

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	
Original High Risk	Revised High Risk
Facilities will be closed to students. Possible exception for “vulnerable populations” of students in small groupings	<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	
Original High Risk	Revised High Risk
If a building is closed for 72 hours or more, no extra cleaning is needed	<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	
Original High Risk	Revised High Risk
Nurses will contact families of medically fragile and high-risk students	Nurses will maintain contact with families of medically fragile and high-risk students and initiate contact for those students newly identified.
Symptom Free Environment	
Original High Risk	Revised High Risk
<p>Staff who access the building will continue to be Symptom-Free</p> <p>Staff who access the building are required to wear a cloth face covering whenever 6’t physical distancing is not possible.</p> <p>All vulnerable student populations attending school during a high “Red” risk scenario will be required to wear a mask when 6ft physical distancing cannot be maintained, unless a medical condition or disability prevents that from occurring. This includes students in preschool and kindergarten.</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	
Original High Risk	Revised High Risk
NO PREVIOUS SECTION	Staff who access the building are required to wear a mask at all times, except when eating/drinking or in a room/office by

	<p>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>
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Physical Distancing

Original High Risk	Revised High Risk
NO PREVIOUS SECTION	<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

Original High Risk	Revised High Risk
<p>If special education (sped) classes in school are open, and transportation is allowed, strict physical (social) distancing of 6' minimum between students must occur</p> <p>Kindergarten students attending school during this risk level will not have district provided transportation. Transportation to and from school will be provided by parent/guardian</p>	<p>Transportation is allowed, strict physical distancing of 6' minimum between driver, attendant and students must occur, assigned seating charts must be created and followed. To maximize spacing on crowded routes parents will be notified that their assistance is requested if they can provide student transportation.</p>

Care for Medically Fragile Staff & Students

Original High Risk	Revised High Risk
<p>Staff who enter buildings will be required to adhere to 6' physical distancing protocols</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

Original High Risk	Revised High Risk
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Staff and families will be informed of changes and protection measures	Staff and families will be informed of changes and protection measures
Communications	
Original High Risk	Revised High Risk
KPBSD website update when in school status when risk level changes	KPBSD website will be updated when in in-person status changes due to risk level change
KPBSD communications when risk level changes	KPBSD communications when risk level changes

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	
Original High Risk	Revised High Risk
Possibility of relocating staff to support other sites if their home work site is closed	The Department of Human Resources regularly monitors staffing levels and problem solve as issues arise.
Remote work agreements approved by HR	Long-term remote work agreements are submitted to and approved by the Department of Human Resources. Short-term remote work agreements are submitted to and approved by the site administrator. ADA Requests processed by the Department of Human Resources.
Teleworking Staff	
Original High Risk	Revised High Risk
Make any necessary revisions to the current teleworking document	Make any necessary revisions to the current teleworking document
Make the teleworking document an online approval form (much like extra curricular contracts)	Make the teleworking document an online approval form (much like extra curricular contracts)
Make any necessary revisions to the work log	Make any necessary revisions to the work log

Provide opportunities for professional development for new teachers to the district	Provide opportunities for professional development for new teachers to the district
Leave Protocols	
Original High Risk	Revised High Risk
<p>Leave outlined in:</p> <ul style="list-style-type: none"> - Collective Bargaining Agreements -FMLA -FFCRA <p>-Case by Case Review by Human Resources</p> <p>Train substitutes how to instruct in a remote learning setting</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>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> <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.</p>
Negotiated Agreement Points	
Original High Risk	Revised High Risk
<p>Modified duties as applicable and necessary to each building site</p> <p>Site based administrators will work with Human Resources to follow the negotiated agreement if or when staff need to be reassigned or transferred</p>	<p>The Department of Human Resources continues to assess if and when a MOA is needed to address concerns due to the global pandemic.</p>

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	
Original High Risk	Revised High Risk
<p>Remote learning is taking place for all students (with possible exception of vulnerable student populations who may attend school onsite in small physically distanced groups)</p>	<p>Hybric 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>Create digital instruction schedules that allow for collaboration between multiple “area” schools including elementary, middle, and high schools</p> <p>Collaborate with schools in the same area to create instructional times and opportunities that work for families</p> <p>Cancel all field trips, inter-group events, sports events, and extracurricular activities</p> <p>Remote options can include Connections Homeschool, the Distance Program (HS), or from the classroom or content area teacher</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, Wednesday B, Thursday B (Friday remote, at risk students, cleaning, etc.) 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

Original High Risk	Revised High Risk
<p style="text-align: center;">**No previous section existed**</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 cancelation or suspension of the following including but not limited to: sport, practices, events or 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.</p>

Physical Distancing

Original High Risk	Revised High Risk
<p>Schools are closed to students, and Remote Learning is in place</p> <p>Remote learning is taking place for all students (with possible exception of vulnerable student populations who may attend in small physically distanced groups)</p> <p>Staff in buildings must maintain strict physical distancing</p>	<p>REMOVE THIS SECTION AND COMBINE CONTENT WITH Symptom-Free Protocol under Health and Safety</p>

Transitioning

Original High Risk	Revised High Risk
<p>Schools are closed to students, and Remote Learning is in place</p> <p>Remote learning is taking place for all students (with possible exception of vulnerable student populations who may attend in small physically distanced groups)</p> <p>Staff in buildings must maintain strict physical distancing</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

Original High Risk	Revised High Risk
<ul style="list-style-type: none"> ● Attendance capture and management for on-site learners must continue as normal (via PowerSchool teacher attendance screens for on-site learners). <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). ● 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 regularly contacted and school enrollment managed appropriately (see additional considerations in the "For Consideration" section below) ● 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>For Consideration:</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>

- Schools should consider defining participation expectations for remote learners at their school. Consider tracking touchpoints similar to last year quarter 4 (*Did a student attend a Zoom session? Has a student completed the assignment?*). 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.
- 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.

INSTRUCTIONAL REDESIGN

Overarching Guidance

- 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
 - 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

Original High Risk	Revised High Risk
<p>Relationship maintenance and social emotional support first</p> <p>When possible, focus any activities or instruction and demonstration of learning exclusively on previously introduced Super Standards (vs. Priority Standards)</p> <p>Minimize introduction of new standards, content, or learning tools</p>	<p>Focus first on relationships 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>

Instruction Practices

Original High Risk	Revised High Risk
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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>No assessment occurs separately from instructional activity</p> <p>Remote:</p> <ul style="list-style-type: none"> Outline Student expectations for engagement with examples Established and published Office Hours Offer opportunity to try new types of tasks penalty free Classroom is paperless + photos submitted for paper artifacts Established <u>Virtual</u> synchronous schedule (max 2 whole class times + small group or individual meeting times) Strategic + intentional use of synchronous and asynchronous time Actionable feedback is utilized as a teaching tool Predictable response cycle (i.e. emails will be responded to within 24 hours) Grade level workloads adhered to (source): <ul style="list-style-type: none"> Pre-K : 30 minutes (Elem additional resource) K-1: 45 minutes 2-3: 60 minutes 4-5: 90 minutes 6-12: 30 minutes per teacher (3 hours max in a day) Strategic inclusion of specials into elementary schedule <p>Determine viability of hands-on content areas. (e.g. ceramics) and make alternative delivery plans</p>	<ul style="list-style-type: none"> 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 <p>Hybrid (A/B) Schedule:</p> <ul style="list-style-type: none"> Specific Guidance for instruction will be provided for schools depending on Hybrid schedule selected Clearly defined expectations for engagement when attending onsite or virtual Strategic + intentional use of onsite and remote time <ul style="list-style-type: none"> Onsite time prioritizes hands on activities, discussions, collaboration, small group targeted instruction, conferencing Remote time prioritizes asynchronous collaboration, flipped instruction, research, targeted practice, peer feedback Zoom meetings are not mandatory Established time frame or office hours for responding to Remote Student concerns Utilize strategies such as flipped learning with interactive videos to deliver direct instruction Offer opportunity to try new types of tasks penalty free or low risk Classroom is paperless + photos submitted for paper artifacts, minimize shared materials Virtual parallel of classroom is designed for use onsite and remote and is kept up-to-date Established <u>week-at-a-glance</u> 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 Actionable feedback is utilized as a teaching tool Predictable response cycle (i.e. emails will be responded to within 24 hours) Daily grade level remote workloads adhered to (source) (Elem additional resource): <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) Strategic inclusion of specials into elementary schedule <p>Determine viability of hands-on content areas. (e.g. ceramics) and make alternative delivery plans</p>

Assessment

Original High Risk	Revised High Risk
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<p>Identify key standards in Power Teacher to support teacher planning and record-keeping AND Develop grading guidance - clearly communicate this as a change from no-harm grading</p> <p>Benchmarking periods (Aimsweb+, MAP, and W-APT) and formal assessments such as PEAKS are suspended</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>New referrals for special education are done with caution (cannot rule out lack of instruction as cause for delay)</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> <ul style="list-style-type: none"> • Longitudinal data • Anecdotal and observational information • Family input
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Vulnerable Populations

Original High Risk	Revised High Risk
<p>When possible, individual students should be offered on-site support and connection with their KPBSD mentor or case.</p> <p>Priority for on-site learning during a High Risk period will be for students who have significant skill deficits in self-help, adaptive, and life skills.</p> <p>Specific supports in place via virtual or phone connection</p> <p>Opportunities for voice and choice and interest-based activities are prevalent</p>	<p>SPED</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> <p>Supports for students with disabilities and their families will be individualized and include parent modality preference (materials, email, virtual or telephonically).</p>
<p>Give first priority to 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>HOMELESS AND IN TRANSITION</p> <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>Remember “connection before content” – staff should be starting with a basic needs assessment: food, shelter, hygiene, immediate health concerns</p> <p>Students will identify a KPBSD adult who is their mentor or anchor. Identify multiple phone numbers or ways to communicate to ensure ongoing connections are happening</p> <p>When possible, individual students should be offered on-site support and connection with their KPBSD mentor</p> <p>“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</p> <p>Consider preloaded content on a device (iPad, thumb drive for Chromebook, etc.) for students without internet access. In theory, a student could complete coursework for an entire class and only need to be “online” once a month</p> <p>Implement flexibility in delivery methods; if a student had internet access but for some reason this is interrupted, be open to fluidly move to paper packet delivery method</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
<p>Every at risk student in grades 6-12+ has identified a KPBSD adult who is their mentor or anchor</p> <p>Identify multiple phone numbers or ways to communicate to ensure ongoing connections</p> <p>“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</p> <p>Ideas to implement where possible:</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) 	<p>AT-RISK OF DROP OUT</p> <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 or ways to communicate to ensure ongoing connections 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)
<p>Ensure that all digital communication is in home language of parents, including instructions about how to support their child at home</p> <p>If possible, use team-teaching structure so that teachers can collaborate and monitor students across content classes and collaborate for family communication as needed between face-to-face and hybrid settings</p> <p>Group English Learners (EL) students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language with other students in a synchronous setting</p> <p>Identify and prioritize EL student needs for distance learning such as basic needs, student stressors or barriers, and academic settings</p> <p>Identify if there is a household member available to supervise and support learning and determine the household member’s availability to support EL student learning</p>	<p>EL</p> <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

<p>Identify staff that connected well with particular families to be point of contact (ask student to identify a trusted staff member)</p> <p>Conduct physically distant home visits</p>	<p>NON-ENGAGED</p> <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
<p>Devices and MiFi's provided where possible and feasible</p> <p>Utilize phone contact for connecting with students (utilize phone connection into zoom meetings for lessons, social interaction, and small or individual group work)</p> <p>Identify "Learning Coach" or person at home who is responsible to assist student with school work or to track their progress (does NOT have to have to be parent)</p>	<p>LIMITED/NO CONNECTIVITY</p> <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
<p>Ensure that communication to parents includes instructions about how to support their child academically and socially at home</p> <p>Preschool and kindergarten students will be able to attend school in person during a red risk level. Transportation will only be provided for special education PreK students who already receive special education bussing services.</p>	<p>PRIMARY GRADES</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

Original High Risk	Revised High Risk
<p>All classrooms are 100% remote</p> <p>Opportunities for both synchronous and asynchronous learning regardless of connectivity</p> <p>Weekly plan + Checklist given</p> <p>Online Students:</p> <ul style="list-style-type: none"> Exclusively utilize Virtual Classroom Paperless classroom (i.e. all work is submitted online) <p>Low connectivity students:</p> <ul style="list-style-type: none"> Virtual classrooms offer mobile friendly options and levels of material (text, image, video) 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 	<p>Opportunities for both synchronous and asynchronous learning 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

	<p>connect or doing collaborative work</p> <ul style="list-style-type: none"> • Paperless classroom (i.e. all work is submitted online) <p>Low connectivity Remote students:</p> <ul style="list-style-type: none"> • Virtual classrooms offer mobile friendly options and levels of material (text, image, video) • 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

Original High Risk	Revised High Risk
<p>Similar to FY20 Quarter 4</p> <ul style="list-style-type: none"> • A new Professional Development (PD) website is launched as the one-stop shop for all professional learning opportunities • Learning options are driven by staff needs and district priorities • Until further notice, all professional learning opportunities will be delivered virtually <p>New in Fall 2020</p> <p>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</p> <ul style="list-style-type: none"> • 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) 	<p>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</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>Professional Learning Team serves schools by request for professional development on specific topics relating to educational technology and blended learning instruction practices.</p> <p>Professional Development Website continues to host content and resources, as well as, serve as a hub for Professional Development opportunities.</p>

COMMUNICATION

Overarching Guidance
<ul style="list-style-type: none"> • 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 <p><i>information:</i> 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</p> <p>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.</p> <p>*SchoolMessenger is an internal KPBSD notification platform linked to student contacts in PowerSchool, and staff contacts in the employee portal</p>

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

District Level Communications	
Original High Risk	Revised High Risk
District communication through all available platforms to specific school staff, parents and guardians, students, and community partners when risk level changes Risk level change, possible options: media conference; Facebook Live Q&A	
School Communications	
Original High Risk	Revised High Risk
Identify primary methods of communication with families (School website, plus?: newsletter, social media, mobile app, electronic message board, SchoolMessenger, Remind, WhatsApp, etc.)	
Staff and Class Communications	
Original High Risk	Revised High Risk
School administrator approves teacher chosen method and plan for communication with students Teacher informs parent or guardian how they will communicate with child	School administrator approves teacher chosen method and plan for communication with students Teacher informs parent or guardian how they will communicate with child 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)