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Fort Benton Return to School Blueprint
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FORT BENTON PUBLIC SCHOOLS
Return to School Blueprint

6/2024

The purpose of this blueprint is to provide a plan for how Fort Benton Public Schools will respond to the COVID-19 pandemic and its impact on the educational program at FBPS during the 2024-2025 school year. The plan is structured using tenets and tiers in order to allow the district to be flexible and responsive to changing public health circumstances. A proactive approach will allow FBPS to communicate a clear and thorough plan to our students, parents, and the Fort Benton community.

Resources -
Reopening Montana Schools Guidance
Return to School Roadmap
School Resource Hub
CDC Guidelines for Schools
Learning Policy Institute
Opening Up America Again | The White House
Chouteau County Health Department
Montana Public Health & Safety Department
Australian Government Health Department
NCAA Sport Science Institute
National Federation of State High School Associations
Education Next
National Association of Independent Schools
Protecting the Rights of Students With Disabilities as You Reopen Schools

Driving Beliefs (TBD):

- We believe in providing a high-quality educational experience to all students regardless of the circumstances.
- We believe in making decisions that ensure the health and safety of students and staff, especially for those that are at an elevated risk.
- We believe that being proactive in planning and preparation is critical in order to effectively respond to the situation
- We believe that it is important to share with Fort Benton stakeholders the “why” behind decisions and action steps.
- We believe that reflection is an important tool to support the development, and improvement, of any plans we implement in response to the COVID-19 pandemic.
- We believe that teachers are the most important factor in supporting student learning.
- We believe that being in school is the best place for students to receive an education.

Essential Planning Questions:

- How can we effectively serve Fort Benton students educationally regardless of the modality and circumstances in which we are asked to serve them?
- Do school calendars, start times, or days of operation need to change in order to serve students within the guidelines to operate our schools safely?
- What school operations do we need to be prepared to alter on short notice as public health guidance changes when students and staff are on campus?
- How do we get students to school and concurrently honor public health guidelines such as social distancing?
- How can we meet social distancing guidelines and still operate with some or all students?
- How do we protect students in high-risk categories when school is in session on campus and still deliver high-quality instruction to them?
- How do we safely deliver an extracurricular program for sports, fine arts, and other co-curricular experiences?
- How do we protect staff in high-risk categories when school is in session on campus and still operate a school effectively?
- What safety measures need to be in place to resume some degree of in-person instruction in the fall (e.g., screening)?
- How do we improve the quality of the remote learning experience for students and staff should an extended school closure be needed again in the 23-24 school year?
- What professional development, support, or planning opportunities do we need to provide to Fort Benton staff this summer in order to prepare them for the 2024-2025 school year?
- What supplies and other resources do we need to acquire proactively in order to ensure we can carry out any on-campus plans next fall?
- What steps can we take to promote best practices for personal hygiene for students, staff, and families?
- How can we meet the communication needs of Fort Benton stakeholders (families, students & staff) in a systematic way so that our efforts are not overwhelming and yet sufficient to explain the “what,” “why,” and “how” any plans we make and implement?
- How will we respond if someone that has been on a FBPS campus and has interacted with students and staff tests positive for COVID-19?
- How do we handle students that are unable to report to campus because they have been recommended for self-quarantine?
- How do we handle staff that are unable or refuse to report to campus?
- How should Fort Benton Public Schools begin the 2020-2021 school year (instructionally and operationally)?
- How do we handle students whose behaviors require physical contact?

Return to School Blueprint Core Task Force

- The role of this group is to review and revise the Fort Benton Return to School Blueprin

Mr. Pat Hould,, Superintendent
Mrs. Cali O’Hara, Business Manager
Mrs. Roxie Benjamin, Elementary Principal
Mr. Brian Miller, High School Principal
Mrs. Jamie Ball,, Athletic Director
Mrs. Carley Vielleux, Technology Department

Mr. Paul Benhart, Transportation Department
Mrs. Angel Johnson, Public Health Nurse
Mr. Russ Axtman, Maintenance
Mrs. Rheanna Fultz, Elementary School Counselor
Mrs. Tanara Martin, Middle/High School Counselor

Return to School Blueprint Extended Task Force

- The role of this group is to provide feedback on the Fort Benton Return to School Blueprint in a finalized stage

Elementary Parent Rep - TBD
Middle School Parent Rep - TBD
High School Parent Rep - TBD
Special Education Parent Rep - TBD
Elementary Staff Rep - Mindy Wright
Middle School Staff Rep - TBD
High School Staff Rep - TBD
Support Staff Rep - TBD
Support Staff Rep TBD
Staff Rep - Mrs. Amy Hanson
Fort Benton Board of Education - Mrs. Joellyn Clark, School Board Chair
Law Rep (as needed)

Start of School Planning Document

Individual School Plans:

- FB Elementary/ High School

Scenario	Description	Rationale
A1	School is in session for all (100%) students and staff on campus in August.	• In this scenario, the school has a plan to meet guidelines provided for the reopening of schools and local public health conditions warrant a return to school on campus with appropriate safety precautions being made.
	Delayed start of school until after Labor Day.	• This calendar option would only be used if public health officials, the commissioner, or governor indicated that

		an on time August starts with students in person on campus was not possible until after Labor Day. Another potential rationale for this calendar option would involve the timeline for a vaccine and the desire to maximize the amount of in person instruction that takes place in the calendar. This is an initial draft that would need to be tweaked, but it provides an initial starting point for discussions.
A3	Early start of school and extended holiday break from Thanksgiving through the new year.	● This calendar option would only be used if public health officials, the commissioner, or governor indicated it was necessary and appropriate to start early in order to allow for an early end to on campus instruction during the first semester and to prevent a return to campus in the immediate weeks following the holiday break to curb anticipated virus spread. The use of remote learning would allow for semester balance and provide a contingency to achieve instructional hours without scheduling school into June. This is an initial draft that would need to be tweaked, but it provides an initial starting point for discussions.

B	Social Distancing Scenario - 50% Capacity. Hybrid of on campus (in-person) and virtual (remote learning) instruction. Examples: ● AM/PM Cohort ● Alternating A/B Days ● M/T & T/F with Wednesday online planning/ delivery. ● K-5 spread out among all facilities & 6-12 remote	● Actual hybrid approach TBD. ● Why: ● Necessary to achieve social distancing expectations in public health guidance within the school and/or on a school bus. ● Necessary to adequately daily screen students and staff reporting to campus.
C	Remote Learning	● Necessary in the event of an extended school closure of more than 2+ weeks. ● How do we ensure that parents understand the expectations we have of students

- FB MS/HS Working Copy
- FBPS Student Services Working Copy

Draft Core Planning Scenarios:

Scenario	Description	Rationale
A1	School is in session for all (100%) students and staff on campus in August.	● In this scenario, the school has a plan to meet guidelines provided for the reopening of schools and local public health conditions warrant a return to school on campus with appropriate safety precautions being made.
B	Social Distancing Scenario - 50% Capacity. Hybrid of on campus (in-person) and virtual (remote learning) instruction.	● This calendar would be used if public health officials, the commissioner, or

	Examples:	governor indicated it was necessary and appropriate to hold school only with significantly reduced numbers of students and staff at one time to ensure social distancing measures.
C	Remote Learning	● Necessary in the event of an extended school closure of more than 2+ weeks.

School Exclusion:
Students and employees will be excluded from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 based on CDC Guidance that is not otherwise explained.

Return to School After Exclusion:
Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC.

Untested:
Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:

- They have not had a fever of greater than 100.4 degrees Fahrenheit for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since your symptoms first appeared.
- Provide link here to local testing facilities.

Testing Positive - Symptomatic:
Persons who experience symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual no longer has a fever (without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since symptoms first appeared; or
- The individual has received two negative tests at least 24 hours apart.

Tested Positive - Asymptomatic:

Persons who have not had symptoms but tested positive for COVID-19 may return when they have gone ten calendar days without symptoms and have been released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider.

Tested Negative - COVID-19:
Persons who have been excluded due to COVID-19 symptoms and have tested negative may return once they are fever-free for at least 24 hours without medication.

Medical Inquiries:

- If a parent tells the district/school that a student is ill, the district/school will ask the parent whether the student is exhibiting any symptoms of COVID-19.
- If an employee calls in sick or appears ill, the district/school can inquire as to whether the employee is experiencing any COVID-19 symptoms.

Note: Even without symptoms, if a student or employee has recently had contact with a person with a suspected or confirmed case of COVID-19, has someone in their home being tested for COVID-19, or has recently traveled from somewhere considered to be a "hot spot" by the CDC, the district/school may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days. Decisions in these circumstances will be made in collaboration with public health officials and will vary based upon the specific circumstances.

Core Planning Tenets:
Governance: includes this document as the core structure that will guide decision making and the response to the public health crisis in addition to board policy, administrative regulations, and memorandums which will guide the application of the district vision/mission during the pandemic.

Screening and PPE: includes steps taken to assess students and staff for COVID-19 symptoms prior to engaging in the school environment. Includes recommended or required PPE for students and staff to be worn during regular school operations.

School Operations: includes operational aspects of how schools run such as arrival/dismissal, passing periods, visitor access, student movement throughout the school, staff meetings, recess, student attendance policies, etc.

Food Service: includes school meal services such as breakfast, lunch, and grab and go when school is operating on campus and during extended school closure.

Cleaning/Facility Modifications: includes guidelines for custodians and staff for how to proactively avoid the spread of germs and illness, how to respond when someone who has tested positive for COVID-19 has been on campus, and any safety-related facility modifications made.

Extracurricular Activities/External Facility Use: includes sports, activities, field trips, and co-curricular functions beyond core, within school day, instruction as well as access to school athletic facilities by external groups.

Academics: includes plans to address unfinished learning, continuity of learning (remote learning) in the event of extended school closure, and the delivery of educational services to special populations (e.g., special education, LEP, etc.).

Technology Services: includes promotion and support for the use of instructional technology for in-person and remote learning as well as logistics related to the distribution of devices and technology support (device repair, internet access strategies, etc.) in the event of an extended school closure.

Transportation: includes plans to keep students safe and healthy on school buses within guidelines provided by public health experts.

Human Resources: includes policies and programs related to staff absenteeism, strategies to address personnel shortages, and high-risk populations.

Wellness: includes social and emotional supports and programs for students and staff as well as the strategic promotion of good personal hygiene habits across the Fort Benton campus.

Health Services: includes the delivery of services by school nurses on campus during the pandemic including but not limited to the location of the health office, how to handle symptomatic students, and monitoring of on-campus illness and absentee rates.

Crisis Team: includes delivery modification plans related to providing crisis support for students, staff, and the Fort Benton community in the event of a tragic incident or death during the pandemic.

At-Risk or Vulnerable Populations: includes strategies to protect students in higher-risk categories and the staff who serve them.

Tiered Model: Many of the elements in the plan below have tiered levels of response from the school district. The intended definition of each tier has been provided below. Depending upon public health guidance and other local context, the application of the tiers may be applied more rigorously than the degree of spread indicated in the chart. For example, public health recommendations may compel the use of tier II or III strategies even when no area spread exists. Likewise, the school district may choose to apply tier II actions in one tenet area when the conditions and public health recommendations will only result in the use of tier I practices. In this way, the real intent behind the tiered model below is to proactively outline the progressively rigorous actions the district may take as circumstances change throughout the pandemic.

Tier I	No to Minimal Area Risk/Spread
Tier II	Minimal to Moderate Area Risk/Spread
Tier III	Moderate to Substantial Area Risk/Spread
Confirmed COVID-19 Case in Building Regardless of Degree of Community Risk	● Potential Short (2-5 days) building dismissal to clean, disinfect, and contract

	trace in consultation with local health officials depending on frequency of cases ● Potential 14+ day closure depending upon public health recommendations. ● Letter notifying parents of positive case in classroom

Montana Public Health & Safety

Tenet: Screening and PPE

Screening and PPE: includes steps taken to assess students and staff for COVID-19 symptoms prior to engaging in the school environment. Includes recommended or required PPE for students and staff to be worn during regular school operations.

Core Team: Kyla Wright, Tanara Martin,
Extended Team Members: Amy Hanson, Roxie Benjamin

Screening	District
Tier I and Tier II	● Staff for themselves and parental self-screening for students at home. District provides self-screening resources for families to utilize at home. ● Repeated reminders and literature sent home on a regular basis ● Keep an eye on immuno-compromised students and staff.
Tier III	● Staff are stationed at main entrances and ask students whether they have experienced any of the symptoms on signage provided. Students that answer “yes” have a temperature taken and receive a referral to the school nurse for further assessment. ● A para at each bus to pre-screen students when they get on the bus. ● Assigned entries to building, with staff at each entry ● Log of screenings and of fevers, symptoms, etc. ● All use non-touch thermometers in the same way (thermometer training for staff involved) ● Have students wait 15-20 minutes if a student came directly from PE or Recess due to increased body temperature possibly due to physical exertion vs.

	illness ● Give info sheet (of symptoms) to teachers ● Separate entrance for bus students only (meaning they have been screened) OR stickers for screened students

PPE	District
Tier I	● Face coverings encouraged for staff and students but not required. ● DPHHS Guidance ● No face coverings for healthy people. ● Face coverings for symptomatic people.
Tier II	● Face coverings required for all students and staff on the bus, in classrooms, and during passing periods; Not required when outdoors, socially distanced, or eating lunch. Exceptions may be made in some circumstances (Severe and profound students, very young students, IEP, 504 plan) ● DPHHS Guidance: ● Face coverings required when unable to maintain social distance
Tier III	● Face coverings required for all students and staff on the bus, in classrooms, and during passing periods; Not required when outdoors, socially distanced, or eating lunch. ● DPHHS Guidance: ● Face coverings strongly recommended for anyone over 2 years old.

Tenet: School Operations

School Operations: includes operational aspects of how schools run such as arrival/dismissal, passing periods, visitor access, student movement throughout the school, staff meetings, recess, student attendance policies, etc.

Core Team: Pat Hould,, Roxie Benjamin
Extended Team Members: TBD

	Elementary FB ES Working Copy	Middle FB MS Working Copy	High FB HS Working Copy
School Calendar			
	FBPS Student Services Working Copy (SPED, EL, 504) Special Education Return to Learn Document		
FBPS Attendance Practices			
Tier 1	Students are expected in school unless symptomatic or quarantined. Any days missed for quarantine are excused for students.		
Tier 2			
Tier 3			

Tenet: Food Service

Food Service - includes school meal services such as breakfast, lunch, and grab and go when school is operating on campus and during extended school closure.

Core Team: Kistia Golie
Extended Team Members: Nalin Dana, Honesty Podvin

Tenet: Cleaning/Facility Modifications

Cleaning/Facility Modifications: includes guidelines for custodians and staff for how to proactively avoid the spread of germs and illness, how to respond when someone who has tested positive for COVID-19 has been on campus, and any safety-related facility modifications made.

Core Team: Russ Axtman, Pat Hould
Extended Team Members: Larry McGarvey

	District Custodial duties will be very important. Sanitizing/disinfecting school spaces regularly will be closely monitored.
Tier I - Low Risk	● Base Pandemic Cleaning Plan - CDC Guidance for Disinfecting ● Proactive purchase of cleaning supplies (9 week supply): ● Plexiglass shields in office areas ● Heightened cleaning of doors, entry ways,

	windows, bathrooms etc ● Spray bottle of disinfectant per room with towels ● Teachers/students help disinfect rooms after each period
Tier II and Tier III	● Scheduled cleaning of door knobs; highly frequented areas and bathrooms ● Maintenance staff use electrostatic sanitizing gun every other day ● After 8 PM classrooms vacant for disinfecting ● No water fountains. Students must bring bottles for refills. ● Locker Rooms - electrostatic sanitizing gun per day

Tenet: Extracurricular Activities

Extracurricular Activities/External Facility Use: includes sports, activities, field trips, and co-curricular functions beyond core, within school day, instruction as well as access to school athletic facilities by external groups.

Core Team: Pat Hould, Jamie Ball
Extended Team Members: Damon Gilbreth (MS/HS staff), Erich Wellman (community member)

	Athletics	Fine Arts	Activities, Co-Curriculars, & Field Trips	External Facility Use
Tier I	● Resume Competition Season with best practice Sanitary/Safety Protocols in Place ● Tier I Personnel (all normal personnel) ● Attendance taken at all practices	● Events as normal with Safety Protocols - Fewer audience members to accommodate 6' distancing ● Practices with smaller groups, competitions in locations	● Activities and Co-Curricular activities resume with best practice sanitary and safety protocols in place. ● Field Trips are allowed on a needed basis with best	● Waiver Signed by both organization and individual families with specific Covid-19 language.

	• Locker Rooms cleaned and sanitized (Fog Machine) on a daily basis.	where they can accommodate Sanitary and Safety Spacing • Tier I Personnel (all normal personnel) • Attendance taken at all practices.	practice safety protocols in place • Waivers signed by all families with specific Covid-19 language. • Attendance taken at all practices and field trips.	
Tier II	• Tier I Measures Activated. • Altered Schedule in place to reduce travel and exposure. • Reduced Fan Attendance- certain percentage of capacity. • Schools provide LiveStreaming (Striv) Options for viewers. • Determine Tier Personnel (Essential & Media)	• Tier I Measures Activated. • Film/Live Stream events but no audience.	• Tier I Measures Activated. • Field Trips Requests are determined on an individual case basis including factors such as travel, place of destination, essential learning outcomes tied to event, etc.	• Tier I Measures Activated. • Facility Use limited to Fort Benton School District Sports and Activities Only.
Tier III	• Tier I and II Measures activated. • Cancellation	• Tier I and II Measures Activated. • Move events	• Field Trips are cancelled.	• Tier I and II Measures activated. • Facility use

	of Entire Sports seasons specific to individual programs. ● Scenario may possibly allow Golf and Tennis, and Track. However, Football, Volleyball, Basketball, and Wrestling may not be allowed.	to a later date or cancel entirely ● Cancellation of entire season		restricted and/or cancelled for all activities both internally and externally. ● Possible scenario that Middle School and Lower level practices cancelled, but not varsity.

Tenet: Academics FBPS Distance Learning Plan
Academics: includes plans to address unfinished learning, continuity of learning (remote learning) in the event of extended school closure, and the delivery of educational services to special populations (e.g., special education, LEP, etc.).

Individual School Plans:
- FB ES Working Copy
- FB MS/HS Working Copy
- FBPS Student Services Working Copy

Core Team: Pat Hould, Roxie Benjamin
Extended Team Members: Tanara Martin, Rheanna Fultz

	Elementary	Middle	High
Unfinished Learning	Use first 1-2 weeks of school year to be with last year's teacher and class. This will provide opportunities for reteaching/reassessment & also will help us to determine social & emotional needs precovid19 versus	Subject area teachers will communicate what are the missing skills not covered in 4th Q from previous year. Teachers use professional judgement to fill in missing gaps and focus on essential skills/content to begin	Students who finished with Incompletes must complete their core-subject classes during study hall, lunch, etc. Focus on essential content in all classes.

	postcovid19 6th graders go to FBMS at start	the year.	
Extended School Closure School Continuity (Remote) Learning Plan	FBPS Distance Learning Plan (To Be Updated) We are going to need to look at purchasing seesaw and loom if that will be an issue? Make sure we have looked at ONLY priority standards and essential learning questions for units, chapters and standards.	FBPS Distance Learning Plan (To Be Updated) Encouraged FBMS staff to be familiar with the flipped classroom style of learning.	FBPS Distance Learning Plan (To Be Updated) Utilize your classroom and video yourself teaching a shortened lesson (flipped classroom). During the first days of in-person school, get used to utilizing online methods with students.
Short-Term (2-5 days) Closure Continuity Plan	Packets sent home, review of newly learned standards. Expectation will be packets are complete and graded; or upon return we look at extended day learning opportunities	Make sure the distance learning plan is solid and teachers are somewhat familiar with flipped classrooms type of learning. Maximize priority standards and essential learning.	Re-look at TDLP and focus on essentials. Use flipped classrooms.

District
Special Education/504 Individual IEP goals met along with grade level standards. Primary Service Provider used when appropriate.
LEP
In the event of remote learning, families will receive a weekly check-in call from one of our interpreters within the district, much like in the 4th quarter of 2019-2020 to make sure families are directed towards acquiring necessary technology in a timely manner and are reminded of important district and building communication. Calls and feedback will be documented and available for staff to review. For students that are “emerging” on their most recent ELPA test, progress made on lessons within Rosetta Stone will be required and documented.
Professional Development PD for assessment and technology needed for staff.
Assessment

Questions:

Tenet: Technology
Technology Services - includes promotion and support for the use of instructional technology for in-person and remote learning as well as logistics related to the distribution of devices and technology support (device repair, internet access strategies, etc.) in the event of an extended school closure.

Core Team: Carley Vielleux, Mindy Wright
Extended Team Members: TBD

	Access: Devices & Internet	Help Desk/Support	Professional Development for Staff, Students & Families
Pre-Closure	● Designate chromebooks for possible check-out ● Each teacher have access to laptop ● Spanish Version of Chromebook Checkout Form ● Send paper information home ● Evaluate those being replaced and repair what we can over the summer ● K-2 iPad checkout for kids? ● Do we designate 1 device per student for in house?	● Survey Staff on what worked, didn't work, needs for future remote learning? ● What PD/training do they need to provide students with the best distance learning ● ELL Family Tech Support plan ● Google Classroom Training ● What services are being used and will they need subscriptions?	● Staff: How to utilize Loom/Screencastify for recording lessons ● Staff: How to utilize Youtube ● Staff: How to better utilize google classroom ● Students: "Train" them to check their email and monitor google classroom daily ● Staff: using Zoom and/or Google Meet ● Boot Camp Topics; Back to School Day trainings
Extended Closure	● Chromebook checkout procedure same as before? ● We now have a better idea of who needs devices at home.	● Technology department stays available as needed.	● In-person staff meetings during closure?
Technology Troubleshooting	Have PD for parents when they pick up the chromebooks or trouble shooting videos of common questions/concerns.		

	Utilize student helpdesk Identify avenues for remote support per given technology issues (Zoom, Screenconnect, Mobile Device video, etc)

Questions

- Could we look at assigning a specific chromebook to each FBHS student? This would help prevent some spreading of germs that would happen with shared devices.
- Long (or medium) term idea...could we consider going towards 1:1
- Visitor check-in computer at FB MS/HS

Tenet: Transportation
Transportation

Core Team: Paul Benhart, Pat Hould
Extended Team Members: Cali O'Hara

	District
Tier I	● All buses will be sanitized with spray or wipes between each use. ● Buses will be fogged at the end of the route for sanitizing ● Students and parents will be encouraged to self-screen for cold or flu-like symptoms prior to coming to the bus. ● Students will sit in the same seat to the event and back (extra curricular activities) ● Maintain open windows to promote airflow when possible ● Masks are encouraged
Tier II	● All vehicles will be sanitized between each use. ● Specific Guidelines will be provided for Special Education Routes. ● If applicable, sponsors will help sanitize vehicles after each use. ● Students and parents will be encouraged to self-screen for cold or flu-like symptoms prior to coming to the vehicle. ● Staff and students will apply hand sanitizer upon entering the vehicle when it is safe to do so as it relates to traffic. ● Maintain open windows to promote airflow on the vehicle when feasible (e.g., weather elements). ● If applicable, on extracurricular trips,

	students should space out and sit one per seat. ● All students and drivers wear face coverings during times when ~6 ft of social distancing is not feasible. ● Parents will be reminded of the opportunity to transport their own child in lieu of school bus transportation as a strategy to reduce bus density. ● Encourage (based on good will and without reimbursement) parents to drop children off at school rather than ride the school bus to reduce bus density.
Tier III	● All students and drivers wear face coverings. ● Students use hand sanitizer when getting on the bus. ● Student seating to promote social distancing (row 1 = window seat; row 2 = isle; alternate by left/right side of bus). ● Students will be screened for symptoms prior to boarding the bus (e.g. temperature, asked if they have cold or flu-like symptoms). ● Students will sit in the same seat to the event and back (extra curricular activities) ● When possible alternate transportation encouraged ● The bus will load from back to front and exit from front to back. ● Reduce bus capacity to 50% or one student per seat. Two times (for example first pick up at stop 7:15 and second pick up at 7:45) ● Bus groups are static. The students must ride the bus on their assigned time and with their assigned group.
SPED	FBPS Transportation Needs ● Discussed temps on bus ● Wipe down and sanitizing ● Arrival times may not be as close to what we like (15 min windows)

1.

Questions:

Tenet: Human Resources

Human Resources:
Co-Chair: includes policies and programs related to staff absenteeism, strategies to address personnel shortages, and high risk populations.

Core Team: Pat Hould, Cali O'Hara, Connie Walker
Extended Team Members: Roxie Allen, Amy Hanson

	District
Human Resources Information	● Families First Coronavirus Response Act posted in all buildings ● Safe Schools COVID-19 training ● High Risk Staff Members: Individual plans/accommodations
Employee Policies and Leave	● Americans with Disability Act (ADA): If an employee has a medical condition, the following steps should be followed: ● Hold an interactive process meeting with the employee (and complete the interactive process meeting form); ● Determine if the employee has a "disability" under the ADA; then ● Determine whether a reasonable accommodation can be provided to the employee ● Family Medical Leave Act (FMLA): If an employee or member of an employee's family has a medical condition, or an employee who needs leave to care for an immediate family member who has a medical condition, the following steps should be followed: ● Determine if the employee is FMLA-eligible (Generally, worked at least 1,250 hours over the past 12 months); ● Determine if employee has any remaining FMLA leave; ● Request employee to complete FMLA application; ● Determine if employee's request qualifies as FMLA-eligible leave; then

	● Follow-up with other FMLA forms, as deemed appropriate. ● Families First Coronavirus Response Act (FFCRA): If an employee may meet any of the following conditions, have the employee submit a FFCRA leave request form: ● Subject to a quarantine or isolation order related to COVID-19; ● Been advised by a health care provider to self-quarantine related to COVID-19; ● Experiencing COVID-19 symptoms and is seeking a medical diagnosis; ● Caring for an individual subject to an order described in (1) or (2); ● Caring for a child whose school or place of care is closed due to COVID-19; or ● Experiencing any other substantially-similar condition specified by HHS.

Tenet: Wellness (Health & Social and Emotional Supports)

Wellness: includes social and emotional supports and programs for students and staff as well as the strategic promotion of good personal hygiene habits across the Fort Benton campus.

Core Team: Pat Hould,, Roxie Benjamin, Cali O'Hara
Extended Team Members: Tanara Martin, Rheanna Fultz, Kyla Wright (Public Health & School Board Member)

Staff Wellness Supports:	Student Social and Emotional Supports:
*Teaching Through Turbulence *Access to health/ PPE equipment	● CDC guidance for talking with children about the coronavirus. ● Links to how to for parents (ease of access) (connect to website??) ● Different building discussion guidelines ready to go ● Students still in school ● Students at home ● Parents at home ● Teachers at home and/or in school ● Preventive measures ● Involve school counselors in discussions ● Who contacts students, keep everybody

	up to date that sees or teaches students
Personal Hygiene Promotional Efforts: ● Display posters about hand-washing and covering mouth when coughing? ● CDC Covid page (graphics, videos, print resources) CHECK DATE ● Hand sanitizer stations? ● Where and when? How many? Details?	

Core Team: Angel Johnson, Roxie Allen, Amy Hanson
Extended Team: Kyla Wright (Public Health & School Board Member)

Tenet: Crisis Team Services (Delivery Modifications)

Crisis Team
Co-Chair: includes delivery modification plans related to providing crisis support for students, staff, and the Fort Benton community in the event of a tragic incident or death during the pandemic.

Core Team: Pat Hold, Angel Johnson, Roxie Benjamin, Tanara Martin
Extended Team Members: Rheanna Fultz, School Board Member TBD

	Positive COVID-19 Test	Student or Staff Death
Campus Open	● Email to staff ● Principal contact the family ● Involve 4 Corners Health & School Nurses (testing for students/staff) ● Alert custodial staff, move into tier 2-3 cleaning plan	● Crisis Team Leader or Principal confirm death w family ● Crisis Checklist link ● Include re-assurance piece in letter or in person….”can’t catch cancer, auto accident..COVID19 is different and will elicit possible panic and emotion ● Email info regarding staff meeting to all staff ● Hold staff meeting either in person or zoom as soon as possible ●
Campus Closed	● Email to identified staff ● Principal contact the family ● Involve 4 Corners Health & School Nurses ●	● Crisis Team Leader or Principal confirm death w family ● Email info regarding staff meeting to all staff ● Hold staff meeting either in person or zoom as

		soon as possible ●

Tenet: At-Risk or Vulnerable Populations

At-Risk or Vulnerable Populations
Co-Chair: includes strategies to protect students in higher risk categories and the staff who serve them.

Core Team: Pat Hould, Roxie Benjamin
Extended Team Members: Rheanna Fultz, Tanara Martin

	District
Tier I (low)	● High risk students and staff have a mask provided. ● Families have option of homebound services - IEP team/504 team decision ● Temperature taken daily and documented in log ● Students sent home in accordance with the school policy
Tier II (medium)	● High risk students are provided a mask and optional face shield. ● Families have option of homebound services ● Temperature taken daily and documented in log ● Students sent home in accordance with the school policy ● Severe behaviors - students will be sent home when escalation begins and before bodily contact occurs if possible
Tier III (high)	● High risk students are absent from building and utilizing distance learning. ● Temperature taken daily and documented in log ● Students sent home in accordance with the school policy

- Reviewed and revised in June, 2024