

Definitions of a Low, Medium, and High-Risk School Environment Per Community

*As determined by the Alaska Department of Education and Early Development,
in partnership with the Alaska Department of Health and Social Services*

High Risk	Widespread community transmission <ul style="list-style-type: none">• High level of community transmission: Outbreaks or increases in cases and recent laboratory-confirmed cases of COVID-19 in the school’s behavioral health region and/or town or municipality.
Medium Risk	Some community transmission <ul style="list-style-type: none">• Low to moderate level of community transmission in the school’s behavioral health region and/or town or municipality.
Low Risk	No community transmission <ul style="list-style-type: none">• Minimal to no level of community transmission in the school’s behavioral health region and/or town or municipality.

School closure and risk-stratified operational zones

Decisions about whether to open or close a school cannot be made solely on epidemiological grounds. These decisions inherently entail complex tradeoffs and judgements about a community’s unique vulnerability to COVID-19 including socioeconomic factors, household composition and disability, minority status and language, housing type and transportation, and healthcare infrastructure.

Low, medium, and high risk operational zones will be determined by LKSD in coordination with YKHC, state healthcare officials, and their medical advisory team, who will advise on facility closures and re-opening decisions.

School Parameters for Safely Operating in a Low, Medium, and High-Risk School Environment

As determined by the Alaska Department of Education and Early Development, in partnership with the Alaska Department of Health and Social Services

High Risk	<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 District may decide that even in a high risk environment, select vulnerable students may need in-person education in very small cohorted groups Follow guidelines from local and state health authorities on school re-opening 		
	<i>Instructional Model</i>	Distance/Remote Learning	
	<i>Response</i>	<i>Targeted Closure</i>	Isolate and disinfect affected areas
		<i>Short-term Closure</i>	Close for facility-wide deep cleaning
<i>Extended Closure</i>		Close building(s) for at least 14 days	
Medium Risk	<ul style="list-style-type: none"> Ensure physical distancing can be maintained for any gatherings, classrooms, and movement through school buildings Limit the number of students per class and attendance per gathering to maintain six feet social distancing. Minimize all possible mixing between groups Consider elementary school in person and middle and high school via distance learning Alter schedules to reduce mixing of students (ex: stagger recess, entry/dismissal times) If feasible, conduct daily health checks of staff and student 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 		

	<i>Instructional Model</i>	PreK-6: Hybrid instructional model of in-person (cohort model) and remote learning or parent choice of full-time distance learning Middle/High School: Remote/distance learning or cohort model if applicable	
	<i>Response</i>	<i>Limited/Staggered Use of School Buildings</i>	Implement A/B schedules for students in cohort model A: Mon/Tues, B: Thurs/Fri Wednesday: PD, cleaning, and cohort groups as needed

Low Risk	<ul style="list-style-type: none"> • Consider ways to accommodate needs of children and families at high risk, including supports for at-home learning • Follow cleaning and disinfection plan, as well as physical distancing, hygiene, and face covering plan • Follow local community health guidelines for guidance on social distancing and group size for classrooms based on community spread. Cohort students to prevent large school closures and community spread with a few cases • Educate parents on performing daily health checks, including temperature and symptom screening at home before sending their child to school 		
	<i>Instructional Model</i>	Cohort model K-12 Parent choice of full-time distance learning	
	<i>Response</i>	<i>Limited/Staggered Use of School Buildings</i>	Implement A/B schedules for students in cohort model A: Mon/Tues, B: Thurs/Fri Wednesday: PD, cleaning, and cohort groups as needed

All Schools & District Office	<ul style="list-style-type: none"> • Coordinate with local health officials and monitor changes in community spread • Teach and reinforce healthy hygiene. Ensure hand hygiene supplies are readily available in school buildings. • Create mechanism to screen all students and staff each day before school to ensure no one ill is entering the building • Designate a staff person to be responsible for responding to COVID-19 concerns • Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students • Establish and implement a cleaning and disinfection plan following CDC guidance • Train all teachers and staff in the above safety actions; consider conducting training virtually, or if in person, ensure that social distancing is maintained 		
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DEFINITIONS

<p>Face Coverings</p> <p>CDC Guidance</p> 	<p>Recommendations regarding face coverings differ based on the level of community spread. Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of face covering inadvisable.</p>	<p>Hand Sanitizer</p> <p>CDC Guidance</p> 	<p>Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.</p>	<p>Clean/Disinfect</p> <p>CDC Guidance</p> 	<p>Ensure safe and correct application of disinfectants and keep out of reach of children.</p>
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General principles of reducing the spread of COVID-19 in schools:

1. Maintain physical distancing by minimizing school contact (<6 feet) with other people. This is especially important in older children. In younger children, (<10) education should focus on minimizing physical interaction and washing hands with soap and water or hand sanitizer frequently.
2. Have all activities in small groups (for example, fewer than 6 students) that remain together over time without mixing.
3. Use personal protective equipment (PPE) – this includes face coverings/masks for everyone in the school over the age of 2 who can safely wear a face covering per CDC guidance.
4. Regularly clean and disinfect high-touch surfaces.
5. Daily screen of all students and staff for signs of infection or exposure to COVID-19. No one with active COVID-19 who has been asked to quarantine because of a close contact should be in the school building.
6. Isolate sick people and quarantine exposed people.
7. Identify anyone who may have been a close contact of an infected person through contract tracing (YKHC).
8. Ventilation matters. While indoors, good ventilation should be prioritized. Outdoor activities are safer than indoor activities.
9. Follow clear protocols for communicating information.

Travel	Follow Alaska’s interstate travel mandate. Students and staff on minimal interaction status after out-of-state travel should not attend in-person school, sports, or other school activities until they receive the results of a second negative test performed 7-14 days after returning. For students too young to use the testing strategy, if the adult(s) they traveled with are using the testing strategy, the child remains on minimal interaction status until all adult(s) have their second negative test back. If the adult(s) they traveled with are employing the 14-day quarantine strategy, the student should be excluded from in-person school, sports and other school activities for 14 days.
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Conditions for Learning			
	High Risk	Medium Risk	Low Risk
Health and Safety Protocols	<ul style="list-style-type: none"> • Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Encourage testing: <ul style="list-style-type: none"> ○ If you believe you’ve been exposed to a person who has tested positive for COVID-19 	<ul style="list-style-type: none"> • Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff; cohorting children into groups of 6 or fewer is critical; teachers rotate between cohorted groups • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread; COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Teach and reinforce the use of face coverings among all staff and students for the 2020-21 school year • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently-trafficked areas • Clean/disinfect frequently touched surfaces frequently and shared objects after each use; cleaning and wiping surfaces must be maintained between multiple student uses, even in the same cohort 	<ul style="list-style-type: none"> • Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff; cohorting children into groups of 6 or fewer is critical; teachers rotate between cohorted groups • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread; COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Teach and reinforce the use of face coverings among all staff and students for the 2020-21 school year • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently-trafficked areas • Clean/disinfect frequently touched surfaces frequently and shared objects after each use; cleaning and wiping surfaces must be maintained between multiple student uses, even in the same cohort

		<ul style="list-style-type: none"> • Provide masks and other appropriate PPE to staff; face coverings required of students, staff, and visitors • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home; schools will also provide • Take steps to ensure all water systems and features are safe • Use of water fountains should follow strict sanitation procedures; allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleaning during weekends or school holidays/breaks • Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas • Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc., assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between uses • Avoid sharing electronic devices, toys, books, games, musical instruments, and learning aids • Restrict nonessential visitors, volunteers, and activities involving other groups at the same time • Space seating/desks to at least six feet apart • Schedule modifications to decrease 	<ul style="list-style-type: none"> • Provide masks and other appropriate PPE to staff; face coverings required of students, staff, and visitors • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home; schools will also provide • Take steps to ensure all water systems and features are safe • Use of water fountains should follow strict sanitation procedures; allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleaning during weekends or school holidays/breaks • Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas • Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc., assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between uses • Avoid sharing electronic devices, toys, books, games, musical instruments, and learning aids • Restrict nonessential visitors, volunteers, and activities involving other groups at the same time • Space seating/desks to at least six feet apart • Schedule modifications to decrease
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		<p>the number of students in the building at one time by rotating groups by day or location</p> <ul style="list-style-type: none"> • Move class outdoors as allowable 	<p>the number of students in the building at one time by rotating groups by day or location</p> <ul style="list-style-type: none"> • Move class outdoors as allowable
<p>Resources:</p> <ul style="list-style-type: none"> • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown • Roadmap for Facilities • How to Protect Yourself and Others 			
<p>Health and Safety: <i>Recess, fields, restrooms</i></p>	<p>School buildings are closed</p>	<ul style="list-style-type: none"> • After using the restroom, students and staff must wash hands with soap and water for 20 seconds. Hand sanitizer does not substitute in this situation • Before and after using playground equipment or starting recess, students must wash hands or use hand sanitizer • Designate playground and shared equipment solely for the use of one cohort at a time; disinfect at least daily and between use as much as possible • Maintain physical distancing requirements, stable cohorts, and square footage requirements; masks are encouraged by the CDC to be worn whenever possible • Provide signage and restrict access to outdoor and sports equipment • Design recess activities that allow for physical distancing and maintenance of stable cohorts • Limit staff rooms, common staff areas, workspaces, and other non-student areas to single person usage where possible and maintain six feet of distance at all times between adults • Consider touch-free paper towel dispensers and minimizing touching 	<ul style="list-style-type: none"> • After using the restroom, students and staff must wash hands with soap and water for 20 seconds. Hand sanitizer does not substitute in this situation • Before and after using playground equipment or starting recess, students must wash hands or use hand sanitizer • Designate playground and shared equipment solely for the use of one cohort at a time; disinfect at least daily and between use as much as possible • Maintain physical distancing requirements, stable cohorts, and square footage requirements; masks are encouraged by the CDC to be worn whenever possible • Provide signage and restrict access to outdoor and sports equipment • Design recess activities that allow for physical distancing and maintenance of stable cohorts • Limit staff rooms, common staff areas, workspaces, and other non-student areas to single person usage where possible and maintain six feet of distance at all times between adults • Consider touch-free paper towel dispensers and minimizing touching door handles whenever possible

		<ul style="list-style-type: none"> door handles whenever possible Discourage storage of any personal items in shared bathrooms 	Discourage storage of any personal items in shared bathrooms
<p><i>Health and Safety: Isolation Measures</i></p>	<p>Schools are closed</p>	<ul style="list-style-type: none"> Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone (students or staff) who exhibits COVID-like symptoms at any time during the school day. School nurses and other healthcare providers should use standard and transmission-based precautions when caring for sick people. Establish procedures for safely transporting anyone sick home or to a healthcare facility. Establish a designated isolation area where students can wait for a parent to pick them up. This area should allow for adequate space to maintain six feet of distance and staff supervision and symptom monitoring by a school nurse or school staff until the student is able to go home. Anyone providing supervision and symptom monitoring is strongly recommended by the CDC to wear a surgical mask and face shield; and if they are within 6 feet of a symptomatic student or staff member, should also wear a gown and gloves; they should clean their hands with soap and water or hand sanitizer after removing the personal protective equipment (PPE). Students from different households should not be isolated together. Explain isolation protocols to students and parents up front to reduce fear, anxiety or shame related to isolation. 	<ul style="list-style-type: none"> Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone (students or staff) who exhibits COVID-like symptoms at any time during the school day. School nurses and other healthcare providers should use standard and transmission-based precautions when caring for sick people. Establish procedures for safely transporting anyone sick home or to a healthcare facility. Establish a designated isolation area where students can wait for a parent to pick them up. This area should allow for adequate space to maintain six feet of distance and staff supervision and symptom monitoring by a school nurse or school staff until the student is able to go home. Anyone providing supervision and symptom monitoring is strongly recommended by the CDC to wear a surgical mask and face shield; and if they are within 6 feet of a symptomatic student or staff member, should also wear a gown and gloves; they should clean their hands with soap and water or hand sanitizer after removing the personal protective equipment (PPE). Students from different households should not be isolated together. Explain isolation protocols to students and parents up front to reduce fear, anxiety or shame related to isolation.

		<ul style="list-style-type: none"> • Educate students and parents that many students will likely be isolated for symptoms this year, that it will be different from previous years, and that a student may need to suddenly switch to remote learning because of isolation or quarantine status. • Communicate to students and parents at the beginning of the school year the school's isolation and quarantine protocols and the criteria a student must meet to return to school. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality as required by the Americans with Disabilities Act (ADA). • Notify local health officials and/or your medical advisory team if more than one child is sent home with new COVID-19 symptoms in one day or more than two in one week. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. Be sure to disinfect any surface the person may have touched. • Advise sick students and sick staff members not to return until they have met CDC criteria to discontinue home isolation. • Inform those who have had close contact to a person with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if 	<ul style="list-style-type: none"> • Educate students and parents that many students will likely be isolated for symptoms this year, that it will be different from previous years, and that a student may need to suddenly switch to remote learning because of isolation or quarantine status. • Communicate to students and parents at the beginning of the school year the school's isolation and quarantine protocols and the criteria a student must meet to return to school. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality as required by the Americans with Disabilities Act (ADA). • Notify local health officials and/or your medical advisory team if more than one child is sent home with new COVID-19 symptoms in one day or more than two in one week. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. Be sure to disinfect any surface the person may have touched. • Advise sick students and sick staff members not to return until they have met CDC criteria to discontinue home isolation. • Inform those who have had close contact to a person with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. Provide options
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		<p>symptoms develop. Provide options for virtual learning. If a person does not have symptoms follow appropriate CDC guidance for home isolation.</p>	<p>for virtual learning. If a person does not have symptoms follow appropriate CDC guidance for home isolation.</p>
<p><i>Parent and Family Engagement</i></p>	<p>Share information: Share information with caregivers virtually about how kids might respond to stress, including how stress might play out by age group.</p> <p>Messaging: In your regular virtual communication with families, it may be useful to normalize the stress and mention ways that mental health professionals can help children or caregivers to cope with that stress. List symptoms that children and families could be experiencing and provide mental health resources.</p> <p>Outreach: When reaching out virtually to caregivers remember that it may have been a long time since caregivers were in school. Consider creating clear daily lists of work for students, with easy-to-follow instructions. Caregivers are not familiar with the jargon and acronyms that normally used with students and colleagues, so try to keep instructions jargon-free.</p> <p>Partnerships: Seek and utilize input from a wide range of families on important COVID-19-related decisions such as when and how to re-open a school and with what precautions, how to honor important milestones usually celebrated in school, and to help meet the needs of families in the school community. This might be done through virtual town halls or in smaller (virtual) focus-groups.</p> <p>Training: Be flexible and understanding if</p>	<p>Share information: Send information home or share virtually with caregivers about how kids might respond to stress, including how stress might play out by age group.</p> <p>Messaging: Send and reinforce the message that schools and families “are in this together.” This can be reinforced by a school’s efforts to continue to feed students and families in need, make learning materials available, and increase access to technology.</p> <p>Outreach: Reach out to families and students to determine what safe methods of communication are most helpful for them and at what time. When checking in, discuss what kinds of supports are typically offered to support their student’s academic learning and emotional well-being when at school. Consider offering virtual office hours for students and caregivers.</p> <p>Partnerships: Make the most of this challenging opportunity to forge new bonds with families who may not have partnered with schools in the past. This is an opportunity for caregivers to see that the school cares about the well-being of their child, and for the school to appreciate the efforts of caregivers to reinforce academic goals. Schools will have greater insight into their students’ home lives, and caregivers will better</p>	<p>Share information: Share information with caregivers about how kids might respond to stress, including how stress might play out by age group.</p> <p>Messaging: Send and reinforce the message that schools and families “are in this together.”</p> <p>Outreach: School staff should be checking in with families through socially distanced means to see what they need and what the school can do to help them through the pandemic. What do you see at home that you want the school to know to support their child learning?</p> <p>Partnerships: Caregivers can also be tremendous resources as we all are adjusting to this pandemic. Share your needs with them and ask for their suggestions and resources to support their student and the entire class. Those who are able to contribute ideas or resources will feel valued by the exchange.</p> <p>Training: Share community resources with teachers that support family well-being (e.g., food and housing) and encourage them to share concerns about families with administration.</p> <p>Encouragement: Suggest that families maintain as much of a regular routine as possible, and plan family activities such as going for walks or hikes or playing board</p>

	<p>families have difficulties meeting the requests of schools related to their child's education. Consider holding a virtual town hall and provide other opportunities for families to provide input into what is working and what is challenging for them at this time.</p> <p>Encouragement: Express gratitude and humility to families for inviting educators to "enter their home."</p> <p>Coping: Emphasize that families need to give themselves some space when emotions run high, and model how to regulate emotions to help children cope. This coping skill becomes critical to practice regularly during isolation and other stressors often associated with virtual schooling.</p>	<p>understand the daily work that schools do to educate their child.</p> <p>Training: Consider offering a virtual professional development in-service that includes some strategies that educators and school staff can use to identify and connect to students and families who appear to be struggling during this time. Ensure that staff understand how a family can access the available resources.</p> <p>Encouragement: Suggest that families develop life skills such as cooking or gardening, as alternate learning options to promote feelings of control over themselves and their environment as well as feelings of competence and self-worth. Perhaps give students opportunities to share these life skills they are learning at home with others in their class too.</p> <p>Coping: If you have developed successful classroom strategies to help a student cope with stress or anxiety at school, consider sharing those strategies with caregivers to help the student have more success while learning at home.</p>	<p>or video games together. Make time to ask students about something fun they are doing right now.</p> <p>Coping: Remind families that children benefit tremendously in stressful times by connecting with calm and grounded adults. School staff and parents can both play vital role in calming children. As a child's anxiety increases, their thinking, learning brain becomes less engaged and their behavior and emotions are difficult to control and manage.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> • Checklist for Parents • LKSD Elementary Learning Plan • LKSD Secondary Learning Plan 		
<p><i>Wraparound Support and Community Services</i></p>	<ul style="list-style-type: none"> • DO Operations and SA maintain contact with village rep. regarding risk level • SA continue to communicate how to contact school/teachers during period of remote learning • All SW and counseling services are virtual 	<ul style="list-style-type: none"> • DO Operations and SA maintain contact with village rep. regarding risk level • SA continue to communicate how to contact school/teachers during remote learning days • Implement shift in itinerant SW & counseling services to virtual delivery 	<ul style="list-style-type: none"> • DO Operations and SA maintain contact with village rep. regarding risk level • Provide SE and counseling services in accordance with standard operation procedures

	Resources: <ul style="list-style-type: none"> • Managing Stress and Coping • Helping Children Cope 		
<i>Student Transportation (busses)</i>	School buildings are closed; buses used to deliver meals to students and families (Bethel-based) Consideration: Reduce contact by delivering a week’s worth of meals during a designated time	<ul style="list-style-type: none"> • Maintain physical distancing on van or bus transportation. One student per seat (siblings may sit together) and if possible, maintain 6 feet of physical distancing while entering and exiting buses • Provide hand sanitizer for students and bus drivers • Require students to wear face masks/coverings • Protocol for symptom and temperature screening to take place before, or as a student boards a bus • Eliminate field trips • Clean and disinfect frequently-touched surfaces on the bus as least daily • Air out buses when not in use • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households 	<ul style="list-style-type: none"> • Maintain physical distancing on van or bus transportation. One student per seat (siblings may sit together) and if possible, maintain 6 feet of physical distancing while entering and exiting buses • Provide hand sanitizer for students and bus drivers • Allow bus drivers and students to wear face masks/coverings • Protocol for symptom and temperature screening to take place before, or as a student boards a bus • Limit field trips • Clean and disinfect frequently-touched surfaces on the bus at least daily • Air out buses when not in use
	Resources: <ul style="list-style-type: none"> • What Bus Operators Need to Know 		
<i>Staff Transportation (Itinerants, district office staff)</i>	School buildings are closed; Essential travel only as approved by the Superintendent or designee	Limited essential travel based on community need, community travel restrictions, and as approved by the Superintendent or designee	Travel coordinated with each individual community
<i>Entering/Exiting School Buildings</i> <i>*Also see Health & Safety guidance</i>	School buildings are closed; require only that essential staff report in-person to carry out functions that are absolutely necessary <ul style="list-style-type: none"> • Utilize Zoom wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures 	<ul style="list-style-type: none"> • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures, good hygiene, and school/district specific policies • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school • Mark spaced lines to enter the 	<ul style="list-style-type: none"> • Provide hand sanitizer for students and staff • Limit unnecessary congregations of students and staff • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures, good hygiene, and school/district specific policies

		<ul style="list-style-type: none"> building and designate entrance and exit flow paths • Screen students and staff to the extent possible • Establish a protocol for visitors • Establish a protocol for student pick-up/drop off: staggered entry and release, marked spacing for pickup • Establish protocol for pickup/deposit of masks 	<ul style="list-style-type: none"> • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school • Establish a protocol for visitors
	Resources: <ul style="list-style-type: none"> • COVID-19 Screening Checklist for Visitors • CDC Prevention Print Resources • Use of Cloth Face Coverings 		
<i>Food Service</i>	School buildings are closed <ul style="list-style-type: none"> • Reduce contact by delivering/making available a week's-worth of food during a designated time • Practice established social distancing protocols • Provide PPE to participating staff 	<ul style="list-style-type: none"> • Student hand washing before and after meal service • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Provide meals to students in classroom setting • Meals will be provided to students who are remote learning following a food distribution schedule 	<ul style="list-style-type: none"> • P Student hand washing before and after meal service • Provide hand sanitizer for students and staff • Allow students and staff to wear face coverings while in large group setting • Conduct rigorous cleaning of cafeteria and high-touch surfaces throughout the school day
	Resources: <ul style="list-style-type: none"> • Food & Coronavirus Disease 2019 		
<i>Transitions</i>	School buildings are closed	<ul style="list-style-type: none"> • Limit mixing between groups • Designate areas of the hallway as flow paths to keep students separated to minimize congregation of students • Plan staggered start and release times to minimize number of students in hallway at one time • Have the same group of students stay with the same staff as much as possible 	<ul style="list-style-type: none"> • Students and staff will wear face masks/coverings while in large group gatherings • Conduct cleaning of hallways and high touch surfaces throughout the school day • Designate areas of the hallway to walk to keep students separated to the extent possible
<i>Trauma-informed Practices and Social-Emotional Needs</i>	School buildings are closed <ul style="list-style-type: none"> • Social workers and counselors continue contact with students/families by phone, email, Zoom (as appropriate) 	<ul style="list-style-type: none"> • Mix of in-person and remote services for social workers and counselors • SEL lessons provided in-person to the greatest extent possible 	<ul style="list-style-type: none"> • In-person visits with SW and counselors, maintaining 6 feet of distance, wearing face masks • SEL curriculum implementation in-

	<ul style="list-style-type: none"> SEL lessons provided in remote learning as appropriate Continue SA and staff PD/implementation of trauma-informed practices 	<ul style="list-style-type: none"> Continue SA and staff PD/implementation of trauma-informed practices 	<ul style="list-style-type: none"> person Continue SA and staff PD/implementation of trauma-informed practices
	Resources: <ul style="list-style-type: none"> Helping Children Cope with Changes Talking to Children about COVID-19 Teaching Through a Pandemic 		
“Welcome Back” Planning	Share LKSD Smart Start framework with parents via district website and Facebook page	Share LKSD Smart Start framework with parents via district website and Facebook page Student and parent orientation to site-specific plan	Share LKSD Smart Start framework with parents via district website and Facebook page Student and parent orientation to site-specific plan
	Resources: <ul style="list-style-type: none"> Checklist for Parents Checklist for Teachers 		

Continuity for Learning			
	High Risk	Medium Risk	Low Risk
Learning Gaps	Schools are closed. <ul style="list-style-type: none"> Establish an academic baseline as soon as possible when in medium or low risk Establish/implement classroom-level plans for addressing learning gaps 	Establish an academic baseline: <ul style="list-style-type: none"> Administer benchmark assessments, classroom and/or program-based assessments Building administrators meet with teachers to identify where students are academically Establish/implement classroom-level plans for addressing learning gaps 	Establish an academic baseline: <ul style="list-style-type: none"> Administer benchmark assessments, classroom and/or program-based assessments Building administrators meet with teachers to identify where students are academically Establish/implement classroom-level plans for addressing learning gaps
Interventions	Schools are closed. Continue to provide instructional supports remotely to: <ul style="list-style-type: none"> Students at-risk of not graduating on time Students with disabilities (compensatory services) Students who struggled in the prior remote learning environment Other students identified as being behind academically by teachers or 	Provide additional instructional supports to: <ul style="list-style-type: none"> Students at-risk of not graduating on time Students with disabilities (compensatory services) Students who struggled in the prior remote learning environment Other students identified as being behind academically by teachers or parents 	Provide additional instructional supports to: <ul style="list-style-type: none"> Students at-risk of not graduating on time Students with disabilities (compensatory services) Students who struggled in the prior remote learning environment Other students identified as being behind academically by teachers or parents

	parents Continue implementation of LKSD MTSS model for academic and behavioral interventions	Continue implementation of LKSD MTSS model for academic and behavioral interventions	Continue implementation of LKSD MTSS model for academic and behavioral interventions
School Schedules (see <i>Delivery Methods</i>)	Schools are closed. Distance/remote learning	PreK-6: Hybrid instructional model of in-person (cohort model) and remote learning or parent choice of full-time distance learning Middle/High School: Remote/distance learning or cohort model if applicable	Cohort model K-12 and/or parent choice of full-time distance learning
Delivery Methods	Distance/remote learning utilizing a combination of the following delivery methods: <ul style="list-style-type: none"> • Online platforms • Instructional packets distributed and collected routinely at established locations • Thumb drives • Loading of devices on a set schedule 	PreK-6: Hybrid instructional model of in-person (cohort model) and remote learning or parent choice of full-time distance learning Middle/High School: Remote/distance learning or cohort model if applicable	Cohort model K-12 and/or parent choice of full-time distance learning
	Guidance: <ul style="list-style-type: none"> • Canvas: Learning Management System • Blended Learning 		
Considerations for Students with Special Needs	<ul style="list-style-type: none"> • Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers. • Refer to updated state and national guidance and resources such as: U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020” • Staff and school administrators, in partnership with school nurses, or other school health providers, 	<ul style="list-style-type: none"> • Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers. • Refer to updated state and national guidance and resources such as: U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020” • Staff and school administrators, in partnership with school nurses, or other school health providers, 	<ul style="list-style-type: none"> • Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers. • Refer to updated state and national guidance and resources such as: U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020” • Staff and school administrators, in partnership with school nurses, or other school health providers,

	<p>should work with interdisciplinary teams to address individual student needs.</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • Service provision should consider health and safety as well as legal standards. <p>Work with an interdisciplinary team to meet requirements of ADA and FAPE.</p>	<p>should work with interdisciplinary teams to address individual student needs.</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. 	<p>should work with interdisciplinary teams to address individual student needs.</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • Service provision should consider health and safety as well as legal standards. <p>Work with an interdisciplinary team to meet requirements of ADA and FAPE.</p>
<p><i>Special Considerations for Staff Working in Special Education</i></p>	<ul style="list-style-type: none"> • Provide appropriate PPE for school physical therapists, occupational therapists, aides, and others who must have physical contact with students to do their jobs. • CDC recommends staff wash their hands before and after each student and wear face coverings. • When working with children who have difficulty controlling their secretions or who cannot wear masks for medical reasons, staff coming within 6 feet for more than 15 minutes should wear face shield, gown, and gloves. These 	<ul style="list-style-type: none"> • Provide appropriate PPE for school physical therapists, occupational therapists, aides, and others who must have physical contact with students to do their jobs. • CDC recommends staff wash their hands before and after each student and wear face coverings. • When working with children who have difficulty controlling their secretions or who cannot wear masks for medical reasons, staff coming within 6 feet for more than 15 minutes should wear face shield, gown, and gloves. These 	<ul style="list-style-type: none"> • Provide appropriate PPE for school physical therapists, occupational therapists, aides, and others who must have physical contact with students to do their jobs. • CDC recommends staff wash their hands before and after each student and wear face coverings. • When working with children who have difficulty controlling their secretions or who cannot wear masks for medical reasons, staff coming within 6 feet for more than 15 minutes should wear face shield, gown, and gloves. These

	<p>may be reusable but should be changed or cleaned between students.</p> <ul style="list-style-type: none"> • Speech therapists could consider wearing face coverings with clear windows but should wear a face covering when around students and staff. Face shields are excellent eye protection and may be worn with a cloth face covering but are not a substitute for a cloth face covering. A face shield that has a fabric or surgical mask material neck guard is an excellent alternative that serves the purpose of both a face shield and cloth face covering and may be appropriate for staff at all levels. • Districts should consider community transmission rates (in other words, transmission rates in their behavioral health region, district, municipality/town/village as well as any larger community centers within <1 hour driving distance unless there are travel restrictions in place to enter the town or village, as well as any cases or outbreaks in individual schools or classrooms within the district), local health care capacity, and PPE availability when deciding which services they can offer in person versus online and with what frequency. 	<p>may be reusable but should be changed or cleaned between students.</p> <ul style="list-style-type: none"> • Speech therapists could consider wearing face coverings with clear windows but should wear a face covering when around students and staff. Face shields are excellent eye protection and may be worn with a cloth face covering but are not a substitute for a cloth face covering. A face shield that has a fabric or surgical mask material neck guard is an excellent alternative that serves the purpose of both a face shield and cloth face covering and may be appropriate for staff at all levels. • Districts should consider community transmission rates (in other words, transmission rates in their behavioral health region, district, municipality/town/village as well as any larger community centers within <1 hour driving distance unless there are travel restrictions in place to enter the town or village, as well as any cases or outbreaks in individual schools or classrooms within the district), local health care capacity, and PPE availability when deciding which services they can offer in person versus online and with what frequency. 	<p>may be reusable but should be changed or cleaned between students.</p> <ul style="list-style-type: none"> • Speech therapists could consider wearing face coverings with clear windows but should wear a face covering when around students and staff. Face shields are excellent eye protection and may be worn with a cloth face covering but are not a substitute for a cloth face covering. A face shield that has a fabric or surgical mask material neck guard is an excellent alternative that serves the purpose of both a face shield and cloth face covering and may be appropriate for staff at all levels. • Districts should consider community transmission rates (in other words, transmission rates in their behavioral health region, district, municipality/town/village as well as any larger community centers within <1 hour driving distance unless there are travel restrictions in place to enter the town or village, as well as any cases or outbreaks in individual schools or classrooms within the district), local health care capacity, and PPE availability when deciding which services they can offer in person versus online and with what frequency.
<p>Grading Guidance</p>	<p>See the LKSD Elementary and Secondary Learning Plans for grading guidance</p>	<p>See the LKSD Elementary and Secondary Learning Plans for grading guidance</p>	<p>See the LKSD Elementary and Secondary Learning Plans for grading guidance</p>
<p>Guidance:</p> <ul style="list-style-type: none"> • LKSD Elementary Learning Plan 			

	<ul style="list-style-type: none"> LKSD Secondary Learning Plan 		
<i>Professional Learning for Educators</i>	<p>Virtual professional development and learning for educators specific to COVID-19 and the LKSD SMART START plan will be provided during the weeks of August 17th and 24th, with additional PD provided during the LKSD Annual Fall Conference. Periodic PD dates are scheduled throughout the fall semester to reinforce previous content and address ongoing staff needs as they arise.</p>	<p>Virtual professional development and learning for educators specific to COVID-19 and the LKSD SMART START plan will be provided during the weeks of August 17th and 24th, with additional PD provided during the LKSD Annual Fall Conference. Periodic PD dates are scheduled throughout the fall semester to reinforce previous content and address ongoing staff needs as they arise.</p>	<p>Virtual professional development and learning for educators specific to COVID-19 and the LKSD SMART START plan will be provided during the weeks of August 17th and 24th, with additional PD provided during the LKSD Annual Fall Conference. Periodic PD dates are scheduled throughout the fall semester to reinforce previous content and address ongoing staff needs as they arise.</p>
<i>Staffing (including vulnerable populations)</i>	<p>Schools are closed. Distance/remote learning.</p> <ul style="list-style-type: none"> Continue to provide remote learning opportunities for vulnerable student populations in consultation with parents and public health officials 	<ul style="list-style-type: none"> Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality (privacy laws) Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality (privacy laws) Provide remote learning opportunities for vulnerable student populations in consultation with parents and public health officials Consider alternative teaching assignment for personnel who are members of vulnerable populations 	<ul style="list-style-type: none"> Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality (privacy laws) Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality (privacy laws) Provide remote learning opportunities for vulnerable student populations in consultation with parents and public health officials Consider alternative teaching assignment for personnel who are members of vulnerable populations

Capacities for Learning			
	High Risk	Medium Risk	Low Risk
<i>Connectivity</i>	<p>Schools are closed</p> <ul style="list-style-type: none"> Remote learning protocols implemented Student devices issued for home use Use of LMS in support of remote learning 	<p>Hybrid of in-person and remote learning, or parent choice of full-time remote learning</p> <ul style="list-style-type: none"> Hybrid learning protocols implemented Student devices issued for home use as appropriate Use of LMS in support of remote 	<p>Cohort model K-12 and/or parent choice of full-time remote learning</p> <ul style="list-style-type: none"> Student devices issued for home use as appropriate Use of LMS in support of remote learning

		learning	
	Resources: <ul style="list-style-type: none"> • Moodle: Learning Management System • Blended Learning 		
<i>Federal Funding and Flexibility</i>	<ul style="list-style-type: none"> • Implement the most effective and impactful use of federal funding and flexibility • Advocate for additional federal resources • Implement strategies to mitigate impact of budget shortfalls 	<ul style="list-style-type: none"> • Implement the most effective and impactful use of federal funding and flexibility • Advocate for additional federal resources • Implement strategies to mitigate impact of budget shortfalls 	<ul style="list-style-type: none"> • Implement the most effective and impactful use of federal funding and flexibility • Advocate for additional federal resources • Implement strategies to mitigate impact of budget shortfalls
<i>Student Activities and Travel</i>	Schools are closed; no student activities or travel	Limited; See LKSD activities guidance	Limited; See LKSD activities guidance
<i>Facilities Use and Sanitation Funding Local community/staff</i>	Schools are closed; no facility use other than for essential services by LKSD staff	LKSD use only	LKSD use only
<i>Considerations Related to Negotiated Agreements</i>	See guidance on leave scenarios and vulnerable staff	See guidance on leave scenarios and vulnerable staff	See guidance on leave scenarios and vulnerable staff
<i>Communication</i>	<p>The district and school sites will employ multiple methods for communicating with families and stakeholders and for soliciting feedback to best meet needs. Examples: website, Facebook, Survey Monkey, VHF, School Messenger, parent letters, local media</p> <ul style="list-style-type: none"> • Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease • Develop protocols for communicating with students and staff who have come into close contact with a confirmed case • Develop protocols for communicating immediately with staff, families, and the community when a new case of COVID-19 is 	<p>The district and school sites will employ multiple methods for communicating with families and stakeholders and for soliciting feedback to best meet needs. Examples: website, Facebook, Survey Monkey, VHF, School Messenger, parent letters, local media</p> <ul style="list-style-type: none"> • Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease • Develop protocols for communicating with students and staff who have come into close contact with a confirmed case • Develop protocols for communicating immediately with staff, families, and the community when a new case of COVID-19 is 	<p>The district and school sites will employ multiple methods for communicating with families and stakeholders and for soliciting feedback to best meet needs. Examples: website, Facebook, Survey Monkey, VHF, School Messenger, parent letters, local media</p> <ul style="list-style-type: none"> • Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease • Develop protocols for communicating with students and staff who have come into close contact with a confirmed case • Develop protocols for communicating immediately with staff, families, and the community when a new case of COVID-19 is

	<p>identified in students or staff, including a description of how the school or district is responding</p> <ul style="list-style-type: none"> • Provide all information in languages and formats accessible to the school community 	<p>identified in students or staff, including a description of how the school or district is responding</p> <ul style="list-style-type: none"> • Provide all information in languages and formats accessible to the school community 	<p>identified in students or staff, including a description of how the school or district is responding</p> <ul style="list-style-type: none"> • Provide all information in languages and formats accessible to the school community
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