



WYOMING
DEPARTMENT OF EDUCATION

Smart Start Guidance

July 1, 2020



table of contents

From the Superintendent	1
<hr/>	
Expectations	
<hr/>	
Smart Start Plan Assurances	2
Definitions	
<hr/>	
Tier Definitions	3
Instructional Definitions for Homebound Instruction, Remote and Virtual Education	3
Smart Start Legal Framework	4
Communications	
<hr/>	
Do First	5
Immediately Prior to Opening	6
Do When Schools Are Open and Operating	7
Safety and Wellness	
<hr/>	
Safety and Wellness Guidance	8
Student Arrival to Building and Through The Day	8
Transitions	10
Dismissal	11
School Operations	
<hr/>	
Transportation	12
Nutrition Services	13
Facilities	14
Activities	15
Instruction and Technology	
<hr/>	
Preparations for School Year	16
First Weeks of School	20
Ongoing Learning	21
Appendix	
<hr/>	
Daily Screening to be Conducted by Parents - Sample	22
Essential Questions for Communications	23
Contributors	25

from the superintendent

Dear Wyoming,

Our efforts to adapt to the COVID-19 environment have been immense over the last three months. Educators and parents have delivered education and student services in ways - and to a degree - never done before. In mid-March the health and safety of Wyomingites was placed above all else as we quickly learned about and adapted to our "new normal." School doors closed but education stayed open for business - thanks to you. Despite the challenges we found innovative ways to connect as a community of students, families, service providers, and teachers to ensure learning continued. Today, as we look to open schools in the fall, I am confident that we will be successful and also transform our school system for the better.

The Smart Start framework lays out requirements, recommendations, and considerations that will help ensure that schools not only open for the 2020-2021 school year, but that quality education continues throughout the school year. Smart Start was developed by a working group of expert stakeholders in Wyoming education and health. It highlights four key areas that are critical to the opening of schools - Communications, Safety and Wellness, School Operations, and Instruction and Technology. The working group placed the bulk of decision-making in the hands of communities - health officials, school boards, educators, parents, and even students. Communities know best how to address their unique challenges. Wyoming schools should be prepared to quickly and efficiently adapt school operations in response to their challenges. The framework consists of three tiers:

- Tier I is where we are right now - schools are open to students with some new health precautions such as social distancing or the use of masks.
- Tier II is a combination of in-person instruction with possible intermittent closures and quarantining of students and staff.
- Tier III is the full closure of school buildings to students at the county or state level, like what occurred at the end of last school year.

So what is your role? First, expect change. During the 2019-2020 school year, precious instructional time was lost and all of us faltered as we adapted to learning packets and remote instruction. We know better now. Technology will be an integral part of every school's "tiered" approach to school operations and educational delivery. Using technology to meet the needs of learners and "pivot" to a different tier takes time and training for students, educators, parents and students. Second, take responsibility. New health and safety protocols will be in place for a long time, maybe forever. We can help slow the spread of COVID-19 and other diseases by following the same guidance that Governor Gordon has encouraged: stay home when sick, wash hands, social distance or wear a mask. Some of these protocols are required, all are encouraged.

I want to personally thank the members of the working group for their leadership and effort. I, along with my staff at the Wyoming Department of Education, look forward to supporting you and your community as we plan for the opening of schools this fall.

Sincerely,



Jillian Balow

State Superintendent of Public Instruction

expectations

SMART START PLAN ASSURANCES

District superintendents will check yes or no to the assurances below and submit a plan which addresses these assurances.

- YES NO The district has developed a plan for school reopening and continued operation considering these potential scenarios:
- Tier I (Open): In-person classes and activities, as appropriate. Minimal adapted learning on a limited, as-needed basis. Most students in school at the same time under the provisions of current health orders. Social distancing and face coverings to the greatest extent possible. Buildings open to all students.
 - Tier II (Hybrid): Combination of in-person and adapted learning is required due to local or state health directives. Social distancing and face coverings to the greatest extent possible for those attending in person. Buildings open to some students.
 - Tier III (Closed): School buildings closed to students due to local or state health directives or orders. School districts will follow provisions in the approved adapted learning plan. Buildings not open to students.

COMMUNICATIONS

- YES NO District leaders have read the communications requirements in the Wyoming Department of Education Smart Start Working Document and have incorporated these requirements into the district plan for reopening schools.

SAFETY AND WELLNESS

- YES NO District leaders have read the safety and wellness requirements in the Wyoming Department of Education Smart Start Working Document and have incorporated these requirements into the district plan for reopening schools.

SCHOOL OPERATIONS

- YES NO District leaders have read the school operations requirements in the Wyoming Department of Education Smart Start Working Document and have incorporated these requirements into the district plan for reopening schools.

INSTRUCTION AND TECHNOLOGY

- YES NO District leaders have read the instruction and technology requirements in the Wyoming Department of Education Smart Start Working Document and have incorporated these requirements into the district plan for reopening schools.

Please submit Smart Start Plan to Laurel Ballard at laurel.ballard@wyo.gov.

SMART START PLAN DUE: AUGUST 3, 2020

definitions

TIER DEFINITIONS

Tier I - Open

In-person classes and activities, as appropriate. Minimal adapted learning on a limited, as-needed basis. Most students in school at the same time under the provisions of current health orders. Social distancing and face coverings to the greatest extent possible. Buildings open to all students.

Tier II - Hybrid

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

Tier III - Closed

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

INSTRUCTIONAL DEFINITIONS FOR HOMEBOUND INSTRUCTION, REMOTE EDUCATION AND VIRTUAL EDUCATION

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

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

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

definitions

SMART START LEGAL FRAMEWORK

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

Situations:

1. A student or staff member tests positive for COVID-19 in a school/building:
 - A student or staff members testing positive for COVID-19 and isolated at home for a period of time, based on current recommendations.
 - Other students and staff members who came into close contact with the positive case will be quarantined for 14 days, or as otherwise directed. Guidance regarding close contact will be provided by the Wyoming Department of Health or the local health department.
 - School or building could also be closed by state or local public health directive or order for a 2-5 day period (or longer if conditions warrant) to sanitize the facility and to conduct an investigation.

Solutions:

- (i) For the time period the school or building is closed due to a local or state public health directive or order, use W.S. 21-13-307 to hold the district harmless from ADM reduction. Will be expected to deliver education through the Smart Start plan.
 - (ii) For the time period not covered by (i), the district should deliver homebound instruction to students isolated/quarantined via W.S. 21-4-402.
2. A student is at risk for more severe illness or lives with someone who is, and cannot come back to school in the fall.
 - Solutions:
 - (i) District can deliver remote education to student via W.S. 21-13-330.
 - (ii) District can deliver homebound instruction to student via W.S. 21-4-402.
 - (iii) Student may enroll in full time virtual education program.
 - (iv) District may work within Chapter 41 for synchronous or asynchronous virtual education.
3. A student is not at risk for more severe illness and does not live with someone who is, but has concerns about returning and will not return to school in the fall. Adapted learning plans and homebound instruction not applicable.

Solutions:

- (i) Student may enroll in full time virtual education program.
 - (ii) WDE exploring flexibility on participation requirements for resident district delivering virtual education.
 - (iii) Remote education is possible but need to track participation.
4. Schools are closed locally or statewide through public health orders due to pandemic.

Solutions:

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

communications

DO FIRST

The COVID-19 pandemic has created intense stress for the stakeholders that districts serve. Effective communication plans have never been more important than in these times. A carefully crafted reopening plan will only be as successful as a district's ability to maintain trust and credibility through frequent and two-way communication both with members of your community and state authorities.

Requirements:

- Develop a detailed communications plan to share with students, parents, staff, the community, and state and local school boards regarding the reopening of school buildings.
- Create a glossary of terms related to COVID-19 using the CDC's definitions in order to establish a consistent vocabulary.

Recommendations:

- Establish communication with local and state authorities to determine disease levels and control measures in your community.
- Understand your target audiences and establish multiple methods of communication (letters, social media, web, media, apps, text messages and mail).
- Continually collect feedback from students, parents and teachers about instructional successes or do's and don'ts.
- Determine centralized communication to all families and stakeholders.
- Create a decision tree that summarizes steps to be taken as conditions change.
- As part of your communication plan, identify how new cases, exposure and related implications will be communicated.
- Designate a staff liaison(s) responsible for coordinating among school and district staff COVID-19 concerns, monitoring, and responsive action.
- Reach out to early childcare and youth serving organizations and engage to align instructional programs to accelerate learning.

communications

IMMEDIATELY PRIOR TO OPENING

Do not underestimate the need to have ongoing communication with families and community partners. Re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support especially for families who may be in crisis.

Requirements:

- Continue to implement detailed communications plan to share with students, parents, staff, the community, state and local school boards regarding the reopening of school buildings.

Recommendations:

- Utilize communication methods preferred by your target audiences and share information in a clear, consistent, simple way using multiple channels (letters, social media, web, media, apps, text messaging, and mail).
- Communicate clear expectations regarding adherence to new policies and procedures for all staff and students.
- Reach out to agencies and other groups including Department of Family Services, pediatricians, and youth serving organizations to communicate expectations.
- Establish ongoing communication stressing the importance of complying with appropriate behaviors.
- Regularly discuss implications of COVID-19 on school operations and provide clear guidance on steps the school is taking, including protocols for screening, self-isolation and/or quarantine to create a safe environment.
- Continue communication with local and state authorities to determine current disease levels and control measures in your community.
- Engage Parent Teacher Organizations/Preferred Provider Organizations to assist and support teachers and provide a bridge between school and families.
- Develop return to school road map concept based on multiple scenarios including a hybrid model.

communications

DO WHEN SCHOOLS ARE OPEN AND OPERATING

Requirements:

- Continue to communicate using your plan as a guide. Actively and authentically engage parents and caregivers, families, and students in order to continue to build trust and credibility as conditions in your community change.

Recommendations:

- Analyze communication methods to determine their effectiveness.
- Continue to share information in a clear, consistent, simple way using multiple channels (letters, social media, web, media, apps, text messaging and mail) to build the school/family partnership.
- Communicate all screening procedures that will be conducted for all staff and students entering the facility.
- Ensure that students' privacy is protected in the case that he or she has tested positive related to HIPAA and/or FERPA.
- Regularly discuss implications of COVID-19 on school operations and provide clear guidance on steps the school is taking, including protocols for self-isolation and/or quarantine.
- Continue communication with local and state authorities to determine current disease levels and control measures in your community.
- Engage Preferred Provider Organizations/Parent Teacher Organizations to assist and support teachers and provide a bridge between school and families.
- Train all staff and provide educational materials to families regarding safety actions (enhanced sanitation practices, physical distancing guidelines and their importance, use of face coverings, screening practices and COVID-19 specific symptom identification).

safety and wellness guidance

The Safety and Wellness guidance focuses on components within a school day, beginning with the arrival and transitions, and finally dismissal. The format of the guidance provides information on requirements, recommendations and consideration regarding the safety, health, and wellness of students and staff during the COVID-19 pandemic.

STUDENT ARRIVAL TO BUILDING AND THROUGH THE DAY

Tier I - Open

Requirements:

- Develop a plan for student arrival to building.
- Develop a plan for entrance to building whether limiting number of entrances open or requiring specific groups to use specific entrances.
- Parents should screen their children daily for symptoms of COVID-19 before sending their children to school.
- Emphasize the importance of staying home when ill.
- Any student reporting an illness will be sent home. Symptomatic students who are awaiting pickup by a parent or guardian will wear a mask even if separation from healthy students is feasible.
- Staff will be instructed to remain home if any symptoms are present. Staff who might develop symptoms at work should have access to masks as they leave the building.

Recommendations:

- Nurses Offices are separated into areas for healthy and ill students.
- Hand-washing upon entrance to building if feasible. Hand sanitizer available at all building entrances and in classrooms.
- Make masks available in classrooms for students who report symptoms while transitioning to school health services.
- Any student with reported symptoms will follow CDC and state or local health department guidelines for return to school/work.
- Develop a plan for consistent seating arrangements and/or plans to limit the number of close contacts per student.
- PPE will be provided , as possible, to school nurses and school staff working with potentially ill students.
- Develop a plan for potential barrier devices in the front office and the cafeteria.

safety and wellness guidance

STUDENT ARRIVAL TO BUILDING AND THROUGH THE DAY *(continued)*

Tier I - Open *(continued)*

Considerations:

- Separation recommendations could range from partitions, separate rooms, mobile units, etc.
- PPE Option 1: School districts can obtain PPE from local or other vendors through district procurement practices. Once a school district sets up an account with Amazon, the school district will have the ability to purchase PPE through Amazon and the supplies will be directly shipped to the school districts. This provides school districts the flexibility and the ability to obtain PPE and other supplies directly. Additionally, school districts have the ability to obtain these supplies as needed throughout the year. Districts will need to provide their own form of payment.
- PPE Option 2: Communicate with the Wyoming Department of Homeland Security regarding need for PPE.
- PPE Option 3: School districts can obtain PPE from local or other vendors through district procurement.

Tier II - Hybrid

See Tier I Requirements.

See Tier I Recommendations.

Considerations:

- Separation recommendations could range from partitions, separate rooms, mobile units, etc.

Tier III - Closed

Requirements:

- Comply with any public health recommendations regarding cleaning of facilities.
- Staff in the building would be provided PPE as requested.

safety and wellness guidance

TRANSITIONS

Tier I - Open

Requirements:

- Work with local health department to develop a plan for incremental transitions in hallways.
- Adhere to local health department requirements regarding hand washing, masks, water fountains, and restrooms.
- Develop a plan to make hand sanitizer available at multiple locations within the building.

Recommendations:

- P.E. classes will meet outside if possible.
- Any shared student use equipment will be cleaned after each use.
- Adhere to local health department recommendations regarding recess and outdoor activities.
- Masks will not be required during P.E. activities.

Considerations:

- School provides all school supplies. Supplies should be kept at school.

Tier II - Hybrid

See Tier I Requirements

See Tier I Recommendations

Considerations:

- Consider ways to limit student movements.

Tier III - Closed

Requirements:

- Staff and employees in buildings will adhere to current health department guidelines in regard to social distancing and PPE.

safety and wellness guidance

DISMISSAL

Tier I - Open

Requirements:

- Any student with reported symptoms will follow CDC and state or local health department guidelines for return to school/work.
- Adhere to local health department requirements regarding health and safety protocols, regarding hand washing/hand sanitizer, cleansing equipment, social distancing, etc.

Recommendations:

- Develop a plan for exiting from building whether limiting number of entrances open or requiring specific groups to use specific entrances.

Tier II - Hybrid

See Tier I Requirements

See Tier I Recommendations

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

school operations guidance

TRANSPORTATION

Tier I - Open

Requirements:

- Each school district will operate district transportation in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, students should wear face coverings to the greatest extent possible.
- Enhanced sanitation and cleaning measures will be employed following guidelines provided by state and/or federal agencies.
- Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders.
- Parents should screen their children daily for symptoms of COVID-19 before sending their children to school.

Recommendations:

- Encourage parents to provide transportation for children to and from school if possible.
- Seat members of the same household together.
- Designate an area on the bus if a student is visibly sick.
- Develop protocols for the arrival of the bus at school if a student is sick on the bus.
- Provide training to bus drivers pertinent to the changes in their duties (isolating a potentially sick student, cleaning parts of or the entire bus).

Tier II - Hybrid

See Tier I Requirements.

See Tier I Recommendations.

Considerations:

- Will more bus routes need to be added to accommodate all students? And will that require additional bus drivers be hired?
- Will students have to be transported in cohorts if hybrid schedules are in place?
- Should drop off and pick up times be staggered?
- Will all students need to be screened and/or have a temperature check prior to using district transportation?

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

school operations guidance

NUTRITION SERVICES

Tier I - Open

Requirements:

- Each school district will operate district nutrition services in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures.
- Cleaning and sanitation protocols will meet or exceed USDA, state health department, and federal food service guidelines.
- Eliminate self-serve options from district nutrition services.

Recommendations:

- Do not allow parents to bring snacks for birthdays or holiday parties or limit those snacks to packaged items only.
- Serve students in their classrooms/pods/designated areas rather than in cafeterias or common areas.
- Individually wrap all snack items.
- Provide water sources other than water fountains.
- Provide training to nutrition services staff pertinent to the changes in their duties (for example, enhanced safety measures and cleaning measures).

Considerations:

- Should common areas be closed?
- Supply chains might be interrupted.
- Additional hours may be required for staff to provide meals.

Tier II - Hybrid

See Tier I Requirements.

See Tier I Recommendations.

Considerations:

- Supply chains might be interrupted.
- Should common areas be closed?
- Nutrition service delivery may be impacted with regard to staffing needs under a hybrid model (i.e. additional staff or hours may be needed).

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

school operations guidance

FACILITIES

Tier I - Open

Requirements:

- Each school district will operate all facilities in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, staff and students should wear face coverings to the greatest extent possible.
- Cleaning and sanitation protocols will meet or exceed federal and state guidance.
- Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders.
- Parents should screen their children daily for symptoms of COVID-19 before sending their children to school.

Recommendations:

- Limit access to buildings to employees and students.
- Face coverings are recommended at all times but are most important when people can not be six feet apart or when there is mixing of classrooms.
- Develop and deploy protocols to ensure social distancing as much as possible, not only in classrooms, but in hallways, for entrance and dismissal, and during any movement of students inside the school.
- Place desks six feet apart if possible. If not possible, develop seating arrangements to maximize safety precautions.
- Develop protocols for cleaning and disinfecting of high-touch surfaces, any shared items, and in between groups of students.
- Provide training to custodial and maintenance staff pertinent to the changes in their duties (for example, enhanced sanitation measures, approved chemicals).

Considerations:

- Should groups of students and their teachers use different entrances?
- Not having all students on campus at one time (rotating, blended, hybrid models).
- Districts should discuss / determine methods for sanitizing cafeteria, libraries, gyms, playgrounds between groups.
- Consider limiting or prohibiting visitors to buildings.
- Consider protocol for screening visitors, if visitors are permitted.

school operations guidance

FACILITIES *(continued)*

Tier II - Hybrid

See Tier I Requirements.

See Tier I Recommendations, with these additions:

- Develop protocols for cleaning and sanitizing a building if a student or staff member tests positive for COVID-19.
- Provide training to custodial and maintenance staff pertinent to the changes in their duties (for example, enhanced sanitation measures, approved chemicals) enhanced safety measures and cleaning measures).

Considerations:

- Should groups of students and their teachers use different entrances?
- Discuss/determine methods and frequency for sanitizing cafeteria, libraries, gyms, playgrounds between groups.
- Consider limiting or prohibiting visitors to buildings.
- Consider protocol for screening visitors, if visitors are permitted.

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

ACTIVITIES

Tier I - Open

Requirements:

- Each school district will operate student activities in a way that maximizes social distancing, use of face coverings, and appropriate hygiene measures. When social distancing is not possible, staff and students should wear face coverings to the greatest extent possible. For athletics, face coverings should be worn by coaches, staff, officials, parents, and spectators whenever six feet of separation cannot be maintained. Players should refrain from wearing face coverings during strenuous activity.
- School districts will follow the guidance provided by the Wyoming High School Activities Association.
- Athletes must be screened prior to participating in allowable sanctioned sports.
- Employ enhanced sanitation and cleaning measures.

Tier II - Hybrid

See Tier I Requirements.

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

instruction and technology

PREPARATION FOR SCHOOL YEAR

Tier I - Open

Requirements:

- On-site student learning should occur in accordance with state or local public health directives or orders.
- Provide high quality standards-based instruction for all students.
- Provide all “specially designed instruction” and related services as indicated on the student’s IEP.
- Notify parents of all changes to specially designed instruction or related service delivery
- If district does not offer virtual education or remote education as an option for students who do not qualify for homebound instruction:
 - Review home-school statutes with parents who choose to home-school students.
 - If districts offer **remote** education as an option for students who do not qualify for homebound instruction:
 1. Teachers must be in their classroom instructing face-to-face students while simultaneously instructing remote students.
 2. Attendance is tracked twice a day (elementary) or class period (middle/secondary).
- If districts allow off-site instruction and partners **with a statewide virtual education provider** for students who do not meet homebound instruction:
 1. Put an agreement in place with a statewide virtual education provider.
 2. Provide a district-assigned learning coach for each student.
- If districts allow **off-site** instruction and are the **virtual education provider** for students who do not meet homebound instruction:
 1. Have virtual education program and classes approved by WDE.
 2. Use only Wyoming certified teachers.
 3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.
 4. Attendance is tracked at least once a week through virtual education participation metrics.

Recommendations:

- Establish ‘tech help line’ for parents and students.
- Assess student learning gaps at the beginning of the school year.
- Establish guidelines for measuring student regression and consider recovery and compensatory services as appropriate.
- Accommodate for face-to-face and distance learning, which will cover all scenarios (families choosing distance learning due to covid concerns) and could benefit students absent for non covid reasons.
- Prepare to pivot from face-to-face instruction to adapted learning on short notice.
- Heightened awareness of student social/emotional needs of students as they return to school.

Considerations:

- Dedicate staff availability times during non school hours.
- Have all instruction and coursework in a Learning Management System.
- Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).
- Build strong relationships with students and families.

instruction and technology

PREPARATION FOR SCHOOL YEAR *(continued)*

Tier II - Hybrid

Requirements:

- During in-person learning, follow state or local public health directives or orders.
- Provide high quality standards-based instruction for all students.
- Provide all “specially designed instruction” and related services as indicated on the student’s IEP.
- Notify parents of all changes to specially designed instruction or related service delivery
- Determine which students will have access to on-line technology and how instruction will be delivered when there is no technology or connectivity.
- District must be able to provide off-site instruction through at least one of the options listed below if a school closure is not required by a state or local public health directive or order:
 - If district offers **remote** education as an option for students who do not qualify for homebound instruction:
 1. Teachers must be in their classroom instructing face-to-face students while simultaneously instructing remote students.
 2. Attendance is tracked twice a day (elementary) or class period (middle/secondary)
 - If districts allow **off-site** instruction and partners **with a statewide virtual education provider** for students who do not meet homebound instruction:
 1. Put an agreement in place with statewide virtual education provider.
 2. Provide a district-assigned learning coach for each student.
 - If district allows **off-site** instruction and are the **virtual education provider** for students who do not meet homebound instruction eligibility requirements:
 1. Have virtual education program and classes approved by WDE.
 2. Use only Wyoming certified teachers.
 3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.
 4. Attendance is tracked at least once a week through virtual education participation metrics.

instruction and technology

PREPARATION FOR SCHOOL YEAR *(continued)*

Tier II - Hybrid *(continued)*

Recommendations:

- Maintain continual technology accommodations for digital learning in daily classroom settings.
- Provide in-person, or interactive video training which offers an opportunity to practice programs and strategies planned to be used.
- Professional development should be provided to teachers, as well as parents and students, to support learning outside the classroom.
- When possible, split teaching responsibilities so that teachers either teach on-site or off-site.
- Month prior to school starting, homeroom teachers/aides/parent helpers should survey parents on connectivity, devices, number of users and tech limitations and additional needs. Priority for connectivity is Fixed Wireless >Hot Spots>Satellite Internet>Paper packets.
- Districts should provide a consistent platform for delivery of academic work, reminders, communication (Canvas, Google Classroom, Remind, etc.).
- Assess student learning gaps at the beginning of the school year.
- Establish guidelines for measuring student regression and consider recovery and compensatory services as appropriate.
- Develop course content with Universal Design Learning principles.
- Continue language instruction, including translation technology for ELL students.
- Maintain a heightened awareness of student social/emotional needs during hybrid learning.
- Train staff to understand downloadable content and how to create opportunities for students to work 'off-line' to minimize connectivity requirements.
- Develop a communication plan that clearly describes your district's hybrid and adapted learning instruction for all stakeholders.

Considerations:

- Consider options for on-line learning when needed.
- Use students and parents for maximum effect.
- Use digital curriculum that can be downloaded for students who do not have connectivity at the home.
- Consider maintaining info as a part of student file for updating each school year.
- Consider tech support for evenings and weekends.
- A survey should be distributed about previous year tech struggles, including what worked, what didn't work with on-line learning. Develop a plan if no connectivity is available at home.
- Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).
- Identify locations for students that will have access to Internet connections.
- Provide at-home connectivity solutions for students who do not have connectivity otherwise, e.g. hot spots.

instruction and technology

PREPARATION FOR SCHOOL YEAR *(continued)*

Tier III - Closed

Requirements:

- Implement adapted learning plan when state or local public health directives or orders require schools to close.
- Provide high quality standards-based instruction for all students with the expectation that all essential standards are taught.
- Provide all “specially designed instruction” and related services as indicated on the student’s IEP.
- Notify parents of all changes to specially designed instruction or related service delivery
- District must be able to provide offsite instruction through at least one of the options listed below if a school closure is not required by a state or local public health directive or order:
 - Option 1: If districts allow **off-site** instruction and partners **with a statewide virtual education provider** for students who do not meet homebound instruction:
 1. Put an agreement in place with a statewide virtual education provider.
 2. Provide a district-assigned learning coach for each student.
 - Option 2: If districts allow **off-site** instruction and are the **virtual education provider** for students who do not meet homebound instruction:
 1. Have virtual education program and classes approved by WDE.
 2. Use only Wyoming certified teachers.
 3. Teachers must receive seven hours of PTSB approved PD related to virtual education instruction during the school year.
 4. Attendance is tracked at least once a week through virtual education participation metrics.

Recommendations:

- Develop methodologies for assessing student learning in the adapted learning environment.
- Incorporate interactive learning sessions daily.
- Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).
- Train staff to understand downloadable content and how to create opportunities for students to work ‘off-line’ to minimize connectivity requirements.
- Professional development should be provided to teachers, as well as parents and students, to support learning outside the classroom.
- Develop a communication plan that clearly describes your district’s adapted learning instruction for all stakeholders.
- Continue language instruction, including translation technology for ELL students.
- Districts should provide a consistent platform for delivery of academic work, reminders, communication (Canvas, Google Classroom, Remind, etc.).
- Establish guidelines for measuring student regression and consider recovery and compensatory services as appropriate.
- Assess student learning gaps at the beginning of the school year.

Considerations:

- Incorporate interactive learning sessions weekly.
- A survey should be distributed about previous year tech struggles, including what worked, what didn’t work with on-line learning. Develop a plan if no connectivity is available at home.
- Using digital curriculum that can be downloaded for students who do not have connectivity at the home.
- Consider face to face or voice (Social Emotional Learning) whenever possible.
- Identify locations for students that will have access to Internet connections.
- Provide at-home connectivity solutions for students who do not have connectivity otherwise, e.g. hot spots.

instruction and technology

FIRST WEEKS OF SCHOOL

Tier I - Open

Recommendations:

- Focus on strategies for successful learning during hybrid and/or on-line classrooms in preparation for modified school schedule (Example: Increasing learner agency).
- Utilize school teams to reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).

Considerations:

- Consider in-person or voice (Social Emotional Learning) whenever possible.

Tier II - Hybrid

Concurrent Enrollment – Concurrent courses fall under higher education standards for completion and content, and is necessary to establish a contingency plan if closures become necessary. This plan should identify how a distance education version of the course will be offered (LMS, synchronous vs. asynchronous, etc.), what content must be completed, alternative grading system and attending policy, and a timeline that includes completion date.

Dual Enrollment – These courses are covered by community college policy rather than K-12 policy. Therefore, districts should communicate this information to students enrolled in dual enrollment courses and advise them to follow guidance from their community college instructor if course delivery methods change due to COVID-19 conditions.

Requirements:

- Review previous year's assessments to calibrate individualized learning.
- Off-site learning is available for students unable to attend school in person.
- Students will utilize assigned devices to minimize transmitting germs between multiple users
- Devices should be sanitized after each use.

Recommendations:

- Strategies to guarantee assessments are valid.
- On-line feed to classroom activities is available for students.
- Shared devices and equipment will be sanitized between users, and at the end of each day.
- School teams reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).

Considerations:

- Testing for placement could be considered.
- Students can access some portions of classroom activities.
- Sanitation products will be available for students and staff to use when sharing equipment or devices.

instruction and technology

FIRST WEEKS OF SCHOOL *(continued)*

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

ONGOING LEARNING

Tier I - Open

Recommendations:

- Utilize school teams to reach out on a regular basis to foster positive relationships with individual students (Social Emotional Learning).

Considerations:

- Consider face to face or voice (Social Emotional Learning) whenever possible.

Tier II - Hybrid

Recommendations:

- Offer parent teacher conferences by phone.
- Offer on-line parent/teacher conferences (student led or otherwise) and assess on-line success and struggles during that time.
- Teachers continually evaluate and compare student progress in classroom and home learning.

Tier III - Closed

Requirements:

- Operate under the provisions of the approved district adapted learning plan.

appendix

Daily Screening to be Conducted by Parents - Sample

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

- Does your student have any of the following symptoms:
 - o A cough
 - o Shortness of breath or difficulty breathing
 - o A fever of 100.4 °F or higher or a sense of having a fever
 - o A sore throat
 - o Chills
 - o New loss of taste or smell
 - o Muscle or body aches
 - o Nausea/vomiting/diarrhea
 - o Congestion/running nose – not related to seasonal allergies
 - o Unusual fatigue

- Does anyone in your household have any of the above symptoms?

- Has your student been in close contact with anyone with suspected or confirmed COVID-19?

The student must be excluded from school if the answer to any of the above questions is “yes.”

appendix

Essential Questions for Communications

Do First

- Do you understand and are you utilizing the communication methods preferred by your target audiences?
- Have you engaged relevant stakeholders in the decisions associated with opening schools and following the opening of schools?
- How have you invited feedback from parents, students and faculty about where learning in an adapted context was successful and where it needs to be improved?
- Have you established informal and formal ways to communicate with local/regional policymakers, and other stakeholders to collaborate on decisions related to COVID-19?
- Have you reached out to early childcare and youth serving organizations to coordinate students learning?
- Have you developed a decision tree that is easily understandable to the public and clearly shows how decisions will be made as conditions change?
- Have you identified what information will be disseminated and the frequency of that information? For example, how will your District communicate new policies? How will information regarding changes in protocols be communicated? If there is a positive case within the school community (parents, students, faculty, building staff, administrative staff) will you notify the broader community?
- Have you established a consistent vocabulary with which to discuss matters? For example, do you distinguish between school closure and campus closure? How do you refer to on-line learning (online, distance, remote, virtual, etc.)?
- How will you provide all communications in formats to accommodate all ELL students, select special education/504 students, and under-served communities?
- Have you established a process to involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?
- Have you summarized the steps being taken to create a safe environment for the return to in-building education?

Immediately Prior to Opening

- Is there a clear delineation of communication protocols within the school district to ensure continuity of messages and clarity to those who receive the messages?
- Are you prepared to provide details of the steps being taken to ensure a safe environment to each of the stakeholder groups?
- How will you communicate clear expectations regarding adherence to new policies and protocols?
- How will you communicate clear expectations regarding academic delivery plans (have you established clear expectations)?
- Have you identified an individual who will monitor and synthesize relevant news daily?
- Have you established an ongoing communications plan to stress the importance of complying with social distancing and other health related behaviors to continuously inform students, staff and visitors of appropriate behaviors?
- Will tolerance and understanding by all be embedded within communications to reduce the potential for bullying and harassment?

appendix

Essential Questions for Communications *(continued)*

Open and Operating

- Have you identified what information will be disseminated and the frequency of dissemination of that information?
- How can you continually involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?
- Have you identified an individual who will monitor and synthesize relevant news daily?
- Are you analyzing your communication methods to determine their effectiveness?
- Are there trusted community members who can help in communicating your important messages?

Does Our Plan:

- Specify established channels of communication with community partners?
- Assess the effectiveness of our communication channels with community partners?
- Include an assessment of the resources available in the community?
- Include a coordinated plan and point of contact overseeing community engagement?
- Include strategies to engage non-traditional education stakeholders (i.e., civil rights organizations, out of school providers, health agencies, etc.)?
- Include a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- Include an accessibility review process for all communication materials?
- Appear in publicly available spaces (accessible through district and school websites, email, and U.S. mail)?
- Include communication strategies to inform students and families of student progress and measures?
- Leverage multiple communication channels, strategies, and partners (email, social media, television, school and local media outlets)?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)? Include a process for measuring student progress?

appendix

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