



Adaptive Learning Plan

Sweetwater County School District Number One has developed and implemented a plan which would continue student learning as a result of the recent closure. The district is moving forward with an adapted learning model that began Wednesday March 25, 2020 and will continue until we are able to resume school in its normal capacity.

The district's goals are to deliver instruction around priority standards, content and skills, while minimizing gaps created by the disruptions to the normal school year. Please note that this is a fluid process and our staff will do its best to meet the needs of Sweetwater Number One's students through this time.

District Nutritional Services

Free meals through Nutrition Services will be available throughout the closure for all students and any individual under the age of 19, enrolled student or not. All individuals under the age of 19 are eligible to eat for free. This opportunity also includes children that are not school age (i.e. 3 year olds, toddlers, etc.). Breakfast and lunch opportunities will be available at the same time, Monday through Friday from 9:00 - 10:00 a.m. at the following sites:

- Rock Springs Municipal Cemetery, 800 Thompson Street
- SCM Parish Center Parking Lot, 633 Bridger Avenue
- Imperial Apartments, Imperial Drive
- Kum & Go (right-hand side), 9th Street
- Tegler & Associates (across from Grubb's Drive-In), 1125 Pilot Butte Avenue
- Desert View Elementary School Parking Lot, 1900 Desert Boulevard
- Gateway Trailer Park (the dirt lot), 222 Gateway Boulevard
- Rock Springs High School (garage doors on James Drive), 1375 James Drive
- Overland Elementary School Parking Lot, 3400 Foothill Boulevard
- Winterhawk and Raindance mailboxes
- Volcic Mobile Home Park (by the mailboxes), 166 Foothill Boulevard
- Purple Sage Mobile Home Park (by the mailboxes), 45 Purple Sage Road
- Superior - Berta and Main, Superior, WY
- Point of Rocks (Conoco Station), Point of Rocks, WY
- Farson-Eden School parking lot, Highway 28 Farson, WY
- Desert School (Wamsutter) parking lot, 235 Bugas, Wamsutter, WY

A second chance for meals are available daily from 10:30 - 11:30 a.m. at both Rock Springs Junior High and Rock Springs High School. Families will need to practice social



distancing when buses arrive for deliveries. Children do not need to be present and breakfast and lunch meals can be picked up by parents/guardians.

Online Access and Technology Support

The District disseminated over 3,055 devices to students in PreK – 6 on Technology Tuesday. Kindergarten through 3rd graders were provided iPads, and 4th-6th graders were given laptops. The secondary students in Sweetwater #1 were already one-to-one as they were provided laptops that they began taking home at the beginning of the year. The district is able to provide multiple opportunities to reach out to our families with online applications. Parents/guardians receive communication through ParentSquare, District Facebook, YouTube Live, YouTube Videos, phone calls, and emails.

Communication including teacher-student and teacher-parent contact takes place through ParentSquare. Building secretaries and teachers have made personal phone calls to families that have not signed up for ParentSquare since the start of the school year. Teachers are able to have group and individualized instruction via Google Meets under the District's Google umbrella. Families are being contacted and offered free internet services through local companies in order to be able to connect online with their teachers and schools.

Student and family engagement is important to online success. The District utilizes a tiered-approach for student engagement. So that all students have access, remote learning will consist of a variety of communication methods. This will include not only learning packets and/or online instruction but may also incorporate phone calls, videos, mailings, etc. For tier one, the District uses ParentSquare to monitor and review the communication for each school within the platform. For tier two, each school site will monitor individual teachers, classes and parent communications. For tier three, families that are unable to be reached through ParentSquare, phone calls home constitute the next tier of communication and engagement. Lastly for tier four, well-being or welfare checks would be recommended to ensure the safety and well-being of the family and then we will coordinate with the families to provide options and alternative avenues to ensure educational access and opportunities. The District will provide a good faith effort that is composed of tracking documentation and participation in the various platforms and delivery models used and also a sense of reasonableness to engage students.

Teachers will monitor their student engagement via communication and interaction on ParentSquare, StudentSquare (grade level appropriate), Google Classroom, and Google Meetings. For teachers who are unable to make contact with students for more than two consecutive days, they will make phone calls to the families to see if they can



reach them. For any failed attempts at communication by the teacher after four days of reaching out to the family, the building principal and office staff will be notified by the teacher which students they are unable to contact. The building administrator and office staff will then attempt to reach out to the family via phone numbers, email addresses, and emergency contacts housed in PowerSchool. Seven days of no contact with the student would instigate a Tier 4 intervention in the district’s communication and engagement plan. District and Building administration would work together to identify next steps for reaching the family and roadblocks preventing the student from engaging in their education. Once the roadblocks have been identified, the district will create an individualized plan for the student to assist with connecting in the virtual classroom. Parts of the individualized plan could include but aren’t limited to hotspots for internet access, iPads with data plans for connectivity from any location, and delivery of materials necessary for the student’s success (i.e. home drop off outside only).

Data Security

The district has security and privacy policies that are already in place that are aligned to the Family Education Rights and Privacy Act (FERPA) and the Children’s Online Privacy and Protection Act (COPPA). These policies will continue to be followed. We will continue with existing measures to protect student privacy. All software applications must have a privacy review by the Department of Technology before use if they are to contain student or staff data. We also require SSL encryption for login and communications on all platforms. Finally, we monitor login activity on district supported and integrated software platforms for abuse or suspicious activity.

Methods of Support

The district IT staff continues to work with families, students, and staff through the following ways:

Technology Hotlines

| Building | Phone Number |
|---------------------------------|---------------------|
| Black Butte High School | 307-448-3854 |
| Central Administration Building | 307-448-3856 |
| Desert View | 307-448-3852 |
| Eastside | 307-448-3853 |
| Farson | 307-448-3855 |
| Head Start | 307-448-3852 |
| Northpark | 307-448-3851 |
| Overland | 307-448-3852 |



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| Pilot Butte | 307-448-3853 |
| Rock Springs High School | 307-448-3855 |
| Rock Springs Junior High | 307-448-3854 |
| Sage | 307-448-3850 |
| Specialities (Powerschool, Parent Square, Cloud Software, Server, Network) | 307-448-3857 |
| Stagecoach | 307-448-3850 |
| Walnut | 307-448-3851 |
| Wamsutter | 307-448-3854 |
| Westridge | 307-448-3851 |

Chat support is also available for our staff, students, and parents, as well as student and staff help desk ticket systems.

Instructional Design

Curriculum

- Staff will begin assigning activities by reviewing the portions of the curriculum where they left off at the time of closure.
 - Areas of focus:
 - K-6 classrooms: Core classes will be the focus of instruction for all students. They may not be taught everyday, but there should be at least one day of primary focus for each content area over the district's current six-day rotation.
 - 7-12 classrooms: Streamline all prioritized standards. Classes will occur in a flexible format that protects students from daily course work overload and allows students to work on their classwork at various times throughout the week.
 - K-6 specials: teachers are to provide instruction with the same frequency the classes would normally occur on the district's existing six-day rotation.
 - Special education, EL, and Title 1 teachers will provide specialized instruction to students based on individual student needs as documented in their IEPs or Individual Learning Plans, as well as guidance that has been given through the Office of Special Services.



Instruction (Planning and Delivery)

- Adapted learning is not solely online. It may include phone calls, video, mailings, etc.
 - As teachers develop their adapted instructional opportunities they will work to create balance between instruction and student tasks. An instructional day or week may not look like the format of a brick and mortar setting fitting all subjects in the same day. You will continue to deliver the quality of your lessons, but quantity will look different. Items to consider in lesson development are as follows:
 - Students should be engaged in meaningful activities using the following guidelines:
 - K-2 Students: After instruction, recommended times are **1 to 2 hours** of work a day.
 - 3-6 Students: After instruction, recommended times are **1 to 2 hours** of work a day.
 - 7-8 Students: After instruction, recommended times are **2-3 hours** of work a day.
 - 9-12 Students: After instruction, recommended times are **3-4 hours** of work a day.
 - All work should be meaningful and targeting essential standards (Need to know). Leave out the “nice to know”.
 - A Learning Target
 - An instructional component
 - Student practice
 - A demonstration of learning
 - Other considerations
 - Face-to-face instruction through Google Meets, Google Hangouts, or Zoom (we caution using this as it is not under the District Umbrella it is an unsecured platform)
 - Group activities through Google Hangouts, Meets and Classroom. Zoom is also available (we caution using this as it is not under the District Umbrella it is an unsecured platform)
 - Flipped lessons, using video lessons and screencasts
 - Assignments and threaded discussions through Google Classroom and Canvas
 - Hands-on activities that can be completed at home
 - Independent reading, writing, research, exercise, and projects
- Teachers will be expected to work to develop lesson plans with their PLC team members whenever possible and spend a minimum of 15 hours per week



between PLC meetings, lesson development and virtual office hours (this may need to be flexible to meet individual family needs).

Specially Designed Instruction will continue within the Instructional Model:

- Special Education Staff and Related Service Providers will collaborate with General Education Teachers to provide services and accommodations/supports as documented within the IEP. These services and supports will be provided in a good faith effort to the best of their abilities.
 - Students with section 504 plans will also receive related services, accommodations and supports.
- Instructional tasks will be designed to meet the individual needs of each learner. Staff will work together with parents and students to provide appropriate instructional resources to support students in the home.
- English Language and Title 1 needs for students will continue to be met with instructional supports.
- School Counselors will work to provide counseling and support to students through various means.

Grades

Sweetwater #1 has implemented a tiered approach to assessing student progress. When we resumed instruction, our first task was to review the priority standards students were learning immediately before shutdown. This helped our students and teachers adapt to the new delivery method of instruction without the work being complicated by learning new material. During the week of April 6th, teachers will begin introducing new priority standards. Teachers have been directed to provide extensive formative feedback to ensure students are able to adjust their learning before summative grades are taken. After extensive formative feedback opportunities have been given, teachers will resume standards-based grading practices, where applicable. Sweetwater #1 understands that not all classes are equally adaptable to the remote learning environment. Depending on the length of the closure, the district may decide to implement a hybrid grading scale where students may receive a grade of Pass/Fail for classes unsuitable for online learning. Awarding of credits is primarily a local function.

Learning Targets and Formative/Summative Assessment

All students should be informed of their learning targets for either the day, week, lesson or series of lessons. Lesson design should include an instructional component, practice,



application, and a demonstration of learning. Formative assessment shall occur that directly assesses student mastery and progress towards learning targets and prioritized standards will be embedded within instructional lessons and units. Summative assessments may follow at the end of this instructional design.

- Allow students to make-up work and improve grades.
- Teachers shall provide feedback to student work.

Student Attendance

Participation/attendance will be measured in accordance with Section 14 Emergency Temporary Virtual Education (Adaptive Learning) of Chapter 41 Virtual Education Emergency Rules. Documentation will be maintained at the teacher, school and district level to support participation/attendance.

We are thinking more about ENGAGEMENT than physical presence. A teacher counts a student as *present* for:

- Attending 2-way Sessions
- Participating in threaded discussions
- Submitting work
- Taking an assessment
- Uploading a video
- 1:1 communication

Parents can expect further communication from principals and teachers outlining specific building and classroom processes. Updates and changes are likely in the upcoming days and weeks.

The District will be opening the schools on Thursday, April 2 using social distancing protocols at staggered start times to allow staff to enter the buildings. Staff (teachers & instructional staff) should plan for this to be the last time they enter the building until school reopens or we continue this adapted learning plan for the remainder of the year.

Special Education and 504 Plan Staff Guidance

While Sweetwater #1 remains closed due to the COVID-19 pandemic, the District will ensure that students with disabilities have equal access to the same opportunities, including the provision of FAPE, as provided to all students. The determination of how FAPE is to be provided may need to be different during the time schools are closed and implementing its Adapted Learning Plan and will be addressed on an individual basis. The provision of FAPE may be provided consistent with the need to protect the health



and safety of students with disabilities and those individuals providing special education and related services to students.

The services and supports in a child's IEP prior to the implementation of the district's Adapted Learning Plan were based on the traditional educational environment, which most students are no longer in. The child's IEP Team should think of the district's Adapted Learning Plan as the general education curriculum in place at this time. All services and supports are intended to support the child in accessing the general education curriculum with their nondisabled peers to the maximum extent appropriate.

Beginning the week of March 23rd, Sweetwater #1's special education teachers and service providers contacted individual student's parent(s) to develop a plan to ensure, to the greatest extent possible, services and accommodations and/or supports are in place. The 504 coordinator will be available for guidance and to serve as a resource for general education teachers to ensure section 504 related services and accommodations are implemented, as appropriate within the adapted learning program. The IEP/504 team will need to consider the general education program in place at each school and how to integrate each child's unique programming into an adapted learning model. In addition, IEP/504 teams will need to consider the use of accessible distance technology, instructional phone calls, and other instructional modalities based on student need. Teachers and specialists should work collaboratively to ensure instruction is accessible for the student based on the student's individualized needs.

Given the unprecedented situation created by the threat of COVID-19, exceptional circumstances may affect how a particular service is provided under a student's service plan. In such a situation, the IEP team will need to make individualized decisions regarding whether compensatory services are required when the regular provision of services resumes. When school resumes to normal operations, each IEP team must review the provision of FAPE during the period of adapted learning, to determine whether compensatory services are warranted in any service area, including instruction and/or any individual therapies. The need for compensatory education can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their individualized adapted service plan, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school closure. In the event individual students with an IEP are voluntarily absent from instruction, the district is not obligated to consider the need for compensatory education for days absent.

In some cases, it may be appropriate for IEP teams to consider providing classroom-based instruction 1:1 or to small groups of students with disabilities that have extensive support needs. In these cases, the IEP team may consider alternative service delivery and/or compensatory services as determined for the individual students team. In these cases, special education teachers will work directly with families and the Director of Special Services to create an adapted service plan. Alternative service delivery options shall comply with federal, state, and local health official's guidance related to social



distancing, with the goal of keeping students, teachers and service providers safe and healthy. Once service plans are established for individual students, these services will be monitored through service log entries. These logs will be maintained daily as services are provided. As we start to move forward with adapted learning opportunities for our students, here are some ideas for special education staff.

- Itinerant/Co-Taught/Supported Classrooms - Please communicate with the general education teachers from those classes you support to see how you can accommodate their instruction for those students that you case manage. Set up office hours (at least 1 hour a day) throughout the week where you would be available to support students who are having difficulties with content. Print out packets of practice problems or have online tools available to support skill development. Work with PLC teams as you would throughout the school year. Please make sure to document your efforts.
- Resource Pull Out Classes - Prepare content to be delivered through adapted learning opportunities. Set up office hours (at least 1 hour a day) throughout the week where you would be available to support students who are having difficulties with content. Print out packets of practice problems or have online tools available to support skill development. Work with PLC teams as you would throughout the school year. Please make sure to document your efforts.
- Special Programs - Contact parents to discuss how you can support their students through adapted learning opportunities? Methods of delivery could include Google Hangout or Google Meet; have packets of content available, sharing various activities which can be done in the home, etc. Set up office hours (at least 1 hour a day) throughout the week where you would be available to support families. Please make sure to document your efforts.
- Social Skills - Contact parents to discuss how you can support their students through adapted learning opportunities? Methods of delivery could include Google Meet or Google Hangout; have packets of content available, sharing various activities which can be done in the home, etc. Providing multiple social skills lessons per week to share with students. Set up office hours (at least 1 hour a day) throughout the week where you would be available to support families and/or students who may be having difficulties with the current situation. Please make sure to document your efforts.
- Counselors - Contact students/parents and find out how they are doing and how you can support them through various adapted learning opportunities (both individual and possibly in small groups virtually). Set up office hours (at least 1 hour a day) throughout the week where you would be available to support families and/or students who may be having difficulties with the current situation. Collaborate with staff to support students who may need your support. Please make sure to document your efforts.



- Related Service Providers - Contact parents to discuss how you can support their students through adapted learning opportunities? Methods of delivery could include Google Meet or Google Hangout; have packets of content available, sharing various activities which can be done in the home, etc. Set up office hours (at least 1 hour a day) throughout the week where you would be available to support families. Please make sure to document your efforts.

- Paraprofessionals - Contact those teachers that you work with throughout the school year to see how you can support your students through adapted learning opportunities. You could support students through Google Meet, Google Hangout, via phone, by creating packets of content areas and so forth. You might be able to set up office hours (at least 1 hour a day) where you are available to assist students as they work through content provided by their teacher. Teachers may have instructional material that you could prepare for students or the classroom. It is important that you work closely with them as they guide you through this transition.

If parents elect to refuse services (due to current circumstances), please document that services have been offered and let parents know that this will not affect their services once school is back to being held in physical buildings. Again, we cannot emphasize enough to document your efforts. In the case a parent refuses a service or services, the Teacher of Record will issue a PWN. The PWN will document the refusal of services along with the information as to why the parent has declined the services. The PWN will also note that the IEP team will reconvene once school is back in session to determine if compensatory education is needed and to what extent. Sweetwater #1 stands ready to provide any services the individual student needs as determined by the IEP team.

IDEA/504 Compliance During SCSD#1 Closure

Annual IEP/504 Meetings

Annual IEP/504 meeting review dates must be adhered to. During school closures the IEP/504 team should plan to meet by teleconference or other remote method. In the event an IEP/504 review date cannot be met, reasons for not meeting this timeline and the agreed upon plan to review the students IEP/504 plan must be clearly documented in a Prior Written Notice.

Special Education/504 Initial Referral

- In the event of a Special Education or 504 initial referral while Sweetwater #1 remains closed, the Teacher or Record/ School Psych/SLP/OT/PT/SW/Counselor will convene a meeting with parents and consider a mutually agreed upon plan. In the event testing can be done virtually or through a phone conference, proceed with testing.



- In the event an evaluation cannot be completed virtually or through phone conferencing, the evaluation will be put on hold until schools reopen.
 - Teacher of Record/School Psych/SLP/OT/PT/SW/Counselor will contact the parent, come to a mutually agreeable extension plan and issue PWN.
 - Issue PWN: *"To no fault of the parent the student was not made available for testing. Due to the unprecedented circumstances caused by COVID-19 and the closure of Sweetwater #1 schools, STUDENTS evaluation will be put on hold. Sweetwater #1 will adhere to appropriate rules and requirements under IDEA and will resume STUDENT'S evaluation under the mutually agreed upon plan for an extension."*
 - Include agreed upon plan and action steps once schools reopen.

Initial Evaluations

- If consent has not been obtained for an Initial Evaluation. The evaluation process will be put on hold until Sweetwater #1 schools reopen.
 - Teacher of Record/School Psych/SLP/OT/PT/SW/Counselor will contact the parent, come to a mutually agreeable extension plan and issue PWN.
 - Issue PWN: *"To no fault of the parent the student was not made available for testing. Due to the unprecedented circumstances caused by COVID-19 and the closure of Sweetwater #1 schools, STUDENTS evaluation will be put on hold. Sweetwater #1 will adhere to appropriate rules and requirements under IDEA and will resume STUDENT'S evaluation under the mutually agreed upon plan for an extension."*
 - Include agreed upon plan and action steps once schools reopen.

Initial Evaluations in Progress

- If an evaluation is in progress and there is enough information to hold an eligibility meeting, the Teacher of Record/Psych/SLP/OT/PT/SW/Counselor will schedule and hold the meeting. Complete within 60 Days of Initial Consent (calendar days).
- If an evaluation is in progress and additional testing is required that can be completed through virtual, phone conference or other means, complete testing and hold an eligibility meeting. Complete within 60 Days of Initial Consent (calendar days).
- If an evaluation is in progress and additional testing is required but not possible due to social distancing measures the evaluation process will be put on hold until SCSD# 1 schools reopen.
 - Teacher of Record/School Psych/SLP//OT/PT/SW/Counselor will contact the parent, come to a mutually agreeable extension plan and issue PWN.
 - Issue PWN: *"To no fault of the parent the student was not made available for testing. Due to the unprecedented circumstances caused by COVID-19 and the closure of Sweetwater # 1 schools, STUDENTS evaluation will be put on hold. Sweetwater # 1 will adhere to appropriate rules and*



requirements under IDEA and will resume STUDENT'S evaluation under the mutually agreed upon plan for an extension."

- Include agreed upon plan and action steps once schools reopen.

Reevaluations

- In the event a student is due for a tri-annual evaluation the Teacher of Record/Psych/SLP/OT/PT/SW/Counselor will convene a meeting with parents and consider a mutually agreed upon plan.
 - In the event additional testing is necessary and can be done virtually or through a phone conference, proceed with testing.
 - In the event additional testing is not necessary and the IEP team mutually agrees to continue eligibility upon a review of records, proceeding with the reevaluation process.
 - In the event additional testing is necessary and cannot be done virtually or through a phone conference, the team can upon mutual agreement, continue eligibility for the student under IDEA and come to a mutually agreed upon extension and evaluation plan once schools reopen.
 - Issue PWN: *"To no fault of the parent the student was not made available for testing. Due to the unprecedented circumstances caused by COVID-19 and the closure of Sweetwater #1 schools, STUDENTS evaluation will be put on hold. Sweetwater #1 will adhere to appropriate rules and requirements under IDEA and will resume STUDENT'S evaluation under the mutually agreed upon plan for an extension."*
 - Include agreed upon plan and action steps once schools reopen.

Providing services to students with disabilities remotely is not easy and foreign to many of us. We will continue to meet with other administrators throughout the state as we go through this week and weeks to come to get additional information and resources for how to support our students. The Office of Civil Rights and the Office of Special Education Programs has reinforced that we need to do our best and provide services to our students with disabilities, as long as we have good faith efforts in place, we will be fine. Just remember to document what you are doing to support your students.

Graduation

Awarding of credits is primarily a local function. The District understands that not all classes are equally adaptable to the remote learning environment. The Sweetwater #1 Board of Trustees reserves the right to modify the graduation requirements for the Class of 2020 to ensure 12th grade students are not negatively impacted. Any modifications will still meet the high school diploma requirements for Wyoming students as described in Chapter 31, Section 4 of rules and regulations as promulgated pursuant to W.S. 21-2-304(a)(i) – (iv) and W.S. 21-3-110(a)(i) and (xxv).



Utilizing Staff

SCSD #1 staff who traditionally do not have to directly report to students will be utilized in several different ways within the district to assist student learning and engagement. The district and schools will identify all staff available to assist students virtually or using telecommunications. Each school will prioritize students that previously needed intervention and are considered a struggling learner. Schools will also identify students who may have limited support at home to connect with and support as they try and complete learning activities. Staff members will be given a list of students to contact and review remote learning activities and requirements. Staff will work one on one to explain and support the students as they work through their assigned learning tasks and requirements. All staff receiving pay are all performing assigned work that they normally carry out, but in a virtual capacity or minimal time on-site practicing social distancing.

High Risk Groups and Accommodations

Title III - English Language Learners:

In alignment with student ILP's, EL teachers are collaborating with the general and special education teachers to ensure academic work is being appropriately modified based on student need. The district is communicating with students and families in both English and their primary language. Teachers will develop language acquisition lessons specific to WIDA standards and will be delivered through Learning Packets and/or digital learning for each student.

Title I-D Neglected and Delinquent

In collaboration with the Sweetwater County Sheriff's Department, services for Sweetwater #1 neglect and delinquent students are being provided by the Juvenile Service Center instructor. Instruction is being provided through Learning Packets and/or digital learning for each student. The instructor is available to students via video conferencing daily. Students on an IEP or 504 continue to receive accommodations. Students placed at the Juvenile Service Center who are from other districts or other states continue to receive educational services through collaborative efforts with the district where the student is enrolled.

Homeless

Sweetwater #1 will utilize the homeless liaison to communicate with identified homeless families and students to ensure education materials and/or online educational services are being provided. Accommodations for individual student needs are ensured through



collaborative practices with the classroom teacher. Outreach and communication with community organizations continue to be provided by the Sweetwater #1 Student and Families in Transition Student Support Liaison.

Interventions for struggling students

Transitioning to remote learning due to a general state of emergency in our community will certainly result in some students struggling with their academics. Because we are unable to meet personally with students due to health and safety concerns, teachers will employ a variety of methods to assist students who struggle. Primarily, teachers, paraprofessionals, and all others assigned will increase the manner and frequency of communication with students when they begin to struggle. This could be through phone calls, email, ParentSquare, Google, Canvas, and written feedback on submitted assignments.

Enrichments for students

The district has developed proficiency scales for every priority standard in every course K-12. These standards inform teachers and families what it descriptively looks like to demonstrate proficiency and descriptors for those who need enrichment because they have exceeded the standard. Teachers and parents have access to a wide variety of learning resources that have been gathered and posted on our website to facilitate these efforts. Further, because students are currently functioning outside the limits of a classroom, the ability to apply standards in their own real-world setting have increased. Teachers are developing home-based projects for students to be enriched beyond proficiency in the standard. Finally, students in our gifted and talented program continue to receive online instruction during this time.

Summary

In summary, the district's goals are to deliver instruction around priority standards, content and skills, while minimizing gaps created by the disruptions to the normal school year. Please note that this is a fluid process and our staff will do its best to meet the needs of Sweetwater Number One's students through this time.