Policy History:

Adopted on: 3/26/2020
Reviewed on: 3/26/2020
Revised on: 5/5/2020
Terminated on:

1 **Frenchtown School District**

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3 COVID-19 Emergency Policies

1900

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5 Introduction

6
7 The board of trustees and its staff are operating under unusual, even unprecedented
8 circumstances by virtue of the declaration of a statewide emergency by the Governor and the
9 executive orders related to school closure to address concerns from the COVID-19 Virus. As
10 part of its own concurrent declaration of an unforeseen emergency (community disaster), the
11 board of trustees has found it necessary to adopt temporary policies related to emergency school
12 closure. To ensure clarity and transparency, the board has organized all emergency school
13 closure policies into a temporary chapter. The board has also included this introductory section
14 as a heading for each policy to ensure understanding of the purpose and duration of each policy
15 adopted pursuant to this chapter.
16

17 Purpose(s) of Policies

- 18
- 19 1. Addressing barriers to learning presented by distance.
- 20 2. Improvement of instruction in offsite setting during school closure.
- 21 3. Ensuring equity in services provided, including special education for exceptional children
- 22 pursuant to Title 20, Chapter 7, Part 4.
- 23 4. Mitigation of digital divides that could otherwise create barriers to effective learning.
- 24 5. Ensuring adequate nutrition for students relying on the district's nutrition programs.
- 25 6. Ensuring continuity of employment of school district staff and/or continuity of services
- 26 provided by contract transportation providers.
- 27 7. Ensuring accountability to families with children.
- 28

29 Term of COVID-19 Emergency Measures Policies

30
31 The term of School District Policies Numbered 1900-1999 shall run concurrent with any
32 emergency related to COVID-19 declared by the President, Congress, Montana Legislature,
33 Governor, Montana Department of Public Health and Human Services, county health department
34 or the board of trustees. This policy shall terminate, unless further extended, on the earlier of
35 June 30, 2020 or the date upon which all emergency declarations related to COVID-19 that apply
36 to the district have lawfully expired or have been dissolved.
37

38 Cross Reference: Policy 2221 - 2221P - School Closure
39 Policy 1400 - Board Meetings
40 Policy 1310 - Policy and Procedure
41 Policy 1420 - Meeting Procedure
42

43 Legal Reference: Executive Orders - 2-2020 and 3-2020- Office of the Governor and
44 accompanying Directives
45 Section 20-9-801-806, MCA-Emergency School Closure
46 Section 50-1-202-204, MCA - Public Health Laws

Section 10-3-104, MCA - General Authority of Governor

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Policy History:

Adopted on: 3/26/2020
Reviewed on: 3/26/2020
Revised on: 5/5/2020
Terminated on:

Frenchtown School District

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STUDENTS

3417

Communicable Diseases

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.

In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance hannful to the welfare of other students. The District also may deny attendance to a child with suppressed immunity in order to protect the welfare of that child when others in a school have an infectious disease, which, although not normally life threatening, could be life threatening to a child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HN) infection. The District will rely on advice of the public healthand medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

The District will manage common communicable diseases in accordance with Montana Departmentof Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting.

Students who complain of illness at school may be referred to a school nurse orother responsible person designated by the Board and may be sent home as soon as a parent or person designated on a student's emergency medical authorization form has been notified. The District reserves the right to require a statement from a student's primary care provider authorizing a student's return to school.

When information is received bya staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be talcen to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of a student or for determining appropriate educational accommodation will be informed of the specific nature of a condition, if it is determined that such individuals need to know thisinformation.

The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.

Legal Reference: 37.114.101, et seq., ARM Communicable Disease Control

Policy History:

Adopted on: 11/13/01
Reviewed on: 06/17/2014

Revised on:
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1 **Frenchtown School District**

2
3 **STUDENTS**

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5 Student Innunization
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7 The Board requires all students to present evidence of their having been innunized against the following
8 diseases: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps,
9 rubella, and tetanus in the manner and with innunizing agents approved by the department.
10 Haemophilus influenza type "b" innunization is required for students under age five (5).
11

12 Upon initial enrollment, an innunization status form shall be completed by the student's parent or
13 guardian. The certificate shall be made a part of the student's permanent record.
14

15 A student who transfers into the District may photocopy innunization records in the possession of the
16 school of origin. The District will accept the photocopy as evidence of innunization. Within thirty (30)
17 days after a transferring student ceases attendance at the school of origin, the school shall retain a certified
18 copy for the permanent record and send the original innunization records for the student to the school
19 district to which the student transfers, Exemptions from one or more vaccines shall be granted for medical
20 reasons upon certification by a physician indicating the specific nature and probable duration of the
21 medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed
22 annually, The statement for an exemption shall be maintained as part of the student's innunization
23 record. The permanent file of students with exemptions shall be marked for easy identification, should
24 the Department of Public Health and Human Services order that exempted students be excluded from
25 school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not
26 exceed thirty (30) calendar days.
27

28 The administrator may allow the commencement of attendance in school by a student who has not been
29 innunized against each disease listed in § 20-5-403, MCA, if that student has received one or more doses
30 of varicella, polio, measles (rubella), mumps, rubella, diphtheria, pertussis, and tetanus vaccine, except
31 that Haemophilus influenza type "b" vaccine is required only for children under 5 years of age.
32

33 The District shall exclude a student for noncompliance with the innunization laws and properly notify
34 the parent or guardian. The local health department may seek an injunction requiring the parent to submit
35 an innunization status form, take action to fully innunize the student, or file an exemption for personal
36 or medical reasons.
37

38	39 Legal Reference:	§ 20-3-324(20), MCA	Powers and duties
40		§ 20-5-402 - 410, MCA	Health
41		§ 20-5-403, MCA	Innunization required - release and acceptance
42			of innunization records
43		§ 20-5-405, MCA	Medical or religious exemption
44			

45 Policy History:

46 Adopted on: 11/13/01
47 Reviewed on: 06/17/2014
48 Revised on: 10/11/05, 06/15/15

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INSTRUCTION

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

7 It is the intent of the District to ensure that students who are disabled within the definition of
8 Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with
9 appropriate educational services. For those students who need or are believed to need special
10 instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the
11 District shall establish and implement a system of procedural safeguards. The safeguards shall
12 cover students' identification, evaluation, and educational placement. This system shall include:
13 notice, an opportunity for the student's parent or legal guardian to examine relevant records, an
14 impartial hearing with opportunity for participation by the student's parent or legal guardian, and
15 a review procedure.

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19	Legal Reference:	Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794	
20		ADA Amendments Act of 2008	
21		34 C.F.R. §104.1 <i>et seq.</i>	Purpose
22		34 C.F.R. §104.35	Evaluation and Placement
23		34 C.F.R. §104.36	Procedural safeguards

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25

Policy History:

26 Adopted on: 11/13/01
27 Reviewed on: 05/20/2014
28 Revised on:

2
3 **INSTRUCTION**

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5 Section 504 of the Rehabilitation Act of 1973 ("Section 504")
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7 (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies
8 under Section 504 for special instruction or related services disagrees with a decision of
9 the District with respect to: (1) the identification of the child as qualifying for Section
10 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the
11 child, the parents of the student are entitled to certain procedural safeguards. The student
12 shall remain in his/her current placement until the matter has been resolved through the
13 process set forth herein.

14
15 A. The District shall provide written notice to the parent or legal guardian of a
16 Section 504 student, prior to initiating an evaluation of the child and/or
17 determining the appropriate educational placement of the child, including special
18 instruction and/or related services;

19
20 B. Upon request, the parent or legal guardian of the student shall be allowed to
21 examine all relevant records relating to the child's education and the District's
22 identification, evaluation, and/or placement decision;

23
24 C. The parent or legal guardian of the student may make a request in writing for an
25 impartial due process hearing. The written request for an impartial due process
26 hearing shall identify with specificity the areas in which the parent or legal
27 guardian is in disagreement with the District;

28
29 D. Upon receipt of a written request for an impartial due process hearing, a copy of
30 the written request shall be forwarded to all interested parties within three (3)
31 business days;

32
33 E. Within ten (10) days of receipt of a written request for an impartial due process
34 hearing, the District shall select and appoint an impartial hearing officer who has
35 no professional or personal interest in the matter. In that regard, the District may
36 select a hearing officer from the list of special education hearing examiners
37 available at the Office of Public Instruction, the county superintendent, or any
38 other person who would conduct the hearing in an impartial and fair manner;

39
40 F. Once the District has selected an impartial hearing officer, the District shall
41 provide the parent or legal guardian and all other interested parties with notice of
42 the person selected;

43
44 G. Within five (5) days of the District's selection of a hearing officer, a prehearing
45 conference shall be scheduled to set a date and time for a hearing, identify the
46 issues to be heard, and stipulate to undisputed facts to narrow the contested

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factual issues;

H. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;

I. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;

J. At the hearing, the District and the parent or legal guardian may be represented by counsel;

K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;

L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;

M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 912 2nd Avenue, Seattle, WA 98714-1099; (206) 220-7900.

(2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Complaint Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Procedure History:

Promulgated on: 11/13/01
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45 Reviewed on: 05/20/2014
46 Revised on:

Missoula County Health Department

Schools with a Staff/Student with COVID-19: What to Expect/Who Can Attend?

What will happen when a student/staff tests positive for Covid-19?

- The MCCHD is notified of all positive Covid-19 test results for residents living in Missoula County. MCCHD staff will then contact the positive individual/family and start an investigation.
- The positive individual will be asked to Isolate at home and not be allowed to come to school or activities until the end of their Isolation period(to be determined by public health).

Does the School need to Close?

- Not necessarily. If the school is able to remove everyone from the areas that need to be cleaned, the school may clean those impacted areas without closing.
- Some students and staff with potential exposure may be asked to temporarily not attend while the school works with MCCHD to determine who had close contact with the person with a positive Covid-19 test.

Who will be notified that they were exposed?

- All Close Contacts-People who were within 6 feet of the person who tested positive for 15 minutes or more. MCCHD will work with the school to notify these individuals/their families. People who do not receive a phone call from MCCHD have not been identified as a close contact.
- Above information is gathered by MCCHD staff during their investigation. MCCHD will work with school staff to get information needed-names and phone numbers of close contacts.

Who cannot come to the school after someone tests positive for Covid-19?

- Students and staff who had close contact with the person who tested positive will need to stay home(quarantine) until 14 days after their last contact with the person who tested positive. This may be a different time for people depending on when they attended or last worked with the positive person.
- A close contact cannot come back early if they have a negative test during the 14 days-they could still be incubating the virus.

When can someone who had a positive test return?

- People with a positive test can return when they have been fever-free for 24 hours without taking fever reducing medication, and it has been at least 10 days since their symptoms started. This may be shorter than the time a close contact needs to stay at home.
- People with a positive test do not need a negative test to return.

Can siblings/parents of someone who tested positive come to school?

- No, siblings and parents would have close contact if living in the same home and must stay home until they meet MCCHD criteria for returning(the exact timeline will vary by individual).

Can siblings/parents of a close contact come to school?

- Yes, they were not exposed to someone with Covid-19 so they can still come.

Safe School Topics

Frenchtown School District #40 - RETURN TO SCHOOL - 2020-2021

The core purpose of the Frenchtown Public Schools is to empower and educate students in a nurturing and safe environment so they discover their strengths, develop a love and appreciation for learning, reach their full potential, and prepare for an ever-changing world.

Safe School Topic	Governor's Plan	OPI's Plan	AAP Plan (American Academy of Pediatrics)	Frenchtown Public Schools School District #40
<i>Basic Principles</i>	Noting the uniqueness of every school district in Montana, our goal for this document is not to be prescriptive, but to provide effective, flexible guidelines to all schools in hopes that we can safely resume in person instruction in the fall.	As we approach the beginning of the school year, we encourage school leaders to plan for multiple scenarios and consider the different consequences of each. Concurrently, we want to ensure, regardless of the scenario, when we re-engage with students that schools continue to take safety precautions to ensure the health of their students, staff, and greater community.	<p>The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.</p> <p>The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.</p> <p>Policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of transmission, but implementation of several coordinated interventions can greatly reduce that risk.</p>	<p>Frenchtown Public Schools will offer high quality and robust education opportunities for students who attend in person and onsite. Frenchtown Public Schools will offer high quality and robust education opportunities for students who are unable to attend in person.</p> <p>Frenchtown Public Schools will also focus on the social emotional health of students and staff.</p>
<i>Phasing Model</i>	<p><i>Phase I, II, III</i></p> <p>Reopening for school districts has been categorized into three phases that align with Phase I, Phase II, and Phase III of the Governor's Reopening the Big Sky Plan.</p>	<p><i>Scenario 1,2,3,4</i></p> <p>As COVID-19 impacts are fluid, we anticipate that multiple scenarios may occur when schools re-open in the fall of 2020 or may occur throughout the school year.</p>	<p>General guidance given for all situations, not dependent on any particular phasing model.</p>	<p>Frenchtown Public Schools has already provided remote instruction due to the shutdown last spring and now is in position to offer robust learning opportunities in the event of having to go back to Phase I. Staff as the resources and training to move between phases.</p>
<i>Phase II, Scenario 3</i>	Stay at home lifted in order to allow for gradual re-opening while minimizing the spread of COVID-19 through strict social distancing and building safety protocols. Schools may re-open for in-person instruction depending upon the circumstances of their community.	A mixed model of traditional and off-site learning. A limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite. This will require a blended approach for the planning and delivery of learning opportunities for students.	N/A	<p>Frenchtown Public Schools will open for full onsite and in person instruction. Frenchtown Public Schools will offer remote instruction/learning opportunities for those students and families that will be unable to attend in person.</p>
<i>Group Size</i>	This phase eases most restrictions, but still encourages social distancing. Limitations on large social	Near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.	N/A	<p>Frenchtown Public Schools will not have a class over 50 people. Our concerns are bus riders, lunch, recess, before school, and after school.</p>

Frenchtown School District #40 - RETURN TO SCHOOL - 2020-2021

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	<p>ga the rings to a llow the eco no my to s tra tegica lly reope n while co nt inuin g to p rio ritize pub lic hea lt h. Wh ile this phase will facilita te a return to a "new norma l" for schools and communities , it will be eq ually im po rtant to continue to monitor pub lic he a lth indica rs and ad jus t s tra teg ie s to mitigate co mmun ity s p rea d.</p>	<ul style="list-style-type: none"> • Fo r ALL IN DIVIDUALS the re is no limit on group size , however, everyone should observe phys ica l distancing and minimize contact time with others, and limit time s pe nt in crowd ed environme nts . • VULNERABLE INDIV IDUALS may st ill need to take preca u tions , and remote lea rning for stude nts not on site should be a va ila b le . 		<p>Please see busing plan. Seelunch plan, recess plan !The start of our schoolday will start with staggered arrivals of students and students will go straight to classrooms with grab and go breakfast opportunities. Lunches will be spread out over several locations and release times will be staggered. School will be relea sed at varying times to minimize the opportunity of congregating.</p>
<i>Grouping & Scheduling</i>	<p>Non-school setting: Phase I limits group size to 10 if social distancing is not possible. Under phase II group size is limited to 50 if social distancing is not possible.</p> <p>School Setting: Under Phase I and Phase II: Occupancy limits that follow local and state guidelines on classroom size and that allows for social distancing</p>	<p>Under Scenario 3, Phase II, Avoid GATHERING in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing. It is recommended to continue physical distance in gatherings of any size . Groups larger than 50 people should be canceled unless physical distancing can be maintained.</p>	<p>Strict adherence to a specific size of student groups (eg. 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies.</p>	<p>All classes at all levels will have fewer than 30 students. !Elementary students are in class and grade level cohorts. Middle School students will remain in rooms and teachers will rotate most of the day. High School N Block schedulerotation- four periods a day and cancellation of all period day on Mondays to limit contacts and transitions. Seating charts will be used to assist with contact tracing. !Classes will be held outside whenever possible and appropriate.</p>
<i>Social & Physical Distancing</i>	<p>Establish protocols for students to remain in the same groups or classroom, while teachers rotate, when practical.</p>	<p>Consider alternative schedules for class instruction. Keep students in same groups or classroom, with teachers rotating when practical.</p> <p>Alter the bell schedule to limit the number of students in transit between classes at any one time. Realign a bell schedule to include times for hand washing/sanitizing. School districts should create a unique plan that is appropriate for their school size. It is recommended that gatherings occur in shells (recess, cafeteria and hallway passing).</p>	<p>The risk reduction of reducing class sizes may be outweighed by the challenge of doing so. Cohort classes to minimize crossover among children and adults. Have teachers rotate instead of students when possible. Use of block schedule at MS and HS to assist with cohorting of students. Stagger class periods by cohort for movement between classrooms.</p>	<p>Physical distancing of students will occur whenever possible and to the best of our ability. 13'-6' is possible in most classrooms. Lockers will not be used to avoid congregation. Outside classrooms will be utilized whenever possible and appropriate. Classes will not transition at the same time as to mitigate cross sectioning for contact tracing.</p>
<i>Face Coverings</i>	<p>Under Phase J and Phase II, the school Health & Safety plan SHOULD consider strict social distancing; for example, the rules for</p>	<p>Scenario 2 (Phase I) Students may alternate school days, prohibit congregation in hallways and lunchrooms, install physical barriers</p>	<p>There is a conflict between optimal academic and social / emotional learning in schools and strict adherence to current (CDC) physical distancing guidelines.</p>	<p>Frenchtown Schools will be following the Governor's order and the Missoula County Health Department's order and all people in the Yil idg will be wearing masks until there is a</p>

Frenchtown School District #40 - RETURN TO SCHOOL - 2020-2021

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	<p>traffic flow in congregational spaces and occupancy limits that allows for social distancing.</p> <p>Under Phase I and Phase II, the school Health & Safety plan MAY consider methods of limiting the number of individuals in classrooms and other learning spaces.</p>	<p>in areas where it is difficult for individuals to remain at least 6 feet apart, provide physical guides such as tape on floors or sidewalks.</p> <p>Scenario 3 (Phase 11) Recommended to continue physical distancing in gatherings of any size. Continue to limit communal spaces such as cafeterias and playgrounds.</p>	<p>In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative.</p>	<p>medical condition that prevents a mask from being worn of which the district will require medical documentation of said condition. We are installing plexi glass barriers for situations that arise with mask difficulties.</p>
<p>1-lea/th Screening</p>	<p>No specific requirement or masks. "Provide masks for those present in the school building. The school Health & Safety plan should consider guidelines on the use of masks by all staff and/or ch students."</p> <p><i>This was the original statement with the Gov. plan... Now till are required to wear masks.</i></p>	<p>No specific requirement or guidance. The CDC recommends cloth face coverings when physical distancing is not possible. This recommendation may be challenging for students (especially younger students) to wear in all-day settings such as school. If schools require face coverings, they should provide instructions to students and staff on the proper use, removal, and cleaning of cloth face coverings.</p>	<p>Yes for Adults and Middle/High School</p> <p>Although ideal, universal face covering use is not always possible in the school setting for many reasons. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.</p>	<p>All staff, students, and families are asked to be personally responsible to monitor their health and well-being before school starts each day. If ill when the Frenchtown School District asks that the individual remains symptom free of any illness for 24 hours before returning to school. As per Missoula County Health Department recommendation. If an employee or student gets ill, they should be tested for COVID, then Frenchtown School District will follow the guidelines and recommendations of the Missoula County Health Department.</p> <p>*Please see the Missoula County Health Department guidelines._</p>
<p>Testing/or COVID-19</p>	<p>Under all phases: Process for monitoring student and staff for symptoms and history of exposure. No specific process defined.</p> <p>Monitor and screen any non-school staff, including parents, when entering school buildings.</p>	<p>No specific guidance regarding testing or health screening. Require anyone (student and staff) with COVID-19 symptoms to stay at home.</p>	<p>Recommended to be done at home, not at school.</p> <p>The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools... In lieu of temperature checks and symptom screening being performed after arrival to school, methods to allow parent report of temperature checks done at home may be considered.</p>	<p>Frenchtown School District will not be testing for COVID. It is encouraged to monitor each day and encourages students and staff to remain home and symptom free for 24 hours. The district is willing to review attendance policies on a case by case basis and the district will work with employees regarding this sensitive matter and does not want illness in the school setting. The district will follow the recommendations made by the Missoula County Health Department. It and each case will be handled on a case by case basis. Please see Missoula County Health Department guidelines.</p>

~~The American Academy of Pediatrics and the Missoula County Health Department seem to be saying the same thing about screening better done at home~~

Frenchtown School District #40 - RETURN TO SCHOOL - 2020-2021

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than at school even though we will have to deal with this at school...

Hallways/Lockers

Create rules for traffic flow and congregational spaces (bathrooms, concession areas, hallways, etc.); establish methods of staggering the use of communal spaces and hallways and ensure regular cleaning. Clean all hallways, common areas, and the outside of lockers.

Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (e.g. in hallways). Provide physical guides for creating "one way routes" in hallways.

Consider creating I-way halls to reduce close contact. Physical guides on floor or sidewalk for traffic flow. Stagger class periods by cohort for movement between classrooms. Eliminate use of lockers or assign by cohort to minimize mixing of students before/after class.

Classes will not be in hallways together. 6' spacing will be used when possible and practical to mitigate and class cohort groups will be used when transitioning. Routines will be taught, procedural, and expected. Lockers will not be used to mitigate areas of congregation.

Playgrounds

Keep libraries, gyms, playgrounds off-limits unless they can be sanitized between groups.

Continue to limit communal spaces, such as cafeterias and playgrounds with shared playground equipment. If this is not possible, stagger use, and disinfect between uses. Outdoor areas, like playgrounds, generally require normal routine cleaning but do not require disinfection. (Source: CDC)

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

Elementary recess schedules are established in zones and color-coded so students may stay in their cohort groups.

Meals / Cafeteria

Establish procedures for restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms

Consider remote meal service options that maximize safety and physical distancing, such as grab-and-go packets and lunches. No self-serve stations or buffets. Staff wear masks and gloves while interacting with individuals.

Consider having students cohorted, potentially in their classrooms, especially if students remain in their classrooms but they are permitted to use the cafeteria. Limit the number of students in the cafeteria at one time. Utilize additional spaces for lunch/break times. Utilize outdoor spaces when possible. Wash hands or use hand sanitizer before and after eating.

Students will be spread out over various rooms throughout each school building. Students will have the ability to eat lunch outside weather permitting. Classes will be released at staggered times to mitigate cohort mixing. Time between groups is worked into schedules to allow for disinfecting and cleaning prior to the next group arriving. No self-serve. Food will be served directly from the kitchen staff to students.

Visitors & At-Home

The Health & Safety plan may include processes for identifying and restricting non-essential visitors or volunteers.

No specific restrictions for adults and/or visitors.

Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. Physical distancing by and among adults is strongly recommended, and meetings and curriculum

During the school day, Frenchtown School District will do its best to protect medically fragile and immunocompromised students and staff by limiting the visitors to school. For the most part only staff, students, and family members will be allowed in the school. Masks will be required for those from the community who

Protocols

Alfaro: similar we have plans anti ideas to help with mitigation

Frenchtown School District #40 - RETURN TO SCHOOL - 2020-2021

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Organizational Activities /
Extracurricular

The Health & Safety plan may include processes for identifying and restricting non-essential visitors or volunteers.

No specific restrictions for adults and/or visitors.

planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. Physical distancing by adults is strongly recommended, and meetings and curriculum

planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time

and space should be implemented. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in

reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

given permission to access the school. All visitors will be asked to be screened.

Frenchtown School District will follow the guidelines of the Missoula County Health Department, the Governor, and Montana High School Association.

New information is coming soon and this will help us navigate. The District may limit occupancy to follow the guidelines provided. Events could be staggered to help with mitigation.

Extra space will be utilized to help with the 6-foot spacing. Masks will be required.

The District may require attendance charts and seating charts to assist with contact tracing.

Frenchtown School District Plans

Frenchtown School District# 40 Mission Statement

The core purpose of the Frenchtown Public Schools is to empower and educate students in a nurturing and safe environment so they discover their strengths, develop a love and appreciation for learning, reach their full potential, and prepare for an ever-changing world.

Plans for the 2020-2021 School Year/Covid-19 Pandemic:

It is the hope to return to a traditional routine/class schedule sometime during the 2020-2021 school year. The school district expects several classroom schedules this year, but we will be striving to get our students and staff into a successful, engaging, and most importantly safe educational routine.

Elem/Inter School Plan 2020-21

Start Time	End Time	Bus Loop	Parent Pick UP	Staff Parking Lot	Parent Parking	Lunch	Recess
8:30 a.m.	3:00 p.m.	Back of the school Parent Pick up Loop	Front of school	North East lot by upper playground North West by Westside of basketball school courts South West bus parking	Middle of parent pick up loop	Band room Lunchroom Gym One grade level at a time	am/pm Playground divided into sections for each grade level Teachers possibly split duties Lunch Duty Covered by playground

Hours	Specialists	Time	Bus	Wakers	Life Skills	Preps	aides
Mon-Thurs 8:30-3:00	HPE 2x/week One health lesson/week	K-1 classroom 2-3 classroom	Ask parents to bring students to school if they are capable	Go at the same time as the other students, no need to wait for buses since they will be in the back	Regular schedule How do we do bussing for the little busses, move their departure time, or spot?	30 minute prep everyday from 3:00- 3:30	8:00-12:30 Prep 12:30-3:30 If needed
Friday 8:30-12:20 (If needed)	One HPE/week Library- books on carts to the classrooms Music- Go to the music room No concerts Art- in the classroom	4-5 classroom	Family sits together				

Plan #1: Modified Traditional Daily Schedule (All Students in attendance)

This is the selected plan we are starting with on August 26.

- Students grades K-5 will be placed in classrooms ranging from 15 to 27 students for most of the academic day.
- Students will transition during specials, lunch and recess
- All lockers will be off limits during the school day and backpacks will travel with students.
- Students supplies will be independent and will not be shared with classmates. All supply lists include independent containers and supplies required for success within the classroom environment.

Electives/Specials:

- Students will transition to electives/specials unless the classroom they attend is adequate for the specific elective/special

SPED Students:

- Students would attend SPED Reading/Math and Self-Help Independence classes throughout the day as normally scheduled.
- All IEP meetings will be conducted/setup via ZOOM unless otherwise requested by the the parent(s)/Guardian(s)

Online Learning:

- Online learning will be available to students that do not attend school during the regular school day.
 - Parents will be required to communicate with the building administration regarding requesting online instruction.
- One teacher will be designated, if needed, to instruct online learning K-5 for students that are not attending the physical in class instruction.
 - This teacher will work with all grade levels to develop a rich and meaningful education experiences for students

Breakfast and Lunch:

- Breakfast will grab and go served in the classroom and will delivered to each grade level hallway via carts
- Lunch will be limited to no more than 50 students per space and will span across three areas; **Bandroom, Gym, and Lunchroom**

Masks:

- Masks will be required for students and staff ages 5 and over in all indoor public areas. (Governors Order)

Playground:

- Students will have recess with their class. The playground will be segmented into sections with colored cones. Each classroom K-5 will have a color that will be the zone at which the students will play during recess.
- This zone will change weekly to allow for different areas for the playground to be used by different groups each week.

Parent Dropoff and Pickup:

- Parents are encouraged to drive students to school and pick them up at the end of the day
- Dropoff at 8:20 am and Pickup at 3:00pm

Bus Pickup and Dropoff:

- Students will be dropped off at the south campus at 8:20 am and picked-up at the South Campus at 3:00pm

New norms and routines established for the following:

- Teacher Transitions
- Hallway/Bathroom (how many students can leave a room/when)
- Before/After School
- Sending students on errands
- Sending students to office/copies
- Library use/ Makerspace
- Shared Chromebooks/computers
- Facemasks
- Other items advised by Missoula County Health Dept

Perfect Attendance awards will be waived this academic year

Sick staff and students:

- Stay home when have the common cold
- 10 day letters monitored closely - sent on administrationrequest

Plan #2: Modified A/8 day Schedule {All Students in attendanceK-1/ Half students inattendance 2-5}

This plan is an option if needed, but not selected at this time.

- **Students A-L Monday/Wednesday and Students M-2 Tuesday/Thursday** -- this would have to be K-12 (All household would be together regardless of last name alphabetically)
 - Kindergarten: all students each day
 - 1st Grade: all students each day
 - 2nd Grade 50 students
 - 3rd Grade 45 students
 - 4th grade 50 students
 - 5th grade 45 students
- **Fridays: Online Instruction/ Intervention/ Appointments ...**
 - Meeting Day (IEP's Meetings/ Staff Meetings)
 - Students behind could come into the building by appointment for support and Title 1 students would attend interventions all morning
 - Teacher/Prep for blended learning on Friday for upcoming week
- **Digital Platform Use:**
 - All teachers will use Google Classroom grades 2nd-5th (K-1 will use digital platform also)
 - Friday will be lesson development for the following week
- **Technology for students at home:**
 - Check-Out school technology to students for days not on campus
- **Many of the above bulleted points will be the same as the Traditional Modified Daily Schedule**

Plan #3: School Closure (No Students in attendance)

- **Day One --- Frenchtown Elementary and Intermediate staff will be ready to move to digital/packet based learning if required to do so.**

A FRENCHTOWN ,!" MIDDLE SCHOOL

The goal is to have all students return for face-to-face instruction for the 2020-2021 school year. Everyone back is where we want to be but we recognize that we will have to comply with and follow the direction from our governing bodies such as the Missoula County Health Department. There is the possibility that our plans will change over the next few weeks.

All Students in attendance:

- Students will be placed in groups of approximately 25/or smaller for most of the academic day for core classes (Governor Bullock mandates less than 50 students).
- Follow established MS class bell schedule (all classes roughly 55 to 60 minutes) - 6th grade will look different from 7th/ 8th grade.
- Elective classes in 7th/ 8th grade will be assigned and changed quarterly. 6th grade will follow a different format.
- All music classes will be done in a very small group setting. Band and Choir classes will not start until after Labor Day (this is subject to change).
- Limit school supplies to start the school year. Get school supplies on an as needed basis.
- Teacher will rotate and students will stay in same classroom for much of the academic day.
- The student schedules currently on Infinite Campus will be adjusted to reflect the necessary changes mentioned above -we hope to have this done before Friday, August 23, 2020.
- Teachers will attempt to space desks and students 3 to 6 feet apart whenever possible.
- Masks will be required.
- Students will hand sanitize in and out of the classrooms.
- Protexus sprayers will be used on desks and tables. They use electrostatic technology to coat surfaces with disinfectant .
- Seating charts will be used for all classrooms to help with contact tracing if needed.
- Regular lockers and gym lockers will not be issued to avoid large congregations of students.
- PE will be outside whenever possible/students will not be expected to dress out.
- Lunch for the MS students will be spread out and in several locations . New tables have been ordered for the lunchroom, pods, gym balconies and outside areas to limit gathering size to 50.
- Breakfast will be done in a "Grab and Go," style and students will eat in pt period classes.
- No Second Chance Breakfast for 7th/8th Graders.
- Chromebook/Computers will be disinfected between student use.
- Attendance policy will be reviewed on a case by case basis.
- Busing - we are encouraging families to car pool to and from school as much as possible. On the bus all students will sit as families in assigned seats. Masks are mandatory on the school bus.

Students attending online

- Next week the academic plan will be released for online/ packet students.

- Please make sure you complete the FTSD back to school questionnaire - it can be found on the website: www.ftsd.org .

MS Sports

- Current Fall Season Sport Schedules will be modified. The Middle School Football Jamboree, Middle School Copper League Volleyball tournament, MS Soccer at Fort Missoula, and a couple of Multi-Team Cross Country races have been cancelled for 2020-2021.
- It is my hope to have updated Fall Sports Schedules updated by the start of school.
- A mandatory parent/athlete meeting will be held on Monday, August 24, 2020 in the Middle School Gym. The meetings will be held at 6:00 pm (Last name A to L) and 6:45 pm (Last Name M to Z). Masks and proper social distancing will be required.
- If you have any questions please email me at the school --- griffina@ftsd.org or call 626-2650.
- Fall Sports are soccer, cross country, volleyball, and football. 6th graders can only participate in cross country.

Welcome to Dragonfly

Parents and Students

Frenchtown Athletics is moving to Dragonfly for all online paperwork and schedules. Please contact the MS office with questions after reading the following instructions.

1. Download the Dragonfly Max app from the App Store or Google Play. Or visit dragonflymax.com and click 'Log In/Sign up' to get started. Parents please use a computer/lap top to initially register students in Dragonfly- it will really simplify the initial registration.
2. Tap 'Get Started' and 'Sign Up for Free' then follow the prompts to create your Parent account with your own email address. **Note:** Please do not create an account with your child's name or contact information -you will get the chance to add your child.
3. Verify your account with the verification ID sent to your email address.
4. Tap 'Connect to your school' to select 'Parent' as your role and search for your child's school (Frenchtown 6-8).
5. After selecting your child's school, tap 'Join' to request access. An administrator at your school will approve your request.
6. Tap 'Set up your children' and follow the prompts to add your kid(s) and fill out their participation forms.
7. Activity Fees can be paid on RevTrack or check to Frenchtown Middle School for \$30.00 for the 2020-2021 school year.
8. Parents can complete the front page of the MHS physical and scan in the back page. HOWEVER, the MS Office will need a hard copy of the physical form before student participation.

FRENCHTOWN SCHOOL DISTRICT

PO BOX 117, FRENCHTOWN, MT 59834

LES MEYER
406-626-2600
Fax 406-626-2605
Superintendent

JAKE HAYNES
406-626-2670
Fax 406-626-2676
High School Principal

AARON GRIFFIN
406-626-2650
Fax 406-626-2654
Middle School Principal

RILEY DEVINS
406-626-2622
Fax 406-626-2623
Intermediate Principal

JODI HALL
406-626-2620
Fax 406-626-2625
Elementary Principal

JENNIFER DEMMONS
406-626-2634
Fax 406-626-2605
Special Services Coordinator

SHAUNA ANDERSON
406-626-2706
Fax 406-626-2605
District Clerk

STACIE METHER
406-626-2703
Fax 406-626-2605
Deputy Clerk

The goal is to have all students return for face to face instruction for the 2020-2021 school year. Everyone back is where we want to be but we recognize that we will have to comply with and follow the direction from our governing bodies such as the Missoula County Health Department. This is a working document and it will change over the next few weeks. Remote Learning options are available as well.

All Students in attendance

- ▶ Follow the established bell schedule (4 class periods per day) with the cancellation of the M-8 (all period) day on Mondays to limit contacts and transitions. So A/B rotation 4 periods per day.
- ▶ Advisory class is canceled (to limit transitions and contacts)
- ▶ Class sizes will be less than 30 in all classes (governor mandates less than 50)
- ▶ Teachers will attempt to space desks and students 6 feet apart whenever possible
- ▶ Masks will be required
- ▶ Students will hand sanitize in and out of the classrooms
- ▶ Protexus sprayers will be used on desks and tables. They use electrostatic technology to coats surfaces with disinfectant.
- ▶ Seating charts will be used for all classrooms to help with contract tracing if needed
- ▶ Regular lockers and Gym lockers will not be issued to avoid large congregations of students
- ▶ **PE** will be outside whenever possible
- ▶ Lunch- students will be spread out. New tables have been ordered for the Lunchroom, pods, gym balconies and outside areas to limit gathering size to 50.
- ▶ Lunch-Open Campus to Sophomores
- ▶ Students will be assigned a Chromebook when possible and they will be disinfected between use
- ▶ Attendance policy will be reviewed on a case by case basis
- ▶ High School students are encouraged to drive whenever possible to alleviate congestion on the bus system.

Google Classroom must start day one. All students must be signed up and ready in the event of a shutdown.

The Montana High School Association activities are still scheduled to begins normal August 14th. The



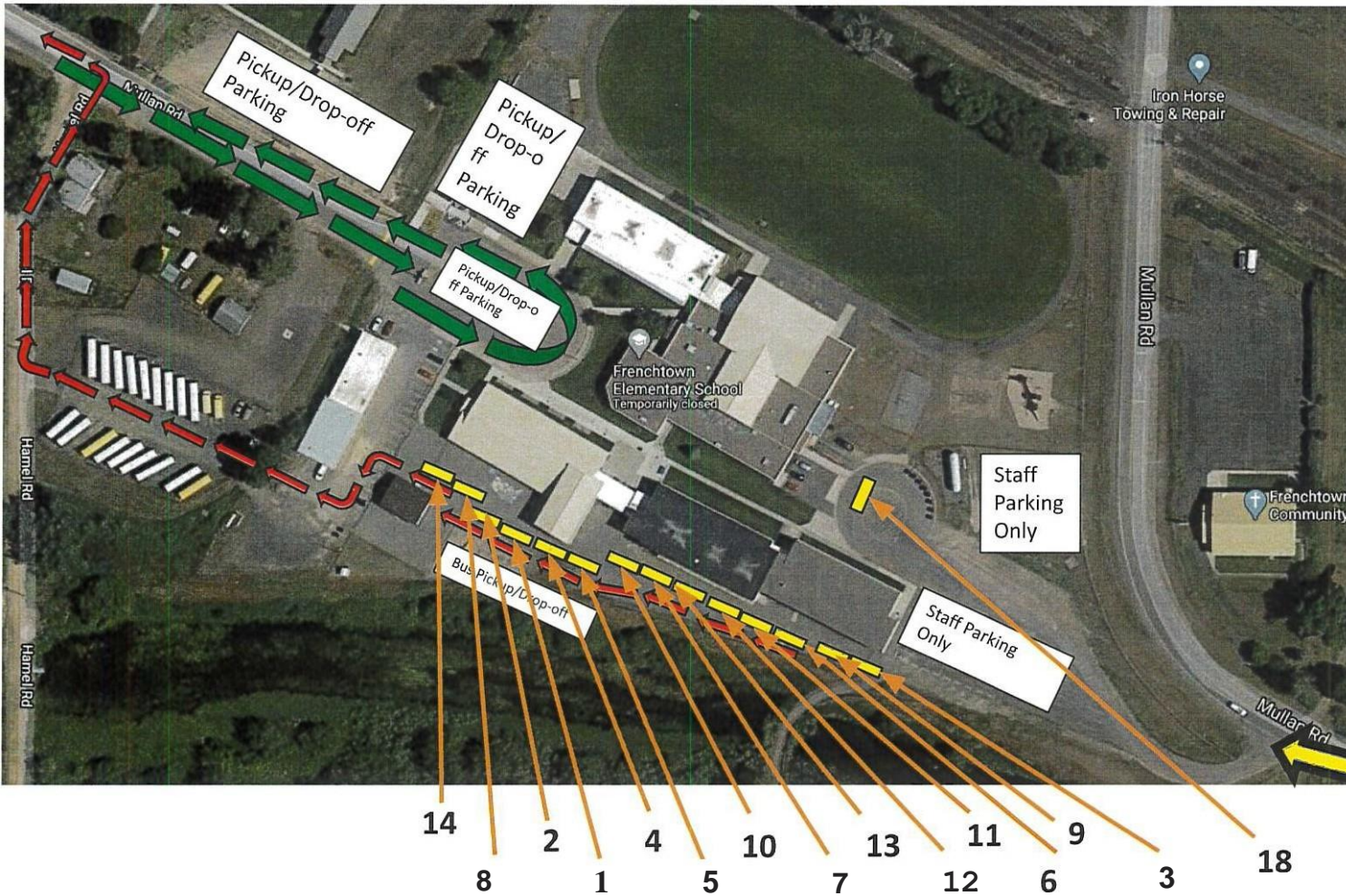
Parent Pick Up/Drop Off and Bus Schematic

PARENT PICK-UP/DROP-OFF AND BUS SCHEMATIC

South Campus 2020-2021

To assist with the minimization of the congregation of student pick up and drop off, bus drop off and bus pick-up zones are changing. Buses will drop off at the south side of the south campus and pick up students on the south side of campus. Students will load and unload buses on the right side; most safe for students. We ask parents and those dropping off and picking up students to **exclusively** use the **west loop** at South Campus. The west loop is larger and allows more cars to be in the "hopper" to drop off and pick up students. The car line up on Mullan Road from the east loop will be negated. In the afternoon, buses will exit the west road, but they will not be in the west loop. This will be a change, but it will create a safer and more efficient schematic once methodology is applied. Pictures are available in this PowerPoint. Thank you.

Bus Loop and Parent Pickup/ Drop-off Loop



Bussing and Parent pickup Changes:

- Parent Pickup and drop-off will be located in front of the Intermediate School indicated by the Green Arrows
- With more people dropping off and picking up kids this will help limit the amount of traffic back up on the South/East side of the building down Mullan Rd.
- The Yellow boxes on the diagram are busses that will depart the direction of the red arrow. We ask that all parents do not use the South/East Parking lot.

Release Times: (Announced over Intercom)

- Kindergarten grade bus kids will be released at **2:48**
- 1st grade bus kids will be released at **2:51**
- 2nd grade bus kids will be released at **2:54**
- 3rd grade bus kids will be released at **2:57**
- 4th grade bus kids will be released at **3:00**
- 5th grade bus kids will be released at **3:03**
- **Buses will depart between 3:08 and 3:10**

Parent Pickup will be released at 3:08

- Students must continue to have masks on until they are in their car in the parent pickup loop or church parking lot.

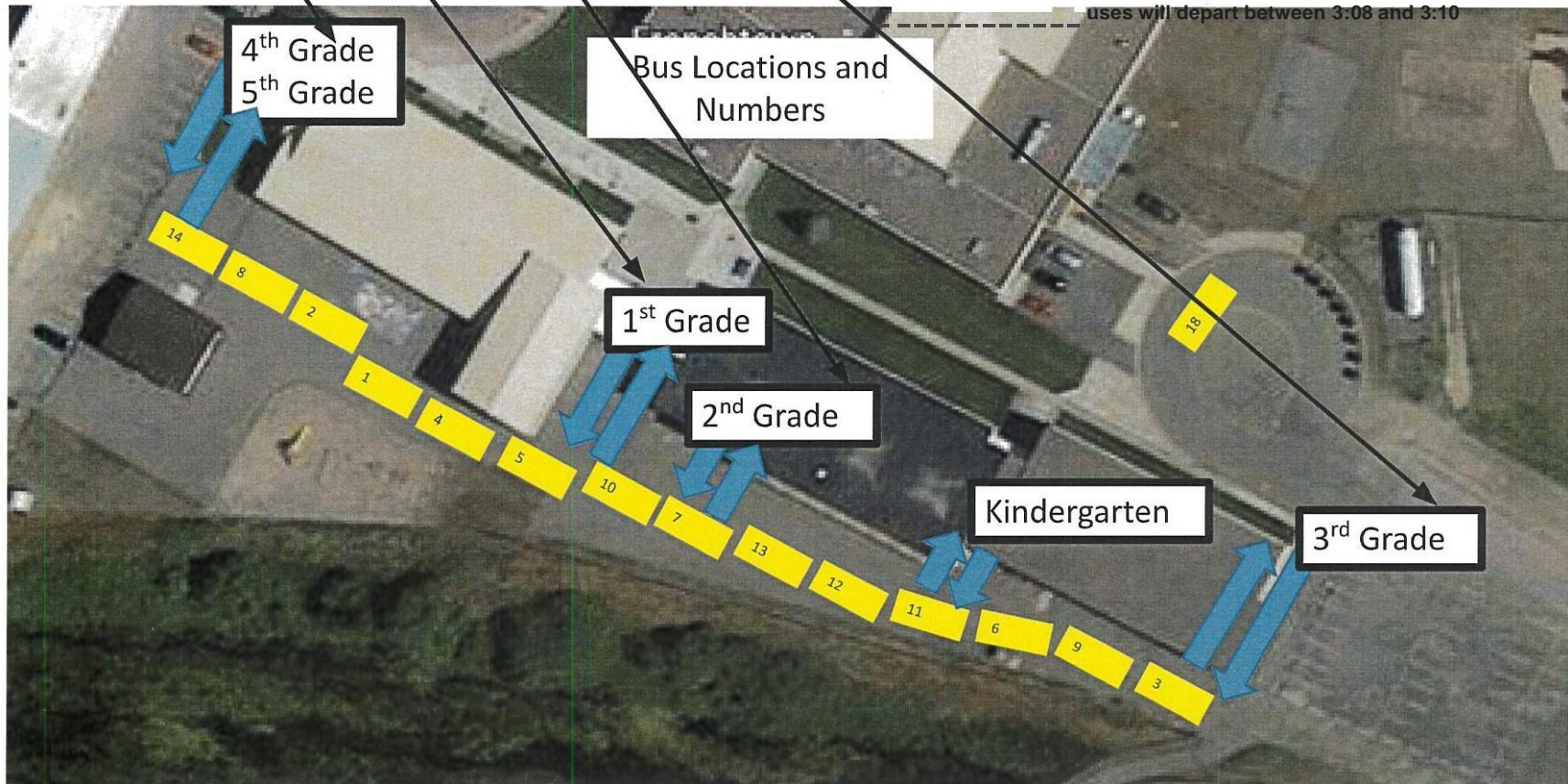
Entrance Closed to Public. Staff Entrance and Staff Parking Only

Bus Location and Grade Level Entrances/Exits

Release Times: (Announced over Intercom)

- Kindergarten bus kids will be walked to buses at 2:48
- 1st grade bus kids will be released at 2:51
- 2nd grade bus kids will be released at 2:54
- 3rd grade bus kids will be released at 2:57
- 4th grade bus kids will be released at 3:00
- 5th grade bus kids will be released at 3:03
- Buses will depart between 3:08 and 3:10

Students will enter from their prospective locations



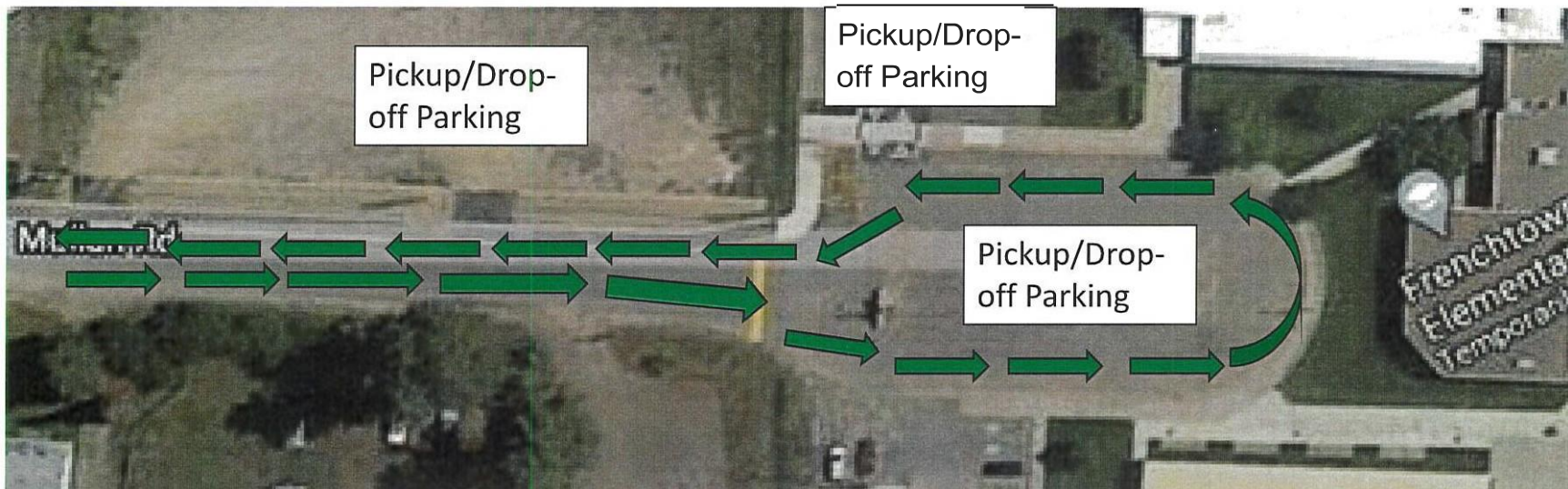
Parent Pickup Loop

Parent pickup Changes:

- Parent Pickup and drop-off will be located in front of the Intermediate School indicated by the Green Arrows
- With more people dropping off and picking up this location will allow for more students to get to their vehicles quicker and less crowding of students in the loop.

Parent Pickup will be released at 3:08

- Students must continue to have masks on until they are in their car in the parent pickup loop or church parking lot.



Missoula County Health Department

Health Alert Network

Information Sheet

DATE

March 11, 2020

SUBJECT

Update and Interim Guidance on Outbreak of Coronavirus Disease 2019 (COVID-19)

SITUATION UPDATE

Montana local and state public health officials continue to closely monitor and respond to the COVID-19 outbreak caused by the novel coronavirus, SARS-CoV-2. Please review the information below and share with relevant partners. Please keep in mind that information is changing quickly.

Epidemiology Update

There are currently zero reported cases of COV/0-19 in Montana. However, there has been one Montana resident visiting Maryland who has tested presumptive positive. The individual is currently hospitalized in Maryland. Maryland public health officials are investigating possible sources of illness. **At this time, the investigation appears to rule out Montana as a location of exposure, nor have any close contacts been identified in Montana.** More information will be distributed as it becomes available.

Thirty returning travelers have been monitored since February 1, and 26 have successfully completed the 14-day monitoring period. Four individuals are currently being monitored. Please find up to date information on COVID-19 in Montana at:

<https://dphhs.mt.gov/publichealth/cdepi/diseases/coronavirusmt>

For up to date global case numbers:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports>

For U.S. case numbers:

<https://www.cdc.gov/coronavirus/2019-ncov/cases-in-us.html>

Changes have occurred concerning the CDC PU/ definition: New guidance from CDC on 3/9/2020 expanded the criteria for COVID-19 assessment and testing to include individuals who are >65 years of age or those who have underlying conditions that may put them at higher risk for severe disease. We continue to encourage clinicians to use their clinical Judgment to determine if a patient has signs and symptoms compatible with COVID-19 and to continue to consult with public health to pursue testing.

Laboratory Update

The Montana Public Health Laboratory (MPHL) is conducting testing on patients that meet the guidelines in the attached CDC HAN message. Although there continues to be national coverage on the shortage of test kits from CDC, MPHL is in a good position right now and does not anticipate having issues. However, we continue to ask providers to be judicious when ordering testing and to work through their local health contacts to assist with assessment and facilitate patient testing when indicated.

New guidance under the Emergency Use Authorization (EUA) allows for nasopharyngeal and oropharyngeal swabs to be placed in the same tube of viral transport media for transport and testing. We will still accept swabs placed in separate tubes, but to optimize the use of transport media and test kits, using one tube is recommended. All specimens for COVID-19 testing need to be packed properly, in a box, and shipped in cold condition. Specimens that may have a delay in transport > 72 hours should be frozen and shipped on dry ice.

Specimens received by the MPHL Monday through Friday by 11:00 AM will generally be tested the same day, with results out by 5:00 PM. Specimens received after 11:00 AM will generally be tested the next business day. Testing volumes may impact turn-around times, and reporting times may vary.

Please see the attached laboratory fact sheet for more information on testing and contact information for the MPHL.

EMERGENCY MEDICAL SERVICES

EMS & Trauma Systems Section will be sending out another summary of CDC COVID-19 guidance this week to all EMS services. This virus continues to spread rapidly, and even though many sectors of business and the public are considering ways to isolate, EMS responders will be called to respond to patients with respiratory symptoms and possibly patients that are suspected of having COVID-19. As with all patients, EMS needs to continue to be diligent about protecting the patient and themselves by appropriately using protection, including applying a simple surgical mask to the patient. For suspected COVID-19 patients, providers are recommended to don PPE and consider limiting the number of responders who have direct contact with the patient. EMS needs to continue to monitor current CDC guidance for EMS at: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-for-ems.html>.

Recommendations

Updated PPE recommendations for the care of patients with known or suspected COVID-19:

- Facemasks are an acceptable alternative until the supply chain is restored. Respirators should be prioritized for procedures that are likely to generate respiratory aerosols, which would pose the highest exposure risk to HCP.
- Eye protection, gowns, and gloves continue to be recommended. If there are shortages of gowns, they should be prioritized for aerosol-generating procedures, care activities where splashes and sprays are anticipated, and high-contact patient care activities that provide opportunities for transfer of pathogens to the hands and clothing of HCP.
- When the supply chain is restored, fit-tested EMS clinicians should return to use of respirators for patients with known or suspected COVID-19.

Updated guidance about recommended EPA-registered disinfectants to include reference to a list now posted on the [CDC website](#).

HOSPITALS

Use of Juvare's EM Resource - We are monitoring daily bed census and other inventory statuses that are included. Please continue to update daily. Regional Healthcare Coalition Coordinators are available to assist with updating Juvare's EM Resource site. COVID-19 Healthcare Planning Checklist:

<https://dphhs.mt.gov/Portals/85/publichealth/documents/PHEP/PDR/COVID19/CVD19HlthPlnChlst.pdf>

PPE Shortage Request Process

We are aware of PPE shortages across the State and Nationally. Unfortunately, Montana, like many other states, is experiencing the same issues regarding the acquisition of resources. It is important to note that every option for purchasing, from alternate vendors, is expected to be exhausted since we cannot use our federal funds to supplant

the normal requirements for a facility to be in business. As of right now, we are pushing for local health departments, healthcare facilities, and other health providers to implement the CDC's Strategies for Optimizing N95 masks and to reach out to the alternate purchasing vendors. I understand you may have attempted/are attempting these two strategies, thank you.

Since PPE is becoming very difficult to acquire, we are talking with our federal partners about these concerns. At this time, we currently do not have a significant public health emergency that would qualify the State of Montana to receive federal assets. If a significant public health event occurs, it may open other federal and state assets that can be utilized. However, even if we receive inventory from state and federal resources, at this time, please be aware that due to a limited amount of Inventory (both at the State and Federal level), we at the state must be judicious in how we determine the need for material. If we sent inventory to everyone, for everyday use, we would be eliminating resources more quickly, leaving us with nothing for patient care of a highly infectious disease patient.

We would also like to make a clarification about the document we sent out last week labeled "Request Questions for Medical Material." This document was not intended to solicit requests, but rather a planning tool for facilities. The original intent was to provide a checklist of actionable items that need to be taken before a request is to be made. Additionally, this form was not meant to be used to order additional supplies in preparation for the case. These are steps that need to be taken to help the State of Montana justify a federal request in the event of a significant public health event.

PPE Usage Calculator

The link below will take you to a useful tool to determine your PPE needs. Please adjust the sample numbers to match your own facility/agency information with this Hospital PPE Planning Tool:

<https://dphhs.mt.gov/Portals/85/publichealth/documents/PHEP/PDR/COVID19/PPECalc.xlsx>

PPE Usage for Infection Control

Updated PPE recommendations for the care of patients with known or suspected COVID-19:

- Based on local and regional situational analysis of PPE supplies, facemasks are an acceptable alternative when the supply chain of respirators cannot meet the demand. During this time, available respirators should be prioritized for procedures that are likely to generate respiratory aerosols, which would pose the highest exposure risk to HCP.
 - Facemasks protect the wearer from splashes and sprays.
 - Respirators, which filter inspired air, offer respiratory protection.
- When the supply chain is restored, facilities with a respiratory protection program should return to the use of respirators for patients with known or suspected COVID-19. Facilities that do not currently have a respiratory protection program, but care for patients infected with pathogens for which a respirator is recommended, should implement a respiratory protection program.
- Eye protection, gowns, and gloves continue to be recommended. If there are shortages of gowns, they should be prioritized for aerosol-generating procedures, care activities where splashes and sprays are anticipated, and high-contact patient care activities that provide opportunities for transfer of pathogens to the hands and clothing of HCP.

Included are considerations for designating entire units within the facility, with dedicated HCP, to care for known or suspected COVID-19 patients and options for extended use of respirators, facemasks, and eye protection on such units. Updated recommendations regarding the need for an airborne infection isolation room (AIIR).

Patients with known or suspected COVID-19 should be cared for in a single-person room with the door closed. Airborne Infection Isolation Rooms (AIIRs) (See definition of AIIR in appendix) should be reserved for patients undergoing aerosol-generating procedures (See Aerosol-Generating Procedures Section)

Determine your Conventional, Contingency, Crisis Strategies (Decided by the facility as to which category). Crisis Standards of Care guidance is available. Alternate Purchasing resources have been provided previously.

Updates to CDC Recommendations

Interim Guidance for Discontinuation of Transmission-Based Precautions and Disposition of Hospitalized Patients with COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-hospitalized-patients.html>

Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed COVID-19 in Healthcare Settings: <https://www.cdc.gov/coronavirus/2019-ncov/infection-control/control-recommendations.html>

Interim Guidance for Discontinuation of In-Home Isolation for Patients with COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

Other PPE and Infection Control Information

Please see CDC Guidance for infection control for more information:

https://www.cdc.gov/coronavirus/2019-ncov/infection-control/control-recommendations.html?CDC_AA_reNaI=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhcp%2Finfection-control.html

CLINICIANS

Recommendations

Clinicians should use their judgment to determine if a patient has signs and symptoms compatible with COVID-19 and whether the patient should be tested. Most patients with confirmed COVID-19 have developed fever and/or symptoms of acute respiratory illness (e.g., cough, difficulty breathing). Priorities for testing may include:

1. Hospitalized patients who have signs and symptoms compatible with COVID-19 in order to inform decisions related to Infection control.
2. Other symptomatic individuals such as, older adults (age ≥ 65 years) and individuals with chronic medical conditions and/or an immunocompromised state that may put them at higher risk for poor outcomes (e.g., diabetes, heart disease, receiving immunosuppressive medications, chronic lung disease, chronic kidney disease).
3. Any persons including healthcare personnel, who within 14 days of symptom onset had close contact with a suspect or laboratory-confirmed COVID-19 patient, or who have a history of travel from affected geographic areas (see below) within 14 days of their symptom onset.

There are epidemiologic factors that may also help guide decisions about COVID-19 testing. Documented COVID-19 infections in a jurisdiction and known community transmission may contribute to an epidemiologic risk assessment to inform testing decisions. Clinicians are strongly encouraged to test for other causes of respiratory illness (e.g., influenza).

Mildly ill patients should be encouraged to stay home and contact their healthcare provider by phone for guidance about clinical management. Patients who have severe symptoms, such as difficulty breathing, should seek care

immediately. Older patients and individuals who have underlying medical conditions or are immunocompromised should contact their physician early in the course of even mild illness.

LONG-TERM CARE

CDEpi has created two posters for long-term care and other facilities to use when enacting visitor restrictions for your convenience. Interim guidance to prevent COVID-19 introduction into a long-term care facility is available in the document entitled Interim Additional Guidance for Infection Prevention and Control for Patients with Suspected or Confirmed COVID-19 in Nursing Homes. The new *Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 (COVID-19) in Healthcare Settings* has been released and can be found at this link: <https://www.cdc.gov/coronavirus/2019-ncov/Infection-control/control-recommendations.html>

Recommendations

See *PPE Usage for Infection Control* under the Hospital Section.

Rooming

1. Airborne Infection Isolation Rooms (AIIRs) should be reserved for patients undergoing aerosol-generating procedures.
2. Patients with known or suspected COVID-19 can be cared for in a single-person room with the door closed.
3. Facilities could consider designating entire units with dedicated HCP to care for those with known or suspected HCP, which will also help facilitate the extended use of respirators, facemasks, and eye protection.

Additional Considerations

See the *Additional considerations during times of widespread community transmission* section of [Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 \(COVID-19\) in Healthcare Settings](#)(URL above) for additional language regarding the minimizing exposure and visitor sections.

LOCAL PUBLIC HEALTH DEPARTMENTS

Recommendations

Please share the information in this HAN with your local partners.

SCHOOLS

Recommendations

[Guidance for administrators of US childcare programs and K-12 schools](#). CDC has provided this [guidance](#) to help administrators of public and private childcare programs and K-12 schools prevent the spread of COVID-19 among students and staff.

GENERAL INFORMATION

Recommendations

- **Environmental cleaning and disinfection recommendations.** This [guidance](#) provides recommendations the cleaning and disinfection of rooms or areas of those with suspected or with confirmed COVID-19 have visited.
- **Information on municipal water and COVID-19.** The COVID-19 virus has not been detected in drinking water. Conventional water treatment methods that use filtration and disinfection should remove or inactivate the virus that causes COVID-19. This page highlights current information on "[Drinking Water, Recreational Water and Wastewater: What you need to know](#)".
- **Mass gatherings.** Guidance is now available that is Intended for organizers and staff responsible for planning mass gatherings or large community events in the United States. For more information regarding planning considerations for this topic, please see [Get Your Mass Gatherings or Large Community Events Ready for Coronavirus Disease 2019](#).

How do I order a COVID-19 PCR test?

- You must first consult with local and/or state public health prior to ordering any testing.
- Once approved, the state public health laboratory will walk you through the ordering process.

Timing of Specimen Collection

Specimens should be collected as soon as patient is identified as a suspected COVID-19 case regardless of symptom onset.

Specimen Types

Collect a **nasopharyngeal** and **oropharyngeal** swab using only those with a synthetic tip (e.g., polyester, dacron) and an aluminum or plastic shaft.

*Place both swabs into a **single tube** of viral transport media or universal transport media.

Do not use swabs with cotton tips and wooden shafts or swabs made of calcium alginate.

A sputum sample may be collected if the patient has a productive cough and placed in a sterile container. Induction of sputum is not recommended.

Specimen Storage

Refrigerate all specimens promptly after collection. Specimens should be shipped within 72 hours of collection on cold packs. **Only freeze if transport will be over 72 hours.**

Specimen Labeling and Documentation

All specimens must be labeled with:

- *Patient name and a unique identifier, such as medical record# or date of birth
- *Specimen type
- *Date collected

How do I fill out the requisition?

Use MTPHLs standard Public Health Laboratory Request Form and write COVID-19 test in the "Comments" section.

Be sure to fill out all Patient Information and Specimen Details, including Date of Onset.

When are results available?

PCR results are typically available the same day the specimen is received at MTPHL Mon-Fri. *STAT weekend testing is available upon consultation.*

If the specimens need to be submitted to CDC, the results should be available within 3-days of receipt.

How do I transport the specimen to the laboratory?

- Once approved, the specimens may be transported by courier or overnight by FedEx or UPS
- Specimens must be placed into a box, packaged as Category Band sent in cold condition.

Safety Note

Health care personnel collecting clinical samples from potentially infectious patients should follow infection prevention and control recommendations.

Sample processing should be performed in at least a Class II biological safety cabinet following a minimum of biosafety level 2 guidelines. Please refer to the CDC website for specimen handling and biosafety guidelines.

<https://www.cdc.gov/coronavirus/2019-nCoV/lab/index.html>

Who should I contact for testing information?

- MTPHL lab toll free number 1-800-821-7284
- Collection supplies available upon request.

<https://www.cdc.gov/coronavirus/2019-nCoV/lab/guidelines-clinical-specimens.html>

ATTENTION VISITORS



STOP

For the protection of our residents and staff, we ask that you do not visit at this time to avoid introduction of COVID-19 in our facility.

If you have an urgent visitation need, please contact:

Visitation for special events, such as birthdays, may be considered after consultation with facility staff.

ATTENTION VISITORS

For the protection of our residents and staff, we ask that you do not visit if you have any signs of respiratory illness such as (but not limited to):

- **Cough**
- **Sore throat**
- **Chills**
- **Fever**
- **Body aches**



Our resident and staff members' health and safety are our priority. Thank you in advance for your understanding.

FRENCHTOWN SCHOOL DISTRICT

SAFE RETURN TO SCHOOL AND CONTINUITY OF SERVICES PLAN



Date of Original Adoption: 3/26/2020

Date Plan was Last Revised: 5/5/2020

Next Regularly Scheduled Month for Consideration (At least quarterly): _8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21_

Dates Reviewed: _8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21, 9/21/21

March 2020 - June 2021

1. The Frenchtown School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.

Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.

2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.

Our school district finished the 2020-21 school year through remote instruction. During the 2020-21 school year Frenchtown was open entirely from start to finish. The only exception during this timeframe was temporary closing of classrooms or removal of students due to county health quarantine, close contacts or individual positive Covid-19 test results.

- i. In person instruction was provided the entire year to grade 4th-8th to 80%-100% of students.
 - ii. Hybrid was provided to grades K-3 and 9-12 students- 80%-90% in person and 10%-20% online.
 - iii. Offsite live streaming was provided to between 1% and 20% of grades 4th - 8th students
3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under its 1900 Series, including model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.
4. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments.
5. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 14-15 months.

Safe Return to Schools and Continuity of Services Plan Contents:

March 2020-June 2021

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

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

1. 3/15/2020- School was closed for two days

2. 3/18 & 19/2020- Online instruction started: All parents and students were directed to come to the school and pick up materials, Chromebooks, packets, textbooks and any other materials deemed necessary to complete the school year.
3. 3/36/2020- MOU with certified and classroom teacher's unions regarding Covid-19 protocols to complete the 2019-2020 school year.
4. 3/26/2020- Plan was submitted to the Governor's office for the duration of the 2019-2020 school year. Packet pickup and google classroom were used to deliver instruction from 3/18/2020-5/25/2020.
5. 4/21/2020- Governor's office ordered the school closure to be extended through April 24, 2020. CARES act funds were discussed with the public and the school board during the normal scheduled board meeting.
6. 8/7/2020 Parent Survey response reported- 85% wanted to send kids to school/14% remotes 1% undecided (700 parents actively participated)
7. 8/17/2020- Parent online meeting Start and end times
8. 8/21/2020- Board meeting to finalize reopening plans
9. 8/30/2020- Community meeting with administration regarding reopening plan.
10. 8/18/20- Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
11. 9/15/20 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
12. 9/15/2020- MOA signed with School District, Classified and Certified Unions
13. 10/20/20 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
14. 11/17/20 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
15. 12/15/20 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
16. 1/19/21 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
17. 2/16/21 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
18. 3/16/21 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
19. 4/20/21 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
20. 5/7/2021- Letter was sent to parents regarding special board meeting regarding Missoula County Health protocols
21. 5/11/2021- Administrative team streamed to all the community regarding following Missoula County Public Health protocols
22. 5/18/21 Board meeting review of districts response to Coid-12 (Virtual and in person attendance available to all constituents in FTSD)
23. 6/15/2021 - Report of plan completion at Board Meeting

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

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

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

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

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

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these

priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

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

Frenchtown School District reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students’ academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

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

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

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

2. The extent to which the district has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

Topic	School District Policy Reference	Description of Policy (All referenced policies can be found at the end of this document.)	Policy Adopted and Revised Date(s)
School District policies and procedures	1901		1. 5/5/20
Alternative Grading	1902		1. 4/29/20
Use of Transportation Funds	1904		2. 3/26/20 3. Revised: 5/5/20
State Emergency	1907		1. 8/17/20
Temporary Covid-19 Emergency Policies Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal	1900; 3417	1900: Temporary Covid-19 Emergency Policies 3417: In all proceedings related to this policy, the District will respect a student’s right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child’s attendance harmful to the welfare of other students. The District will rely on advice of the public health and	1. 3/26/20 2. 11/13/01- Reviewed 6/17/14

health departments.		<p>medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.</p>	
Efforts to provide vaccinations to school communities	3413	<p>Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section 1 of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides that it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's vaccination status. Finally, House Bill 702 provides that it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status.</p> <p>3413: Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.</p>	<p>1. Revised-6/15/15</p> <p>Clinics: 3/18/21 3/25/21 4/8/21 4/15/21</p>
504/IDEA	2162; 2162P	<p>2162: It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards.</p> <p>2162P: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set in the policy.</p>	<p>1. Reviewed-5/20/24</p>
Coordination with State and local health officials.	1900; 1907; 3417	<p>1900: In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter. School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by</p>	<p>1. Adopted 3/26/20 Revised-5/5/20</p> <p>2. 8/17/20</p> <p>3. 6/17/14</p>

		<p>the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees..</p> <p>1907: The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities.</p> <p>3417: The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, need to know of the affected student's condition.</p>	
Missoula County Health Directive:		Missoula County Health Directive followed	<ol style="list-style-type: none"> 8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21

June 2021

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

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

The School District’s plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District’s plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District’s plan for purposes of the ARP Act, revised the School District’s plan at a meeting held on 6/25/2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

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

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

June 2021 - September 30, 2024

Part IV – Schedule for Future Review and Updates:

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

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

August 17, 2021 - Frenchtown Board of Trustees Meeting
Survey of Reopening Plan to parents and correspondence to staff.
FRENCHTOWN SCHOOL DISTRICT
THE 2021 REOPENING
FRENCHTOWN SCHOOL DISTRICT

The Frenchtown School District is starting school for students in person on Wednesday, August 25. Distance learning will not be offered during the 2021-2022 school year. The Frenchtown School District will have regular start and end times with or without masks. The Frenchtown School district is recommending, not requiring masks.

FTSD PRECAUTIONS:

- Increased air flow in classrooms
- Global Plasma Solutions (GPS) ionizations (installed a year ago and additional GPS units are being installed)
- Cleaning and sanitization protocols maintained
- Protexus sprayers utilized
- Contact tracing protocols in place
- Additional Kindergarten Class added due increasing numbers and smaller class sizes
- Additional High School Classes added due to increasing numbers and smaller class sizes
- Additional 4th Grade Teacher due to create smaller classes in the Intermediate School
- Additional Guidance Counselor to assist with possible mental health issues and students who need to talk.
- Additional Title Math Teacher for Middle School students.
- Should the community begin to escalate at a rate and recommendations turn to requirements or numbers begin to grow at a rate greater than we have experienced, then the district will enact additional protocols including but not limited to masking, cohort groups, and lunchroom changes.
- We ask if your child is experiencing symptoms of illness to please keep them home until they are symptom free for 24 hours.

FRENCHTOWN SCHOOL DISTRICT

The COVID-19 vaccine is available to all people ages 12 and up. The CDC recommends masks to be worn in substantial or high transmission. Missoula County is not in this domain. The transmission of children ages 0-9 is low and well documented. The importance of education, mental health, and economic stressors for parents are also factors. These are the reasons why we are planning to reopen school five days a week. We had challenges last year and challenges will continue. Masks are recommended/optional, not required. There will be a school board meeting on Tuesday, August 17th at 7:00 p.m. if you would like to attend in person or virtually.

With the information above, are you in favor of the Frenchtown School District reopening as planned?

Yes

No

If you have any questions, concerns, or comments, please place them in this comment box or contact your building administrator. Thank

you so much for your time and interest in this matter.

Survey Results:

Page 1: Frenchtown School District 2021 Reopening Plan

Q1

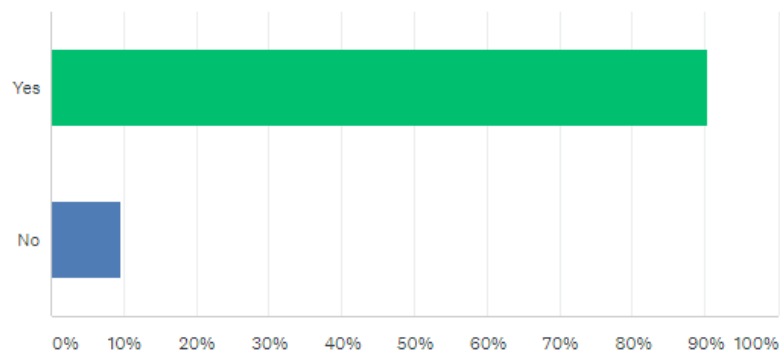


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With the information above, are you in favor of the Frenchtown School District Reopening as planned?

Answered: 860 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	90.35%	777
No	9.65%	83
TOTAL		860

EDUCATIONAL PLANS FOR COVID RELATED QUARANTINES AND ILLNESS:

FRENCHTOWN ELEMENTARY SCHOOL ILLNESS HOMEWORK REQUESTS

In the event an elementary student becomes infected with Covid 19 or is placed on quarantine by the county (documentation required), students will be given access to education through the following means:

- Communication will be made with the teacher to provide homework assignments. Homework will be available for pick up at the office, outside the school doors, or can be mailed.
- Students who need to check out a ChromeBook during the absence can do so through the library
- Students will have access to digital curriculum through Google Classroom and Google Sites
- Parents of students who are considered a possible close contact will be notified.

As an Elementary School, we are aware that each situation will be unique. Therefore, we will take each situation and examine what would be in the best interest of the student on a case-by-case basis.

FRENCHTOWN INTERMEDIATE SCHOOL COVID RELATED HOMEWORK REQUESTS

Each student is assigned a Chromebook that has been checked out to them at the start of the school year, and is currently stored in their classroom. In the event of a student or students being quarantined, the Chromebook and materials will be sent home with them or picked up by a parent/guardian.

All teachers in 5th grade are posting assignments or topics daily on Google Classroom in their subject specific areas. How to access Google Classroom page will be sent home with class codes for each teacher. All teachers in 4th grade have Google Classrooms set up specifically for students on quarantine that is updated with assignments and topics.

Students will be responsible for logging in to Google Classroom and completing the assignments that are posted. Any assignment that students have issues with, they can email their teachers for clarification or support. Upon each student's return, teachers will help coach them up on any content issue they may have had while out on quarantine.

**FRENCHTOWN MIDDLE SCHOOL
COVID RELATED HOMEWORK REQUESTS**

In the event a MS student becomes infected with Covid 19 or is placed on quarantine by the county (documentation required), students will be given access to education through the following means:

- Google Classroom—assignments will be posted with instructions
- Google Meets –depending on the student, length of quarantine and the accessibility of technology some teachers will have the students virtually present
- Teachers will communicate with students via their FTBroncs account
- Books, homework assignments and materials will be available in the office to be picked up if the student does not have access to the internet
- Upon return to school teachers will check in with students to verify they are caught up in each of their classes
- In the case of documented Covid or quarantine the 10 day attendance policy will not be in effect

As a Middle School, we are aware that each situation will be unique. Therefore, we will take each situation and examine what would be in the best interest of the student on a case-by-case basis.

**FRENCHTOWN HIGH SCHOOL
COVID RELATED HOMEWORK REQUESTS**

In the event a HS student becomes infected with Covid 19 or is placed on quarantine by the county (documentation required), students will be given access to education through the following means:

- Google Classroom—assignments will be posted with instructions
- Google Meets –depending on the student, length of quarantine and the accessibility of technology some teachers will have the students virtually present
- Teachers will communicate with students via their FTBroncs account
- Books, homework assignments and materials will be available in the office to be picked up if the student does not have access to the internet
- Upon return to school teachers will check in with students to verify they are caught up in each of their classes
- In the case of documented Covid or quarantine the 10 day attendance policy will not be in effect

As a high school, we are aware that each situation will be unique. Therefore, we will take each situation and examine what would be in the best interest of the student on a case-by-case basis.

Age Group	Active Cases
0-9	87
10-19	138
20-29	232
30-39	216
40-49	172
50-59	143
60-69	105
70-79	67
80+	28

225 CASES AGES 0-19

INFORMATION REGARDING HOSPITALIZATIONS: 9/13/21

According to Kids Count Data Center: 2020/2021 - 162,104 K-12 public, private, and home schooled children. Using the numbers of public schools and private schools from 2020/2021: **152,236**

- Sept. 13 - 351 hospitalizations (less than 1%)- Source - *Demographic for COVID Cases, MT*
- Ever Hospitalized - 6725 (5%)
- Never Hospitalized - 128,210 (95%)
- 0-9 years old - 5% of cases
- 10-19 years old - 12% of cases
- 2 current 7 day average 9/5-9/11 age 0-17 hospitalization - Source - *CDC Data Tracker*
○ .0013% ages 0-17 hospitalized in MT.
- Under age 18 - 2 Admissions per 100,000 - nationwide - Source - *New York Times*

FRENCHTOWN CASE COUNT: 9/16/21

Current Frenchtown School District Enrollment = 1474

Disclaimers:

- Cases below encompass adults and students in respective buildings.
- The summary below is based on cases reported to the Frenchtown School District by staff and/or families choosing to share their lab reported cases with the District.
- It is quite possible we have been told of cases, but we have not received confirming documents from the county, parents, or students.
- Home Tests have been reported, but we have received conflicting results from home tests.
- Parents have been keeping kids home if children have experienced symptoms and for precautionary measures.

Elementary School	Source/Possible Source		
Active Cases	Outside of School	Unknown	Through School
7	5	2	

Intermediate School	Source/Possible Source		
Active Cases	Outside of School	Unknown	Through School
1	1		

Middle School	Source/Possible Source		
Active Cases	Outside of School	Unknown	Through School
0			

High School	Source/Possible Source		
Active Cases	Outside of School	Unknown	Through School
3		3	

Other	Source/Possible Source		
Active Cases	Outside of School	Unknown	Through School
1		1	

FTSD COVID-19 Guide

Frenchtown School District wants to thank the students, the parents, the guardians, the staff, and the community members for thinking of our neighbors and keeping our community as healthy as possible. Thank you to everyone for being so patient, respectful, and gracious as we navigate educating our Frenchtown students during this pandemic.

Background Info: Schools must continue to take a multi-pronged, layered approach to protect students, teachers, staff, and community members by having protocols in place that support the safety and well-being of our constituents. Combining these layers of protection with appropriate leveled protocols, allows for learning safely of all students and staff to be possible.

It is critically important to develop a guide with specific identifiers that may trigger changes in mitigation strategies. It is necessary to formulate the most appropriate direction forward, as a school within the Frenchtown community. These plans can be revised, adapted, and changed quickly and conscientiously depending on the level of viral transmission and test positivity rate throughout the community and our schools while recognizing the differences between the state, county, town and school district.

Schools are bound by HIPAA and may not release any health-related information regarding students nor staff. Schools may not ask the COVID-19 vaccine status of students nor staff per [HB 702](#).

<p>Decision matrix guide for Administrators – Metrics to trigger possible changes in mitigation strategies</p>		<p>Student Impact Student absence across 3 consecutive school days due to COVID-related scenarios (positive or quarantined) within the district and/or school building and/or classroom.</p>	
		<p>Low <25%</p>	<p>High >25%</p>
<p>Staff Impact Staff absence due to COVID-related scenarios (positive or quarantined) within the district and/or school building and/or classroom.</p>	<p>Low <20%</p>	<p>- Least restrictive, least preventative, mitigation strategies</p>	<p>- Consider more restrictive, more preventative, mitigation strategies</p>
	<p>High >20%</p>	<p>- Consider more restrictive, more preventative, mitigation strategies</p>	<p>- Most restrictive, most preventative, mitigation strategies strategies</p>

Examples of mitigation strategies implemented to protect the health and safety of students, staff, and community members may include:

- Assigned seating
- Cleaning and disinfecting
- Vaccinations Options
- Learning in cohorts
- Masking
- Remote learning
- Social distancing

- Ventilation
- Playground Zones
- Expanded Lunchrooms
- Limitation of community events
- Limitation of attendance at activities and events

This is a guide, as every COVID-19 related situation and every scenario is different and unique. It is dependent upon requirements set forth by the Federal government, Montana State government and the Missoula County Health Department (MCHD). In conjunction with approval from the Superintendent, school administrators have the authority to make necessary adjustments for the health and safety of students and staff.

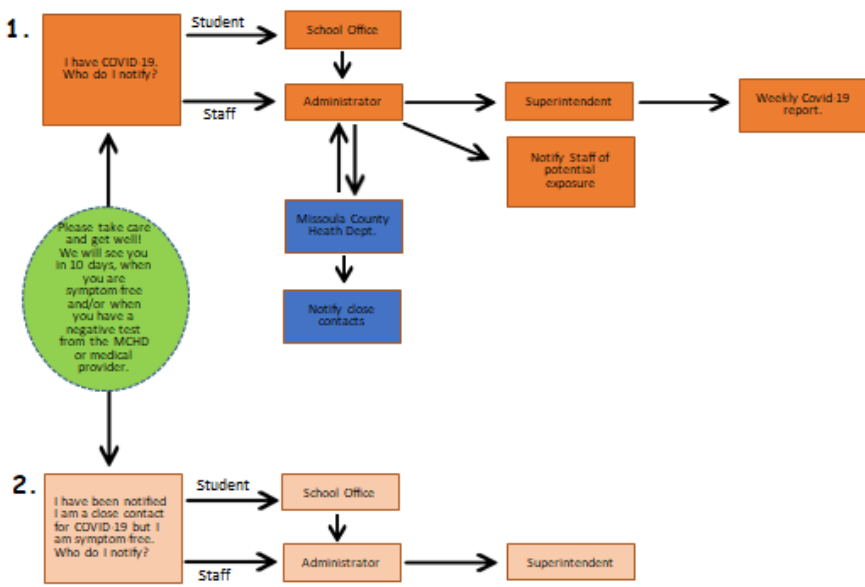
Frequently Asked Questions:

1. **Are masks required at Frenchtown School District?** No, but they are recommended.
2. **Are masks required on the buses?** Yes, per a Federal mask mandate implemented by the [CDC](#) in February 2021.
3. **Does FTSD offer remote learning?** No. If a student is home for COVID-19 related reasons, the student will receive the same support as any student absent from school for whatever reason.
4. **Does the school perform contact tracing?** No, that is the responsibility of the MCHD. Frenchtown School District follows all MCHD contact tracing requirements that are required of school officials.
5. **Does the school notify parents/guardians if their student is a close contact?**
The school will do its best job to communicate with primary contacts regarding confirmed cases within the school setting. It is the primary responsibility of MCHD.
6. **If my child is vaccinated, notified as a close contact from the MCHD, and is not experiencing symptoms, may she attend school?**
You need to talk to the MCHD or your health care provider. Per HB 710 the school may not ask individuals about vaccination status. Students and staff may return to school after 10 days and be symptom-free and/or have a negative test from the MCHD or medical provider.
7. **What does the school consider as a 'close contact'?** The same as the CDC: Close contacts are any individuals who have been within 6 feet of a positive case for a minimum of 15 minutes.
8. **What does the school do when they are notified of a positive COVID-19 case by a parent, guardian, or staff member?** The building principal contacts the MCHD and works through the steps put forth by the MCHD that are required of school officials.
9. **What does the school do when they are notified of a positive COVID-19 case by the MCHD?**

The Frenchtown School District follows the protocols put in place by the MCHD. As protocols change, the district follows the requirements put forth at the current time.

10. **When may my child return to school after testing positive for COVID-19?** Your child may return 10 days after your symptoms started AND 24 hours without a fever and not taking any medications to lower fever, such as Tylenol or ibuprofen AND Your symptoms have improved OR when cleared by the MCHD or medical provider.

Frenchtown School District COVID-19 Guide



- FTSD only reports positive cases from the MCHD or a medical provider.
- We may not ask vaccine status per HB 702.
- Home negative tests are not accepted.
- Testing sites:**
MCHD clinics
 1. Frenchtown Fire Station
 16863 Marion St.,
 Frenchtown, MT 59834
 Thursdays: 1 p.m. - 3 p.m.

 2. Flynn Lane Testing Clinic
 4025 Flynn Lane,
 Missoula, MT 59802
- Vaccine clinics:**
 Granite Pharmacy - Frenchtown
 Southgate Mall Clinic
 Walgreen's pharmacies
 Contact your medical provider
- FTSD recommends wearing face masks.

Links for more information:

- [American Academy of Pediatrics COVID-19 Guidance for Safe Schools and Promotion of In-Person Learning](#)
- [CDC: Guidance for COVID-19 Prevention in K-12 Schools](#)
- [DPHHS Temporary Emergency Rule – RE: Masking](#)
- [DPHHS: Frequently Asked Questions – Guidance for Schools](#)
- [FTSD American Rescue Plan Elementary and Secondary Emergency Relief Plan \(ARP ESSER\)](#)
- [Missoula County Covid-19 Data Dashboard](#)



Les Meyer <lesmeyer@ftbroncs.org>

Thank you for submitting your ARP ESSER Plan Update

2 messages

Montana Office of Public Instruction <noreply@qualtrics-survey.com>
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>
To: Lesmeyer@ftbroncs.org

Wed, Jun 29, 2022 at 3:49 PM

Thank you for submitting your plan update. A copy of your response is attached. If you need to make changes to your submission, or if you would like to complete another update, please use this link:

https://montanaopi.sjc1.qualtrics.com/jfe/form/SV_eW1NUOUegoO6Kmq?Q_R=R_27KxvGYkniV59k1

Please remember to update the plan you have posted on your website.

If you have any questions about your submission please email ESSER-OPI@mt.gov.

Thank you for all you do for Montana Students!

The OPI ESSER Team

[Download as PDF](#)

URL to view Results [[Click Here](#)]

Response Summary:

Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

- Priority 1:

Addressing learning loss and provide an intervention based education to struggling students, behavioral support/analysis, and data analysis decision making to support in

learning loss and recovery of content.

- Priority 2:

To prevent, prepare, and respond to covid-19 through infrastructure upgrades, device accessibility and facility configuration/upgrades that support with safety processes/practice and air quality within the Frenchtown School District.

- Priority 3:

Addressing learning loss regarding Special Education, curriculum analysis, professional development opportunities, and the planning and preparation required for effective teaching

during Covid-19 that include learning and lesson support for online and in person instruction while addressing social emotional learning.

Q42.

Goal Action Plan, Part 2:

Identify what strategies/action steps will be used to support the achievement of the goals.

Describe a realistic and achievable timeline to achieve the goals.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

- Math Goal Strategies, Actions, Timelines, and Assignments:

Continue to determine the level of proficiency of students using SBAC scores, MAP scores, ACT scores, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and the Building Administrator, will corroborate that these actions are met.

- ELA Goal Strategies, Actions, Timelines, and Assignments:

Continue to determine the level of proficiency of students using SBAC scores, MAP scores, ACT scores, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and the Building Administrator, will corroborate that these actions are met.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:

Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

Q71.

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met.

Click the box and provide the text response for each applicable box.

- Math Goal:

Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 5% in math from 35% in the Spring of 2021 to 40% on the SBAC in the Spring of 2022. (3 yr. trend is 36%). Using the ACT as one of the primary data points the goal is to increase the ACT math score for district 11th graders to 19.8 on the ACT test. ACT math score in 2021 = 19.3 (3 year average = 19.8)

- ELA Goal:

Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 5% in ELA from 48% in the Spring of 2021 to 53% on the SBAC in the Spring of 2022. (3 yr. trend is 45%). Using the ACT as one of the primary data points the goal is to increase the ACT ELA/English score for district 11th graders to 19.2 on the ACT test. ACT ELA/English in 2021 = 18.7 (3 year average = 19.2)

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):

The administration and curriculum departments will work collaboratively to support and monitor implementation of evidence-based interventions to identify the most effective interventions employed. Frenchtown School District will be targeting mental health support by providing behavioral data tracking for student in need of support K-8. This targeted approach will establish behavioral interventions and help to support students that need behavioral interventions based areas of struggle. This goal is measurable for each individual and not as a collective district.

Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

District uses DIBELS, STAR, MAP, SBAC, IAB, Read Naturally, Read 180, AIMSWEB, ACT, and SBAC for math and reading assessments. Targeted Intervention summer instruction based on results of this data for at-risk students. The Middle School will utilize iReady for math intervention. District has a special services coordinator, homeless/foster care liaison to monitor and tracks migrant populations. Services are offered to all who fall within these categories as well as those who achieve at low levels on assessments. The High School also has a credit recovery program called FACE and JMG or Jobs for Montana Graduates that support students with future direction.

Q8. What is your school district phone number?

4066262600

Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

We will use a variety of assessments including informal, in-program assessments, formative assessments. Assessments from MAPS, STAR, DIBELS, ACT, and SBAC will be analyzed and reviewed. These funds will also be used to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as those with low-attendance rates or who have missed the majority of in-person instruction during the 2019-20 school year and 2020-21 school year. Students most at risk of dropping out will also be monitored and use of these funds will help mitigate that risk. Evidence based interventions include small group and individualized instruction, differentiation, and tutoring. Data Tracking system with assessment (Milepost), attendance (Infinite Campus), and State and District Testing Data.

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.

- District-level Administrator

Q58.

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

10

Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No

Q15. Describe your Math goal for each identified student group.

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 24% proficient. 3 yr. trend = 26% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 3% proficient. 3 yr. trend = 8% 3. To increase the ACT math score for economically disadvantaged students in grade 11 by .5 on the ACT test.

Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

3

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your

innovation below.

N/A

Q5. Please choose your county and district from the dropdown.

County Missoula

District Missoula ~ Frenchtown K-12 Schools, LE0599

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Public meetings
- Website
- Media
- Social media
- Email

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- No

Q16. Describe your ELA goal for each identified student group.

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 5% in ELA on the SBAC in the Spring of 2022. District 2021 average was 40% proficient. 3 yr. trend = 37% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 14% proficient. 3 yr. trend = 10% 3. To increase the ACT ELA/English score for economically disadvantaged students in grade 11 by .5 on the ACT test.

Q65. Describe your Other goal for each identified student group.

None

Q6. Who is submitting this form?

Les Meyer

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No

Q9. What is your official school district email address?

Lesmeyer@ftbroncs.org

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Teachers
- Staff

- Local bargaining units
- County health departments
- Community members

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)
- Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- Early Warning System
- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- Use of exclusionary discipline
- Advanced coursework
- Access to technology
- Educator PD on technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Per-pupil expenditures
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols
- Student enrollment by Mode of instruction
- Student attendance by Mode of Instruction

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- None

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- None

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
 - ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
 - iii. identify, reengage, and support students who have experienced the impact of lost instructional time.
- The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals

4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What feedback have you received from stakeholders around your plan and/or your plan implementation?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Next Steps:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Survey, August 2021. Public Board Meeting - August 2021. Public Board Meeting - September 2021. Numerous phone calls during the month of August and September.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

This submission reflects our last update of February 2022

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

8. Monitoring and Measuring Impact of ARP ESSER funds

You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

Q77. Please select the statement below that accurately describes your role:

- I am the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:

- This submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

Embedded Data:

Q_R R_cMF6MII6AtvAKtE

Montana Office of Public Instruction <noreply@qualtrics-survey.com>
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>
To: lesmeyer@ftbroncs.org

Wed, Jun 29, 2022 at 3:49 PM

[Quoted text hidden]