



KPBSD Smart Start 2020 *Revised District Guidance*

Goal: all children are back in school with equitable support, and emotional and health security

[UPDATED MESSAGE]

During the November 2, 2020 Board of Education Pandemic Response Work Session, the KPBSD Board gave direction to the KPBSD Administration to develop revisions to the KPBSD Smart Start 2020 plan in the area of "Red/High Risk" operations. This request was the result of an anticipated extended period of high COVID-19 case counts resulting in the Kenai Peninsula Borough being in "Red/High Risk" status and as per the existing Smart Start Plan providing 100% remote learning for all but vulnerable students (Pre-K, K, and Special Education Intensive Needs). During Board meeting public comment and through emails to Board members numerous individuals expressed dissatisfaction with remote learning and stated that they wanted schools re-opened to in person learning during periods of "Red/High Risk". Other comments during Board meetings and through emails conversely expressed concern with the high COVID-19 case counts and a desire to remain with remote learning until the community risk levels are lower.

It was under this context that KPBSD Administration has endeavored to revise the "Red/High Risk" operations portion of the KPBSD Smart Start 2020 plan. Over the past several weeks Assistant Superintendent Holland has conducted stakeholder surveys of parents, students, and staff. He has met with groups of administrators and teachers and has reconvened the Smart Start Committee with additional teacher participants to work on revisions to the "Red/High Risk" operations plan. The KPBSD Pandemic team has also consulted with medical personnel from AK DHSS and the KPBSD medical advisory team. The document included here is the result of this extensive work.

While it is recognized that remaining in 100% remote learning for extended periods of time due to high levels of community transmission and risk is not in the educational best interest of many students and families, there must be an overall priority given to the physical safety of students, staff, and the community at large. Operating under this revised "Red/High Risk" operations status will be determined by the Superintendent of Schools in consultation with the KPBSD Pandemic Team and local/state medical experts. At such a point that the level of community risk reaches an

extreme level, the Superintendent will move schools to 100% remote learning until risk levels return to high.

Based on information and the recommendation from the KPBSD Medical Advisory Committee, implementation of this revised SMART Start plan is not recommended until January 19, 2021 at the earliest.

The revised plan and other COVID-19 related information was discussed during a Board work session earlier today. Administration recommends approval of this revised Smart Start 2020 Plan.

John O'Brien
Superintendent of Schools

[ORIGINAL MESSAGE]

Dear KPBSD students, parents, and staff members,

The State of Alaska Department of Education has mandated that each school district submit a plan to safely start the 2020-2021 school year, by July 31. After a two-month process, the 20 members of the KPBSD 2020 Smart Start Work Group prepared this plan for the safe and prudent reopening of KPBSD schools in August 2020.

This KPBSD plan addresses how K-12 education and activities in our diverse schools will take place depending on low (green), medium (yellow), or high (red) risk COVID19 community transmission scenarios. It is important that everyone is aware that the KPBSD plan will continue to be revised as medical information, science, and the pandemic situation evolves throughout the 2020-2021 school year.

I thank every member of the KPBSD 2020 School Start Work Group, as well as all of the students, staff, parents, and community members who provided input during this planning process. Working together, with respect and mutual well-being in mind, we will have a successful school year that will provide stability, safety, and a meaningful educational benefit to all of our students.

Sincerely,

Clayton Holland
Assistant Superintendent of Instruction

Guidance Table of Contents

<u>Health & Safety</u>	<u>Scheduling</u>
<u>Staffing</u>	<u>Instructional Redesign</u>
<u>Communication</u>	<u>Federal Funding & Flexibility</u>
<u>Resources</u>	

Committee Members

Health & Safety	Staffing	Schedules	Instruction
Facilitator - Iris Wertz KPBSD Nursing Supervisor	Facilitator - Nate Crabtree Director of Human Resources	Facilitator - Clayton Holland Assistant Superintendent of Instruction	Facilitator - Christine Ermold Director of Professional Learning & Federal Programs
Dave Jones Assistant Superintendent of Instructional Support	David Brighton President - KPEA	Eric Soderquist Director of Information Services	Angie Nelson Lead School Psychologist
Pegge Erkeneff Director of Communication, Community and Government Relations	Kari Dendurent Representing middle schools + athletics Principal Homer Middle School	Doug Hayman Representing small schools Principal Tustumena Elementary, Hope, Cooper Landing, and Moose Pass schools	Amanda Adams Lead Innovation Designer
Natalie Bates Administrative Secretary	Liz Hayes Director of Finance	Rich Bartolowits Representing alternative programs Principal Connections Homeschool Coordinator Distance Education	Penny Vadla President - KPBSD School Board
Kevin Lyon Director of Planning and Operations	John O'Brien KPBSD Superintendent of Schools	Tony Graham Representing large high schools Principal Soldotna High School	
	Anne McCabe President - KPSEA	Eric Pederson Representing elementary schools Principal Paul Banks Elementary	

Additional Revision Committee Members: Amy Utecht, Kimberly Bates, Ken Felche, Dawn Edwards-Smith, Debbie Delker, Kersten Gomez, Kyle McFall

RISK LEVEL DESCRIPTIONS



SCENARIO 1 - LOW RISK

Low Risk: Average daily incidence over the past 14 days: <5 cases per 100,000 population, Minimal community transmission

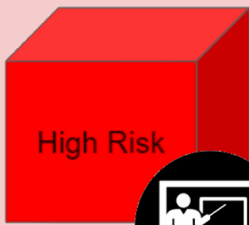
Buildings are open and learning is conducted with additional protocols for health, safety, and continuity. Parents may select for students to learn remotely.



SCENARIO 2 - MEDIUM RISK

Medium Risk: Average daily incidence over the past 14 days: 5-10 cases per 100,000 population, Moderate community transmission with some undetected cases and infrequent discrete outbreaks

Buildings are open with possible social (physical) distancing protocols in place. Parents may select for students to learn remotely.



SCENARIO 3 - HIGH RISK

High Risk: Average daily incidence over the past 14 days: 10 cases per 100,000 population, Widespread community transmission with many undetected cases and frequent discrete outbreaks

Buildings operate at limited capacity. "Vulnerable populations" of students attend. The remainder of the student population attend at 50% on staggered schedules (A/B). Parents may select for students to learn remotely.

NEW SCENARIO 4 - EXTREME RISK

Extreme Risk: Based on localized conditions and guidance from state and local medical experts, at such a point that the level of community risk reaches an extreme level, the district will move schools to 100% remote learning until risk levels return to high. Possible exceptions for "vulnerable populations" of students individually or in small groupings. (See Notes #3 below for specific determination indicators)

Notes:

1. Risk Level descriptions do not include travel related or business specific (e.g. seafood plant)
2. Determinations of risk levels will be made by the school district in conjunction with the KPBSD COVID-19 Community Risk Level Medical Advisory Group, which includes Alaska State Public Health, DHSS, a member of the Kenai Peninsula Borough Office of Emergency Management, and a member from each of the regional Kenai Peninsula hospitals.

3. Determination of "Extreme Risk" will be based on if there are clusters of positive COVID-19 cases in schools and availability of staffing due to positive cases and/or the need to quarantine due to close contact status. Additionally the District Pandemic team and medical advisory team will consider as guidance the "CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools." These indicators include: Number of new cases per 100,000 persons within the last 14 days; Percentage of RT-PCR tests that are positive during the last 14 days; Ability of the school to implement 5 key mitigation strategies; Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days; Percentage of hospital inpatient beds in the community that are occupied; Percentage of intensive care unit beds in the community that are occupied; Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19. CDC Indicators and Thresholds for Risk of Introduction and Transmission of COVID-19 in schools Document: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/indicators-thresholds-table.pdf>

DEFINITION OF TERMS

ASYNCHRONOUS - Learning that does not happen at a specific time

BACKCHANNEL - This is a shared virtual space for discussion.

BLENDED INSTRUCTION - Learning is a blend of online resources in conjunction with onsite teaching

CLASSROOM - Space where a teacher provides students with direct instruction and learning materials. There are two parts: virtual (online learning environment) and physical (the room within a school building). The virtual classroom is a digital parallel or extension of the activities that take place in a physical classroom

COMMUNITY TRANSMISSION - No clear source of origin of the infection in a new community

CONTINUITY OF LEARNING -The school day and on-going schedule is predictable for students and families

DIGITAL PARALLEL - an online version of all learning materials and activities conducted in a face-to-face class.

DISTANCE EDUCATION - KPBSD Distance Learning Program and courses

EQUITY FOR LEARNING - Each student receives what they need

FLIPPED INSTRUCTION - Utilizing video for delivery of instruction

HOMESCHOOL - The KPBSD Connections Homeschool Program

ONSITE INSTRUCTION - Student is physically in the classroom for instruction

PERSONALIZED LEARNING - A learning experience that is driven by individual needs, interests, and goals. The student has a significant role in the design of the learning process

PHYSICAL DISTANCING - Maintaining a space of at least six feet between yourself and anyone outside your home or extended social group. Also commonly known as “social distancing”

PROTOCOL - A rule or procedure to follow

REMOTE INSTRUCTION - Enrollment in classes through a school where the learning occurs off campus

SUPER STANDARDS - the most vital ELA and Math standards that a student needs to learn in an a grade level.

SYNCHRONOUS - Learning that is happening at a specific time

VULNERABLE POPULATION - A group that is identified with a high potential for diminished educational experience. This includes students who have medically fragile family members

HEALTH & SAFETY

Overarching Guidance			
<ul style="list-style-type: none"> • Clear guidance for schools with and without full-time nurses • Meeting the health safety needs of even the most medically fragile students and staff • Symptom-Free Schools Protocol 			
Facilities			
New Norm	Low Risk	Medium Risk	High Risk
	<p>Physical barrier for office staff, plus markings on floors for physical distancing visual cues</p> <p>Determine physical boundaries for classroom(s) including furnishings within the confines of existing facilities and enrollment</p> <p>Space identified for treating ill students separate from medically fragile students</p> <p>Parents and Volunteers will be allowed to volunteer and visit classrooms. Other volunteers will be allowed on a case-by-case basis with principal approval</p> <p>Volunteers and visitors must wear masks when working within six feet of students and staff. Volunteers should be limited to one specific classroom or to non-instructional areas</p>	<p>Room and facility occupancy may be adjusted or reduced to allow for additional physical distancing where necessary</p> <p>Volunteers and visitors wear masks and are limited to specific areas or classrooms</p> <p>Volunteers and visitors will be limited to parents and guardians. Volunteers and visitors must wear masks when working within six feet of students and staff</p> <p>Food brought into the schools for shared consumption must be commercially prepared and individually packaged.</p>	<p>Facilities will be open to limited numbers of students to allow for physical distancing of 6' or greater depending on activity.</p> <p>Food brought into the schools for shared consumption must be commercially prepared and individually packaged.</p>
Cleaning & Sanitizing			
New Norm	Low Risk	Medium Risk	High Risk
Increased frequent sanitation efforts and procedures	<p>Extra sanitizing of desks, and common touch areas</p> <p>Students clean their desks and personal items with approved cleaning supplies</p> <p>If a student or staff is diagnosed with COVID-19, school may close for cleaning and sanitizing</p> <p>Possible two-hour delay start or early release</p>		<p>Building HVAC systems are being retrofitted with O2 Prime that generates bi polar ionization that is shown to passively destroy the virus in 30 minutes. Custodial staff are sanitizing high touch areas using electrostatic sprayers dispensing HOCL to eliminate the virus in the facility.</p>
Student Contact Records			
New Norm	Low Risk	Medium Risk	High Risk

<p>All student contact information will be up to date and accurate</p> <p>All staff will be asked to sign a consent to release information between Public Health and District Leadership regarding COVID19.</p> <p>All parents will be asked to sign a consent to release information for their student between Public Health and District Leadership regarding COVID19.</p>	<p>Online student registration for new and returning students</p> <p>Staff verify all student contact information, phone, and email</p>	<p>Nurses will maintain contact with families of medically fragile and high-risk students and initiate contact for those students newly identified.</p>
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Symptom Free Environment

New Norm	Low Risk	Medium Risk	High Risk
<p>Symptom-Free Schools Protocol</p> <p>Daily Screening Parents will take their child's temperature and assess how they feel before determining if they should go to school that day.</p> <p>No rewards for physical "perfect attendance" (This past practice may have encouraged sick students to attend school, which is unhealthy and exposes others to potential exposure)</p>	<p>Educate public, staff, students, and parents or guardians about symptom free protocols</p>	<p>Staff who access the building at any time will be Symptom-Free and follow the most current and approved KPBSD symptom free protocol (updated on 11/20/20).</p>	

Face Masks

New Norm	Low Risk	Medium Risk	High Risk
	<p>To reduce contamination risk of a school nursing office, a student who does not feel well must wear a fabric mask before being sent to the nurse office</p> <p>Cloth or clear face coverings (examples here) are required in all risk levels (low, medium, high) for all staff and for students in third grade and older whenever 6' physical distancing is not possible. If a cloth or clear face covering is medically inappropriate or cannot be worn, a face shield that extends at least to the chin and around the sides of the face will be allowed. Students in grades Pre-K through 2 will still need to have cloth face coverings in their school supplies, and will be directed when and if they need to wear them. Handwashing and physical distancing will be emphasized in all grades</p> <p>If a Medical Doctor deems there is a medical issue that contraindicates the wearing of a mask for a student, a note from the doctor to that effect will suffice for an exemption. However, if the student can't wear a mask, perhaps they can still wear a face shield. Staff will consult with parents of students with special or intensive needs on a case by case basis</p> <p>Clarification specific to Pre-K to 2nd grade mask wearing:</p>	<p>Staff who access the building are required to wear a mask at all times, except when eating/drinking or in a room/office by themselves. Face shields are encouraged to add an extra layer of protection.</p> <p>Students will be required to wear a mask at all times, except when eating/drinking. This includes PE and recess. Students should have more than one mask so it can be changed out when needed.</p> <p>Vulnerable Populations attending school during a high "Red" risk scenario will be required to wear a mask at all times except when eating/drinking, unless a medical condition or disability prevents that from occurring. This includes students in preschool and kindergarten.</p>	

	<p>1. If a cohorted student steps outside the class and there is the possibility that they will come in contact with a person from another cohort, they should wear a mask. Example: going down the hall to the bathroom or nurse office, riding the bus, coming into school in the morning before they reach their classroom</p> <p>2. If a medical Doctor deems there is a medical issue that dictates a student not wear a mask <u>at all</u>, a note to that effect from the doctor will suffice for an exemption. However, if they can't wear a mask, perhaps they can still wear a face shield.</p> <p>3. Students with special or intensive needs will follow the same mask wearing guidelines as all students. Although, there may be extenuating circumstances that due to the child's disability, a mask will not be required</p> <p>4. Classes need to be cohorted on the playground</p> <p>5. If a class has mixed grades, and some of those students are in grades 3 or above, or if a small school combines students in PreK - 12th grade, everyone needs to wear a mask, even if they are in PreK - 2nd grade</p>	
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Physical Distancing

New Norm	Low Risk	Medium Risk	High Risk
<p>All school assemblies will occur in a manner by which classrooms participate virtually</p>	<p>Cohorting of students to limit mixing between classes as much as possible. This includes recess and cafeteria time</p> <p>Provide as much spacing as possible between groups of students during class transitions</p> <p>Space seating and desks six feet apart if possible, or to the maximum distance allowable</p>	<p>Cohorting of students to limit mixing of between students/classes as much as possible. This includes recess and cafeteria time</p> <p>Attempt to have student and staff groups as static as possible: the same group of children stay with the same staff (all day for young children, and as much as possible for older children)</p> <p>Space seating and desks six feet apart if possible, or to the maximum distance allowable</p>	<p>Staff who access the building are required to maintain 6 foot physical distancing.</p> <p>Students are required to maintain 6ft physical distancing.</p> <p>Vulnerable Populations are required to maintain 6ft physical distancing with the following exceptions:</p> <ol style="list-style-type: none"> 1. For students who need physical assistance. 2. For students with significant disabilities that require direct/close contact in order to access their curriculum and/or to remain safe in school.

Transportation

New Norm	Low Risk	Medium Risk	High Risk
<p>Symptom-Free Schools Protocol</p> <p>Students must be symptom free when riding a bus</p>	<p>Normal bus seating is in place. Seats are assigned to students</p> <p>Buses cleaned between morning and afternoon routes,</p>	<p>In order to reduce the number of students on a bus, there will be no transportation for</p>	<p>Transportation is allowed, strict physical distancing of 6' minimum between driver, attendant and students must occur, assigned seating charts must be created</p>

<p>Seating charts in place</p>	<p>and buses that have multiple morning and afternoon routes or deliveries to multiple schools will follow guidelines for most stringent classification</p> <p>Students will wash hands prior to leaving school and upon arrival at school</p> <p>Parent and guardian communication: choose what is best for your family - that may be transportation of children in your own vehicle, instead of bus transportation</p> <p>Due to the nature of close physical proximity and an enclosed space, signs in every bus state that all students are required to wear fabric masks, and when possible, sit one person in every seat or with siblings</p>	<p>Out-Of-Area Attendance students</p> <p>All special education busing will continue to be provided</p> <p>Increased parent and guardian communication: choose what is best for your family - that may be transportation of children in your own vehicle, instead of bus transportation</p> <p>Due to the nature of close physical proximity and an enclosed space, signs in every bus state that students are required to wear fabric masks, and when possible, sit one person in every seat or with siblings</p> <p>Students will wash hands prior to leaving school and upon arrival at school</p>	<p>and followed. To maximize spacing on crowded routes parents will be notified that their assistance is requested if they can provide student transportation.</p>
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Care for Medically Fragile Staff & Students

New Norm	Low Risk	Medium Risk	High Risk
	<p>Offer remote learning options to students who can't physically attend school due to a high risk medical condition</p> <p>Provide a separate place in the nurse office for fragile student care</p>	<p>Continue protocols for low risk</p> <p>Communication: School nurse will contact families of students at higher risk to ensure they are aware of a change in risk status</p>	<p>Enhanced sanitation protocols in place</p> <p>Face shields are encouraged to be worn in addition to masks to add an additional layer of protection</p> <p>Room usage & locations will be pre-scheduled to limit contact with additional staff or students</p>

Education for Staff & Students

New Norm	Low Risk	Medium Risk	High Risk
<p>Communication to communities about risk levels is frequent, timely and ongoing</p>	<p>COVID19 Awareness Canvas course and video at districtwide welcome back orientation. Topics include: physical distancing, cloth mask use, handwashing, and Symptom Free Schools Protocol</p> <p>Substitutes: Access to COVID19 staff training or video for understanding and awareness about: physical</p>	<p>Continue protocols for low risk status</p> <p>Students 3rd grade and older and all staff are required to wear cloth masks when not able to maintain physical distancing guidelines (Music and other classes may have greater</p>	<p>Staff and families will be informed of changes and protection measures</p>

	<p>distancing, cloth mask use, handwashing, and Symptom Free Schools Protocol</p> <p>Students 3rd grade and older and all staff are required to wear cloth masks when not able to maintain physical distancing guidelines (Music and other classes may have greater distancing than standard classrooms)</p>	<p>distancing than standard classrooms)</p> <p>Office and website signage stating current risk level and safety options</p>	
Communications			
New Norm	Low Risk	Medium Risk	High Risk
	<p>Regular communications about risk levels and protocols</p>	<p>KPBSD website shows real-time graphic representation for all 42 schools risk status by color</p> <p>Communications to staff and families when shifts between risk areas occur, similar to weather closures or two-hour delays</p>	<p>KPBSD website update when in school status when risk level changes</p> <p>KPBSD communications when risk level changes</p>

STAFFING

Overarching Guidance			
<ul style="list-style-type: none"> Kenai Peninsula Education Association (KPEA) Collective Bargaining Agreement Kenai Peninsula Educational Support Association (KPESA) Collective Bargaining Agreement All other applicable negotiated agreements Alaska State Statute and Alaska Administrative Code Federal and State Leave Guidelines <ul style="list-style-type: none"> Families First Coronavirus Response Act (FFCRA) <ul style="list-style-type: none"> Emergency Family and Medical Leave Expansion Act (EMFLEA) Emergency Paid Sick Leave Act (EPSLA) Family and Medical Leave Act (FMLA) Alaska Family and Medical Leave 			
Onsite Staff			
New Norm	Low Risk	Medium Risk	High Risk
<p>Employees should contact HR for guidance on appropriate leave, if necessary</p>	<p>Staffing levels and additional hours for custodians may be adjusted to increase hygiene and sanitation</p> <p>Custodial: principals will submit requests and specific needs for</p>	<p>Leave: Employees will have access to leave as needed, and will work with Human Resources to ensure proper process and documentation</p>	<p>The Department of Human Resources regularly monitors staffing levels and problem solve as issues arise.</p> <p>Long-term remote work agreements are submitted to</p>

	<p>custodial staff to the Director of Planning and Operations</p> <p>Nurses: principals will submit requests and specific needs for nursing staff to the Health Services Coordinator</p> <p>Student Nutrition Services (SNS): additional hours for SNS if schools in session require physical distancing, and thus an increase in time needed to serve meals. Principals will submit requests to the District SNS Manager</p>		<p>and approved by the Department of Human Resources.</p> <p>Short-term remote work agreements are submitted to and approved by the site administrator.</p> <p>ADA Requests processed by the Department of Human Resources.</p>
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Teleworking Staff

New Norm	Low Risk	Medium Risk	High Risk
<p>Human Resources staff revising the current teleworking document. Consultation will occur with Associations</p> <p>Teleworking document online approval form</p>	<p>Employees are expected to be at their designated work site</p>	<p>Employees are expected to be at their designated work site</p>	<p>Make any necessary revisions to the current teleworking document</p> <p>Make the teleworking document an online approval form (much like extra curricular contracts)</p> <p>Make any necessary revisions to the work log</p> <p>Provide opportunities for professional development for new teachers to the district</p>

Leave Protocols

New Norm	Low Risk	Medium Risk	High Risk
<p>Families First Coronavirus Response Act (FFCRA)</p> <p>Emergency Family and Medical Leave Expansion Act (EMFLEA)</p> <p>Emergency Paid Sick Leave Act (EPSLA)</p> <p>In-person Career Development, Conferences, and out of district trainings are not allowed until further notice. (Some site level in-person in-service will occur)</p>	<p>Leave outlined in:</p> <ul style="list-style-type: none"> - Collective Bargaining Agreements -FMLA -FFCRA <p>-Case by Case Review by Human Resources Department</p> <p>Follow State of Alaska mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee's control</p> <p>Train substitutes about enhanced hygiene and sanitation practices (online), and Symptom Free School Protocol</p>		<p>The Department of Human Resources continues to process leave requests as outlined in:</p> <ul style="list-style-type: none"> • Collective Bargaining Agreements • FMLA • EPSLA • EFMLEA <p>The Department of Human Resources is currently working on problem solving for how to process leave requests involving quarantining due to close contact while at work when EPSLA leave has been exhausted.</p>

		The Department of Human Resources and Nurse Iris are working with employees as they follow State of Alaska mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee's control.	
Negotiated Agreement Points			
New Norm	Low Risk	Medium Risk	High Risk
	The Department of Human Resources continues to assess if and when a MOA is needed to address concerns due to the global pandemic.		

SCHEDULING

Overarching Guidance			
<ul style="list-style-type: none"> • Equity: Every student will experience a safe environment, and have access to what they need instructionally and emotionally • Continuity of Learning: The school day and schedule is predictable for students and families • Parent Choice of Instructional models (throughout all risk levels) • Opportunities for some site-based decisions on scheduling (physical distancing, transitioning, etc.) • Responsive to the situation 			
Flexible & Alternate Schedules			
New Norm	Low Risk	Medium Risk	High Risk
<p>Create protocols to schedule pick up and drop off of materials by students who are learning remotely</p> <p>Equitable accommodations for learners with limited or no connectivity</p> <p>Site based remote learning options through the neighborhood school available for parents. (Not Connections Homeschool, but through the neighborhood school)</p> <p>Protocols established for tracking of parental choice of instructional delivery model. (remote vs. onsite)</p>	<p>Parents will have a choice to:</p> <ul style="list-style-type: none"> -Keep their student enrolled in the regular brick and mortar school building and participating in person on-site; -Keep their student enrolled in the the neighborhood school with remote learning options through a digital parallel or through hands-on materials <p>Schools will accommodate the needs of children and families at high risk, this will include supports for at-home learning</p> <p>One way hallways when feasible</p>	<p>Parents will have a choice to:</p> <ul style="list-style-type: none"> -Keep their student enrolled in their regular brick and mortar school and participating in person on-site; -Keep their student enrolled in the the neighborhood school with remote learning options through a digital parallel or through hands-on materials <p>Field trips, inter-group events, sport events, and extracurricular activities may be limited or modified in yellow-medium risk</p>	<p>Hybrid scheduling that allows approximately half the students to in a school to attend school each day to allow for physical distancing of 6ft or greater</p> <p>Hybrid schedules can look several different ways including the following examples:</p> <ul style="list-style-type: none"> • Monday A, Tuesday B, Wednesday A, Thursday B (Friday remote, at risk students, cleaning, etc.) • Monday A, Tuesday A,

<p>Remote learning with the neighborhood school will be available for medically fragile students</p> <p>To the extent that is feasible, schools will create schedules which limit mixing of multiple classrooms or groups. (ie: playground, lunch, bus lineup, etc) "rolling schedules"</p> <p>Field trips are usually organized months in advance; make sure that refunds are allowed if cancellation is required</p>	<p>Lockers assigned by cohort or in a manner that limits mixing and reinforces distancing</p> <p>Field trips and community outings (special education) must be approved by the appropriate district office director prior to making arrangements for the field trip/outing. In order for a school to schedule a field trip or community outing, a mitigation plan must be in place, and the field trip or outing must take place within a region that is also in a green risk level, and the region of the school and the location of the field trip/outing must have been in a green status for a sustained timeframe</p>	<p>One-way hallways when feasible</p> <p>Lockers assigned by cohort, or in a manner that limits mixing and reinforces distancing</p> <p>Field trips and community outings (special education) are not allowed during a yellow risk scenario</p>	<p>Wednesday B, Thursday B (Friday remote, at risk students, cleaning, etc.)</p> <ul style="list-style-type: none"> Monday A, Tuesday A, Wednesday remote, Thursday B, Friday B Week A, Week B <p>All PreK, Kindergarten, 1st grade, and 2nd grade students will attend school 5 days a week</p> <p>Students in self-contained special education classes will attend school 5 days a week</p> <p>With proper mitigation plans in place, some other groups of vulnerable populations may be able to attend 5 days a week (see section on vulnerable populations)</p> <p>Cancel all field trips</p>
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Sports & Extracurricular Activities

New Norm	Low Risk	Medium Risk	High Risk
	<p>All schools are required to submit site and activity specific mitigation plans for approval. These plans will be reviewed according to ASAA established seasons and recommendations as they evolve for each activity during the pandemic, and may include additional district restrictions according to community transmission rates in the local area, district and state.</p> <p>Participation is limited to regions determined to be below high risk.</p> <p>The mitigation review includes consultation with ASAA, NFHS, CDC</p> <p>Local Travel Mitigation Plan reviewed by site administrator.</p> <p>Travel plans (overnight and through high risk areas) require district approval.</p>	<p>All schools are required to submit site and activity specific mitigation plans for approval. These plans will be reviewed according to ASAA established seasons and recommendations as they evolve for each activity during the pandemic, and may include additional district restrictions according to community transmission rates in the local area, district and state.</p> <p>Competitions may be limited to in district, regional competitions may be restricted by the district but may be permitted for region or state competitions</p> <p>The mitigation review includes consultation with ASAA, NFHS, CDC</p> <p>Local Travel Mitigation Plan reviewed by site administrator.</p>	<p>All schools are required to submit site and activity specific mitigation plans for approval. These plans will be reviewed according to ASAA established seasons and recommendations as they evolve for each activity during the pandemic, and may include additional district restrictions according to community transmission rates in the local area, district and state.</p> <p>The mitigation review includes consultation with ASAA, NFHS, CDC, Alaska DHSS, KPBSD pandemic team, KPBSD medical advisory team and KPBSD Leadership team. Failure to adhere to the approved mitigation plans may result in cancellation or suspension of the following including but not limited to: sport, practices, events or</p>

		Travel plans (overnight and through high risk areas) require district approval.	activities at either the district or school level. If Conditions merit the District may limit, cancel or suspend any or all activities including practices and events if it is deemed in the best interest of the safety and wellbeing of participants.
Transitioning			
New Norm	Low Risk	Medium Risk	High Risk
Decrease the amount of transitions within the school building	<p>Limit number of student groups or classrooms when transitioning in hallways and in the cafeteria</p> <p>Limit bathroom occupancy</p> <p>Attempt to adjust schedules to reduce mixing of students (ex: stagger recess, entry and dismissal times)</p>	<p>Minimal number of student groups or classrooms when transitioning in hallways and in the cafeteria</p> <p>Limit bathroom occupancy</p> <p>Attempt to adjust schedules to reduce mixing of students (ex: stagger recess, entry and dismissal times)</p>	<p>Minimal number of student groups or classrooms when transitioning in hallways and in the cafeteria. Stagger release times.</p> <p>Limit bathroom occupancy</p> <p>Adjust schedules to reduce mixing of students (ex: stagger recess, entry and dismissal times)</p>
Record Keeping			
New Norm	Low Risk	Medium Risk	High Risk
	<p>Attendance capture and management for on-site learners must continue as normal (via PowerSchool teacher attendance screens for on-site learners).</p> <ul style="list-style-type: none"> Teacher attendance process for on-site learners remains largely unchanged, with the following check-and-balance introduced: <ul style="list-style-type: none"> Teacher attendance screens in PowerSchool will reflect each student's present learning modality, and attendance can only be recorded for those configured as on-site (e.g. those students that do not have a remote date range defined for the current day on their Remote Instruction screen) If a teacher has a student physically present on-site but their attendance screen indicates a student is remote, this discrepancy must be resolved by enrollment staff by verifying accuracy of the student configuration on the Remote Instruction screen (described below). <p>The remote tracking screens described below are designed to allow schools to shift students in and out of remote learning status based on parent request and school-level plans to transition between on-site and 100% remote learning. Schools must maintain accurate date ranges for students in 100% remote learning status to meet obligations of state reporting via the PowerSchool Student > Remote Instruction screen. Especially during the start of the school year, but also on an ongoing basis, it is critical that students attending in 100% remote status, or students attending remotely under high-risk Red levels be</p>		<p>Each individual student's enrollment preference must be managed by schools using the PowerSchool Remote Instruction screen on each student record.</p> <p>Refer to High Risk Record Keeping Protocol for procedure.</p>

	<p>regularly contacted and school enrollment managed appropriately (see additional considerations in the “For Consideration” section below)</p> <p>Students NOT enrolled must be unenrolled using standard 10-day drop rules. Nothing changes regarding state expectation on enrollment accuracy. Schools must continue to maintain accurate enrollment records for students regardless of on-site or remote status.</p> <p>For Consideration:</p> <p>Schools should consider defining participation expectations for remote learners at their school. Consider tracking touchpoints similar to last year quarter 4 (<i>Did a student attend a Zoom session? Has a student completed the assignment?</i>). Although not an official state reporting data element, consistent tracking at a building level of remote learner participation is important to meeting requirements for maintaining accurate enrollment records.</p> <p>School should transparently communicate to parents participation expectations established at the building-level. Identify any touchpoints (events, assignments, etc.) that parents and students can expect across all classes at that school. Establish and communicate the mechanism by which students who miss key touchpoints will be contacted and re-engaged.</p>	
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INSTRUCTIONAL REDESIGN

Overarching Guidance			
<ul style="list-style-type: none"> ● A “classroom” is defined as having two parts: Virtual + Physical ● Learning is designed to offer continuity regardless of location ● Equity: Lesson planning is tiered for high/low/no connectivity ● Relationships are prioritized over content ● Feedback to students is used as a teaching tool ● Grades are based on demonstration of knowledge ● Formative Assessment should be used widely to gauge student progress ● Vulnerable Populations <ul style="list-style-type: none"> ○ Includes SPED, Homeless & In-Transition, At Risk of Dropout, EL, Non-Engaged, Limited/No Connectivity, Primary Grades ○ In-person services (if able to be delivered safely and effectively through an IEP Team/ I-Team decisions and considering a school’s capacity) should be provided for students who are identified as vulnerable populations. (Support Resource) ○ Support for vulnerable populations and their families will be individualized and include parent modality preference (materials, email, virtual or telephonically). 			
Curriculum Essentials			
New Norm	Low Risk	Medium Risk	High Risk
Relationship, Relevance,	Relationship establishment	Relationship maintenance first	Focus first on relationships

<p>Rigor</p> <p>Curriculum is grounded in standards, not based on progressing through adopted materials</p> <p>Progression along the standards is outcome driven and performance based</p> <p>Addressing gaps or needs for remediation <i>while simultaneously</i> advancing student learning in on or above grade level standards. Students do not live in remediation- they receive access to on or above level standards</p> <p>Assessment of learning is embedded in instructional practices</p>	<p>first</p> <p>Relevance, Rigor underpins all instructional planning</p> <p>Regular scope and sequence of instruction as outlined in curriculum documents, with a focus on Essential Standards</p>	<p>Relevance of Super Standards</p> <p>Focus primarily on Super Standards, with Essential Standards as supplemental</p> <p>Address remedial needs primarily when they surface in the spiraled relationship to new standards, content, skills</p>	<p>and emotional safety. Promote a positive sense of well-being and healthy connections between students, adults and community.</p> <p>When possible, focus any activities or instruction and demonstration of learning exclusively on previously introduced Super Standards (vs. Priority Standards)</p> <ul style="list-style-type: none"> • ELA/Math K-12 Super Standards are identified. • Non-Core areas utilize priority standards identified in curriculum documents. <p>When appropriate, continue to introduce Super Standards, content, or learning tools</p>
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Instruction Practices

New Norm	Low Risk	Medium Risk	High Risk
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- Identify the most vulnerable students (identified in sections below) to prioritize for targeted planning
- Embed culturally relevant teaching strategies in lessons
- Develop sustainable equity and cultural practices and support systems
- Provide equitable educational access through technological and instructional models, and through equal participation protocols and guidelines
- Strengthen student, staff, family, and community engagement practices
- For Grades 2-8 (beginning of school year)
 - 4-week review of foundational skills should be included across Tier 1 instruction for ELA and Math to compensate for learning loss ([Source](#))
 - Refer to [district guidance](#) as source for Tier 1 foundational skill boost

<p>Develop a variety of plans to assess student’s learning progress</p> <p>Develop in-class, virtual, and blended instructional practices and schedules that offer continuity and equity regardless of the location of the learning</p> <p>Track academics on a weekly basis</p> <p>Maintain “Week-at-a glance” lessons structure</p> <p>Check-in regularly with students through regular and consistent use of healthy SEL Observation Tool</p>	<p>Assessment of learning is embedded in instructional activities with support from Benchmark Assessments administered on a regular timeline</p> <p>On Site with Blended Delivery:</p> <ul style="list-style-type: none"> • Virtual parallel of classroom is designed for a week-at-a-glance and kept up-to-date • Classroom is paperless as much as possible + photos submitted for paper artifacts • Minimize shared materials • Physical and Virtual classroom layout designed for inclusion of virtual participants • Student expectations for engagement when attending onsite or virtual • Established and published Office Hours for students not on site (e.g. after school, or when class is attending specials) • Established <u>teacher led lesson (direct instruction)</u> schedule (max 2/3 whole class times + small group or individual meeting times) • Strategic + intentional use of synchronous and asynchronous time <p>Plan for accessibility for low or no connectivity</p>	<p>Hybrid (A/B) Schedule:</p> <p>Specific Guidance for instruction will be provided for schools depending on Hybrid schedule selected</p> <p>Clearly defined expectations for engagement when attending onsite or virtual</p> <p>Strategic + intentional use of onsite and remote time</p> <ul style="list-style-type: none"> • Onsite time prioritizes hands on activities, discussions, collaboration, small group targeted instruction, conferencing • Remote time prioritizes asynchronous
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<p>Inventory available intervention programs and services. (District, community, state, and federal). Identify gaps and solutions</p> <p>Identify both strengths and needs in each community that support culture, equity, and wellness</p> <p>Engage in culturally responsive communication that values each individual</p>	<ul style="list-style-type: none"> Lesson Plans have 3 tiers = high/low/no connection options Use USB Flash Drive for sharing digital resource files <p>Cloth face coverings are required in all risk levels (low, medium, high) for all staff and for students in third grade and older whenever 6' physical distancing is not possible. If a cloth or clear face covering is medically inappropriate or cannot be worn, a face shield that extends at least to the chin and around the sides of the face will be allowed. Students in grades Pre-K through 2 will still need to have cloth face coverings in their school supplies, and will be directed when and if they need to wear them. Handwashing and physical distancing will be emphasized in all grades.</p>	<ul style="list-style-type: none"> collaboration, flipped instruction, research, targeted practice, peer feedback Zoom meetings are not mandatory <p>Utilize strategies such as flipped learning with interactive videos to deliver direct instruction</p> <p>Offer opportunity to try new types of tasks penalty free or low risk</p> <p>Classroom is paperless + photos submitted for paper artifacts, minimize shared materials</p> <p>Virtual parallel of classroom is designed for use onsite and remote and is kept up-to-date</p> <p>Established week-at-a-glance schedule is consistent and utilizes the 2-2-1 structure as a foundation (2 teacher-led, 2 collaborative, 1 independent), also has clear indications of remote and onsite days</p> <p>Actionable feedback is utilized as a teaching tool</p> <p>Predictable response cycle for remote student concerns (i.e. emails will be responded to within 24 hours)</p> <p>Daily grade level remote workloads adhered to (source) (Elem additional resource):</p> <ul style="list-style-type: none"> Pre-K : 30 minutes K-1: 45 minutes 2-3: 60 minutes 4-5: 90 minutes 6-12: 30 minutes per teacher (3 hours max in a day) <p>Strategic inclusion of specials into elementary schedule</p> <p>Determine viability of hands-on content areas. (e.g. ceramics) and make alternative delivery plans</p>
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Assessment

New Norm	Low Risk	Medium Risk	High Risk
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<p>Emphasis on formative assessments that provide students with immediate and actionable feedback</p> <p>The focus of RTI is to accelerate learning to fill in gaps rather than as a way to determine if a student has a disability. A student's need for SEL trumps academic needs if a student is not responding to interventions</p> <p>Use of non-traditional assessments for measurement of student progress, emphasis on performance assessments evaluating actual student skills</p> <p>Students that were in the special education eligibility process will be first priority for assessment when it can be done safely</p> <p>Regular and consistent use of healthy <i>SEL Observation Tool</i></p> <p>Adherence to BOE policy that prohibits including effort in calculation of a student's grade and requires academic grades be based on academic knowledge and skill</p>	<p>Identify key standards in Power Teacher to support teacher planning and record-keeping</p> <p>CANCELLED for FALL 2020 - Benchmarking periods (Aimsweb+, MAP, and W-APT) through traditional calendar</p> <p>Continue the RTI process with careful consideration to Tier 1. If a class has less than 80% in the average range, then classroom (Tier 1) interventions start to boost core instruction before pull-out interventions with targeted students. (NASP Resource)</p>	<p>Identify key standards in Power Teacher to support teacher planning and record-keeping AND develop grading guidance</p> <p>CANCELLED for FALL 2020 - Benchmarking periods (Aimsweb+, MAP, and W-APT) through modified calendar depending on schedules</p> <p>Continue the RTI process with careful consideration to Tier 1. The focus of RTI is to accelerate learning to fill in gaps rather than as a way to determine if a student has a disability</p>	<p>Identify key standards in Power Teacher to support teacher planning and record-keeping</p> <p>Grading practice follows Board Policy 5121</p> <ul style="list-style-type: none"> Grades K-5 will continue standards-based grading practice Grades 6-12 Student work will be evaluated in relation to standards, and assessment should be based on impartial, consistent observation of the quality of the student's work, mastery of course content and objectives. <p>Formative assessment information should be utilized to inform instruction and grades.</p> <p>Aimsweb+ and MAP benchmark will not be a district requirement. For schools wishing to use district benchmarks (Aimsweb+, MAP), there will be a modified benchmark window depending on schedules. Assessments will not be conducted remotely for any district benchmarks, state, or federal assessments.</p> <p>NAEP 2020-2021 postponed until the 2021-2022 school year.</p> <p>Continue the RTI process with careful consideration to Tier 1. The focus of RTI is to accelerate learning to fill in gaps rather than as a way to determine if a student has a disability. A student's need for SEL trumps academic needs if a student is not responding to interventions</p> <p>Referrals for special education are done with caution (cannot rule out lack of instruction as cause for delay)</p> <p>New referrals for special education must include:</p>
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			<ul style="list-style-type: none"> Longitudinal data Anecdotal and observational information Family input
Vulnerable Populations			
New Norm	Low Risk	Medium Risk	High Risk
SPED			
<p>Consider amendments of IEPs to reflect programming</p> <p>Utilize Universal Design for Learning (UDL) Identify and utilize, as appropriate, free video recording programs and captioning</p> <p>Design of instruction is focused on structure and continuity across levels for minimizing disruption</p> <p>High level of collaboration with general education teachers to ensure modifications or accommodations are working</p> <p>Due to the disruption of learning in FY20Q4, new referrals for Learning Disabled should be refocused to provide enriched and accelerated Tier 1 instruction</p> <p>Targeted Resources for Interventionists SPED, Title 1</p>	<p>Utilize evidence-based practices</p> <p>Connect with families and students on plans and strategies for shifts to medium or high risk</p> <p>Identify key benchmark and Beginning of Year assessments to support student placement, and to identify gaps</p>	<p>Identify common formative assessment strategies with which to monitor student understanding and adjust teaching along with reporting out in progress reports</p> <p>Identify key dates and points in the instructional cycle to administer progress monitoring assessments</p> <p>Physically distant and protective strategies in place</p> <p>Intentional technology supports replace traditional support strategies</p>	<p>In-person special education services should be considered for those students with unique conditions that require in-person service delivery. Due to the nature of their disability, they cannot access instruction and learning remotely.</p> <p>Priority for in-person services should be given to students who have significant skill deficits in self-help, adaptive, and life skills.</p>
Homeless & Students in Transition			
<p>Students who are identified by the program as “homeless youth” (as defined by the federal McKinney-Vento Homeless Assistance Act) at the time that they apply for enrollment, or at any time during the school year, and to students who are identified by the program as being homeless or in foster care)</p> <p>Ideas for individualized support could include:</p> <ul style="list-style-type: none"> Remember “connection before content” – staff should be starting with a basic needs assessment: food, shelter, hygiene, immediate health concerns “Learning Team” Approach - Students Identify their Learning Team (family member or friend + anchor teacher + counselor at minimum). Communications are copied to the team for awareness and to offer support. Identify multiple phone numbers or ways to communicate to ensure ongoing connections are happening Preloaded content on a device for students without internet access. Implement flexibility in delivery methods. Be open to fluidly moving from online methods to paper packet delivery methods 			
At-Risk of Dropout			
<p>Ideas for individualized support could include:</p> <ul style="list-style-type: none"> “Learning Team” Approach - Students Identify their Learning Team (family member or friend + anchor teacher + counselor at minimum). Communications are copied to the team for awareness and to offer support. Identify multiple phone numbers 			

<p>or ways to communicate to ensure ongoing connections</p> <ul style="list-style-type: none"> Alternative High School Strategy = smaller number of classes in shorter time frames to focus on acquiring credit (e.g. 2 classes in 7 weeks = 1 credit) Alternative Credit opportunities School-within-a-school scenario to connect students with single mentor and expedited credit acquisition (like GradPoint) 			
English Learners			
Utilize digital translation tools and supports for students when social distancing protocols are needed		<p>Ideas for individualized support could include:</p> <ul style="list-style-type: none"> Ensuring that digital communication is in the home language of parents Use a team-teaching structure so that teachers can collaborate and monitor students Group English Learners flexibly by areas of need which could include EL proficiency levels or social engagement grouping so that EL students have a chance to use language with other students Identify a household member that is available to help supervise and support learning Prioritize an EL students needs for distance learning such as basic needs, student stressors or barriers, academic settings, accessibility to content 	
Non-Engaged Families			
<p>Identify families that were not engaged in FY20 Q4</p> <p>Intentionally connect with these families to prepare for any shifts over the school year</p>		Identify staff that connected well with particular families to be primary point of contact	<p>Ideas for individualized support could include:</p> <ul style="list-style-type: none"> Identify staff that connected well with particular families to be point of contact (ask student to identify a trusted staff member) Conduct socially distant home visits
Low or No Connectivity			
Add communication and resource support guidance by using cell phone apps and email (paper versions where needed)		<p>Ideas for individualized support could include:</p> <ul style="list-style-type: none"> Devices and MiFi's provided where possible and feasible Utilize phone contact for connecting with students 	
Primary Grades			
<p>Building relationships with teachers and school for first-time-to-school students is paramount</p> <p>Limit shared materials</p>	<p>Providing frequent feedback to families regarding progress</p> <p>Establish solid communication methods with each family</p>	<p>Ensure that communication to parents includes instructions about how to support their child academically and socially at home</p> <p>Specialized transportation will be provided for special education PreK students who qualify for special education bussing services.</p> <p>Transportation will be provided for kindergarten, 1st, and 2nd</p>	
Classroom Redesign			
New Norm	Low Risk	Medium Risk	High Risk
All classrooms have two layers: physical + virtual (image)	All classrooms have two layers: physical + virtual (image) Physical		Opportunities for both synchronous and asynchronous learning

<p>Schools select one virtual classroom platform: Google Classroom Or Canvas (Virtual Classroom - Informed Selection Guide) *Primary grades in a school may select SeeSaw</p> <p>Schools select one communication tool for classrooms to use with parents, guardians, and families</p> <p>All staff have online presence (example)</p> <p>Virtual Classrooms are mobile-friendly (Test here)</p> <p>Follow all health and safety guidelines</p>	<p>If virtual participants, then physical room is designed for equity of participation</p> <ul style="list-style-type: none"> • placement of camera & monitors so virtual participants can see the class and the instructor • Consistent virtual participants younger than 3rd grade not recommended <p>Opportunities for both synchronous and asynchronous learning</p> <p>Utilize strategies such as flipped learning to deliver direct instruction</p> <p>Furniture in physical room is spread out and minimized</p> <p>Barriers or dividers are used for group work</p> <p>Elementary Centers: mark physical space in room for centers and diminish the high touch points and shared materials</p> <p>Virtual All lessons and materials reflect what is happening in the classroom, and are the source for all student materials</p> <p>Utilize collaborative online tools for group work and targeted teaching</p> <p>Use Backchannel to include virtual participants</p> <p>Limited Paper - Paperless classroom (i.e. work is submitted online) Weekly-at-a-glance plan shared + Checklist given</p> <p>Navigation is streamlined and well-organized</p>	<p>regardless of connectivity</p> <p>Weekly plan (week-at-a-glance) + Checklist given to students</p> <p>Physical room is designed for equity of participation for both onsite and remote participants</p> <ul style="list-style-type: none"> • placement of camera & monitors so virtual participants can see the class and the instructor • Consistent virtual participants younger than 3rd grade not recommended <p>Furniture in physical room is spread out and minimized</p> <p>Barriers or dividers are used for group work</p> <p>Elementary Centers: mark physical space in room for centers and diminish the high touch points and shared materials</p> <p>Navigation is streamlined and well-organized in the Virtual Classroom</p> <p>Use Backchannel to include virtual participants when delivering synchronously onsite</p> <p>Onsite Students:</p> <ul style="list-style-type: none"> • Classroom is paperless as much as possible + photos submitted for paper artifacts • Minimize shared materials <p>Remote Students:</p> <ul style="list-style-type: none"> • Exclusively utilize Virtual Classroom • Have access to instructor through office hours • If full week remote, May have synchronous times to connect or doing collaborative work • Paperless classroom (i.e. all work is submitted online) <p>Low connectivity Remote students:</p> <ul style="list-style-type: none"> • Virtual classrooms
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		<p>offer mobile friendly options and levels of material (text, image, video)</p> <ul style="list-style-type: none"> • Provide work packets tailored to individual need • Mobile App strategies are used (e.g. Canvas, Flipgrid) • Record lessons on thumb drives, and provide student with a device that can play them <p>No connectivity students:</p> <ul style="list-style-type: none"> • Phone schedule is set up • Provide work packets tailored to individual need • Record lessons on thumb drives, and provide student with a device that can play them
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Professional Learning

New Norm	Low Risk	Medium Risk	High Risk
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The [Professional Learning Cycle](#) of Learn + Apply + Share in place: professional learning has three components to offer opportunities to continue the culture of innovation and collaboration experienced in Q4

- Professional Learning opportunities at the school level (early release, in-service days, etc.) will be [selected from a track](#) to guide learning (District supported, Building Driven-Expertise + Collaboration, or PLC Structure)

PL Champs serve as conduit for continual professional development exposure through sharing strategies, resources and participating in the Champ learning community to gain insights of what other schools are doing and problem solve challenges.

Professional Learning Team serves schools by request for professional development on specific topics relating to educational technology and blended learning instruction practices.

Professional Development Website continues to host content and resources, as well as, serve as a hub for Professional Development opportunities.

COMMUNICATION

Overarching Guidance

- Transparent and timely internal and external district level communications, updates, and alerts
- Coordinated school messaging to parents or guardians, and students
- Collaboration with public health, community partners, Kenai Peninsula Borough (KPB), municipalities, law enforcement, tribal leadership, elected officials, agencies, cooperators, Kenai Peninsula media
- [School websites](#) and communication platforms are easily accessible to parents and guardians

information: Usual process for news distribution from KPBSD:

[Communication blog](#) post; email to all staff, Key Communicators, and Kenai Peninsula media; Digital platform distribution which may include @KPBSD [Mobile App](#), [Facebook](#), [Instagram](#), [Twitter](#); [KPBSD website](#) and [COVID-19 designated webpages](#)

Districtwide or school communication may include use of SchoolMessenger* via phone call, email, SMS text to contacts connected to a school, group of schools in a region, or the entire district.

**SchoolMessenger is an internal KPBSD notification platform linked to student contacts in PowerSchool, and staff contacts in the employee portal*

Some communication actions are embedded within Health & Safety; Staffing; Scheduling; and Instructional Redesign sections

District Level Communications			
New Norm	Low Risk	Medium Risk	High Risk
<p>Weekly communications from KPBSD via broad digital distribution channel</p> <p>Timely critical communications when COVID-19 risk levels for schools change between low-medium-high risk</p> <p>District and School Risk Level map at KPBSD.org homepage</p>	<p>Website up-to-date with COVID-19 in KPBSD; Low-Medium-High Risk Protocols; Smart Start 2020 Plan; Symptom Free School Protocols; Sports and Activities; Resources for Parents; Professional Development for Staff; School Registration</p> <p>District and School Risk Level map at KPBSD.org homepage</p> <p>Determine feasibility and implementation by mid-August for regular Facebook Live; podcast; PSAs; news release list subscribe; enhancement of mobile app</p> <p>August Campaign: verify accurate contact details for student, parent-guardian, staff; SMS SchoolMessenger text opt-in</p>	<p>District communication through all available platforms to specific school staff, parents and guardians, students, and community partners when risk level changes</p> <p>Risk level change, possible options: media conference; Facebook Live Q&A</p>	<p>District communication through all available platforms to specific school staff, parents and guardians, students, and community partners when risk level changes</p> <p>Risk level change, possible options: media conference; Facebook Live Q&A</p>
School Communications			
New Norm	Low Risk	Medium Risk	High Risk
<p>Contact every student prior to the first day of school with a welcome-back to school message</p> <p>Schools maintain consistent use of previous (familiar) communication tools (i.e. SchoolMessenger)</p>	<p>Identify primary methods of communication with families (School website, plus?: newsletter, social media, mobile app, electronic message board, SchoolMessenger, Remind, WhatsApp, etc.)</p>		

<p>School Websites are updated regularly and offer connection to staff, contact information, virtual classrooms, news and important dates</p> <p>Schools have a specific communication social media platform for parents (e.g. Facebook page)</p> <p>Secondary Schools have a specific communication social media platform for students (e.g. Instagram page)</p> <p>Schools select a single classroom level communication tool. (e.g. Remind, What'sApp, Class Dojo, SeeSaw)</p>	
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Staff and Class Communications

New Norm	Low Risk	Medium Risk	High Risk
<p>Regular outreach to vulnerable student population; teachers communicate with hard-to-reach families and students</p> <p>All staff that have contact with students and families have a static online presence.</p> <p>Classroom Teachers have a single communication tool for parents that is used consistently and predictably. (e.g. Newsletters on Monday, End of the week summary)</p>	<p>School administrator approves teacher chosen method and plan for communication with students</p> <p>Teacher informs parent or guardian how they will communicate with child</p> <p>Teacher establishes a predictable communication routine regarding student work and weekly expectations. (Week-at-a-glance structure is still in place noting onsite and remote days)</p>		

FEDERAL FUNDING AND FLEXIBILITY

Overarching Guidance
Federal Funding will continue to support students who are “At-Risk” or considered to be a vulnerable student population

New Norm	Low Risk	Medium Risk	High Risk
<p>KPBSD will continue to use multiple data sources to identify needs other than academic, review possible solutions and appropriate funding sources to address these needs, and then adjust or implement supports to address.</p> <p>KPBSD uses a comprehensive Response To intervention (RTI) plan to address academic needs and will continue with our state approved plan.</p> <p>KPBSD will continue to pursue competitive grant opportunities with a continued focus on Social Emotional Learning (SEL) support.</p>	<p>Online tutoring groups (such as for migrant program) green, yellow, and red</p> <p>Planning and researching ways to continue after school clubs virtually (all levels) and/or with mitigation plans in place for green and yellow</p> <p>Adjusting services to meet the needs of the larger population of district homeschool students (Connections) and those choosing remote learning options</p> <p>Virtual PD for Title teachers (i.e. LLI for Title I interventionists, Dr. Linda Bone virtual training for all Title staff as well as parent leaders)</p> <p>Advertising services and reaching out to families (all levels)</p> <p>Title I preschool in person at all levels, mitigation plan in place for screening</p>		

Examples of the most effective face masks:



Homemade cloth mask



Medical mask



Face shield-mask combo with droplet guard



Disposable paper mask



Purchased cloth mask

Examples of less effective face masks:



Gaitors



Kerchiefs

Unacceptable face masks:



Valved or vented masks

RESOURCES

Alaska Department of Education & Early Development Resources:

- [Alaska Smart Start 2020 Framework Guidance](#)

Alaska Department of Health and Social Services:

- [Alaska COVID-19 Alert Levels](#)

Alaska PTA

- Statewide Survey

Alaska School Activities Association

- [ASSA Return-To-Activities Protocols](#)

American Academy of Pediatrics

- [COVID-19 Planning Considerations: Guidance for School Re-entry](#)

Centers for Disease Control and Prevention

- [Coronavirus \(COVID-19\)](#)
- [Thresholds for Schools](#)

KPBSD:

- Parent and Student Survey
- Staff Survey

U.S. Department of Labor

- [Families First Coronavirus Response Act: Employer Paid Leave Requirements](#)

National Association of School Nurses

- [Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick](#)