

*Local (Ketchikan EOC)
Safety Guidelines*



K-12 SCHOOLS
RESTART &
REENTRY
GUIDANCE



State Safety Guidelines



Community Feedback



KGBSD SmartStart 2020

*Crafting an Informed Framework for Reopening
Our Schools. Together.*



*Educator & School Board
Collaboration*

Introductions and Introduction

KGBSD School Board Workshop

June 23, 2020

Frequently Asked Questions

Why can't schools reopen at full capacity, five days per week?

-The state and CDC put forth guidelines for how schools must function in a low, medium, and high risk situation--things like PPE that must be in place, 6 feet distancing, temperature screenings, etc. In order for our schools to follow those federal and state guidelines we cannot run at full capacity. We just can't. There is no way we can follow the 6 feet rule, for example, in a classroom with 28 students. A committee who has been working on this for over a month researched and factored in a number of things like square footage, numbers of students, numbers of staff, etc. and found 50% capacity to be the most viable number to meet the CDC and state guidelines for low risk requirements in Ketchikan schools. If we experience active cases in Ketchikan, our community would move to a medium or high risk and we would then have even more stringent guidelines to follow -which would make the 50% capacity undoable, **thereby reducing that to a 25% capacity** or a full at home situation like we experienced in March.

Can this be changed to 50% capacity at low or medium with what we know now?

Due to the need for a blended learning situation, students will be at school part of the time, and have one dedicated “distance learning” day. This day provides teachers time to check in with those students who are working online, as well as time to prepare distance lessons moving forward. This day will also provide Professional Development for staff, similar to early release days. In this time of transition, it is our responsibility as a district to provide educators with ongoing training that develops their skills to design and deliver effective online and blended learning opportunities to all students, including our most vulnerable populations.

What can we do together to support extra learning opportunities for our pre-elementary and elementary students?

What does education look like at Preschool and Elementary during this time?

At the preschool and elementary levels, we see parents/caregivers as partners with teachers in supporting learning. Given the developmental and independence level of students, access to devices and connectivity, and the varying levels of support that parents/caregivers can provide based on their current life circumstances, KGBSD will provide **extended learning opportunities (ELOs)** during the days students are not onsite in their schools.

Extended learning opportunities (ELOs) are not a replacement for classroom instruction. Rather, they are meant to keep students engaged academically while at a separate location working on math, reading, writing skills, arts, music, band, field trips, swimming lessons, etc. Paraprofessionals will provide students grade-appropriate learning activities as well as assist with lessons through the digital platform (Canvas). They will also provide remote support for students and families. While parents/caregivers are partners in this work, we recognize that families face different situations which affect the level of support they can provide their children at home. Parents/caregivers are afforded flexibility in supporting their children in these learning opportunities and should work with their teacher if they have any questions or needs.

- PHE = Clover Pass FME = STAC HTE = Holy Name Charter Schools = TBD

Will my child have academic work to do on the days they are not at school?

Yes, your child's teacher(s) will be providing rigorous assignments via Canvas for your child to complete while they are at home or at extended learning opportunities. These assignments will be extensions of the work they are doing in class. During all scenarios teachers are expected to maintain a current and rigorous virtual classroom so that the district has the ability to pivot if the community coronavirus transmission scenario changes.

What should I do if my student does not have access to a computer and/or internet?

Please contact your principal, teacher or counselor at your school and let them know. KGBSD wants to ensure that all students have the technology to access needed classes. KIC has notified KGBSD of opportunities for ensuring computes and access to internet in homes, we are working to get the in

Will assignments online be graded/required?

Yes, assignments will be graded and required. Assignments that your child's teacher provides will be based on information that they are learning in class and it will be important for them to stay on top of assignments. Even in a "low risk" scenario, teachers will be required to maintain active connection with, teach, and provide timely feedback to their students who are not in school on a given day. Being that teachers will have students for the duration of every other day in the week -apart from the designated asynchronous learning/PD day- substantial time is required to adequately serve all students outside time serving students in person.

Do students have to report to a Zoom meeting on days that they are not at school?

That is up to the teacher. Some teachers may create a “homeroom” Zoom session to include those students who will not be at school. Otherwise, information will be provided during those days that students are in class.

What about our students with special needs? Those who don't type, who are nonverbal, who need questions rephrased, etc.?

Special Education teachers will be working with students and families to provide services in accordance with student individual education programs (IEPs).

Will there be training for parents about how to use Canvas?

The school district is working on a plan to provide training for parents. Our goal is to ensure parents and students are able to access distance learning easily and get support when needed.

What will my kids do on the days they are not scheduled to attend school?

In addition to their daily assignments available on Canvas, the district is currently working on extended learning opportunities for students to attend on the days they are not scheduled to attend school!

Why do we need a day dedicated to PD on the low and medium risk plans? [Distance Learning Day]

Professional Development:

- In this time of transition, it is our responsibility as a district to provide educators with ongoing training that develops their skills to design and deliver effective online and blended learning opportunities to all students, including our most vulnerable populations. We wish to support the effective pedagogical uses of technology to provide the best education to our students even during a public health crisis. Not all staff have the same level of skill with these technologies.
- The continuous PD throughout the year will allow teachers to stay current with our technology needs and maintain the blended learning model as needed, so that we can pivot to any of the risk scenarios at any time. #PandemicProof

Instructional Design:

- In low, medium, and high risk scenarios, teachers will plan, teach, and assess instruction in two different mediums: onsite and online. During all scenarios teachers are expected to maintain a current and rigorous virtual classroom so that the district has the ability to pivot if the scenario changes.
- Even in a “low risk” scenario, teachers will be required to maintain active connection with, teach, and provide timely feedback to their students who are not in school on a given day. Being that teachers will have students for the duration of every other day in the week -apart from the designated asynchronous learning/PD day- substantial time is required to adequately serve all students outside time serving students in person.

Why are other states opening at full capacity?

The Smart Start Team and Continuity of Learning Team have researched many other states to study how they are opening. Limited capacity, hygiene, static groups, CDC guidelines, state guidelines, state frameworks, etc. are guiding all reopen/restart plans.

How is summer school working and what is the feedback?

The summer school teachers are reporting the distance learning model they are providing is going very well. The excitement and opportunities they are finding that they can expand on moving into the school year will be used to coach, support and train all teachers. Parents have reported that the lessons are robust and provide needed educational opportunities already expanded from the days when we had to close schools and move to distant learning. We are building on what we have learned when we were all sent home to teach and learn!

Why Wednesdays and not Fridays (or some other day)? [What's best for kids?]

- Wednesday or Friday can be used to clean the school/classrooms at the end of the week.
- Maintains a schedule that is closer to our 'normal' schedule, for when we return to "all clear" status
- This is a 'draft' weekly schedule. If Friday better meets the needs of our community, or better serves students, we could move the PD day to Friday (or another day of the week)- **moved to Friday, June 19, 2020 in response to community survey results**

Why can't we run AM/PM schedules so we can get all 4 groups in the building each day?

Transportation of students presents a major hurdle to this model. Since there cannot be overlap of students in the building (capacity limits), significant instructional time would be lost to transportation, as well as cleaning, sanitizing, and reorganizing between groups.

Why name our restart risk level now? Shouldn't we commit to starting at whatever risk level the community is rated at the time school opens? [we would still keep the extra PD week and the orientation week, just start with kids on 9/14 at current community risk level]

We feel as though it's imperative to keep families, students, staff, and the community aware of the most up to date information as we receive it. Naturally, when circumstances change we will need to adjust, but we are currently at a "low risk" situation and have begun planning accordingly.

We will start school with students on 9/7 at the risk level that is most safe and appropriate for our community.

Smart Start Plan Clarifications

Following the CDC's guidelines issued to date and in partnership with the Department of Education and Early Development (DEED) and Department of Health and Social Services (DHSS), the KGBSD Smart Start 2020 team has developed a framework for how KGBSD schools can safely operate in low, medium, and high-risk environments. Under every scenario (low, medium, and high risk) educators will be ready to provide full, flexible learning opportunities for all students PK,K-12.

Re-branding Clarifications: “Minimal Risk” is not a clearly defined level. Re-Name it: “All Clear Scenario”

Definition: State of Alaska, Alaska Health and Social Services, and/or Alaska Department of Education and Early Development have communicated that we are at minimal risk for transmission of COVID-19. CDC Guidelines for re-opening school no longer include social distancing or congregation limitations.

KGBSD Smart Start Timeline

It will help our leadership and policy makers at the district level if we can present a plan that defines our school start level based on community conditions and state guidelines, as opposed to us saying we will start at a specific level. The reality is that we may well be at a more or less restrictive model than what we propose now.

Timelines

Timeline

- March 13: District Task Force for COVID 19
 - March 13: Emergency Meeting to extend Spring Break by 1 week.
 - March 13: Continuity of Learning Team Formed -began as District Education Planning Team.
 - March 18: Emergency Meeting to extend school closure until April 6, 2020
 - March 25: BP 6114.4 Pandemic/Epidemic Emergencies Adopted
 - April 16: Special Meeting to temporarily suspend the following provision of BP 6146.1 (High School Graduation Requirements): “Additional requirements include 100 hours of work experience or community service, completion of the State of Alaska Job Application and participation in the WorkKeys or ACT or SAT assessment.” This temporary suspension will only continue through June 30, 2020.
 - April 22, 2020: Presentation to the school board- Distance Learning in a Pandemic Situation (Derek Meister, School Psychologist).
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- May 5, 2020: Smart Start Team Formed
 - May 13, 2020: Smart Start Presentation to the school board with DEED information and framework for each district in the state to build a plan to re-open schools.
 - May-July- Smart Start Team Members participated in Alaska Smart Start Training.

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KGBSD COVID-19

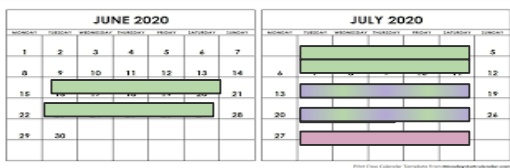
Continuity of Learning Plan Timeline

March 2020							April 2020							May 2020						
Dates	Mon	Tues	Wed	Thurs	Fri	Sat	Dates	Mon	Tues	Wed	Thurs	Fri	Sat	Dates	Mon	Tues	Wed	Thurs	Fri	Sat
3	27	28	29	30	31	1	3	27	28	29	30	31	1	3	27	28	29	30	31	1
10	30	31	1	2	3	4	10	30	31	1	2	3	4	10	30	31	1	2	3	4
17	6	7	8	9	10	11	17	6	7	8	9	10	11	17	6	7	8	9	10	11
24	13	14	15	16	17	18	24	13	14	15	16	17	18	24	13	14	15	16	17	18
31	20	21	22	23	24	25	31	20	21	22	23	24	25	31	20	21	22	23	24	25

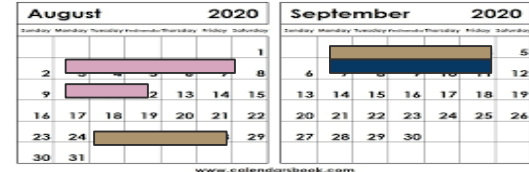
March 16 - 20	March 23 - 27	March 30 - April 3	April 6 - 10	April 13 - 17	April 20 - June 3
Spring Break	Staff Returns. Students on Extended Break.	School Resumes	Extended Schedule	Distance Learning Begins	Distance Learning Continues
Closure is an extension of Spring Break until March 30	Closure is extended to April 6	Closure is extended to May 1	Closure is extended through end of school year	District grading/credits plan implemented pK-12.	Final daily schedule and instructional plan communicated and implemented.
District Covid Response Team formed and begins daily meetings.	Staff receive professional development in: Zoom, Self-Care, COVID-19 Health Information, and Work from Home strategies.	Daily 30-min. meetings with homeroom students (pK-6); Daily advisory meetings (7-12). Emphasis on building connections with and between students (SEL).	Secondary schedule extended to twice daily meetings, allowing for a rotation through all periods over the course of the week, not just advisory.	Teachers begin providing distance learning using existing tools and Quarter 3/Trimester 2 or posted "At-Home Learning Activities" content.	Staff work to identify and facilitate "Essential Learning"
Educational Response team formed and begins meeting.	Staff contact all advisory and Homeroom Students and conduct needs assessment.	"At Home Learning" activities go live for students and families.	Elementary continues with daily Homeroom meetings	At-Home Professional Development (readings) on distance learning strategies and equity.	Professional development ongoing to support learning management systems, distance instructional strategies, and distance learning tools.
District's philosophy and focus for crisis education established.	Staff surveyed on home connectivity	Tech begins distribution of chromebooks for students.	Focus remains on SEL/Connectedness.	Families surveyed on distance learning readiness.	Preparations for summer school and multiple possible fall 2020 instructional environments.
Family technology needs assessment distributed.	Food Service begins.		Teachers surveyed on distance learning readiness		

May 27, 2020

Superintendent Comment: Tonight you will listen to a presentation about the **reopen/restart of the 2020-2021 school year**. We have created this plan to aid in navigating the reestablishment of our schools where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to school. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO). Regular updates will be made to this plan throughout the summer and up until the day of school starting, based on information provided by the CDC, WHO, and applicable federal, state and local agencies. The Smart Start 2020 Plan outlines different levels of being able to re-open and restart school. We do not get to “pick” a plan as different community transmission levels will determine what plan we utilize to start and continue school. COVID-19 started swift and we had to move fast as we ended the school year. The Smart Start Plan allows us to start school based on the level of where we are as a community and state and adjust learning should there be a need based on COVID-19 cases.



KGBSD COVID-19 Continuity of Learning Plan Timeline



June 15 - July 23

July 13-August 13

August 25-September
4: Staff Starts School

September 8-Students Start
School

Summer School

Extended School Year
(Students w/ Special
Needs only)

Smart Start 2020

Smart Start 2020



We continue to be dedicated to your child's academic and social emotional education. Your child is invited to attend summer school June 15th through July 23rd. With social distancing mandates still in place, we will be offering summer school instruction remotely through Zoom sessions with a daily schedule of activities. This year's summer school will be open to ALL students enrolled in KGBSD grades K-12 and can be registered by a parent/guardian.

This year's summer school will run Monday-Thursday from 9:00-12:00pm with a 45 min break for lunch from 12:00-12:45pm. After lunch we will offer enrichment opportunities till 1:45pm. The focus of summer school will be math and literacy tasks daily with weekly science and art options. More details will follow.

Schedule (days, times, weekly overview)

- Dates: July 13 through August 13
- 2 daily sessions -one morning and one afternoon, 2 hours a piece
- 4 days a week -Monday through Thursday
- 8:30am - 10:30am -one hour break- 11:30am -1:30pm
- Master schedule for all ESY students and staff, as well as sub-schedules to accommodate families who may opt for home visits or online options. This is a longer day for staff, but it keeps the numbers low and more in line with the Smart Start plan.

Building Location (who is in which rooms and when)

Building Level Professional Development & Staff Work Days to prepare for all risk levels.

Staff training and continuing development of asynchronous distance learning courses.

Health and Safety building preparations and staff training on Health and Safety practices.



September 7, Monday : LABOR DAY

Buildings closed, no online activity

September 8-11: Tuesday - Friday:

- Orientation at school sites, a different student group each day;
- Online training for students on days they don't attend orientation.
- Preschool Screening

September 14: Classes Begin based on level of risk.

Smart Start Plan

KGBSD Smart Start Timeline

DATES	PLAN	DETAILS
August 25 - 28	Staff On-site, Begins Training/Planning	Building-Level Professional Development (PD) & Staff work day
August 31 - September 4	Staff Continues Training/Planning	Staff PD & work day
<p>Why not at a minimum 4 days a week a.m./p.m. for elementary?</p> <p>September 7 - 11</p> <p>Students could possibly attend all day, more days. Students on IEP's as an example in most cases may attend more days.</p>	Student Small-Group Orientation/ Online Training/ Preschool Screening	<p>Monday: LABOR DAY Buildings closed, no online activity</p> <p>Tuesday - Friday:</p> <ul style="list-style-type: none"> • Orientation at school sites, a different group each day; • Online training for students on days they don't attend orientation; • Preschool Screening
September 14 - Onward	Schools Operate per Local/State/ Federal Mandates and Guidelines	Low/Medium/High Risk, or "All Clear" Scenarios implemented as deemed appropriate and necessary based upon current community risk level

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



**DO NOT
OPEN**

ALL
YES



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



**MEET
SAFEGUARDS
FIRST**

ALL
YES



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO




**MEET
SAFEGUARDS
FIRST**

ALL
YES



**OPEN AND
MONITOR**



<p>*No laboratory-confirmed cases of COVID-19 in the last 14 days, and no reported increase in the number of cases over the last 14 days.</p> <p>*risk levels defined by DEED and DHSS (AK SMART START 2020)</p> <p>Consider ways to accommodate needs of children and families at high risk, including supports for at-home learning.</p> <ul style="list-style-type: none"> • Follow cleaning and disinfection plan. • Follow local community health guidelines for guidance on social distancing and group size for classrooms based on community spread. =50% capacity  <p>6 Feet Apart Face Mask Hand Washing Check in/out</p>	<p>*Low to moderate level of community transmission: Minimal amount of laboratory confirmed cases of COVID-19 as determined by community.</p> <p>In the medium risk level our top priority will be on maintaining this level to reduce the risk of going into a RED, high risk status. keeping capacity at 50%</p> <ul style="list-style-type: none"> • Implement multiple social distancing strategies for gatherings, classrooms, and movement through school buildings. • Limit the number of students per class and attendees per gathering to maintain six feet social distancing. • Alter schedules to reduce mixing of students (ex: stagger recess, entry/dismissal times). • If feasible, conduct daily health checks (e.g. temperature screening and/or symptoms checking) of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained. • Consider distance learning in some settings or with vulnerable students and staff. • Intensify cleaning and disinfection plan. • Implement social distancing strategies on buses and other transportation of students. • Have a plan to protect vulnerable students and staff, those with chronic conditions, special health care needs or disabilities. 	<p>*High level of community transmission: Outbreaks or increases in cases and recent laboratory-confirmed cases of COVID-19.</p> <ul style="list-style-type: none"> • Establish and maintain communication with local and state authorities to determine current mitigation levels in your community. • Implement multiple social distancing strategies with EXTENDED SCHOOL DISMISSALS, closing school buildings to students. • Cancel all field trips, inter-group events, sports events and extracurricular activities. • Implement distance learning until minimal community spread and local health officials recommend school re-opening. • Follow guidelines from local and state health authorities on school re-opening.
<p>Friday will be home learning (e learning) all day for all students.</p>	<p>Friday will be home learning (e learning) all day for all students.</p>	

KGBSD Smart Start Plan: Low Risk Scenario

Student Daily On-site Capacity at 50%

Low/Medium?

Friday's
work for
Ketcikan!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STAFF WORKING ON-SITE				
Groups 1 & 3 attend classes on-site, full-day schedule	Groups 2 & 4 attend classes on-site, full-day schedule	Groups 1 & 3 attend classes on-site, full-day schedule	Groups 2 & 4 attend classes on-site, full-day schedule	All students at home: Virtual homeroom / advisory meetings, staff office hours, and staff/student check-ins. Students complete asynchronous work.
Groups 2 & 4 complete asynchronous work at home	Groups 1 & 3 complete asynchronous work at home	Groups 2 & 4 complete asynchronous work at home	Groups 1 & 3 complete asynchronous work at home	Afternoon: Staff PD
<i>Based upon the specifications of their individualized education plans (IEP's), special education students may be served outside of their regular group time.</i>				

KGBSD Smart Start Plan: Medium-Risk Scenario

Student Daily Onsite Capacity at 25%

MONDAY

TUESDAY

WEDNESDAY

ALL STAFF WORKING ON-SITE

Group 1 attends classes on-site, full-day schedule

Group 2 attends classes on-site, full-day schedule

Group 3 attends classes on-site, full-day schedule

Group 4 attends classes on-site, full-day schedule

All students at home; Virtual homeroom / advisory meetings, staff office hours, and staff/student check-ins. Students complete asynchronous work.

Groups 2, 3, & 4 complete asynchronous work at home

Groups 1, 3, & 4 complete asynchronous work at home

Groups 1, 3, & 4 complete asynchronous work at home

Groups 1, 2, & 3 complete asynchronous work at home

Afternoon: Staff PD

Based upon the specifications of their individualized education plans (IEP's), special education students may be served outside of their regular group time.

Why 25%? Why not keep it at 50% as the low/medium state plan are the similar? Can we keep at 50% capacity for consistency?

KGBSD Smart Start Plan: High Risk Scenario

Student Daily Onsite Capacity at 0%

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STAFF WORKING FROM HOME				
All students at home; staff utilizes Zoom for homeroom/advisory meetings and office hours; students complete asynchronous tasks online				
<i>Based upon the specifications of their individualized education plans (IEP's), special education students may be served outside of their regular class time.</i>				

State of Alaska High Risk Definition:

High Risk

Widespread community transmission.

- High level of community transmission: Outbreaks or increases in cases and recent laboratory-confirmed cases of COVID-19.

State of Alaska High Risk School Parameters for Safely Opening:

High Risk

- Establish and maintain communication with local and state authorities to determine current mitigation levels in your community.
- Implement multiple social distancing strategies with EXTENDED SCHOOL DISMISSALS, closing school buildings to students.
- Cancel all field trips, inter-group events, sports events and extracurricular activities.
- Implement distance learning until minimal community spread and local health officials recommend school re-opening.
- Follow guidelines from local and state health authorities on school re-opening.

State of Alaska High Risk Social Distancing Expectations:

High Risk: Recommend distance learning for all students.

KGBSD Smart Start Plan: "All Clear" Scenario

Student Daily On-site Capacity at 100%

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STAFF WORKING ON-SITE				
All students attend classes on-site, full-day schedule. All students attend classes on-site, early release schedule.				All students attend classes on-site, early release schedule
				Early Release: Staff professional development focusing on distance learning

KGBSD Smart Start Plan: "All Clear" Scenario

This scenario will be implemented when federal, state, and local authorities deem that group size and cohort mixing restrictions, building access limitation, congregation limitations, social distancing, PPE (personal protective equipment such as masks), and medical screeners are no longer necessary on a daily basis in a school setting.

Professional Development

In preparation for reopening schools, KGBSD staff will receive professional development training in health and safety of all students, providing high-quality teaching and learning experiences, and supporting the needs of exceptional learners. The majority of the training will occur during the first two weeks of the school calendar. Ongoing professional development will occur throughout the school year at the early release designated PD times. Below are questions that will guide the creation and implementation of virtual and in-person professional development trainings:

Health and Safety:

- ✗ How will schools and districts ensure that personal protective equipment (PPE) is available to staff and students and used appropriately during the school day?
- ✗ How will schools ensure that visitors are following policies related to social distancing and the use of PPE?
- ✗ How will schools ensure that social events – such as festivals, dances and parent nights – promote the health and safety of those involved?
- ✗ How will schools and districts ensure that proper social distancing is followed during emergency events and drills?
- ✗ How will schools protect the health and safety of staff, household members, and caregivers who are 60 years old or older or who have other COVID-19 health risk factors?
- ✗ How will schools ensure the mental health and social and emotional needs of staff, students and families are addressed?
- ✗ How will schools ensure all staff receive appropriate training on new health and safety protocols?
- ✗ How will schools ensure appropriate steps are taken during mealtimes to promote social distancing and meet the needs of students?
- ✗ How will schools ensure entry and exit procedures support social distancing requirements and promote health and safety?
- ✗ How will schools ensure health and safety policies are properly administered in all schools to protect families with multiple children?
- ✗ How will schools ensure that staff, students and families are welcomed, re- oriented and positively connected to the school?

Health and Safety, cont.:

- ✗ How will schools ensure health and safety policies are properly administered in all schools to protect families with multiple children?
- ✗ How will schools ensure that staff, students and families are welcomed, reoriented and positively connected to school?
- ✗ How will schools ensure social distancing expectations are maintained in common areas and during times of transition?
- ✗ How will schools ensure that students who are not adjusting well are supported?
- ✗ How will schools ensure appropriate counseling services are available for students in need and that appropriate referral protocols are in place?
- ✗ How will schools ensure counselors and other support staff – such as social workers, mental health counselors and family resource youth service center directors – have the supports they need to address potentially larger caseloads?
- ✗ How will schools ensure students are equipped with appropriate digital citizenship skills and that clear expectations related to cyberbullying are in place during periods of remote learning?
- ✗ How will schools ensure water fountains remain clean or that alternative sources of water are made available to students?
- ✗ How will schools ensure restrooms are effectively disinfected on a regular basis?

Professional Development Cont.

In addition to working with students, educators spent much of their spring planning for reopening by designing both distance and in-person high-quality learning opportunities for all students. Alternative schedules, extended periods of distance learning, and how intermittent school closures may impact each method of instructional delivery are being considered, including, but not limited to, traditional classroom instruction, extended school services, tutoring and extracurricular activities, preschool and early childhood experiences, and career and technical education. Below are questions that will guide planning conversations when staff return to school in the fall:

Supporting Exceptional Learners

- How will schools and the district ensure special education students understand new expectations, such as social distancing?
- How will schools and the district ensure students with Individual Education Programs (IEPs) are provided a free, appropriate public education?
- How will schools and the district ensure students with physical challenges or those who are medically fragile are kept safe while in the school building?
- How will schools and the district ensure special education requirements and exceptional student learning needs be met in the classroom and via distance?
- How will schools use needs assessment protocols to inform instructional decisions for students?
- How will schools and the district ensure appropriate contingency plans are incorporated into students' IEPs to meet their needs during alternative schedules and periods of remote learning?
- How will schools and the district ensure regular initial evaluation procedures are implemented in a timely manner?
- How will schools and the district ensure that special education referrals will be completed in a timely manner?
- How will schools and the district ensure they are appropriately tracking maintenance of effort requirements?
- How will schools and the district ensure social distancing expectations are met across all special education environments?
- How will schools and the district accommodate social distancing requirements while providing services to students who require 1:1 assistance and supervision?
- How will schools and the district ensure students who struggle with transitions are successful during sudden disruptions in routines and schedules?
- How will schools and the district ensure that lessons learned during the previous periods of distance learning will inform special education practices during future pandemic responses?
- How will schools and the district ensure students have access to sufficient assistive technology devices?
- How will schools and the district ensure that special education evaluations and reevaluations continue without interruption?

Professional Development Cont.

Schools and districts should consider how alternative schedules, extended periods of distance learning, and intermittent school closure may impact the delivery of services for students receiving special education or gifted and talented services. Below are questions to guide planning conversations:

Maintaining Quality Teaching and Learning:

- How will schools ensure social and emotional learning activities are integrated into lessons in every classroom?
- How will schools ensure that appropriate structure and consistency is maintained during periods of distance learning?
- How will schools ensure the needs of students in alternative education programs are being met within the district plan?
- How will schools monitor and facilitate the necessary changes to teaching and learning to ensure success for all students and maintain academic integrity?
- How will schools ensure teachers are equipped with the tools necessary to adjust instruction to meet the psychological needs of students coping with anxiety, mourning, or traumatic stress?
- How will schools ensure all classrooms remain psychologically safe in both traditional and virtual environments?
- How will schools ensure teachers engage students in a manner that honors their voices and choices?
- How will schools ensure student performance tasks do not increase existing trauma by creating unnecessary pressure or high stakes?
- How will schools ensure teachers receive adequate training to be successful teaching in a virtual environment?
- How will schools ensure alternative schedules and start times do not impact the delivery of dual credit courses offered both on and off site?
- How will schools ensure courses with lab-based requirements fulfil those requirements during periods of remote learning or alternative schedules?
- How will schools ensure that extra-curricular and co-curricular activities – such as clubs, student organizations and sports – are both safe and meaningful?
- How will schools ensure teachers are prepared to continue instruction during sudden interruptions caused by intermittent closures?
- How will schools ensure equity of instruction for students who are still choosing to learn from home or must remain at home due to safety restrictions?
- How will schools establish instructional expectations for standards-alignment, grade-level assignments and addressing knowledge gaps due to extended periods of distance learning?
- How will schools determine and incorporate anticipated knowledge gaps from the previous grade level into the 2020-2021 adjusted curriculum?
- How will schools ensure that content, concepts, and skills from prior grade levels are reinforced while working toward current grade-level standards?

What are the next steps ...

Enrollments and Questionnaires....

- Enrollment Forms to all Pre-K to 6th grade students to determine Extended Learning Opportunities (ELO) numbers.
- Homeschool, Digital Academy, AKVirtual School Questionnaire:
Can we talk about our other options and what we can offer!
- How will your child arrive to school? Bus, walk, drive?

Continued Meetings ...

- Friday, June 26: EOC Manager and Public Health
- July 15: Regular School Board Meeting-Summer School Report
- July 20-24: Community Meetings, Parent Meetings, Agency Meetings
- July 27-31: Activities Meetings
- July 31: Smart Start Plan –Tentatively Due to DEED

Thank you