
PODER Smart Start Plan '20-21

Executive Summary:

The following document outlines the Smart Start Plan (“Re-opening plan”) that was developed over the summer by the Administrative team that incorporates feedback from the parents and staff. The goal was to create a framework that would meet the parameters of the Wyoming Smart Start Plan while following guidance received by federal, state, and local health authorities in a manner that was practical for the school’s student population and facility. In addition to this task, the framework would need to account for the very real possibility that a limited or wide-ranging outbreak could occur at any time, in which case a protocol was needed to shift rapidly into a Tier II or Tier III scenario.

Various details of the school’s re-opening plan may change in response to unanticipated developments although the core framework should allow for a return to operations in a manner that is as safe, as reasonably possible, for students, staff, and parents, while allowing for the delivery of high quality instruction under these complex and ever-changing circumstances.

Based on parents surveyed as of July 28th, 2020, less than 10% of students in each class are opting to remain at home while utilizing the school’s Remote Education program although this percentage could increase. Fortunately, the previous school closure in the spring served as a test run for the Remote Education program, which is capable of facilitating any number of students learning from home.

The details of the PODER Smart Start Plan is as follows:

- **Communications**

In the weeks prior to re-opening:

The school has begun broadcasting information using a combination of platforms. These platforms include Facebook, Remind.com, and Infinite Campus, that have been used in conjunction with more traditional modes of communication that include phone calls, texts, and emails. Information has also been posted on the school’s website which is currently in the final stages of a complete overhaul. As part of this overhaul, the website will be re-designed to more effectively communicate information to the public. As an example, the elementary school will now have a distinct website separate from the secondary school, and users will be able to navigate into either from a landing page. This will allow for more efficient communication that is specific to each school.

The front office along with the school’s Facebook moderator has been tasked with collecting feedback from parents and/or the community-at-large, while answering questions as they arise. The Administrative team is then briefed on a daily basis with regard to this feedback. The Administrative team, which includes the school’s Principal, Office Manager, COO, and CEO, is in daily communication via text, and also meets weekly to address any new

developments related to COVID-19, and/or additional guidance handed down from Federal, State, or local authorities. The Administrative team is then tasked with issuing directives or taking responsive action with regard to the school's re-opening, which are then communicated out through the platforms outlined above.

A team of support staff that include the school nurse, social workers, and SPED Director, will be tasked with developing protocols based on directives handed down by the Administrative team, pertaining to the monitoring, intervention, and tracking of students who are suspected or confirmed of contracting COVID-19. These protocols will also include the development of plans to collaborate with various youth serving organizations, as well as the Department of Family Services, and local pediatricians.

In days immediately prior to re-opening:

The school has revised the two-week professional development schedule to include multiple training and planning sessions for COVID-19. Staff will receive a briefing on the school's re-opening plan along with all the latest developments with regard to COVID-19. The staff will then be trained to identify symptoms, along with the protocol once symptoms are identified, and will become familiar with all the modifications made to help minimize the risk of exposure. The staff will also be given an opportunity to generate and/or contribute any additional ideas the school could use to enhance student safety.

Once the school re-opens:

The classroom teachers will become the primary point of communication with families, in addition to the front office. On-going communication will continue in the form of emails, texts, phone calls, and Google chats, in addition to platforms outlined above. Communications will include information on screening procedures that will be conducted for all staff and students entering the facility, the implications of COVID-19 on school operations, the school's policies and protocols for self-isolation and/or quarantine. A list of signs and symptoms to look out for will also be communicated with families as they will be asked to conduct screenings prior to arrival each day.

The Administrative team will also continue communication with local and state authorities to determine current disease levels and control measures across the district. The Parent Advisory Committee will also be engaged to assist and support teachers and provide a bridge between school and families. Training for all staff will continue on a weekly basis, and the school will provide educational materials to families regarding sanitation practices, physical distancing guidelines, and the continued importance of face coverings, and home screening practices.

- **Safety and Wellness Guidance**

The school has adopted the following tiers as defined by the *Wyoming Smart Start* framework:

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 **closure** 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.

Tier I – Arrival to Building and Through the Day

The following modifications will be made to help minimize the risk of exposure:

General operations:

- Back-to-school will be pushed back to align with LCSD 1. School will now start for both PODER / PASS on August 24th.
- All parent conferences will take place virtually via Google Meet, unless there are extenuating circumstances. Parent conferences will not be held at school this year.
- Back-to-School Nights will be split into three groups.
- Classroom capacity will be reduced by 15-20%. (Remote Education will be offered to those on the waiting list)
- Parents will be able to pre-order student uniforms to reduce traffic in the front office.
- Visitation to classrooms will be restricted to two visitors, per 30-minute maximum.
- Visitors will be seated in a designated area.

Arrival:

- Three entrances will be used; each class will be assigned to one entrance.
- Bus students will be scanned for temperature once they get off the bus.
- All other students will be scanned for temperature before entering the building.
- At breakfast, students in line will be separated at least 6 feet apart. Once they get their breakfast, they will be routed to their classroom to eat.
- Coat racks will be expanded to promote social distancing
- Cloth face masks will be required at arrival, dismissal, in the hall, and front office. Students may remove masks once they are seated at their desks, when outside, or when otherwise appropriate.

During the day / transitions:

- Teachers will collect / distribute homework to each desk while students remain in their seats. Student movement around the classroom will be minimized.
- Barriers will be erected between desks in the classrooms using plastic wrap in order to minimize cross contamination. Students can still see over the barriers when seated.
- An area around the front office desk will be designated as a buffer. Students & parents should not be permitted to step inside this buffer.
- All classrooms will be equipped with sanitizer at the entryway. Students will be instructed to use it upon entering the classroom.
- Only one school phone will be designated for students to call home. This phone will be sanitized after each call.
- Students will fill recyclable water bottles using a Gooseneck 10” High Glass filler attached to the water fountain. Students will not congregate by the water fountain.
- Students without their own water bottles will be given their own paper cups for water.
- Students will be instructed to return to class upon filling their water bottles.
- Tape on the floor will delineate where students should stand while waiting in line.
- Students in all classes will receive instruction as to what 3 feet, and 6 feet, look like visually.
- Certain urinals will be closed off for social distancing.
- No more than 6 students will be allowed in the bathrooms at any given time.
- After each computer session, students will be given a plastic glove and a sanitizer wipe to sanitize their computers.
- Transitions in and out of the hallways, inside the cafeteria, and in the classrooms, will be staggered.
- Student lines in the hall will be lengthened to ensure student social distancing.
- Group activities in the classroom (i.e. Math Meeting) will be restructured.
- Parents will be called for pickup immediately if any symptoms are present. The school will follow the checklist of symptoms outlined in the *Wyoming Smart Start framework*.
- The schools nurse will monitor for any changes to the checklist handed down from local, state, or federal authorities, and then alert the Administrative team.
- Specific rooms in each building will be designated for sick students. Students will no longer wait in the front office.
- Students will await pickup with a mask in one of the designated rooms.
- Students will be mandated to continue following their class from home using Remote Education until their COVID-19 tests come back.
- All staff will be sent home should any symptoms present.
- **All staff will be required to wear a mask as they leave the building if they develop symptoms at school.**
- An option for Remote Education will be made available for parents who opt to keep their students at home. Lessons will be streaming and/or available on Google Classroom along with curriculum materials. **Students who do not attend while classes are being streamed will be counted as absent.**
- **The school will work with the local health department to develop a plan for incremental transitions in hallways. It should be noted that structured and incremental transitions have**

always been a central feature of the school's model prior to COVID-19. So any feedback should be relatively easy to incorporate.

- The school will adhere to local health department requirements regarding handwashing, masks, water fountains, and restrooms.

Lunch / Recess

- Each class will pick up their lunch from the cafeteria and then return to their classroom.
- Only 3 classes per day will be allowed outside at recess. Each class will have their own play area. Classes will alternate each day.
- Social distancing will be maintained outside to the greatest extent possible.
- Each class will be instructed how to maintain social distancing while at recess.
- Students will form lines coming to / from recess with proper spacing.

Dismissal

- Students in grades 3rd-12th will given a plastic glove and a sanitizer wipe at the end of each day to sanitize their desks and pencils.
- Students in grades Kinder-2nd will have staff members assist with sanitizer wipe-downs.
- Dismissal will be staggered and classes will use separate doors to exit the building. Dismissal will take place outdoors as much as possible.
- Bussers will be dismissed early in order to reduce congestion exiting the building.
- Three exits will be used; each class will be assigned to one exit.

Tier II – Hybrid of in school service & remote education from home

If a partial closure is ordered by local or state health directives, the school will move to a hybrid plan with a combination of in-school service and adapted learning from home. The adapted learning plan will follow the same framework that was submitted in the spring of 2020 to the Wyoming Department of Education detailing the school's plan to implement instruction when schools are closed.

The goal in a Tier II scenario would be to contain exposure to the greatest extent possible while maintaining whatever in-school service is feasible under the circumstances. In this scenario, specific classrooms might be relocated temporarily to another space, and/or revert back to adapted learning while the other classrooms continue with in-school service.

The technology platform that was implemented and refined in the spring of 2020 to provide for adapted learning from home, will now afford the school a flexibility to shift students in and out of Tier scenarios with little interruption in learning should the need arise. In any Tier II scenario, all Tier I action steps would remain in place.

Tier III – School Building is Closed

If local or state directives require, the school will close down and students will revert back to the Adapted Learning Plan previously approved until further notice. The Adapted Learning plan will operate as follows:

Step #1: Pick-up Classwork Packet

Each Monday, a classwork packet will be created for each student at both schools. Packets will contain the week's material for each student's courses and will be split into lessons. Students will work at home to complete all of the lessons in these packets.

- Front offices at both schools will be open on Mondays from 8-4pm for parents to pick-up their student's packets at the front door. Office staff will assist using the proper social distancing precautions as advised by the school nurse. All parents / students will be expected to pick up the packets by 4pm on Monday.

Step #2: Watch the Virtual Lesson

Each teacher will film 1 video with all instruction for the week to correspond with the lessons in the classwork packet. These videos will be posted on Remind.com, Google Classroom, Facebook or Youtube by the end of the day on Monday. The student's teacher will notify students which platform to use to upload the instruction videos.

Step #3: Question & Answer Hours

Each teacher will set aside 1 hour before noon (9-10am), and 1 hour after noon (2-3pm) on Tuesday, Wednesday, and Thursday for questions from students via email, phone, Remind, or other social media platforms. All teachers have been assigned a Google Voice account for correspondence via phone. Students can request additional times with teachers if they need extra help.

Step #4: Classwork packet drop-off

All classwork packets for the week must be dropped off at the school by **4pm on Friday**. They must be dropped off using the school's mailboxes at each door. The teacher will then check off each student for the week whose packets have been received. This will serve as the attendance system.

Expanded Curriculum

In addition to the *Basic* curriculum above, parents can supplement with the *Expanded* curriculum. This includes a combination of **ixl**, **Readworks**, and the additional resources listed below.

- **Additional Online Student Resources**

Reading

Scholastic - Read books from home

www.scholastic.com/learnathome

Storyline Online - For read alouds online

www.storylineonline.net

Tumblebook Library

<https://www.tumblebooklibrary.com/Home.aspx?categoryID=77>

STEM

60+ Websites for Teaching and Learning Math

<https://www.weareteachers.com/best-math-websites/>

Mystery Science

<https://mysteryscience.com/school-closure-planning>

Social Studies

National Geographic Kids

<https://kids.nationalgeographic.com/>

iCivics games

<https://www.icivics.org/curriculum/play/all>

Other Online Resources

Virtual tours of 12 museums

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

Virtual Field Trips, Virtual Tours, and Live WebCams

https://docs.google.com/spreadsheets/d/1NGi3CzD0gY7Dq83dtX_Oa4LDVdU0qkew251N6LQk-Fw/htmlview?usp=sharing&sle=true&urp=gmail_link

FAQ's about the Adapted Learning Plan...**1. How will we track attendance in a Tier III scenario?**

All classwork packets for the week must be dropped off at each respective school by 4pm on Friday. The teacher will then check off each packet if the work is complete. This will serve as the ad-hoc attendance system. The school will afford some flexibility to families experiencing hardship as long as reasonable efforts are made to adhere to the plan.

2. Will the school excuse absences if classwork packets are not turned in on time?

Parents must request an excused absence which must be approved by the Principal on a case by case basis. If approved, late classwork packets will still be eligible for credit.

3. How will the school track student progress in a Tier III scenario (i.e. grades)?

The classwork packets will contain a weekly assessment at the back of each packet that will serve as the primary means of entering grades. These assessments will also be made available using Google classroom for parents who request it.

4. How will we communicate with parents?

Teachers will contact all parents to make sure everyone is on board, and to work through any issues that may deter parents from participating. Teachers will also check in with parents periodically via email, Google Voice, and Remind.com. All teachers have been assigned a Google Voice account for correspondence via phone.

5. What if students do not participate or return emails / phone calls?

If parents are not responsive to the first attempt at communication, then other contacts will be called (grandparents, uncles, guardians, siblings). As a last resort, a front door visit may be scheduled. Students who do not participate, and who do not contact the school to request an excused absence, will be counted as unexcused. It is then up to the State of Wyoming to determine how to handle that case.

6. How will we meet the needs of SPED/ADA/504 students in compliance with IDEA guidance?

The school's SPED personnel will be put in charge of coordinating all matters with their students and parents to ensure compliance. Communication with parents has been on-going and the SPED team has been tasked with the coordination and adaption of all IDEA policies in light of recent developments.

7. How are we approaching graduation requirements?

The schools will proceed with efforts to provide weekly material that conforms to each curricular program. Therefore, students who participate will be able to complete coursework and earn credit just as they would under normal circumstances.

- **School Operations Guidance**

Transportation – Tier I

The school currently contracts with the LSCD #1 to provide bus transportation and will be reinforcing all procedures and guidelines as set forth by the LCSD #1 Transportation Department. The school will act as a partner to inform all students and parents of the bus protocols via the communications framework outlined above and will help ensure these protocols are followed. Notices will be sent out on a weekly basis to remind parents to do their part from home. That includes screening their children for symptoms of COVID-19 prior to sending their students on the bus and notifying the school of any sensitivities their students may have to COVID-19. Parents will be encouraged to provide transportation to and from school whenever feasible in order to reduce the numbers of riders on each bus. **The school will hire a staff position to help supervise on busses going to and from the school.**

The school will also communicate with the LCSD #1 Transportation Department regarding any bussing students who are identified as showing symptoms in school, and who were then sent home as a result. All activity trips and field trips will be reduced to only those considered a high priority and necessary to support the school's curricular program.

- **Arrival / Departure from busses**

The school will ensure that student lines to and from the busses are supervised and structured to ensure proper distancing, and that bussers are scanned for high temperatures and other symptoms once they get off the bus, and prior to getting on. Bussers will use the school's back entrance to enter / exit the school. Bussers will be dismissed a few minutes prior to the general student population in order to minimize congestion and will gather in a waiting area outside of the school to receive a temperature check and screening for symptoms.

Transportation – Tier II & III

All provisions outlined in Tier I will remain in effect. In the event of a transition to Tier II, the school will notify the LCSD#1 Department of Transportation which cohort of students will be riding the bus on certain days.

Nutrition Services – Tier I

The school currently contracts with the LSCD #1 to provide nutrition services and will be reinforcing all procedures and guidelines as set forth by the LCSD #1 Nutrition Services Department. The school will act as a partner to inform all students and parents of the meal protocols via the communications framework outlined above and will help ensure these protocols are followed. The school will work with LCSD#1 to ensure that all cleaning and sanitation protocols meet or exceed USDA, state health department, and federal food service guidelines, **and that nutrition services operate in a manner that maximizes social distancing, ensures face coverings are worn at all times, and that adequate measures are taken to ensure that all hygiene standards are met.**

The following modifications will be made to help minimize the risk of exposure:

- Breakfast / lunch / snack
 - Self-serve options will be eliminated.
 - Signage will be displayed in and around the food services area with reminders about all COVID-19 related policies.
 - Signage will be used around entrances and other parts of the buildings to remind parents, visitors, and students of new policies/procedures.
 - Each class will pick up their breakfast / lunch from the cafeteria and then return to their classroom. Classes will be staggered.
 - Lines to / from the cafeteria will be structured and spaced out. Students will be required to wear masks during this transition.
 - Snacks from outside the school will be eliminated. Only snacks ordered through the LCSD #1 Nutrition Services Department will be allowed.
 - Birthday and holiday parties will be re-structured to prohibit outside food and snacks. The visitor policy will remain intact: 2 visitor max per 30 minutes
- Recess
 - Only 3 classes per day will be allowed outside at recess. Each class will have their own play area. Classes will alternate each day.
 - Social distancing will be maintained outside to the greatest extent possible.
 - Each class will be instructed how to maintain social distancing while at recess.
 - Students will form lines coming to / from recess with proper spacing.
 - Water fountains are fitted with a 10' High Glass Gooseneck water filler attached to the water fountain. Students will fill up their water bottles and will not be permitted to congregate by the water fountain.

Nutrition Services – Tier II & III

- All provisions outlined in Tier I will remain in effect. In the event of a transition to Tier II, the school will notify the LCSD#1 Department of Nutrition which cohort of students will be eating on certain days.

Facilities – Tier I

Special care will be taken to ensure the school's facility is thoroughly maintained with the sanitation protocols sufficient to meet or exceed federal and state guidance. The school will use federal funds made available to purchase upgraded cleaning tools that are specifically suited to mitigate potential COVID-19 contamination. The school will require guarantees on all cleaning materials purchased for the purpose of COVID-19 mitigation. Training for custodial and maintenance staff will be arranged with sanitation vendors regarding best practices for enhanced sanitation measures and approved chemicals. A hand-held Electrostatic Sprayer will be purchased for the maintenance staff to ensure thorough cleaning every evening.

The classroom modifications and sanitations procedures have been outlined in the Safety and Wellness section above. Just to reiterate, the school will drastically restrict all visitors to the building throughout the day.

- Essential maintenance will be restricted to limited areas in the building.
- Only two visitors, per 30-minute maximum. Visitors will be seated in a designated area.
- Door speakers will be used for visitors to communicate with the front office secretary as much as feasible.
- Visitors and parents will be asked to drop off any materials / items at the front door to avoid coming inside the building.
- Clingwrap barrier will be constructed between desks.
- Updated tools will be purchased for janitorial staff.
- Students and teachers will take an active role in sanitizing each day.
- Access to building will be limited (parents, visitors, contractors).
- Different entrances will be used to reduce congestion.

Facilities – Tier II & III

- All provisions outlined in Tier I will remain in effect.

Activities – Tier I

All extracurricular clubs and activities will be re-configured to observe the precautionary procedures outlined in this document. The following modifications will be made to help minimize the risk of exposure:

- All policies with regard to social distancing, use of face masks, and appropriate hygiene measures will remain in place. Mask policies will be relaxed for strenuous activity when appropriate (i.e. jogging, exercise, etc.)
- Participation in extracurricular clubs and activities will be reduced in number as a precautionary measure.
- **Students and staff will use disposable plastic gloves to move chessboards and pieces.** Students will be seated according to social distancing protocols.
- Visitor policies will remain in place.
- All athletes will be screened prior to participating in allowable sanctioned sports.
- **The school will follow all guidance provided by the Wyoming High School Activities Association.**
- Only school-owned equipment will be allowed.
- The sharing of any equipment will be minimized.
- All areas and equipment used for extracurricular clubs and activities will be sanitized at the end of each day.

Activities – Tier II & III

- Extra-curricular clubs and activities may be reduced and/or suspended in the event of a shift to Tier II, depending on the nature of the outbreak.
- All provisions outlined in Tier I will remain in effect. In the event of a transition to Tier 2, the school will notify the LCSD#1 Department of Nutrition which cohort of students will be eating on certain days.
- All extra-curricular clubs and activities will be suspended in a shift to Tier III.

- **Instruction and Technology**

Preparation for school year – Tier I

In preparation for the school year, planning sessions will be held during professional development to ensure the delivery of high-quality standards-based instruction for all students, including all “specially designed instruction” and related services as indicated on a student’s IEP. In the days prior to re-opening, the staff will be tasked with notifying parents of any changes in the school’s service delivery.

The school has finalized the academic and staff calendars to encompass the revised assessment schedules. All students will be assessed on NWEA MAPS upon return to establish an academic baseline, and to also enable the school to identify skill gaps that may have resulted over the lockdown. Based on early NWEA MAPS assessment data, in addition to classroom assessment data, the school will offer tiered interventions (tutoring, extended day, double immersion classes) for students showing academic skill gaps.

Furthermore, the school will contact parents to conduct a survey on connectivity, devices, number of users and tech limitations, as well as additional needs. This will enable to school to fill in technology gaps that may exist at home.

Hybrid / Closed– Tier II & III

Sessions will be added to professional development to ensure that staff is familiar with the Google G Suite for Education platform, including Google Meet, Google Classroom, and Google Drive. This platform will enable the staff to provide in-class instruction while simultaneously instructing remote students and allow attendance to be tracked twice a day (elementary) or per class period (middle/secondary). It will also facilitate a move to Tier II or Tier III while minimizing disruption of instruction to the greatest extent possible. All class material will be stored on Google Drive for access and/or printing from any location.

Furthermore, the school has acquired and installed equipment in each classroom to allow for live streaming of classroom instruction for students learning from home. Each streaming lesson will then be recorded, stored on Google Drive, then emailed out to all student email accounts created through Google Gmail for viewing at any time of day or night.

All streaming, recording, and communications capabilities are also installed on each individual staff laptop to enable staff to deliver instruction from home should a move to Tier 3 occur.

Homeschool Option:

- If parents are interested in homeschooling their children as an educational option, they will be directed to the office of the LCSD#1 Assistant Superintendent of Instruction for all instructions explaining statutes, resources, and required paperwork.

Short-Term Remote Education Option:

- For students who need a temporary remote education environment because they are unable to attend school on a short-term basis, the school will **provide services as described in the Tier I narrative for remote education.**

Long-Term Virtual Learning Option:

- For students who want to enroll in a long-term virtual environment, the school will provide services through remote education as described in Tier 1 or will otherwise refer to LCSD #1.

First Weeks of School – Tier I

The school will continue to use all previously acquired technology assets to supplement on-site instruction and will provide additional training to ensure compliance with all current state and local public health directives and orders. The school will use in-house substitutes should primary teachers be sent home with COVID-19 symptoms. This will be accomplished by hiring support staff who assist primary teachers throughout the year, and who also possess the appropriate WDE certification to provide substitute instruction. The support staff will be highly familiar with classroom procedures that are designed to be uniform so their transition into the classroom will be seamless as possible.

All onsite learning will occur in accordance with state or local public health directives or orders will follow the school's Guaranteed and Viable Curriculum (GVC) in each content area. The school's GVC is aligned with the Wyoming Content and Performance Standards.

All students will receive instruction, accommodations and modifications as outlined in the student's IEP or 504 plan. Parents will be immediately notified of, and will be included in, the IEP process if changes are recommended to specially designed instruction with a student's IEP or 504 plan.

To help calibrate individualized learning, the staff will review student assessments from last year that were taken weekly, in addition to NWEA MAPS data, and current year's assessments and exit tickets.

Attendance will be tracked twice a day for all students, including those in school and those at home receiving remote learning. For students affected by a school closure, attendance will be tracked in accordance with the approved Adapted Learning Plan.

Concurrent Enrollment / Dual Enrollment – This is non-applicable to our elementary-level students.

Hybrid / Closed – Tier II & III

As outlined in the document above, the school's plans for Tier II and III are designed to facilitate families with little or no technology at all available, aside from a cell phone. The technology platform that was implemented and refined in the spring of 2020 to provide for adapted learning from home, will now afford the school a flexibility to shift students in and out of Tier scenarios with little interruption in learning should the need arise. Furthermore, all students will continue to receive instruction, accommodations and modifications as outlined in the student's IEP or 504 plan. Parents will be immediately notified of, and will be included in, the IEP process if changes are recommended to specially designed instruction with a student's IEP or 504 plan. Attendance will be tracked twice a day for all students, including those in school and those at home receiving remote learning. For students affected by a school closure, attendance will be tracked in accordance with the approved Adapted Learning Plan.

On-going Learning

A team of support staff that include the school nurse, social workers, and SPED Director, will be tasked with reaching out to individual students, whether on-site or at home, while developing protocols pertaining to the monitoring, intervention, and tracking of students. These protocols will also include the development of plans to collaborate with various youth serving organizations, as well as the Department of Family Services, and local pediatricians. Teachers will also be held accountable to maintain their professional obligation to communicate with families in a frequent and timely manner, regardless of the scenario.

Glossary / Definitions

Adapted Learning Plan- In the spring of 2020, the school submitted an Adapted Learning Plan to the Wyoming Department of Education detailing the school's plan to implement instruction when schools are closed. An updated version of this plan will be reinstated if the school enters into a Tier II or Tier III full closure during the 2020-2021 school year.

Antiseptic, disinfectant – Antiseptics, such as hand sanitizers, are used to kill germs on living things. Disinfectants, such as bleach, are used on inanimate things, such as countertops and handrails.

Asymptomatic – An individual is infected with SARS-CoV-2 but does not exhibit symptoms during the course of the infection.

Centers for Disease Control and Prevention (CDC) – First established in 1946, the federal center, known as the CDC, is part of the U.S. Department of Health and Human Services and is funded by the federal government. The CDC works with federal, state and international organizations on monitoring and advising on the coronavirus.

Community spread – Occurs when people have been infected with the virus in an area and some are not sure how or where they became infected. Public health professionals cannot specify an origin for infection, such as tracing it to specific travel or contact with a specific individual.

Coronavirus – A large family of viruses, named for the crownlike spikes on their surfaces, that are common in people and many different species of animals. That family of viruses is responsible for the common cold, as well as more severe diseases such as SARS (severe acute respiratory syndrome) and MERS (Middle East respiratory syndrome).

COVID-19 – Abbreviation for the coronavirus disease 2019, a disease caused by a novel (or new) coronavirus that has not previously been seen in humans. COVID-19 is caused by a virus named SARS-CoV-2.

Incubation period – The time between the infection and showing symptoms of illness. Most estimations give COVID-19 an incubation period of two to 14 days, with symptoms showing at about five days after infection, according to the World Health Organization.

Isolation – Takes place when a person tests positive for COVID-19. The Laramie County Health Department directs the person to isolate, meaning they stay home, do not go to work, school or public places. This measure is taken to avoid infecting others in the community, including family members.

Personal protective equipment (PPE) – These items are worn to prevent the spread of the coronavirus. PPE includes face coverings. Other PPE can include face shields and gloves. LCSD1 will follow county and state health recommendations.

Pre-symptomatic—A pre-symptomatic case of COVID-19 is an individual infected with SARS-CoV-2 who has not exhibited symptoms at the time of testing but who later exhibits symptoms during the course of the infection.

Remote Education- 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. Remote education is synchronous delivery with the teacher instructing the class and a portion of the students assigned to the class located in a physical classroom interacting with students located off-site

Quarantine – Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. The Laramie County Health Department will direct a person who has been exposed to COVID-19 to quarantine.

Social Distancing – Also called physical distancing, means keeping a safe space between yourself and other people who are not from your household in order to interrupt the transmission of infectious, contagious diseases. Social distancing includes staying at least 6 feet away from other people (about two arms' length) in both indoor and outdoor spaces as the virus spreads through respiratory droplets produced when an infected person coughs, sneezes or talks.

Virtual Education- Virtual education means school district programs and classes approved by the agency pursuant to W.S. 21-2-202(a)(xxxi), W.S. 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, synchronous, or a combination of both. Virtual education classes are designed exclusively for distance delivery and include a teacher who instructs students and interacts with them through the technology in the course platform. The separation between the student and the teacher substantially limits or prevents in-person instruction.

World Health Organization (WHO) – A specialized agency of the United Nations that is concerned with international public health. It was established on April 7, 1948, and is headquartered in Geneva, Switzerland.

Sources: U.S. Centers for Disease Control, Merriam-Webster's Unabridged Dictionary, World Health Organization, Associated Press, Wyoming Department of Health

Plan Assurances

I, Nick Avila, Chief Operating Officer of PODER Academy, verify that the following assurances have been met in the school's re-entry plan:

1. The school has developed a plan for 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 are not open to students.

2. COMMUNICATIONS

- The school's leadership has 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.

3. SAFETY AND WELLNESS

- The school's leadership has 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.

4. SCHOOL OPERATIONS

- The school's leadership has 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.

5. INSTRUCTION AND TECHNOLOGY

- The school's leadership has 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.

Nick Avila

PODER Chief Operating Officer

9-9-20

Date