



KPBSD Smart Start 2020

District Guidance

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

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

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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	

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 are closed to students and learning is 100% remote. Possible exception for “vulnerable populations” of students individually or in small groupings.

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 Alaska State Public Health and DHSS

DEFINITION OF TERMS

ASYNCHRONOUS - Learning that does not happen at a specific time

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

DISTANCE EDUCATION - KPBSD Distance Learning Program and courses

EQUITY FOR LEARNING - Each student receives what they need

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

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>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>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>Facilities will be closed to students. Possible exception for “vulnerable populations” of students in small groupings</p>
Cleaning & Sanitizing			
New Norm	Low Risk	Medium Risk	High Risk
<p>Increased frequent sanitation efforts and procedures</p>	<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>If a building is closed for 72 hours or more, no extra cleaning is needed</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>Online student registration for new and returning students</p> <p>Staff verify all student contact information, phone, and email</p>		<p>Nurses will contact families of medically fragile and high-risk students</p>

Symptom Free Environment			
New Norm	Low Risk	Medium Risk	High Risk
<p>Symptom-Free Schools Protocol</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>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>Fabric mask is included in student school supply list (needed in certain situations, such as when a student is ill and going to the nurse's office)</p>		<p>Staff who access the building will continue to be Symptom-Free</p>
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>Seating charts in place</p>	<p>Normal bus seating is in place</p> <p>Buses cleaned between morning and afternoon routes, 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 students are encouraged to wear fabric masks, and when possible, sit one person in every seat or with siblings</p>	<p>In order to reduce the number of students on a bus, no transportation will be provided to students who live within 1.5 miles walking boundaries of school</p> <p>In order to reduce the number of students on a bus, there will be no transportation for 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>August parent and guardian communication: In “Medium” or “Yellow” risk, all out of attendance area students and students living within 1.5 miles walking distance will need to be transported to school by parent or guardian. Bus transportation will not be an option</p>	<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>

		Students will wash hands prior to leaving school and upon arrival at school	
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>	Staff who enter buildings will be required to adhere to 6' physical distancing protocols
Education for Staff & Students			
New Norm	Low Risk	Medium Risk	High Risk
Communication to communities about risk levels is frequent, timely and ongoing	<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 distancing, cloth mask use, handwashing, and Symptom Free Schools Protocol</p>	<p>Continue protocols for low risk status</p> <p>Encouragement to use fabric masks given for anyone over age 60, or with underlying health conditions</p> <p>Students and families reminded of option to wear fabric masks, teaching done to reinforce the importance of physical distancing and handwashing</p> <p>Students and staff are encouraged 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>Office and website signage stating current risk level and safety options</p>	Staff and families will be informed of changes and protection measures

Communications			
New Norm	Low Risk	Medium Risk	High Risk
	Regular communications about risk levels and protocols	<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
Employees should contact HR for guidance on appropriate leave, if necessary	<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 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>	Leave: Employees will have access to leave as needed, and will work with Human Resources to ensure proper process and documentation	<p>Possibility of relocating staff to support other sites if their home work site is closed</p> <p>Remote work agreements approved by HR</p>
Teleworking Staff			
New Norm	Low Risk	Medium Risk	High Risk
Human Resources staff revising the current teleworking document. Consultation will occur with Associations	Employees are expected to be at their designated work site	Employees are expected to be at their designated work site	Make any necessary revisions to the current teleworking document

Teleworking document online approval form			<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>
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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>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>

Negotiated Agreement Points

New Norm	Low Risk	Medium Risk	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>		

SCHEDULING

Overarching Guidance

- 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>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>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>Lockers assigned by cohort or in a manner that limits mixing and reinforces distancing</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>One-way hallways when feasible</p> <p>Lockers assigned by cohort, or in a manner that limits mixing and reinforces distancing</p>	<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>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>

Physical Distancing			
New Norm	Low Risk	Medium Risk	High Risk
All school assemblies will occur in a manner by which classrooms participate virtually	<p>Limit mixing between classes as much as possible</p> <p>Provide as much spacing as possible between groups of students during class transitions</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>Minimal mixing between groups of students</p> <p>Space seating and desks six feet apart if possible, or to the maximum distance allowable</p>	<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>
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>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>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>
Record Keeping			
New Norm	Low Risk	Medium Risk	High Risk
	See guidance on record keeping (PowerSchool Student Management System) for students who are participating with a regular classroom remotely, or in a hybrid model		

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 • Vulnerable populations have extra support in place and are prioritized for access to share resources - including time on campus with skilled staff • Feedback to students is used as a teaching tool • Grades are based on demonstration of knowledge 			
Curriculum Essentials			
New Norm	Low Risk	Medium Risk	High Risk
<p>Relationship, Relevance, 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>Relationship establishment 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>Relationship maintenance first</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>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. Essential Standards)</p> <p>Minimize introduction of new standards, content, or learning tools</p>
Instruction Practices			
New Norm	Low Risk	Medium Risk	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 			
Develop a variety of plans to	Assessment of learning is embedded in instructional activities with support from Benchmark Assessments administered on a		No assessment occurs separately from instructional

<p>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>Learning team to 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 (in development)</p> <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>	<p>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</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> <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>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) (MS additional resource, HS additional resource), Strategic inclusion of specials into elementary schedule <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
<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</p>	<p>Identify key standards in Power Teacher to support teacher planning and record-keeping</p> <p>Benchmarking periods (Aimsweb+, MAP, and</p>	<p>Identify key standards in Power Teacher to support teacher planning and record-keeping AND develop grading guidance</p> <p>Benchmarking periods</p>	<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>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>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>(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>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>
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Vulnerable Populations

New Norm	Low Risk	Medium Risk	High Risk
<p style="text-align: center;">SPED</p> <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>When possible, individual students should be offered on-site support and connection with their KPBSD mentor or case manager</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>Homeless & Students in Transition</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>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>At-Risk of Dropout</p>	<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>English Learners</p>	<p>Utilize digital translation tools and supports for students when social distancing protocols are needed</p>	<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>Non-Engaged Families</p>	<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>	<p>Identify staff that connected well with particular families to be primary point of contact</p>	<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 socially distant home visits</p>
<p>Low or No Connectivity</p>	<p>Add communication and resource support guidance by using cell phone apps and email (paper versions where needed)</p>	<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>PreK and Kindergarten 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>Prioritize this group for Face to Face (F2F) instruction</p>	
<p>Classroom Redesign</p>			
<p>New Norm</p>	<p>Low Risk</p>	<p>Medium Risk</p>	<p>High Risk</p>
<p>All classrooms have two layers: physical + virtual (image)</p> <p>Schools select one virtual classroom platform: Google Classroom Or Canvas (Virtual Classroom - Informed Selection Guide (in development)) *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>All classrooms have two layers: physical + virtual (image)</p> <p>Physical 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)</p>		<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 utilized 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

	Weekly-at-a-glance plan shared + Checklist given Navigation is streamlined and well-organized	No connectivity students: <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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Similar to FY20 Quarter 4

- 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

New in Fall 2020

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)

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
Contact every student prior to the first day of school with a welcome-back to school message	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			
New Norm	Low Risk	Medium Risk	High Risk
Regular outreach to vulnerable student population; teachers communicate with hard-to-reach families and students	School administrator approves teacher chosen method and plan for communication with students Teacher informs parent or guardian how they will communicate with child		

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 \(COVID-19\)](#)

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](#)