



# VICTOR PUBLIC SCHOOL

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VICTOR, MONTANA 59875

RAVALLI COUNTY  
DISTRICT NO. 7

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**Plan for Safe Return to Schools and Continuity of Services**  
**Date of Original "Reopening Victor Schools Plan Adoption: August 2020**  
**Submitted to the State and Posted on Website: August 2021**  
**Posted as a standing agenda item: 9-21; 10-21;**  
**Updated (8-9-2021)**

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This plan is intended to be dynamic. Due to the ongoing COVID-19 pandemic this will change as new information or requirements are put in place. The safety of students, families and staff continues to be our primary concern. Considering the guidance by our school RN, CDC guidelines and state/local health officials, the district is taking the following steps to provide a safe in-person learning environment:

- Cleaning, disinfecting and hygiene education to include hand washing
- Social distancing when in buildings and other closed spaces
- Face coverings as highly recommended while inside the school environment

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## **SAFETY MEASURES**

### **Universal and Correct Wearing of Masks**

Face coverings are recommended for staff and students while indoors. Current district practice is to make sure personal choice of whether to wear a mask or not, is respected. Any hurtful comments towards an individual who is either wearing or not wearing a mask will be treated similarly to other disciplinary situations using progressive discipline. Students and staff will, upon request, have access to a face mask and cloth coverings, on an individual basis.

### **Social Distancing**

CDC recommendations, to the best of our ability, will be followed as recommendations, in large group gatherings and confined spaces. Staff will continue to encourage these measures in our teaching and learning environments. Spaces such as the lunch room will have supports in place for directional traffic flow and cohort seating.

## **Scheduling and Grouping**

We will continue to adjust the schedule as a means of minimizing classroom sizes and mitigating the risk of direct contacts. The High School schedule was changed to a two hour block schedule to minimize the number of transitions in the school day. We have a staggered lunch schedule to keep the number of students limited in our lunchroom area.

## **Cleaning and Maintaining Facilities**

Victor Public School will continue to disinfect and sanitize our buildings. We will be scheduling our cleaning to maximize disinfection of common and high touch areas such as classrooms, bathrooms, cafeteria, desks, tables, light switches, and door handles. In addition, we will be utilizing ionizing disinfecting sprayers throughout our school. We will also be teaching, practicing, and encouraging frequent hand washing and will have hand sanitizing stations throughout our school. The District will continue to have day custodial personnel making "sanitation" rounds throughout the buildings in the upcoming school year(s).

## **Handwashing and Hygiene Education**

Hygiene education will be a component of our school nurse duties to share proper hand washing, use of hand sanitizer, etiquette when coughing or sneezing and other health protocols. The school nurse will publish a family friendly newsletter to provide additional education to students, families and staff.

## **Health Screening**

Classroom teachers and staff members will monitor for COVID-19 symptoms and potential exposure and report findings to the school nurse. If staff are symptomatic, if they have been in close contact with a COVID-19 positive individual, or have been identified as a primary contact of a Covid-19 positive individual, they will report that information to their supervisor. They will stay home based upon the CDC guidelines, until they have been cleared to return to work by county public health officials and or their personal doctor.

The Victor School District Administration asks that students and parents monitor for COVID-19 symptoms and potential exposure. If a student exhibits symptoms or has been exposed please notify the school. The most important measure we can take is to ask that students and staff who are sick, PLEASE STAY HOME. If they have tested positive, they may not return to school until health care officials clear them to return. If a student exhibits symptoms at school, they will be isolated by the school administration and parents will be contacted by a school official. Employees of Victor Public School will work with Ravalli public health to limit the spread of COVID-19.

If a student or staff has tested positive for COVID-19, Victor Public School will use the guidelines established by the Ravalli County Health department for returning. This includes a minimum of ten (10) days since the onset of symptoms or positive test for those placed in isolation. A 14 day quarantine recommendation for adults and students identified as close contacts. Please review the CDC guidelines for those vaccinated. The Victor School Nurse and Administration will provide internal contact tracing and send notification via the dialer.

### **Vaccinations**

The District will act in accordance with state and federal law with respect to vaccinations for its staff and eligible students. The District will work with local pharmacies and medical providers to have voluntary participation on-campus clinics with a parent or guardian in attendance or approval. The District will not refuse, withhold from, or deny a person any services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status.

### **Accommodating Students with Disabilities**

The District will provide accommodations to its policies for students with disabilities as determined appropriately based upon the individual student needs and in accordance with an individual accommodation plan or individualized education plan. Students requiring accommodations should contact the principal, to request information on plans for students with disabilities.

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## **Continuity of Services**

### **Victor Public School's plan is as follow:**

#### **Academic Student Need**

Student academic accommodations and interventions will be used through our School Improvement and MTSS process, as well as special services programming (Title I, Special Education).

Achievement data, attendance data, and behavioral data will be used to determine interventions based on a multi-tiered support system (MTSS). Tier 1 supports for all students will be delivered in the regular classroom through instructional differentiation. Tier 2 programs will target needs for specific groups of students and will be provided in small groups with additional minutes identified through study skills and targeted group instruction. Tier 3 programs will be tailored to individual student needs with additional minute, targeted interventions as well as Title and Special Education support. . Tier 1, 2, 3 programs will be evaluated through benchmark and progress monitor testing. Unit and intervention assessments will provide a balanced approach for shifting supports to meet the

individual needs of our students. Increasing programs and training for staff, especially at the Tier 2 and 3 levels will be a continued focus through the MCLSDP literacy process. Curriculum, instruction, and assessment will be continually monitored, analyzed, and adjusted according to need. Through the School Improvement Process, supported by OPI and Side by Side Consulting, we will continue to monitor these efforts through the use of the Action Plan, informal and formal walkthroughs and two way feedback between SIT and instructional staff. The professional learning community (PLC) or collaboration time will be utilized for data decision making.

Continued support will be provided via Google Classroom for continued support in a blended learning environment. The Guardian feature will be used to ensure a team effort in supporting our students from home and in the classroom. Resources to support families with this platform are posted on the district website.

### **Social, Emotional, and Mental Health Needs (Students)**

Social Emotional Learning (SEL) for students and staff will be supported through the Second Step Curriculum Building a common language and foundation for understanding our emotional intelligence for both students and staff will help meet the needs of the learning environment.

A multi-tiered level of support will be utilized at Victor Public School and the indicator tools will be utilized to ensure a targeted approach to providing support. SEL and mental health interventions and accommodations will be developed to support all students in conjunction with the existing CSCT and Sapphire Health Support Staff. Health Education will be provided by the School RN, this is a new resource to the district and will provide classroom as well as individual support for all students.

### **Social, Emotional, and Mental Health (Staff)**

The Social Emotional and Mental Health is important during these challenging times and we will be using the Second Step Curriculum for staff as proven support for school districts. Staff will participate in the monthly social and emotional learning lessons. All certified staff will be trained in basic level of understanding trauma informed instruction and SEL. Staff will be trained by the new SEL coordinator (Helen Burwick), continued professional development will be ongoing and job-embedded throughout the school year(s).

Other mental health professionals will be supporting our district as the needs arise.

We will continue to build awareness not only of SEL, Trauma, Secondary Traumatic Stress but also a newly adopted 'Bullying' curriculum. It is the emotional duress that results when an individual hears about the firsthand trauma experiences of another. These experiences can give rise to significant

emotional and behavioral problems that can profoundly disrupt the children’s lives and bring them in contact with child-serving professionals. We will be continuing education and professional development on the necessary supports for trauma informed student subgroups.

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### Periodic Review and Public Input

As per the state guidelines, Victor School District will review this plan every six months at a minimum. The public will be provided the opportunity for input during these reviews. This draft plan is continually being revised and is posted on the school website. The public was provided an opportunity to comment March 2020 - June 2021, this updated version will continue to be an agenda item posted as, Safe Return to In-Person Instruction and Continuity of Services Plan. Below you will find the opportunities for public content and the dates when this plan has been an item on the board agenda.

July 19,2021	August 9th, 2021	September, 13 2021	October 11th, 2021
November	December	January	February

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

Victor School District #7 implemented plan options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

Following the *Roadmap for Safely Reopening Montana’s Public Schools Using Emergency School District Policies* ensured Victor School District #7 have remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our plan and policies as new and updated guidance and best practices have become available. Further, the plans and policies provide options for consideration through input from our board of trustees, administrative team, employees, parents, students, health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a plan or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The plans and policies have enabled us to adjust our procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

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

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

The School District’s plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District’s plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District’s plan for purposes of the ARP Act, revised the School District’s plan at a meeting held on June 9, 2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

- Students, families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
- 2. stakeholders representing the interests of children with disabilities, children experiencing homelessness, children in foster care, and other underserved students.

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